



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission
for assessing organization of education of "Gomel State
Medical University" of the Republic of Belarus
complying with the standard requirements
of international institutional accreditation
of medical education organizations abroad (based on WFME / AMSE)
from November 23 to November 25, 2021

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

To the IAAR Accreditation Council



Независимое агентство
аккредитации и рейтинга

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

EEC	– External Expert Commission
GomGMU	– Gomel State Medical University
SEC	– State Examination Commission
LR	– Local Regulation
GMF	– General Medicine Faculty
MDF	– Medical and Diagnostic Faculty
MH RB	– Ministry of Health of the Republic of Belarus
ME RB	– Ministry of Education of the Republic of Belarus
IAAR	– Independent Agency of Accreditation and Rating
SRL	– Scientific and Research Laboratory
SRW	– Scientific and Research Work
SMC	– Scientific and Methodological Council
EP	– Educational Programs
ESHE	– Educational Standards for Higher Education
PAC	– Professorial Advisory Center
PTS	– Professional Teaching Staff
RB	– Republic of Belarus
QMS	– Quality Management System
OSHMS	– Occupational Safety and Health Management System
SC	– Standard Curriculum
HEI	– Higher Education Institution
UMO	– Educational and Methodical Department
EI	– Educational Institution
SP	– Study Program
FPUT	– Faculty of Pre–University training
FIS	– Faculty of International Students
AF	– Appraisal Fund
FPDR	– Faculty of Professional Development and Retraining

(II) INTRODUCTION

In compliance with order of the Independent Agency for Accreditation and Rating (hereinafter - IAAR) No. 137-21- od dated October 8, 2021, an external expert commission (EEC) visited EI “Gomel State Medical University” (GomSMU) from 23 to 25 November 2021. The university's compliance with the IAAR institutional accreditation standards was assessed.

Composition of the EEC:

1. **IAAR Chairman** – Konrad Juszkievicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Amsterdam, Netherlands).
2. **Overseas IAAR expert** - Kalmin Oleg Vitalievich, MD, Professor, Penza State University, Russian Federation. (Russian Federation, Penza).
3. **Overseas IAAR expert** – Nurjamal Zhenisovna Jardemalieva , MD, Associate Professor, Kazakh National Medical University named after SD Asfendiyarov (Republic of Kazakhstan, Almaty).
4. **Overseas IAAR expert** - Erlan Tursynbaevich Kashkinbaev, PhD, NAO "Astana Medical University" (Republic of Kazakhstan, Nur-Sultan).
5. **National IAAR expert** - Yulia Evgenyevna Eremenko, Professor, PhD, State Institution "Republican Scientific and Practical Center of Otorhinolaryngology" (Republic of Belarus, Minsk).
6. **Employer IAAR** - Kirenya Igor Evgenyevich, CEO of H A “Bragin central regional hospital” (Republic of Belarus, Bragin settlement)
7. **IAAR student** - Yurkova Maria Andreevna, Master's student of Francisk Skorina Gomel State University (Republic of Belarus, Gomel).
8. **IAAR observer** - Alisa Satbekovna Dzhakenova, Head of medical projects of the Agency (Republic of Kazakhstan, Nur-Sultan).

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

The university was founded by Decree of the Council of Ministers of the BSSR No. 284 of November 14, 1990 as Gomel State Medical Institute. In 2003, after the state accreditation Gomel State Medical Institute was renamed "Gomel State Medical University".

The activities of GomSMU are carried out in compliance with the Charter of Education Institution GomSMU, approved by order of the Ministry of Health of Belarus dated July 14, 2003 No. 124 (as amended by order of the Ministry of Health of Belarus dated February 7, 2019 No. 144) and registered by Gomel City Executive Committee No. 400022681 dated February 14, 2019 (with amendments and additions approved by orders of the Ministry of Health of Belarus No. 897 dated September 9, 2020, No. 91 dated January 29, 2021).

The University has a special permit (license) to carry out educational activities (registration number: 02100//316, series and form number: 0170536), issued by order of the Ministry of Education of Belarus No. 379 dated May 10, 2018 for a period of 5 years.

The University has certificate of accreditation No.120, issued on March 06, 2017 by the State Committee on Science and Technology of Belarus and the National Academy of Sciences of Belarus, valid until March 05, 2022.

The university consists of 5 faculties: General Medicine Faculty (GMF), Medical and Diagnostic Faculty (MDF), Faculty of International Students (FIS), Faculty of Professional Development and Retraining (FPDR), Pre-University Training Faculty (PUTF), 38 departments, the Scientific Research Laboratory (SRL), the Professorial and Advisory Center (PAC). The full-time teaching staff of the university consists of 424 teachers, including 22 Doctors, and 124 candidates of sciences (PhDs).

The total number of students (as of September 1, 2021) is 3,805 individuals , including students on program 1-79 01 "General Medicine" – 3,018 students, including 750 foreign citizens;

on program 1-79 01 04 "Diagnostic Medicine" - 529 students; on program 1-79 01 03 "Medical and Preventive Medicine" - 50 students; clinical internship (26 programs) - 131 individuals; master degree (3 programs) - 2 individuals; postgraduate course (26 programs) - 71 individuals; Doctorate course (26 programs) - 4 individuals.

(IV) DESCRIPTION OF PREVIOUS ACCREDITATION

This is the first time GomSMU is being accredited by the IAAR.

(V) DESCRIPTION OF EEC VISIT

The work of EEC was carried out on the basis of the Visit Program by an External Expert Commission (online/offline format) of IAAR on International Institutional and Program Accreditation of Educational Programs: 1-79 01 "General Medicine, 1-79 01 03 " Medical and Preventive Medicine, 1-79 01 04 "Diagnostic Medicine" in EI "Gomel State Medical University" from November 23 to November 25, 2021.

In order to obtain objective information about the quality of educational programs and the entire GomSMU infrastructure and to clarify the content of self-assessment reports, meetings were held with the Rector, Vice Rectors, Faculty Deans, Heads of Departments, Heads of Divisions, teaching staff members, alumni, employers and students. A total of 123 people took part in the meetings (Table 1).

Table 1 - Information about the number and categories of the meeting participants

<i>Category of participants</i>	<i>Total number</i>
Rector	1
Vice-rectors	5
Deans	5
Heads of Divisions	11
Heads of Departments	38
Teachers of Departments	25
Students	22
Alumni	7
Employers	9
Total	123

During their visit to GomSMU, EEC members visited the clinical and theoretical departments of the university, structural units of the university, dormitory No. 2, academic building No. 4, institution "Gomel regional children's clinical hospital", SI "Republican scientific and radiography and human ecology center", the Human anatomy department with the course of operative surgery and topographic anatomy.

In the main building of the university, EEC members visited the cafeteria, medical center, dean's office for overseas students, library, the Military training department, computer lab and other structural units.

In the institution "Gomel regional children's clinical hospital" the Department of pediatrics was visited, where discussions were held with students of groups L-406, L-536, L-415.

Members of the commission were introduced to accommodation conditions of students during their visit to dormitory no. 2. They were shown the rooms and the gym.

In academic building No. 4, the members of EEC inspected the library and reading room, gym, cloakroom, and cafeteria.

In SI "Republican scientific and radiography and human ecology center" members of the commission visited a class of ophthalmology held by the Otorhinolaryngology Department, where they talked to foreign students of I-403a group (Sri-Lankan citizens). They also visited the

Departments of clinical laboratory diagnostics, pathological anatomy and laboratories, where students are trained.

An anonymous online questioning of students (117 people) and teachers (130 people) was carried out to analyze if they were satisfied with working and learning conditions in the GomSMU.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard «Mission and Results»

Evidence part

During the EEC visit and while reading the university self-assessment report, it was found that the clearly defined university mission was discussed and accepted, brought to the attention of internal and external stakeholders, was placed on the stand in the university and on the website of the university.

The mission of the university is formed on the basis of the strategic directions of the university and aims at creation and development of the existing scientific and teaching schools to train highly qualified competitive specialists with an active lifestyle, modern knowledge, innovative thinking and the necessary competencies to meet the needs of society and improve public health.

On the basis of the mission and goals of GomSMU the educational programs (EP) 1-79 01 "General Medicine", 1-79 01 03 "Preventive Medicine", 1-79 01 04 "Diagnostic Medicine" were developed, which included educational goals and expected learning outcomes.

The outcomes focus on core competencies such as medical knowledge, communication, practical skills, professionalism, personal and professional development, knowledge of the legislation, and evidence-based decision making. Comparability of final results, methods of assessment and used methods of teaching and learning are presented to the EEC. The questions of academic and institutional freedom were also discussed during the interview, according to the visit plan.

The EEC got acquainted with the internal and external stakeholders, most of whom are both heads of internships and employers, who actively participate in the discussion of the mission of the university and its educational activities, which allows to harmonize the hours, content, coordination of subjects between the departments of the university and internships. The EEC received evidence of the above-mentioned characteristics during the interviews with external stakeholders.

Analytical part

The university has developed, regularly analyzed and updated the Mission and Vision, the university's values which are consistent with the long-term development programs contained in the University Plan of activities for the year and the University Perspective Development Plan. In formulating these documents, the opinion of the teaching staff is taken into account. The documents are reviewed and approved by the Council of the University. The Development Program of EI "Gomel State Medical University" for 2021-2025 was designed and is being implemented. The EEC noted that the Mission of the University was defined and regularly updated with the participation of stakeholders. The Mission also reflects all types of university activities, including educational, scientific, clinical ones as well as the promotion of national values.

According to the criteria of "Mission and outcomes" standard in terms of defining its mission, the university has a mission and communicates it to stakeholders by uploading it on its website and information stands. However, during discussions with teachers, students and employers, it was found out that not everyone knew the university mission.

The university provides multilevel educational activities: specialist, internship, clinical residency, master degree, postgraduate, doctoral and lifelong education focused on learning outcomes. The university guarantees the training of highly qualified specialists.

Academic freedom is ensured by the teaching staff through participation in development and implementation of the educational curricular. The university teaching staff members have the freedom to choose the ways and forms of organizing and conducting classes, teaching methods, subject to the requirements of curricula and syllabi.

The final results aim at the students to the required competencies and are in line with the mission and objective of the university.

The university alumni are in demand as physicians in the health care system of Belarus.

Strengths / best practices

Absent.

Recommendations

1. To inform the teaching staff, students, health sector about the Mission of GomSMU more extensively (via media, banners, stands, etc.).

2. To widen the circle of external stakeholders in discussing the Mission, involve both state health care structures and professional associations, non-governmental and other organizations.

3. In order to improve academic freedom in compliance with the recommendations of the ESHE, the development of curricula should include elective courses at least 15% of the total theoretical training.

4. To continue to work on improving the internal university quality assurance and checks and balances, including risk management, monitoring and evidence-based decision-making.

EEC conclusions on criteria (strong / satisfactory / suggestive of improvement / unsatisfactory)

Strong - 0

Satisfactory - 21

Suggestive of improvement - 3

Unsatisfactory - 0

6.2. Standard "Educational program"

Evidence part

Curricula for specialisms are developed on the basis of the SC, approved by the Ministry of Education of Belarus. The Decree of the Ministry of Education of Belarus stipulates the aims and objectives of study of disciplines and determines, through the syllabus, the content of the discipline, the form of study, the basic requirements for the learning outcomes of the students, the recommended forms and methods of teaching and learning, the list of materials and teaching aids.

In the course of the visit, the EEC was introduced to the local regulatory acts and during the interview the EEC was introduced with the information on the Aims and Outcomes of the university, which are developed in compliance with the Strategic Development Program of GomSMU, requirements of the Ministry of Health of Belarus, requirements and expectations of consumers and stakeholders at the regional and national levels.

The university educational program defines teaching methods, including those based on the student-oriented approach. The implementation of competency-based approach in the training of physicians provides extensive use in the educational process of various forms of classes in combination with extracurricular work, in order to form and develop professional skills of students, the documents were presented by the EEC.

EP includes disciplines, aimed at development of critical thinking, preparation of students to engage in scientific activity, basic biomedical sciences, clinical disciplines, behavioral and social sciences, on the issues of medical ethics. The final outcomes of the disciplines are the result of both theoretical knowledge and practical skills, especially in clinical disciplines.

With the presentation by the HEI of the content, volume and sequence of EP courses, vertical and horizontal integration of the disciplines can be observed. The HEI has a structure dedicated to the management and realization of the program. With the increase in the course of study the EP is aimed at the implementation of the challenges of practical health care in the region.

Monitoring of the final results is also carried out, taking into account the internal assessment criteria, determined by the LR.

The policy of improving the quality of mastering the EP is implemented strictly within the state level documents, in compliance with the requirements of formation of all competencies of students, determined by the Ministry of Health of Belarus, provides that when new educational standards come into force, newly developed EP is approved by the University Council and the Rector.

Within the EP, implemented at GomSMU, the students carry out research projects in the study of particular disciplines. Interactive forms of education are introduced and used - problematic lecture, problematic seminars, situational problem solving, analysis of clinical cases, patient history recording.

Adjustment of EP to ensure compliance of its content with the changing conditions and needs of society and the health care system is carried out by annual updating of programs, appraisal funds (AF) of disciplines and practices. On the part of the teaching staff, the relevance of the content of the educational process and the materials used in it is ensured by a number of procedures presented by the EEC. Changes and additions to educational programs are formed in compliance with the "Procedure of development and approval of educational and practice programs to implement the content of educational programs of higher education of the I level" approved by the Ministry of Education of Belarus dated May 27, 2019 and "Regulations on the organization of the educational process at EI "Gomel State University", approved by the Rector of the University dated May 20, 2021. These documents also regulate the possibility for the HEI management to determine the need to change the content of curricula and departments determine the relevance of the material on the taught disciplines, make changes and additions to the curriculum, which are approved by the SMC and are reflected in the curricula of HEI.

Analytical part

The standard "Educational programs" corresponds to the accreditation requirements for the EP.

The presented EPs of the university indicate that the programs include an integrated model, consisting of disciplines and organ systems, based on spiral design. The curriculum contains basic biomedical, behavioral, social and clinical disciplines.

During interviews with teaching staff and students, when asked whether active learning methods are used in the process of studying disciplines such as PBL (Problem-Based Learning), CBL (Clinical Case-Based Learning), TBL (Team-Based Learning), RBL (Research-Based Learning), Project-Based Learning (PBL), it was answered in different ways (for example PBL- Program-Based Learning), which indicates that the understanding and application of active learning methods is not clear. Interactive learning methods were confused by teaching staff with medial methods. Perhaps the teaching staff follows andragogic methods and B. Bloom's taxonomy of teaching objectives, but is unable to provide a definition.

The EEC also found no teaching of "Evidence-based Medicine" as a discipline in its own right.

Strengths / best practices

1. The medical educational institution encourages the involvement of students in conducting or participating in research projects.

Recommendations

1. In order to expand academic freedom, HEIs should expand the number of elective disciplines for students and determine the balance between obligatory and elective parts of the

educational program, including a combination of obligatory elements and electives or special elective components (in the academic year 2022-2023).

2. In order to improve the quality of learning, to apply innovative methods of teaching on a regular basis, taking into account the educational needs of students and the objectives of the discipline (in the academic year 2022-2023).

3. In order to expand academic mobility to develop an action plan for the harmonization of educational programs with the programs of leading national and foreign universities, the formation of joint EP and to ensure its implementation (in the academic year 2022-2023).

EEC conclusions by criteria (strong / satisfactory / suggesting improvement / unsatisfactory)

Strong-1

Satisfactory - 41

Likely to improve - 1

Unsatisfactory - 0

6.3. Standard "Student Assessment"

Evidence part

During the EEC visit and focus-group interviews, as well as during the analysis of LR, it was revealed that the principles, aims, methods and practices used for assessment of knowledge, skills and abilities of the students, including the criteria of current control assessment, assessment of intermediate attestation, number of allowed reexaminations as normative documentation, presented as references in self-assessment report, are determined, approved and published in GomSMU.

The number and type of examinations, various elements of educational program are clearly determined, fixed in curriculums, educational programs of disciplines and correspond to the requirements of state educational standard for programs 1-79 01 "General Medicine", 1-79 01 03 "Medical and Preventive Medicine", 1-79 01 04 "Diagnostic Medicine".

In order to implement the procedures for current control of progress and final attestation of students at GomSMU, each department develops assessment methods and report format for different disciplines.

GomSMU uses a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of indicators of validity, reliability, impact on learning, acceptability and effectiveness. Examination questions and tests, as well as tickets for oral examinations, are subject to examination.

The State Examination Commission (SEC) of the university involves leading healthcare professionals as independent examiners during the state examination. This approach ensures validity, transparency and independence of competence assessment.

The methods and practices of assessment of students are regulated by internal and state regulations. Assessment of quality of training of students and alumni at GomSMU is carried out in two main areas: assessment of the level of mastering of disciplines and assessment of students' competencies. A graduate of a medical university should have both special and general cultural competencies. The aims of a graduate's professional activity are formed taking into account the major (specialization) and the needs of interested employers, as well as the requirements of the regional labor market. Monitoring of students' knowledge competencies is carried out according to the results of current, intermediate, final control of students' knowledge in compliance with the "Regulations on the rules of students' certification in the study of the content of higher education programs of the I level".

The university has a system of appeals. A student who disagrees with the results of an examination session, final attestation (State Examination) has the right to appeal to the chairman of the University Appeals Commission on the day of the announcement of the results, indicating

the disciplines and describing the issue that requires the commission's consideration.

The data presented by the EEC indicates the comparability of the final learning outcomes, assessment methods and teaching and learning methods used.

Stakeholders - teaching staff and HEI administration, students, employers - are involved in the program assessment process. The main tool of students' involvement in the evaluation of educational programs is a questionnaire and participation of student representatives in the work of the University Council. The involvement of the teaching staff is carried out through participation in the relevant structures of the HEI.

Analytical part

During the EEC visit the internal regulations governing the policies and procedures for student assessment at all levels were noted. The point-rating system of assessment of students' knowledge is applied. The university annually updates the test bank for each discipline. Independent external examiners (including specialists from practical health care) are involved in the final state examinations.

The university has provided evidence of the use of modern methods of assessing the achievements of students, including tests, checking practical skills, theoretical examinations, which is a necessary requirement for objective assessment of students.

Assessment methods are unified according to their applicability, becoming more complicated in the transition from course to course, from basic disciplines to major disciplines. Students have the opportunity to appeal assessments.

However, the HEI does not use the "Electronic Logbook of Academic Performance" to record and calculate students' grades and to monitor the educational process and the progress of students.

The HEI should also guarantee in a documented manner that assessment methods and results avoid conflicts of interest.

Strengths / best practices

Absent

Recommendations

1. To improve academic freedom, HEI should diversify the forms of examinations.
2. To improve the quality of education, provision should be made for technical and content expertise of assessment tools, as well as documentation of the reliability assessment and validity of the assessment methods used.
3. To obtain information on the level of knowledge and skills acquisition, to correct the learning process, to stimulate students' learning outcomes, a focus on continuous formative assessment with feedback provided during all learning activities is necessary.
4. In order to expand the use of electronic document flow, it is necessary to introduce in the educational process an electronic method of registration of students' marks and monitoring the progress of students.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 0

Satisfactory - 15

Likely to improve - 0

Unsatisfactory - 0

6.4. Standard "Students"

Evidence part

The documents regulating the admission and recruitment of applicants for higher education

of the I level, such as Decree of the President of Belarus No. 80 "Rules of admission of individuals for higher education of the I level ", dated February 7, 2006; a local document - Procedure of admission to EI "Gomel State Medical University" were submitted to the EEC. The figures for admission to university are regulated by the state policy of the Republic of Belarus.

The 1st year students are admitted to the university in the following way: centralized testing in three subjects - Belarusian or Russian language, biology and chemistry. The university provides entrance examinations for the citizens with disabilities. The system of support and accompanying of students, which covers the main area of problems that a student may face at certain levels of education, is established in the educational institution "GomSMU".

Table 2 - Number of applicants and enrolled students

Year	2019	2020	2021
Number of applicants	590	560	805
Number of enrolled students	475	490	540

The units were represented to the EEC providing monitoring of academic counseling and measuring of the student's progress. The Educational Department of GomSMU works with youth in compliance with the main directions of the state youth policy. There is a socio-pedagogical and psychological service, as well as a group in the social network VKontakte "We improve the world with knowledge! The website of the Educational Department has a tab "Curator's portfolio", which contains all necessary information and reference recommendations. It is obligatory to place and inform the students about helplines that provide psychological support 24 hours a day. Accompanying students who are in the category of parentless orphans - 8 students, according to the data for 2021. In the university there are commissions, which carry out of illegal behavior of students: prevention of offenses, prevention of bad habits and commission of crimes, conversations) with students both offline and online, where they discuss issues of group and individual progress and find out the causes of student falling behind. Each department has a plan for ideological and educational work, in which all employees of the department in each group of students do thematic talks and promote healthy lifestyles among students.

To stimulate and financially support students, the university pays scholarships: state academic scholarships; state social scholarships, which was confirmed during focus group interviews.

The EEC became aware of the conditions for the active participation of students in the development, planning of study conditions, assessment and analysis of the quality of education received by them and discussion of the organization's educational process, knowledge assessment practices, as well as the results obtained during the mastering of the EP. Students are involved in scientific conferences, symposiums, round tables, volunteer forums and social project competitions.

GomSMU has formed a support system aimed at the social, financial and personal needs of students, which includes a program of medical assistance, social support and financial aid.

The university has dormitories, sports and gyms. There are catering facilities in the academic buildings, clinical sites.

GomSMU regularly allocates financial resources to organize and ensure the participation of students in conferences, seminars, symposiums, sports and recreational, cultural events.

To support and encourage students for achieving training results, GomSMU introduced the institute of supervision.

The university has student self-government, various clubs, sections for development of creative abilities and health promotion. The university has a developed structure of student public organizations (University Student Council, Student Scientific Society, University Volunteer Center, student detachments, headquarters of operative youth detachment of vigilantes, trade union committee of students, BRSM), which provide advisory support to students and cooperate closely with various structural divisions of the university.

A system of social scholarships has been developed for students with low financial status, with a Chernobyl certificate. For outstanding achievements in studies, science, sport, creativity,

cultural and social activities students receive an increased state scholarship and are nominated for additional financial incentives such as personal scholarships, scholarships of the University Council, scholarships of the President of Belarus, awards, grants from various structures of public organizations. In urgent need of financial support and those who are in a difficult financial situation, as well as marriage, having children under the age of 3 years, loss of parents can apply for material support. Students on a non-budgetary basis who have achieved outstanding results can apply for financial encouragement from extra budgetary funds of the university.

Analytical part

The processes held in the university is compliant with the criteria of the standard.

The university carries out activities aimed at increasing student potential. The university has student support programs, the transfer of successful students studying on a fee basis to study at the expense of the national budget, financial support for orphaned students and students left without parental care. The policy of students' representation in the management bodies of the university is implemented. There is a transparent procedure for admission of students, assessment of academic achievements at all stages of students' training.

It is known that academic mobility (both students and teaching staff) is one of the indicators of strategy of any university. At GomSMU academic mobility is implemented in accordance with the "Regulations on the organization of academic mobility of students and employees". However, to increase the indicators of academic mobility the university should intensify the activities on harmonization of educational programs with the programs of leading national and foreign universities, the formation of joint EP.

Strengths / best practices

1. The university provides counseling, which is based on the monitoring of the student's progress and addresses the social and personal needs of students, including academic support, support regarding personal problems and situations, health problems, financial issues;
2. The university promotes and supports student activities and student organizations, including the provision of technical and financial support for student organizations.

Recommendations

1. To assist in building an individual learning trajectory, the system of academic advising students on issues related to preparation for postgraduate studies and career planning (professional orientation) should be expanded.
2. To keep up-to-date the system of social support for students.
3. To find an opportunity to increase the level of outgoing academic mobility of students.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 2

Satisfactory - 13

Likely to improve -1

Unsatisfactory - 0

6.5. Standard "Academic Staff/ Faculty"

Evidence part

GomSMU has a policy of selection and recruitment of staff, which is enshrined in the Program of Education Development of "Grodno State Medical University" for 2021-2025, approved by Order No. 328 of the Minister of Health of Belarus dated March 29, 2021.

Monitoring of academic staff responsibilities is carried out on the basis of the staff schedule, employment agreements and job descriptions, defining the necessary professional and personal competencies of the academic staff. This monitoring of faculty activities is also conducted

on the basis of an annual rating assessment of the effectiveness of the teaching staff.

The vacancies are filled on the basis of a competition and are regulated by the legislation of the Republic of Belarus. Requirements for qualifications of teachers are defined by Issue 28 of the Single qualification reference book of positions of employees "Positions of employees engaged in education" approved by Decree of the Ministry of Labor of Belarus No. 53 dated April 28, 2001 and job descriptions. The labor regime at the university is determined by the Rules of internal labor order.

The staff schedule of academic staff is approved in accordance with the educational programs implemented in GomSMU.

The activity of structural divisions of the university, the interaction between the employees of the divisions is regulated by the provisions on structural divisions. The duties, rights and responsibilities of the employees are determined by their job descriptions.

Teaching loads are regulated according to the order of the Ministry of Education of Belarus No.699 dated November 24, 1999 "On ratification of approximate norms of time for calculating the amount of teaching work and the main kinds of educational and methodical, research and other works carried out by the teaching staff of higher educational institutions".

According to the order of the University Rector No. 237 dated September 04, 2020 there are 7 full-time students on a profile "Health care" per one teacher. The ratio of the number of teachers of medical and non-medical profile is determined by the number of teaching hours, carried out by teachers, in accordance with the training curricula.

GomSMU has a policy of selection and recruitment of employees, which is assigned in the Program of Development of Educational Institution "Grodno State Medical University" for 2021-2025, approved by the Order of the Minister of Health of Belarus No. 328 dated March 29, 2021.

Monitoring of teaching staff responsibilities is carried out on the basis of the staff schedule, employment agreements and job descriptions, defining the necessary professional and personal competencies of the teaching staff. This monitoring of teaching staff activity is also carried out on the basis of the annual rating assessment of the effectiveness of the teaching staff activity.

Vacancies are filled on the basis of a competition and are regulated by the legislation of the Republic of Belarus. The requirements for qualification of teachers are defined by Issue 28 of the Uniform Qualification Reference Book of Positions of employees "Positions of staff employed in education", approved by Decree of the Ministry of Labor of the Republic of Belarus No. 53 dated April 28, 2001 and job descriptions. The labor regime in the university is determined by the Rules of internal labor order.

The staff schedule of the teaching staff is approved in accordance with the educational programs implemented in GomSMU.

The activity of structural divisions of the university, interaction between the divisions' employees is regulated by the provisions on structural divisions. The duties, rights and responsibilities of the employees are determined by the position instructions.

The teaching load of the teaching staff is regulated in accordance with the order of the Ministry of Education of Belarus No. 699 dated November 24, 1999 "On approval of the Sample time standards for calculating the amount of teaching work and the main types of educational, research and other works carried out by the teaching staff of higher education institutions".

In accordance with the order of Rector of the university No. 237 dated September 4, 2020, there are 7 full-time students per one teacher in the field of "Health care". The ratio of the number of medical and non-medical teachers is determined by the number of teaching hours performed by teachers, in accordance with the training curricula.

Analytical part

The University demonstrates an effective system of staff selection and placement. The university creates conditions for high research and scientific-methodological activity of the teaching staff. The university provides language training of university staff (English language). The university has sufficient economic conditions for attracting and encouraging the best teaching staff.

Scientific research and development of the university staff are widely implemented in the educational process and medical practice. Conditions have been created for continuous professional training and career staff progression.

The teaching staff has close relations with the representatives of practical health care, rendering consulting and medical assistance at the clinical bases.

However, the university has a low level of teaching staff degrees (44%).

Strengths / best practices

1. The university observes a balance between auditory, scientific and methodological work, which includes a variation of time for each activity, taking into account the needs of the medical education organization and the vocational qualifications of the teaching staff

2. The university has set incentive payments for improvement of scientific qualification (scientific degree), as well as in accordance with the existing scientific or teaching qualification.

Recommendations

1. On a permanent basis, improve the system of financial incentives for teaching staff, taking into account the main indicators of teaching, research and educational activities.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 2

Satisfactory - 0

Likely to improve -0

Unsatisfactory - 0

6.6. Standard "Educational Resources"

Evidence part

GomSMU is provided with stable and sufficient educational space, taking into account the number of students, teachers and the focus of educational activities of the university.

To implement the educational process the university has 5 academic buildings, premises of clinical departments and laboratories located in medical clinics, 5 dormitories for students. The university has sufficient opportunities for the implementation of the SP: availability of training, lecture rooms, equipped with modern technical equipment; library and library collection; sports halls and areas for sports with the appropriate equipment; sufficient fund of dormitories for students; places of catering (cafes, buffets). The clinical departments of the university are located directly in the medical organizations of the city. The whole auditorium fund is equipped with modern technical and demonstration means. Computer classes are connected to a single local area network, have access to the Internet.

The center of the information space of the university is the library, which is located in three academic buildings. The total area of the library is 921.42 m², the area of reading rooms is 293.26 m². The fund of the library is 228,278 copies, including information resources on electronic media – 1,546 storage units.

Health care institutions that are clinical university resources have the necessary modern material and technical basis for training of primary, specialized, including high-tech, emergency, including specialized emergency medical care as well as palliative and rehabilitation medical care in compliance with current regulatory acts on providing of medical care according to relevant fields.

The Occupational Safety and Health Management System (hereinafter referred to as OSHMS) is developed and functioning in GomSMU, which is implemented by the order of the Rector. The OHSMS of the University is a documented procedure, which consists of Guidelines, Policies and 13 standards, corresponding to the procedures prescribed in the State Standard of the Republic of Belarus STB 18001-2009.

The development program of the university for 2020-2025 includes sub-programs related to the development of digital competencies of both teachers and students, as well as the creation of digital learning complexes using digital tools and various digital platforms.

The university monitors the status and effectiveness of the processes of teaching activity, including rating assessment of teachers' activity; sociological studies of teachers', students' and employers' satisfaction with the quality of the educational process at the university; external and internal audits.

Process of perfection of educational activity in the sphere of medical personnel training, development of medical science and practice is realized by the university by means of cooperation with 54 educational, scientific and medical organizations from 12 countries of near and far abroad on the basis of contracts and agreements on cooperation.

Analytical part

Analysis by the results of the EEC visit showed that the university has sufficient material and technical base to ensure the quality of the educational and scientific process, which is constantly updated on the basis of analysis.

The resources of clinical bases are sufficient for the formation of clinical skills of students. However, the university needs its own clinical facilities (university clinic) for the full training of students.

The university invests its own funds in the development of material and technical resources (purchase of equipment, educational literature).

The EEC revealed that the HEI does not actively promote regional and international staff exchange. When questioned, 33.2% and 9.2% of the teaching staff believe that additional guest lecturers are involved in the learning process sometimes and very rarely.

During the work of the EEC it was revealed that the electronic information and educational environment is at the initial stage of formation: not all departments have placed their information, methodological, control and measuring materials, there is no electronic recording of the results of mastering the EP by students.

Strengths / best practices

1. The university has a well-developed policy of encouraging students to participate in research and publication activities.

Recommendations

1. To improve educational activities, the university needs more actively develop the electronic information and educational environment, introduce electronic document management.

2. When designing EPs it is necessary to pay attention to the compliance of the disciplines' workload in the SC and the ESHE.

3. To define and implement a policy on academic mobility - transfer and mutual recognition of educational credits, mutual recognition of EP elements, coordination of programs between HEIs, etc.

4. In order to improve the quality of education, involve more actively external experts, both national and foreign, for examination of teaching methods and assessment of knowledge and skills.

5. In order to improve the quality of education, more actively develop the infrastructure, including the university's own clinic.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 1

Satisfactory - 28

Likely to improve -1

Unsatisfactory - 0

6.7. Standard "Assessment of the Educational Program"

Evidence part

Monitoring of the EP and its results is carried out on the basis of "Regulations on the organization of the educational process in GomSMU ", "Regulations on the final assessment of students in mastering the content of higher education programs", "Regulations on the current assessment of students in mastering the content of higher education programs", "Regulations on the rating system of disciplinary progress assessment". The EMD is responsible for regular monitoring of EP.

Improvement of mechanisms ensuring the quality and effectiveness of program management processes is carried out within the QMS by monitoring the use of external and internal capabilities (students and employers' survey results, learning outcomes, university rating indicators, improvement of material and technical base, etc.).

There is a basic feedback system for the analysis of the EP, which regulates the implementation of the following indicators: the percentage of curricula and programs of academic disciplines that meet the requirements of the Ministry of Education of Belarus by level and content; percentage of provision of disciplines with teaching and learning materials; level of graduate competencies; student satisfaction; alumni satisfaction; teaching staff satisfaction.

Regularly carried out research to assess customer satisfaction in the university allows to take into account the needs and requirements of all existing and potential customers.

Analytical part

The GomSMU has generally created an effective system of assessment of the educational program, which is understandable and transparent to the stakeholders.

The university provides the students with the list and content of educational programs on compulsory component disciplines, which complies with modern medical education, while elective disciplines reflect the innovations and requirements of employers. The university carries out quality control of students' mastering of educational programs according to the established criteria and provides continuous monitoring to improve the educational services. The university creates the conditions necessary for students to effectively master the chosen educational program in compliance with their interests and needs, providing this activity with appropriate resources (library, counselling, information). The university organizes student support services and provides diverse opportunities for the personal growth and development of youth. The availability of clinical facilities contributes to the quality of modern medical education.

To improve the feedback process, the university needs to work more actively with employers to provide feedback on decisions made through collective discussion.

Strengths / best practices

1. The university has a well-functioning feedback system for assessment of the EP by different stakeholders (teachers, students, alumni).
2. The university has a well-functioning feedback system for assessment of alumni by representatives of practical health care.

Recommendations

1. To provide continuous feedback to employers on the changes to EP taken on the basis of their recommendations.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 2

Satisfactory - 22

Likely to improve -0

Unsatisfactory - 0

6.8. Standard "Management and Administration"

Evidence part

The processes, management policies and administration of the university are fulfilled in accordance with the Mission, Vision and Quality Policy and support the institutional effectiveness and integrity of the university, create and maintain an environment for learning, research and creative activities.

The management of the university is carried out in accordance with the legislation of the RB, the University Charter and is based on a combination of the principles of one-man management and self-governance. Direct management of the activity is carried out by the Rector of the University.

The main body of self-government of the university is University Council, which is headed by the Rector. The University Council is created with the aim of solving the main issues of the activity of the university.

The operational management of the university is provided by the Rectorate - an operational and advisory collegial body, chaired by the Rector, which includes vice-rectors, deans, heads of divisions, representatives of public organizations of the university.

Coordination of educational, methodological and scientific-methodological work at the university is carried out by the Scientific and Methodological Council (SMC), acting on the basis of the "Regulations on the Scientific and Methodological Council of the educational institution "Gomel State Medical University" dated October 20, 2020.

A Scientific and Technical Council, chaired by the Rector, has been established to coordinate SRW.

The university has departments within the faculties. The department is managed by the Head of Department, who is appointed after his/her election by the University Council and relieved of his/her position by the Rector.

The system of subordination of the structural subdivisions of the university is determined by the relevant regulations, the job descriptions of their heads.

The university is a budgetary organization and is financed from the republican budget and income received from entrepreneurial activity. The university carries out financial and economic activities in accordance with the Charter approved by the Ministry of Health of Belarus, other normative-legal acts in force on the territory of the RB, regulating the educational activities and activities of budgetary organizations.

The university is a budget-funded organization and is financed from the national budget and expenditures of extra-budgetary funds, analyzes the receipt and expenditure of financial resources. The principle of transparency is also implemented through the procurement procedure, including the collection of requests from the structural units of the university on their need for resources to ensure the quality of the educational process and working conditions of teachers.

The Rector is responsible for the results of financial and economic activities at the university in compliance with the legislation of RB and the Charter of the University, the planning and economic department of the university is responsible for the formation, control and analysis of the results of budget use.

The university has full autonomy to prioritize the allocation of extra-budgetary funds and the necessary autonomy in the allocation of budgetary funds within the limits of the budgetary allocations.

In compliance with its Mission, the university is directly involved in issues related to the protection of citizens' health in the country and the region. Meaningful cooperation is carried out in the delivery of medical care by the staff of the 22 clinical departments located in the state health care institutions.

Analytical part

GomSMU pays great attention to the principles of collegiality and transparency. All

decisions on the main issues of all activities of the HEI are discussed at the University Council, Scientific and Methodological Council, Scientific and Technical Council, and production meetings. The most important information is available on the GomSMU website, current information is shared and brought to the attention of all personnel by means of printed and electronic mailings. On a regular basis the main information on the activities of the HEI is provided to the supervising state bodies of education and health care.

For the effective functioning of all structures, relevant regulations have been developed, which define the interaction between the various departments.

Although the financial activities of the HEI are carried out within the allocations provided by the budgetary schedule, the university has the right to dispose of funds for extra-budgetary activities. When forming the budgetary estimate of expenses and the estimate of income and expenses of extra-budgetary funds must take into account the priority directions of university development, development of material and technical facilities, including clinical, library facilities, including digital, access to the Internet and other information resources.

Strengths / best practices

1. The university has sufficient autonomy in resource allocation to be able to allocate resources to reward teachers with merit in research and teaching activities.
2. Closely correlated with the health sector of the Republic of Belarus.
3. The university has formal cooperation agreements and contracts with practical health care organizations, which define the content and ways of cooperation.

Recommendations

1. To improve the facilities, more resources should be allocated to the development of the university.

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 2

Satisfactory - 22

Likely to improve -0

Unsatisfactory - 0

6.9. Standard "Constant renewal"

Evidence part

GomSMU aims at further development with a socially responsible approach to society and the training of medical personnel both for the country and for world health care. The university is constantly being renewed, new structures are emerging and the entire organizational structure is being transformed. The current version of the organizational structure of the university was approved by the decision of the University Council on September 1, 2021.

During planning of activities the university is guided by the national legislative basis regarding the solution of tasks and achievement of strategic aims in the sphere of education according to the State Program "Education and Youth Policy" for the years 2021-2025 approved by the Council of Ministers of the Republic of Belarus No. 57 dated January 29, 2021 and in the sphere of public health according to the State Program "Health of the Nation and Demographic Security" for the years 2021-2025 approved by the Council of Ministers of the Republic of Belarus No. 28 dated January 19, 2021.

The development program of GomSMU for 2021-2025 is developed taking into account the main regulations set out in the external normative and strategic documents of the Republic of Belarus.

The effectiveness of educational activities, learning outcomes and their correspondence to the Mission are controlled by the Educational and Methodological Department, dean's offices and

the Quality Management Sector. Continuous analysis of the content and revision of programs is carried out by the Scientific and Methodological Council. The University is constantly improving its activities taking into account its own experience, audits, changes in the external environment. The regulations of the Mission and the Policy are adapted to the outcomes and needs of the national health care development directions.

In the process of EP implementation the university plans, applies processes of continuous monitoring, assessment, analysis and improvement of educational services taking into account the requirements of the state legislation of the Republic of Belarus, requirements and expectations of stakeholders, promoting the development of quality education, based on competence approach and learning outcomes. Planning the implementation of EP takes into account the analysis of activities based on the results of monitoring the implementation of actions of the University Strategic Development Program, the annual action plan, the results of external and internal audits, commission reports.

Analytical part

GomSMU plans and applies processes of continuous monitoring, assessment, analysis and improvement of educational services taking into account the goals of national legislation, requirements and expectations of stakeholders, contributing to development of quality education based on competencies and learning outcomes.

Every year during the last five years the university has been improving the organizational structure of the university, setting up new structural divisions and transforming the existing structural divisions.

The constant renewal and improvement of all activities of the University is based on the constant study of innovations in medical education in different countries. In order to improve the quality of training of foreign students the study of educational process in those countries is carried out, with the subsequent introduction of this experience into the educational process at the university.

The EEC, after analyzing the relevant normative and regulatory documents, development programs and reports on their achievements, as well as the observations and interviews, noted that the continuity of results and permanent monitoring of the mission realization allows the university to present itself as a socially responsible institution at the regional, national and international levels, namely, to use the opportunities of presence in the global market. A particular emphasis of the University's strategy is on the final results of the alumni's education

Strengths / best practices

1. For continuous improvement, the university dedicates significant resources each year.

Recommendations

1. In order to integrate the university into the international educational process and to be present in the global education market, it is necessary to implement a modular system of training, to adapt the model of educational programs to the European Credit Transfer System (ECTS).

EEC conclusions on criteria (strong / satisfactory / suggest improvement / unsatisfactory)

Strong - 1

Satisfactory - 12

Likely to improve -1

Unsatisfactory - 0

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

Standard 1:

No strengths identified

Standard 2:

1. The medical education institutions promotes the involvement of students in carrying out or participating in research projects.

Standard 3:

No strengths identified

Standard 4:

1. The university provides counseling based on the monitoring of the student's progress and addresses the social and personal needs of students, including academic support, support regarding personal problems and situations, health problems, financial issues;

2. The university promotes and supports student activities and student organizations, including the provision of technical and financial assistance to student organizations.

Standard 5:

1. The university maintains a balance between academic, research and methodological work, which includes time changes for each activity, taking into account the needs of the medical education institution and the professional qualifications of the teaching staff

2. The university has established incentive payments for improvement of scientific qualification (scientific degree), including the ones complying with the existing scientific or pedagogical qualification.

Standard 6:

1. The university has a well-developed policy of encouraging students to participate in research and publication activities.

Standard 7:

1. The university has a well-functioning feedback system for assessment of the EP by different stakeholders (teachers, students, alumni).

2. The university has a well-functioning feedback system for assessment of alumni by representatives of practical health care area.

Standard 8:

1. The university has sufficient autonomy in resource allocation to distribute funds to adequately reward the teaching staff for their research and teaching achievements.

2. There is a close connection with the health sector in the Republic of Belarus.

3. The university has formal cooperation agreements and contracts with practical health care organizations, which define the content and forms of cooperation.

Standard 9:

1. The university allocates significant resources every year for sustainable improvement.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Recommendations for Standard 1:

1. To deliver the mission to the teaching staff, students, health sector, the Mission of the education institution should be more widely disseminated (via media, banners, stands, etc.).

2. In order to broaden the range of external stakeholders in discussing the Mission, involve both state health care organizations and professional associations, NGOs, etc.

3. To improve academic freedom in accordance with the ESHE recommendations, the drafting of curricula should include the student's elective courses in the amount of not less than 15% of the total theoretical training.

4. To continue the work on improving the internal university system to ensure and control the quality of education, including risk management, monitoring and evidence-based decision-making.

Recommendations for Standard 2:

1. To extend academic freedom, the HEI should expand the number of elective disciplines and determine the balance between compulsory and elective parts of educational programs, including a combination of compulsory elements and electives or special elective components (in the academic year of 2022-2023).

2. To improve the quality of training apply on a regular basis to innovative methods of teaching taking into account educational needs of students and discipline goals (in the academic year of 2022-2023).

3. To expand academic mobility, to draft an action plan for the harmonization of educational programs with the programs of leading national and foreign universities and the creation of joint EPs and to ensure its implementation (in the academic year of 2022-2023).

Recommendations for Standard 3:

1. To improve academic freedom it is necessary to diversify the forms of examinations.

2. To improve the quality of education, technical and content expertise of assessment tools, as well as documentation of assessment of the reliability and validity of the assessment methods used should be made.

3. To obtain information on the level of knowledge and formation of skills, to correct the learning process, and to stimulate learning outcomes of students, it is necessary to focus on continuous formative evaluation and to provide feedback during all learning activities.

4. To expand the use of electronic document flow, it is necessary to introduce an electronic method for registration of students' outcomes and monitoring their progress in the educational process.

Recommendations for standard 4:

1. To build up individual training tracks, the system of academic counseling for students on issues related to preparation for postgraduate studies and career planning (vocational orientation) should be expanded.

2. To keep up-to-date the system of social support for students.

3. To find an opportunity to increase the level of academic mobility of students.

Recommendations for standard 5:

1. To regularly improve the system of financial incentives for the teaching staff, taking into account the main indicators of teaching, research and educational activities.

Recommendations for standard 6:

1. To improve the educational activities, the university needs to more actively develop the electronic information and educational environment and to implement electronic document management.

2. When designing EPs it is necessary to pay attention to the compliance of the disciplines' workload in SC and ESHE.

3. To define and implement a policy on academic mobility - transfer and mutual recognition of educational credits, mutual recognition of EP elements, coordination of programs between HEIs, etc.

4. To improve the quality of education it is necessary to involve more actively external experts, both national and foreign for examination of methods of teaching and assessment of learning outcomes.

5. To improve the quality of education, it is necessary to more actively develop the infrastructure, including the university's own clinic.

Recommendations for Standard 7:

1. On an ongoing basis to provide feedback to employers on changes to the EPs adopted on the basis of their recommendations.

Recommendations for standard 8:

1. To improve the material and technical framework, it is necessary to allocate more resources for the development of the university.

Recommendations for standard 9:

1. To integrate the university into the international educational process and to provide the presence in the global education market, it is necessary to introduce a modular education system, adapt the model of educational programs to the European Credit Transfer System (ECTS).

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

To implement the internationalization strategy, it is necessary to continue participation of the university in international rankings, to expand academic mobility programs for teaching staff and students. To broaden external opinion in discussing the mission it is necessary to widen the range of stakeholders and to communicate to external stakeholders. To improve alumni feedback, the University Alumni Association should be organized.

IOAR

APPENDIX 1. ASSESSMENT TABLE "INSTITUTIONAL ACCREDITATION PARAMETERS"

No.	No.	Crit. no	ASSESSMENT CRITERIA	Position of the education institution			
				Strong	Satisfactory	Suggestions for improvement	Unsatisfactory
		1.	"Mission and results"				
		1.1	Mission definition				
1	1	1.1.1	The medical education institution should define its mission statement and communicate it to stakeholders and the health sector.			+	
			The mission statement should contain goals and an educational strategy to produce a competent physician at the level of basic medical education:				
2	2	1.1.2	with an appropriate foundation for a future career in any field of medicine, including all medical practice, administrative medicine and research medical		+		
3	3	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate studies		+		
5	5	1.1.5	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance evaluation, auditing, learning from one's own practice and recognized activities in the <i>CPD/CME</i> .		+		
6	6	1.1.6	The medical education institution should ensure that the mission includes the achievements of medical research areas of biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education institution should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The medical education institution shall ensure that <i>key stakeholders</i> involved in the development of the mission.			+	
9	9	1.2.2	The medical education institution should ensure that the stated mission is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			The medical education institution should have <i>institutional autonomy</i> to develop and implement a policy for which the administration and faculty are responsible for:				
10	10	1.3.1	development and compilation of an educational program;				
11	11	1.3.2	usage of allocated resources necessary for the implementation of the educational program.		+		
			The medical education institution should guarantee <i>academic freedom</i> to its staff and students:				
12	12	1.3.3	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of issues in medicine,		+		
12	12	1.3.4	the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	Learning outcomes				
		1.4.1	The medical education institution shall define the				

			expected <i>learning outcomes</i> that students should show upon completion, regarding:				
13	13		their outcomes at the basic level in terms of knowledge, skills and abilities;		+		
14	14		an appropriate basis for a future career in any branch of medicine;		+		
15	15		their future roles in the health sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
19	19	1.4.2	The medical education institution shall ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20	20	1.4.3	The medical education institution should determine and coordinate the connection of the final learning outcomes required upon completion with those required in post-graduate education.		+		
21	21	1.4.4	The medical education institution should determine the results of the involvement of students in research in medicine.		+		
22	22	1.4.5	The medical education institution should pay attention to global health outcomes;		+		
23	23	1.4.6	The medical education institution should use the results of graduate competency assessment as a feedback tool to improve the educational program.		+		
			Total		21	3	
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
24	1	2.1.1	The medical education institution should define an <i>educational program</i> that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model <i>based on a modular or spiral design</i> .		+		
25	2	2.1.2	The medical education institution shall define <i>teaching and learning methods used</i> that encourage, prepare and support students to take responsibility for their own learning process.		+		
26	3	2.1.3	The medical education institution shall ensure that the educational program develops students' abilities for life-long learning.		+		
27	4	2.1.4	The medical education institution shall ensure that the educational program is implemented in compliance with <i>the principles of equality</i> .		+		
28	5	2.1.5	The medical education institution should use <i>teaching and learning methods</i> based on contemporary adult learning theory		+		
		2.2	Scientific methodology				
		2.2.1	The medical education institution shall teach students throughout the entire program of study:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		which require <i>the appropriate competence of teachers and will be an obligatory part of the educational program</i> .		+		
33	10	2.2.2	The medical education institution should include <i>elements of scientific research in the educational program</i> for the formation of scientific thinking and the		+		

			application of scientific research methods				
34	11	2.2.3	The medical education institution should promote the involvement of students in conducting or participating in research projects.	+			
			Basic biomedical sciences				
			The medical education institution shall determine and include in the educational program:				
35	12	2.3.1	achievement of <i>basic biomedical sciences</i> to form students' understanding of scientific knowledge		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The medical education institution should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of society and the health care system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical education institution shall determine and include in the educational program the achievement of:				
39	16		<i>behavioral sciences</i> ;		+		
40	17		<i>social sciences</i> ;		+		
41	18		<i>medical ethics</i> ;		+		
42	19		<i>medical law</i> , which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis of public health problems, effective communication, clinical decision making and ethical practice.		+		
		2.4.2	The medical education institution should adjust and introduce new achievements in the educational program <i>behavioral and social sciences</i> and also <i>medical ethics</i> for :				
43	12		scientific, technological and clinical developments;		+		
44	21		current and expected needs of society and the health system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The medical education institution should identify and implement the achievements of the <i>clinical sciences in the educational program</i> and ensure that students				
46	23	2.5.1	acquire sufficient knowledge and <i>clinical and professional skills</i> to assume the <i>appropriate responsibility, including activities related to health promotion, disease prevention and patient care</i> ;		+		
47	24	2.5.2	conduct a reasonable portion (one-third) of the program in planned contact with patients, including consideration of the purpose, the appropriate number and their sufficiency for training in appropriate clinical sites;		+		
48	25	2.5.3	work on health promotion and prevention.		+		
49	26	2.5.4	The medical education institution should set a certain amount of time for teaching the <i>main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynaecology, pediatrics</i> .		+		
50	27	2.5.5	The medical education institution shall organize clinical training with appropriate attention to <i>patient safety, including observation of the actions performed by the student in the conditions of clinical sites</i> .		+		

			The medical education institution should adjust and introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of society and the health care system.		+		
53	30	2.5.8	The medical education institution should ensure that each student has <i>early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.</i>		+		
54	31	2.5.9	The medical education institution should structure the various components of <i>clinical skills training</i> in compliance with the specific stage of the training program.		+		
		2.6	The structure of the educational program, content and duration				
55	32	2.6.1	The medical education institution shall describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and clinical disciplines.		+		
			The medical education institution should				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide an opportunity for elective content (electives) and determine the balance between <i>the compulsory and elective</i> part of the educational program, <i>including a combination of compulsory elements and electives or special elective components;</i>			+	
59	36	2.6.5	define the <i>relationship with complementary medicine, including non-traditional, traditional or alternative practices.</i>		+		
		2.7	Program management				
60	37	2.7.1	The medical education institution shall determine the structural unit responsible for educational programs, which, under the direction of the academic management, is responsible and <i>has the authority</i> to plan and implement the educational program, <i>including the allocation of resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the educational program and courses of study</i> to ensure that learning outcomes are achieved.		+		
61	38	2.7.2	The medical education institution shall guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	39	2.7.3	The medical education institution should , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
63	40	2.7.4	The medical education institution should include representatives from other relevant stakeholders in the structural unit of the medical education institution responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education institutions, healthcare professionals involved in the learning process or other lecturers of the faculties of the university.		+		
		2.8	Relationship with medical practice and healthcare system				
64	41	2.8.1	The medical education institution should provide an		+		

			<i>operational link</i> between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will start upon graduation, <i>including the definition of health problems and the definition of the required learning outcomes, a clear definition and description elements of the educational program and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback from the health sector and the participation of faculty and students in the work of a team of specialists in the provision of health care</i>				
			The medical education institution should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the specific conditions in which graduates will have to work and, accordingly, modify the educational program;		+		
66	43	2.8.3	considers the modification of the educational program on the basis of feedback from the public and society as a whole.		+		
			Total	1	41	1	
		3.	STUDENT ASSESSMENT				
		3.1	Assessment Methods				
			The medical education institution must :				
67	1	3.1.1	define, approve and publish <i>the principles, methods and practices used for student assessment</i> , including the number of examinations and other tests, maintaining a balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "value assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
70	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (available) for review by external experts;		+		
72	6	3.1.6	use a system for appealing the results of assessment.		+		
			The medical education institution should :				
73	7	3.1.7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;		+		
74	8	3.1.8	introduce new methods of assessment in compliance with the need;		+		
75	9	3.1.9	use the system to appeal the results of the assessment.		+		
		3.2	Relationship between assessment and learning				
			The medical education institution shall use the principles, methods and practice of assessment , including the educational outcomes of students and assessment of knowledge, skills, professional values of relationships that are the following:				
76	10	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve learning outcomes;		+		
78	12	3.2.3	promote student learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and		+		

			summative assessment in order to guide learning and evaluate the student's <i>academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.</i>				
			The medical education institution should:				
80	14	3.2.5	<i>regulate the number and nature of reviews of various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;</i>		+		
81	15	3.2.6	Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
			Total		15		
			4. STUDENTS				
			4.1 Admission and selection policy				
			The medical education institution shall :				
82	1	4.1.1	<i>define and implement an admission policy, including a clearly defined policy for the student selection process;</i>		+		
83	2	4.1.2	<i>have policies and implement practices admission of students with disabilities in accordance with the current laws and regulations of the country;</i>		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
			The medical education institution should:				
85	4	4.1.4	establish the relationship between the selection of students and the mission of the medical education institution, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	review admission policy periodically, based on relevant input from the public and professionals, in order to <i>meet public health needs and society at large, including consideration of student recruitment based on gender, ethnicity and language, and the potential need for special admissions policies for students from low-income families and national minorities;</i>		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
			4.2 Student recruitment				
88	7	4.2.1	The medical education institution shall determine the number of students admitted in compliance with the logistical and capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce, in the case when the medical education institutions do not control the number of students recruited, then you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the logistical and academic potential of the university).		+		
89	8	4.2.2	The medical education institution should regularly review the number of accepted students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the health sector, also with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution human resources health care, the migration of doctors, the opening of new medical schools)</i> and regulate in order to meet the health needs of the population and society as a whole.		+		
			4.3 Student counseling and support				
			The medical education institution shall:				

90	1	4.3.1	have a system of <i>academic counseling</i> for their students, which includes issues related to the choice of electives , preparation for postgraduate education, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;			+	
91	2	4.3.2	offer a student support program focused on <i>social, financial and personal needs</i> , which includes support for social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, and financial assistance services in the form of financial assistance, scholarships and loans;			+	
92	3	4.3.3	allocate resources to support students;			+	
93	4	4.3.4	ensure confidentiality regarding advice and support.			+	
			The medical education institution should provide counseling that:				
94	5	4.3.5	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;	+			
95	6	4.3.6	includes counseling and professional career planning.			+	
		4.4	Student representation				
96	7	4.4.1	The medical education institution shall define and implement a <i>policy of student representation</i> and their <i>appropriate participation</i> in the development, management and assessment of the educational program, and other matters relevant to students.			+	
97	8	4.4.2	The medical education institution should be assisted and student support activities and student organizations, including <i>providing technical and financial support to student organizations</i> .	+			
			Total	2	13	1	
		5.	ACADEMIC STAFF/FACULTY				
		5.1	Selection and recruitment policy				
			The medical education institution shall define and implement an <i>employee selection and admission policy</i> that:				
98	1	5.1.1	determines their category , responsibilities and <i>balance of academic staff/teachers</i> in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;			+	
99	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants , including a proper balance between pedagogical, scientific and clinical qualifications;			+	
100	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.			+	
			The medical education institution should take into account criteria such as:				
101	4	5.1.4	attitude to their mission, the <i>significance of local conditions</i> , including gender, nationality, religion, language and other conditions related to the medical education institution and the educational program;			+	
102	5	5.1.5	<i>economic opportunities</i> that take into account the institutional conditions for the financing of employees and the efficient use of resources.			+	
		5.2	Development policy and employee activities				
			The medical education institution shall determine and implement a policy for the activities and development of				

			employees, which:				
104	6	5.2.1	allows an appropriate <i>balance</i> between <i>teaching, scientific and service functions</i> , which include setting the time for every type of activity, taking into account the needs of the medical education institution and the professional qualifications of teachers;	+			
105	7	5.2.2	guarantees <i>recognition on merit of academic activity</i> , with an appropriate emphasis on teaching, research and clinical qualifications and <i>is carried out in the form of awards, promotions and / or remuneration</i> ;	+			
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	guarantees <i>knowledge of the educational program by each employee that includes knowledge of teaching / learning methods, the general content of the educational program, and other disciplines and subject areas to stimulate cooperation and integration</i> ;		+		
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired teachers, but also teachers drawn from hospitals and clinics.</i>		+		
			The medical education institution should :				
109	11	5.2.6	take into account the "teacher-student" ratio depending on the various components of the educational program;		+		
110	12	5.2.7	develop and implement employee promotion policies.		+		
			Total	2	10		
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical resources				
			The medical education institution shall :				
111	1	6.1.1	have sufficient <i>material and technical resources</i> for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.1.2	provide a <i>safe environment</i> for employees, students, patients and those who care for them, including providing the necessary information and <i>protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.</i>		+		
113	3	6.1.3	The medical education institution should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical resources, which should correspond to the development in teaching practice.		+		
		6.2	Clinical training resources				
			The medical education institution shall provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	number and categories of patients ;		+		
115	5	6.2.2	number and categories of clinical sites , which include <i>clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical disciplines</i> ;		+		
116	6	6.2.3	observation of students ' clinical practice.		+		
117	7	6.2.4	The medical education institution should <i>study and assess, adapt, and improve clinical training resources to meet the needs of the population served, which will include suitability and quality for clinical training programs regarding clinical sites, equipment, numbers and categories of patients and clinical practice, observations as a supervisor, and administration.</i>		+		

		6.3	Information technology				
118	8	6.3.1	The medical education institution shall define and implement a policy that is aimed at the <i>effective use and assessment of appropriate information and communication technologies</i> in the educational program.			+	
119	9	6.3.2	The medical education institution shall provide access to network or other electronic media.			+	
			The medical education institution should provide teachers and students with opportunities to use information and communication technologies:				
120	10	6.3.3	for self-study;			+	
121	11	6.3.4	access to information;			+	
122	12	6.3.5	patient management;			+	
123	13	6.3.6	work in the healthcare system.			+	
124	14	6.3.7	The medical education institution should optimize student access to relevant patient data and health information systems.			+	
		6.4	Medical research and scientific achievements				
			The medical education institution shall :				
125	15	6.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the educational program;			+	
126	16	6.4.2	define and implement policies that promote the relationship between research and education;			+	
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education institution;			+	
128	18	6.4.4	use medical research as the basis for the curriculum			+	
			The medical education institution should ensure that the relationship between research and education:				
129	19	6.4.5	taken into account in teaching;			+	
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and its development.			+	
		6.5	Expertise in the field of education				
			The medical education institution shall :				
131	21	6.5.1	have access to <i>educational expertise</i> , where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education and may involve physicians with experience in medical education research, educational psychologists and sociologists, or the involvement of experts from other national and international institutions			+	
			The medical education institution shall define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of the educational program;			+	
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical education institution should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;			+	
135	25	6.5.5	pay due attention to the development of <i>expertise in education assessment and in research of medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;			+	
136	26	6.5.6	promote the desire and interests of employees in conducting research in medical education.			+	
		6.6	Exchange in education				
			The medical educational institution shall define and implement a policy for:				

137	27	6.6.1	cooperation at the national and international levels <i>with other medical universities</i> ;		+		
138	28	6.6.2	<i>transfer and offset of educational loans</i> , which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which may be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.		+		
			The medical education institution should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in compliance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.		+		
			Total	1	28	1	
		7.	ASSESSMENT OF THE EDUCATIONAL PROGRAM				
		7.1	Program monitoring and assessment mechanisms				
			The medical education institution shall				
141	1	7.1.1	have a <i>program monitoring</i> processes and results, including <i>the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out in an appropriate way and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with the admission of students, student assessment and completion of training.</i>		+		
142	2	7.1.2	ensure that relevant assessment results influence the curriculum.		+		
			The medical education institution shall establish and apply mechanisms for the evaluation of the educational program that:				
143	3	7.1.3	are aimed at the educational program and its <i>main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of obligatory and elective parts</i> ;		+		
144	4	7.1.4	focus on student progress;		+		
145	5	7.1.5	identify and address problems, which include a lack of achievement of expected learning outcomes, and will assume that information obtained on the learning outcomes, including identified shortcomings and problems, will be used as feedback to implement activities and plans for corrective action, to improve the education program and the discipline curricula;		+		
			The medical education institution shall regularly conduct a comprehensive <i>assessment of the educational program</i> aimed at:				
146	6	7.1.6	<i>the context of the educational process</i> , which includes the organization and resources, the learning environment and the culture of the medical education institution;		+		
147	7	7.1.7	<i>on special components of the educational program</i> , which include description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
148	8	7.1.8	<i>on overall outcomes</i> , which will be measured by national exam results, international exams, career choices and postgraduate learning outcomes;		+		
149	9	7.1.9	The medical education institution should rely on social		+		

			responsibility/accountability.				
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical education institution must systematically collect, analyze and provide <i>feedback to teachers and students, which includes information about the process and products of the educational program, and also includes information about bad practices or inappropriate behavior of teachers or students with and/or legal consequences.</i>		+		
151	11	7.2.2	The medical education institution should use the results of the feedback to improve the educational program.		+		
		7.3	Academic outcomes of students				
			The medical education institution should conduct a review of students' learning outcomes in relation to:				
152	12	7.3.1	<i>its mission and the final learning outcomes</i> of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;		+		
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	provision of resources.		+		
			The medical education institution should analyze student <i>learning achievements</i> in relation to:				
155	15	7.3.4	<i>their prior experiences and conditions including social, economic, cultural conditions;</i>		+		
156	16	7.3.5	the level of training at the time of admission to the medical educational institution.		+		
			The medical education institution should use the analysis of students' educational outcomes to provide feedback to structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder engagement				
			The medical educational institution shall , in its monitoring program and activities for the assessment of the educational program, involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			<i>For other stakeholders, including representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education</i> the medical educational institution should :				
162	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;	+			
164	24	7.4.5	collect and study feedback from them on the educational program.	+			
			Total	2	22		
		8	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	The medical education institution shall determine the management structures and functions, including their <i>relationship with the university, if the medical education institution is a part or a branch of the university.</i>		+		

			The medical education institution should identify and include structural units within its management structures, assigning responsibility to each structural unit::				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	<i>other stakeholders</i> , including representatives of the Ministry of Education and Health, the health sector and the public.		+		
169	5	8.1.5	The medical education institution should ensure the <i>transparency</i> of the management system and the decisions, <i>published in bulletins, posted on the website of the university, included in the protocols for review and execution.</i>		+		
		8.2	Academic administration				
170	6	8.2.1	The medical education institution shall clearly define the responsibility of the <i>academic leadership</i> in relation to the development and management of the educational program.		+		
171	7	8.2.2	The medical education institution should periodically assess academic leadership regarding the achievement of their mission and learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical education institution shall :				
172	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;		+		
173	9	8.3.2	allocate resources necessary for the implementation of the educational program and distribute educational resources in compliance with their needs.		+		
174	10	8.3.3	The system of financing the medical education institution should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			The medical education institution should :				
175	11	8.3.4	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers to achieve the final learning outcomes;	+			
176	12	8.3.5	in the allocation of resources, take into account scientific advances in medicine and public health issues and their needs.		+		
		8.4	Administrative staff and management				
			The medical education institution shall have an <i>appropriate administrative staff</i> , including their <i>number and composition in compliance with qualifications</i> to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The medical education institution should develop and implement an <i>internal quality assurance program</i> for management, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Engagement with the health sector				
180	16	8.5.1	The medical education institution should have a <i>constructive interaction</i> with the health sector, with the related health sectors of society and government, <i>including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified physicians in compliance with the needs of society.</i>	+			
181	17	8.5.2	The medical education institution should be given <i>official status of cooperation</i> with partners in the health sector, <i>which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and / or the conclusion of a joint contract and the creation of</i>	+			

			<i>a coordinating committee, and holding joint events.</i>				
			Total	3	14		
		9.	CONSTANT REASSESSMENT				
			The medical education institution shall , as a dynamic and socially responsible one:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.	+			
			The medical education institution should :				
184	3	9.1.3	base the update process on prospective studies and analyzes, on the results of their own research, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions.		+		
186	5	9.1.5	To adapt of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduate learning outcomes in line with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in compliance with the responsibilities that are assigned to alumni after graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches to ensure that they are appropriate and relevant, taking into account modern theories in education, adult learning methodology, principles of active learning.			+	
189	8	9.1.8	Adjustment of the elements of the education program and their relationship to advances in the biomedical, behavioral, social and clinical sciences, to changes in population demographics and health/disease patterns and socioeconomic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts and methods are incorporated and outdated ones removed.		+		
190	9	9.1.9	Development of assessment principles, and methods for conducting and number of examinations in compliance with changes in learning outcomes and teaching and learning methods.		+		
191	10	9.1.10	To adapt student recruitment policies and student selection methods to reflect changing expectations and circumstances, staff needs, changes in the pre-MEO education system, and curriculum needs.		+		
192	11	9.1.11	To adapt the recruitment policy and the formation of the academic staff in compliance with changing needs.		+		
193	12	9.1.12	Updating educational resources in compliance with changing needs, such as student enrollment, number and profile of academic staff, educational program.		+		
194	13	9.1.13	Improving the process of monitoring and assessment of the educational program.		+		
195	14	9.1.14	Improving organizational structure and management principles to ensure effective action in the face of changing circumstances and needs and, in the long term, to meet the interests of different stakeholder groups.		+		
			Total	1	12	1	
			OVERALL TOTAL	12	176	7	