



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

Report

of the external expert commission for the educational program
1-79 01 01 "General Medicine"
complying with the standard requirements
of international program accreditation
EI "Gomel State Medical University"
The Republic of Belarus
from November 23 to November 25, 2021

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

***To Accreditation
Council of the IAAR***



Независимое агентство
аккредитации и рейтинга

ASSESSMENT RESULTS REPORT

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CONTENT

(I)	SYMBOLS AND ABBREVIATIONS LIST	3
(II)	INTRODUCTION	4
(III)	REPRESENTATION OF THE EDUCATIONAL ORGANIZATION.....	4
(IV)	DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	5
(V)	DESCRIPTION OF THE EEC VISIT	5
(VI)	COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	6
6.1.	Standard "Mission and results"	6
6.2.	Standard "Educational program"	8
6.3.	Standard "Student Assessment"	9
6.4.	Standard "Students"	11
6.5.	Standard "Academic Staff/Teachers"	12
6.6.	Standard "Educational Resources"	13
6.7.	Standard "Assessment of the educational program"	15
6.8.	Management and administration standard	16
6.9.	Standard "Constant Renewal "	17
(VII)	REVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD.....	18
(VIII)	THE RECOMMENDATION REVIEW FOR IMPROVING QUALITY	19
(IX)	THE RECOMMENDATION REVIEW FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION	20
	Appendix 1. Assessment table "PARAMETERS OF A SPECIALIZED PROFILE" 1-79	
01 01	"General Medicine"	21

(I) SYMBOLS AND ABBREVIATIONS LIST

BelMAPE	Belarusian Medical Academy of Postgraduate Education
WFME	World Federation Medical education
HAC	Higher Attestation Commission
GomGSMU	Educational Institution "Gomel State Medical University"
SEC	State Examination Commission
GMF	General Medicine Faculty
PTL	Practical Training laboratory
MDF	Medical Diagnostic Faculty
MHRB	Ministry of Health of the Republic of Belarus
MERB	Ministry of Education of the Republic of Belarus
SRL	Scientific and Research Laboratory
SRW	Scientific and Research Work
RDW	Research and Development Work
SMCU	Scientific and Methodological Council of the University
STCU	Scientific and Technical Council of the University
HD	Health Disabilities
ESHE	Educational Standards for Higher Education
EP	Basic Professional Higher Education Program - Specialist Program
OSCE	Objective Structured Clinical Examination
PAC	Professorial and Advisory Centre
BRYU	Primary organization "Belarusian Republican Youth Union"
PTS	Professorial Teaching Staff
RS	Rating System
RIHE	Republican Institute for Higher Education
QMS	Quality Management System
SSS	Student Scientific Society
OSHMS	Occupational Safety and Health Management System
MC	Model Curriculum
TMD	Training-Methodical Department
TC	Tutorial Curriculum
HEI	Higher Education Institution
FIS	Faculty of International Students
FASR	Faculty for Advanced Studies and Retraining
PUTF	Pre-University Training Faculty
CITPS	Centre for Innovative Technologies and Postgraduate Studies
CT	Centralized Testing
EEMC	Electronic Educational and Methodological Complex

(II) INTRODUCTION

In accordance with the order No. 137-21-OD dated October 08, 2021 of the CEO of the Independent Agency for Accreditation and Rating, from November 23 to November 25, 2021, an external expert commission assessed the compliance of the educational program of the specialty 1-79 01 01 "General Medicine" with the criteria of standards and guidelines for international accreditation of basic medical and pharmaceutical education abroad (based on WFME / AMSE standards). The visit of the external expert commission was organized in accordance with the program agreed with the chairman of the EEC, the rector of the university and approved by the CEO of IAAR.

Members of EEC :

1. **Committee chairman** – Konrad Juszkiwicz, Doctor of Medical Sciences, professor, KIT Royal Tropical Institute (Amsterdam, Netherlands);
2. **Overseas expert IAAR** – Kalmin Oleg Vitalievich, Doctor of Medical Sciences, Professor, FSBEIHE "Penza State University" (Penza, Russian Federation);
3. **Overseas expert IAAR** - Dzhardemalieva Nurzhamal Zhenisovna , Candidate of Medical Sciences, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarov " (Almaty, Republic of Kazakhstan);
4. **Overseas expert IAAR** - Kashkinbaev Yerlan Tursynbaevich, PhD, "Astana Medical University" (Nur-Sultan, Republic of Kazakhstan);
5. **IAAR National Expert** – Eremenko Yulia Evgenievna, professor, MD State Institution "Republican Scientific and Practical Center of Otorhinolaryngology" (Minsk, Republic of Belarus);
6. **Employer** - Kirenya Igor Evgenievich, chief physician of the HI "Bragin Central District Hospital" (p. Bragin, Republic of Belarus);
7. **Student** - Yurkova Maria Andreevna, master student of the EI "Gomel State University. F. Skorina" (Gomel, Republic of Belarus);
8. **IAAR Observer** – Dzhakenova Alisa Satbekovna, Head of Medical Projects of the Agency (Nur-Sultan, Republic of Kazakhstan).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

GomSMU was founded by the decree of the Council of Ministers of the Byelorussian SSR of November 14, 1990, No. 284 as the Gomel State Medical Institute.

The University carries out its activities in accordance with the Constitution of the Republic of Belarus, the Code of the Republic of Belarus on Education, the Regulations on the Institution of Higher Education, approved by the Resolution of the Ministry of Education of the Republic of Belarus 01.08.2012 No. 93, other legislative acts of the Republic of Belarus, including local regulatory legal acts of the University, The Charter of the University, approved by order of the Ministry of Health of the Republic of Belarus on July 14, 2003 No. 124 (as amended by the order of the Ministry of Health of the Republic of Belarus on February 7, 2019 No. 144).

The University has a special permit (license) for the right to carry out educational activities No. 02100/316, issued on the basis of the decision of the Ministry of Education of the Republic of Belarus No. 470 dated April 29, 2004 and registered in the register of special permits (licenses) of the Ministry of Education of the Republic of Belarus No. 316.

In addition, the Ministry of Education of the Republic of Belarus issued a certificate No. 0008313 "On state accreditation of an educational institution for compliance with the declared type" (Order of the Quality Control Department of the Ministry of Education of the Republic of Belarus No. 131-i dated 1.05.2018), valid until 10.05.2023.

The university also has a certificate of accreditation of a scientific organization , issued on

March 6, 2017 No. 120 by the State Committee for Science and Technology of the Republic of Belarus and the National Academy of Sciences of the Republic of Belarus, valid until March 5, 2022.

GomSMU was the first medical university in the country to be accredited for the compliance of its services with the requirements of international standards ISO 9001:2008. In April 2020, the university was certified by the certification body of management systems of the research and production republican unitary enterprise "Belarusian State Institute for Standardization and Certification" for compliance with the requirements of ISO 9001 in the national (STB ISO 9001-2015) and German (DIN EN 9001-2015) systems valid until April 10, 2023.

The University is represented in the existing, publicly recognized international academic rankings: Webometrics Ranking of World Universities, UniRank, Moscow International University Ranking "Three University Missions", Global World Communicator Education and Science. In 2022 it is planned to participate in RankPro, THE world university rankings, U-Multirank, QS EECA University Rankings, IAAR Eurasian University Ranking, Round University Ranking RUR.

According to the results of the work in 2020 GomSMU improved its position in the international ranking Webometrics (from 28th to 18th place) among universities of the Republic of Belarus and from 8858 to 5555 among universities of the world. In the international academic ranking UniRank in 2020 the university improved its performance by 7 positions among Belarusian universities (from 25th to 18th place) and by 1855 positions among world universities (from 7536 to 5681).

Currently GomSMU is one of the leading medical universities of the Republic of Belarus, in its activities it strives to improve the quality of educational services provided and increase its research potential.

The university includes 5 faculties; General Medicine Faculty (GMF), Diagnostic Medical (DMF), Faculty of International Students (FIS), Faculty for Advanced Studies and Retraining (FASR), Pre-University Training Faculty (PUTF), 37 departments, research laboratory (SRL), Professorial and Advisory Centre (PAC). Professorial Teaching Staff of the University (PTS): 424 people, including 22 doctors of sciences, 124 candidates of sciences

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation of the educational program 1-79 01 01 "General Medicine" according to IAAR standards has not been previously carried out.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the Program of the visit of the expert commission (hybrid format) for international accreditation of GomSMU from November 23 to November 25, 2021.

To obtain objective information about the quality of the organization of education, the development of the university and the entire infrastructure of GomSMU, to clarify the content of the self-assessment report, meetings were held: with the rector, vice-rectors, heads of departments, the dean of the school, with teaching staff, students, graduates, employers. A total of 121 people took part in the meetings (Table 1).

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

<i>Participant category</i>	<i>Quantity</i>
Rector	1
Vice-Rector	5

Deans	5
Heads of structural divisions	11
Heads of departments	38
Department teachers	25
Students	22
Graduates	7
Employers	7
Total	121

During the visual inspection of the main building of the university, the EEC visited the dean's office of foreign students, a library, a canteen, a medical center, a military department, a practical training laboratory (simulation center), a computer class.

On the second day of work, the EEC visited the clinical and theoretical bases of the university, the institution "Gomel Regional Children's Clinical Hospital" (Department of Pediatrics, where interviews were held with students of groups L-406, L-536, L-415), State Institution "Republican Scientific and practical center of radiation medicine and human ecology" (the department of clinical and laboratory diagnostics, allergology and immunology, the department of otorhinolaryngology with a course of ophthalmology, the department of pathological anatomy, talked in the classroom with students of the faculty of foreign students of group I-403a - citizens of Sri Lanka), got acquainted with the living conditions of students in hostel No. 2. In the educational building No. 4, members of the EEC inspected the library and the reading room, the gym, the cloakroom, the buffet.

On the third day of the EEC, a discussion of organizational issues, interview results, work with documents was held, the final meeting of the EEC members with the GomSMU administration took place, at which the chairman announced the recommendations of the EEC.

An anonymous online survey of students (153 people) and teachers (161 people) was conducted to analyze satisfaction with working conditions and education within the walls of the GomSMU.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Mission and results"

The Evidence Part

GomSMU carries out its activities on the basis of the Charter of the University and in accordance with the legal documents of the Ministry of Education and the Ministry of Health of the Republic of Belarus. The Mission, Vision, Policy and Objectives in the field of quality, the GomSMU Development Program for 2021-2025 are developed taking into account the main provisions set out in the external regulatory and strategic documents of the Republic of Belarus. The mission of the university is the basis of the Vision, which determines the desired place and role of the university in the future. For the implementation of the Mission, the priority directions for the development of the university, set out in the Quality Policy and the Development Program, have been determined.

The mission of GomSMU is aimed at preserving, strengthening and improving the health of the population of the Republic of Belarus through the dissemination and application of progressive knowledge in the field of healthcare, which contributes to improving the quality of medical care, the quality of life of the population in terms of global preservation and promotion of health.

For the first time the GomSMU Mission was defined and documented in 2010. In connection with the change in the structure and strategic objectives of the university, external factors that determine the development of the health care and education system of the state, in

2021, changes were made to the wording of the Mission, which were also associated with the development in March 2021 of a new University Development Program until 2025.

The approved Mission, Vision, Quality Policy, University Development Program is sent to the structural divisions of the university, where all employees get acquainted with these documents and sign the familiarization sheet. In addition, the Mission and Policy of the University are placed on the stand in the lobby of the main building of the University.

The goals and educational strategy set out in the mission of the EP are aimed at building the competence of a doctor at a basic level. The results of mastering the EP in the specialty "General Medicine" include formed academic, social, personal and professional competencies, all types of medical practice, skills in organizing healthcare and conducting scientific research, which are the basis for the future career of graduates.

The quality policy is aimed at the university's desire to be one of the best in the field of providing educational services for the professional training of highly qualified specialists with medical education and an academic degree for the healthcare system, as well as consumer satisfaction, ensuring high competitiveness of the university in the educational services market, creating a modern education system focused on the introduction of innovative teaching methods and technologies.

The mission of the EP is aimed at the creation and practical application of the acquired theoretical knowledge and practical skills and knowledge in accordance with national and international requirements and the needs of the healthcare sector.

Education at the State Medical University is based on the study of a wide range of disciplines, followed by the possibility of in-depth study of the chosen subject area in internship, clinical residency, master's program with a projection on continuous professional development at the faculty of advanced training and retraining.

As a result of mastering the EP, graduates should form academic, social, personal and professional competencies, implemented through knowledge, skills and possessions, which are presented in standard curricula for all accredited EPs .

The University determines and coordinates the link between the learning outcomes required at the end of the EP with those required in postgraduate studies. Given the skills required by healthcare professionals, the university, together with the deans, provides an educational trajectory consisting of disciplines within which students accumulate and acquire the necessary competencies.

Analytical part

According to the criteria of the "Mission and Results" standard, the university has a mission. The mission is reflected in the GomSMU Development Program for 2021-2025, presented for consideration on the university website, posted on the stands of educational buildings. However, during conversations with employers, teachers and students, it was revealed that not everyone knows the mission of the university, and even more so, they do not participate in its development.

The formation of the EP is carried out in accordance with the "Procedure for the development and approval of curricula and practice programs for the implementation of the content of educational programs of higher education" (approved by the Ministry of Education of the Republic of Belarus on May 27, 2019). According to OSVO RB 1-79 01 01-2013 and OSVO RB 1-79 01 01-2021, the university has the right to change the number of hours allocated for the development of academic disciplines within 15%, and the volume of cycles of disciplines - within 10% without exceeding the maximum student's weekly workload. However, during the work of the EEC, it was revealed that GomSMU does not use this right. O educational program 1-79 01 01 "General Medicine" fully complies with TUP MO RB 1-79 01 01 "General Medicine" and does not have institutional autonomy (there is no elective component). The end results are aimed at achieving the competencies of students and are consistent with the mission and goals of the university.

Recommendations

- To carry out more extensive information about the Mission of the educational institution (mass media, banners, stands, etc.) in order to bring it to the attention of the teaching staff, students and the healthcare sector.
- Intensify activities to involve the health sector in the development of the mission of the OP.
- Strengthen work to improve the intra -university system for ensuring and controlling the quality of education, including risk management, monitoring and decision-making based on facts.
- Introduce the implementation of the autonomy of the university in relation to the development and compilation of the educational program.
- On an ongoing basis, update the university website with up-to-date information on the development of the university, study programs and improve the interface and navigation system of the site.

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

Strong - 0

Satisfactory - 21

Suggest improvements - 3

Unsatisfactory - 0

6.2. Standard "Educational program"

The Evidence Part

The educational program of the State Medical University in the specialty 1-79 01 01 "General Medicine" is carried out according to the standard curricula approved by the Ministry of Education of the Republic of Belarus on 30.08.2016, 08.08.2017, compiled on the basis of the educational standard of the Republic of Belarus 1-79 01 01-2013, as well as from September 2021 Year 1 in the 1st year, the implementation of the EP "General Medicine" began according to the new standard curriculum, approved by the Ministry of Education of the Republic of Belarus on 04/21/2021.

The total volume of EP in the direction of "General Medicine" (standard curriculum 2016) contains 360 credit units (c.u.) and consists of three blocks. Block of training sessions - 327 c.u.; practice block – 27 c.u.; state final certification - 6 credits The total volume of EP in the direction of "Medicine" (standard curriculum 2017) contains 360 credit units (c.u.) and consists of three blocks. Block of training sessions - 324 c.u.; practice block – 30 c.u.; state final certification - 6 credits. The total volume of the educational program in the direction of "Medicine" (standard curriculum 2021) contains 360 credit units (c.u.) and consists of three blocks. Block 1 is represented by disciplines of the basic part (total 132 credits) and disciplines of the variable part (200 credits). Block 2 includes practices, including research work (28 credits). Block 3 - the state final certification has no credit units

The EP model in the specialty "General Medicine" includes a combination of modular and spiral type (design) of education. The system allows you to consistently study disciplines one after another during the semester, which is important for the formation of students' motivation and interest in the basic biomedical disciplines being studied through the prism of the position of the acquired knowledge in solving a specific clinical problem.

The following educational technologies are used in conducting practical classes: solving situational problems, analyzing clinical cases, business and role-playing educational games, discussions, educational videos, work on training simulators, etc. Elements of scientific research are included in the EP. The end results of studying disciplines are the acquisition of both theoretical knowledge and practical skills, especially in clinical disciplines.

In 2020, 160 scientific developments were introduced into the educational process and practical healthcare, 1956 scientific works of university employees were published, of which: 5

monographs; 3 textbooks stamped by the Ministry of Education of the Republic of Belarus; 161 articles in the rating journals of the Higher Attestation Commission of the Republic of Belarus; 138 articles in foreign journals; received 4 patents for inventions of the Republic of Belarus.

With the increase in the course of study, the EP is aimed at realizing the challenges of practical health care in the region.

Analytical part

The standard "Educational Program" complies with the requirements of accreditation for the EP.

The educational program contains basic and major disciplines, compulsory components and elective components. However, during the work of the EEC, the possibility of elective content of the educational program (electives) was not confirmed and, in fact, was provided only by electives.

Evidence-based medicine is used by students in lectures, practical classes and practices and represents a willingness to analyze medical information based on evidence-based medicine. The EP includes elements of scientific research. Students are engaged in scientific work on the basis of the departments of the university. The scientific schools of the university work on the principle of "open doors", and students are actively involved in their work.

Student activists of the student scientific society of the university become scholarship holders of various levels.

During the survey, 68.4% of students confirmed their satisfaction with the quality of the educational process at GomSMU, 66.7% were satisfied with the teaching methods of the university.

Strengths/best practice

The strengths of this standard include:

- Promoting Engagement students in conducting or participation in research projects.

Recommendations

- Explore the possibility of providing selective content (electives) and define balance between compulsory and elective part of the educational programs, including combination mandatory elements and electives.
- To improve the quality of the EP, its focus on the demands of the labor market, ensure regular coordination of the EP with employers.
- Develop measures to improve the effectiveness of the university-employer partnership in the context of the formation of a graduate competency model.
- To intensify activities to harmonize educational programs with the programs of leading domestic and foreign universities, the formation of joint EPs.

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

Strong - 1

Satisfactory - 41

Suggest improvements - 1

Unsatisfactory - 0

6.3. Standard "Student Assessment"

The Evidence Part

The general assessment policy in the implementation of the EP in the specialty "General Medicine" is annually reflected in the Annexes to the curricula, in the curriculum of each discipline, which reflects the forms and methods of monitoring students' knowledge. When

assessing the knowledge of students, the Code of the Republic of Belarus on Education is used, the Rules for attesting students, cadets, listeners when mastering the content of higher education EPs, approved by the Decree of the Ministry of Education on May 29, 2012 No. 53. The main criterion for evaluating knowledge, skills and abilities is the quality of implementation of state programs. The principles and methods for assessing students' knowledge in exams and tests are defined in the "Regulations on Conducting Current Attestation of Students in Mastering the Content of Educational Programs of Higher Education", approved by order of the rector on 08/29/2013 (as amended on 09/27/2021). The rules for conducting the state final certification are set out in the Regulations on the final certification of students when mastering the content of educational programs of higher education, approved by order of the rector on August 29, 2013 (as amended on September 27, 2021).

The university uses a rating system (RS) for assessing progress in the discipline. The rules for using this system are reflected in the Regulations on the rating system for assessing progress in the discipline, approved by order of the rector on September 3, 2021 No. 308. Checking the level of practical skills is carried out at the clinical departments of the university. The University has developed and approved the Regulations on the Objective Structured Clinical Exam (OSCE), approved by the order of the rector on March 29, 2021 No. 104. When using test forms of control placed on the Moodle educational platform, the validity of tests is assessed using statistical methods of analysis.

The procedure for the liquidation of academic debts by students is set out in the Regulation "On the procedure for the liquidation of academic and current debts by students", approved by the order of the rector on 06.10.2017 No. 219.

At the State Medical University, the functioning of an effective assessment system is ensured by the balance of formative and summative assessment, where they complement each other, which allows for effective monitoring, control and accounting of the quality of education based on existing assessment methods and strategies.

Analytical part

The university provided evidence of the use of modern methods for assessing the achievements of students, including both standard methods (testing, oral and written exams) and modern (OSCE), which is a necessary condition for the objectification of student assessment.

Further, the university has a system for the development and implementation of this direction. Assessment methods are unified depending on their applicability, they become more complicated when moving from course to course, from basic disciplines to profile ones.

Students have the opportunity to appeal grades.

The procedure for receiving feedback from students is regularly carried out. When questioning, 80.3% of students indicated that they received quick feedback from the teaching staff on the issues of the educational process.

However, in the course of the work of the EEC, a situation of "conflict of interest" was revealed - the rector of the university is simultaneously an examiner and chairman of the SEC - the document "Appendix to the self-assessment report on program accreditation of educational programs in the specialty 1-79 01 01 "General Medicine" (p. 10), member of the SEC Stoma I.O. is also an examiner.

Recommendations

- The university needs to improve the process of quality assurance of assessment practice in terms of determining the reliability and validity of assessment methods.
- The university should ensure what methods and results estimates avoid conflict interests

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

Strong - 0

Satisfactory - 14
Suggest improvements - 1
Unsatisfactory - 0

6.4. Standard "Students"

The Evidence Part

The conditions and procedure for admission of applicants to the State Medical University for training in the specialty "General Medicine" are established by the Code of the Republic of Belarus on Education, the Rules for the admission of persons for higher education of the 1st stage, approved by Decree of the President of the Republic of Belarus dated 07.02.2006 No. 80. Resolution of the Ministry of Education of the Republic of Belarus dated 30.06.2015 No. 72 "On entrance examinations for admission to the 1st stage of higher education" and the Admission procedure for higher education of the 1st stage at GomSMU.

The University has a special permit (license) for the right to carry out educational activities No. 02100/316, registered in the register of special permits (licenses) of the Ministry of Education of the Republic of Belarus for No. 316, with changes and (or) additions based on the decision of July 12, 2019 No. 591.

Every year, the Ministry of Health approves the target figures for admission to HEIs that implement EPs in the field of education "Healthcare" (at the expense of the republican budget, on the basis of targeted training, on a paid basis). Admission of applicants to GomSMU is carried out on the basis of the Rules for the admission of persons for higher education of the 1st stage (as amended by Decrees of the President of the Republic of Belarus No. 130 dated 20.03.2014, No. 375 dated 28.08.2015, No. 4 dated 09.01.2017, No. 232 dated 12.06.2018, dated 05.06.2020 No. 209. Every year in January-March, the need for practical healthcare in medical personnel is analyzed in the specialties for which training is carried out at the university, in the context of individual regions and institutions, when conducting a personal distribution of graduates to the first place of work. University of information about the need for specialists by the main departments of health are determined by the order of the Ministry of Health of the Republic of Belarus.

In the structure of GomSMU there are various divisions and public organizations operating on the principles of confidentiality, which help to solve and provide all kinds of support to students on various issues and problems. This system of support and accompaniment of students ensures that the requests and needs of students are met. When questioning, 94.9% of students noted the excellent level of accessibility of the dean's office. The educational department of the State Medical University carries out its work with young people in accordance 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!". On the website of the educational department there is a tab "Portfolio of the curator", where there are all the necessary information and reference recommendations.

100% of non-resident students are provided with a hostel.

Student self-government is ensured by the representation of students in the student council of the university, the student council of the hostel, the council of the SSS, the PPOS, the committee of the PO "Belarusian Republican Youth Union", the public law enforcement student formation - the Youth Law Enforcement Squad.

In GomSMU, in order to support and encourage students to achieve learning outcomes, the institution of curatorship (up to 3 courses) was introduced.

Analytical part

The processes implemented at the university meet the criteria of the standard.

The university carries out activities aimed at increasing student potential. GomGMU supports the participation of students in conferences, seminars, symposiums, sports and

recreational and cultural events.

Students who are in dire need of financial support and find themselves in a difficult financial situation, etc. may qualify for financial assistance. Students on an extrabudgetary basis who have achieved outstanding results can apply for financial incentives from extrabudgetary funds of the university.

Strengths/best practice

The strengths of this standard include:

- GomSMU has defined and is widely implementing a policy of representing students in key issues related to the EP and the life of the university.
- GomSMU clearly defines number accepted students in accordance with logistical opportunities on the all stages learning and preparation.
- Allocation of resources to support students.
- Monitoring student progress

Recommendations

- Organize a school of advisors (for senior students), for the purpose of consulting students on issues related with choice electives, preparation to postgraduate education, planning professional career

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

Strong - 4
Satisfactory - 11
Suggest improvements - 1
Unsatisfactory - 0

6.5. Standard "Academic Staff/Teachers"

The Evidence Part

The policy of selection and admission of academic staff in the specialties "General Medicine" is carried out in accordance with the Labor Code of the Republic of Belarus, the Code of the Republic of Belarus on Education, Articles 50, 51 of the Code of the Republic of Belarus on Education, other legislative acts, the Charter of the State Medical University. The personnel policy for the recruitment and selection of personnel ensures complete equality and access to the vacancies available at the university. When selecting applicants for teaching staff positions, the priority is: compliance of the qualification level of employees with the qualification requirements for the positions held, professional competence of employees. Priority is given to persons with higher qualifications, the results of pedagogical, scientific, clinical activities.

The University determines the number of teachers based on the number of students in accordance with the requirements established by the Ministry of Health of the Republic of Belarus. The staffing of the EP in the specialty "General Medicine" is carried out in accordance with the requirements of the regulatory document "The system of standards in the field of education, the conformity assessment system, the procedure for granting status to higher educational institutions", approved by the Decree of the Ministry of Education of the Republic of Belarus dated February 28, 2001 No. 16.

The current personnel policy makes it possible to maintain a balance between medical and non-medical teachers and between full-time and part-time teachers. For the implementation of the educational process, foreign teachers are also involved in the university. Who exactly

The total number of teaching staff is 505 people, of which 424 (84.0%) are key employees.

In order to ensure teaching and communication with foreign students, the university provides language training in English for the teaching staff implementing the EP in the specialty

"General Medicine". The teaching staff of the clinical departments of the university, along with educational and scientific activities, is involved in the prescribed manner in the provision of medical care and medical consultations (conciliums) in healthcare organizations of the Republic of Belarus.

The University has sufficient economic conditions to attract the best academic workers who are able to ensure the effective implementation of the EP in the specialty "General Medicine". More than 50% of the university's funding comes from entrepreneurial activities. Extrabudgetary funds allow to increase the salaries of teachers and other employees.

A mentoring system has been introduced at GomSMU, which ensures the prompt involvement of young specialists entering the university in the labor process; improving the quality of their training in accordance with qualification requirements. During the survey, 93.1% of the teaching staff noted the accessibility of the leadership and its good attitude towards the teaching staff of GomSMU.

Analytical part

The university has standard procedures for the admission and selection of teaching staff.

The university is interested in promoting promising employees who, in terms of their professional, business and moral and psychological qualities, are capable of filling higher management positions.

The teaching staff have close ties with representatives of practical healthcare, providing advisory and medical assistance at clinical sites.

In accordance with the order of the rector of the university dated 04.09.2020 No. 237, there are 7 full-time students studying in the field of Health for one teacher. However, the occupancy of training groups in the specialty of training "General Medicine" is on average 10 - 12 people in most groups.

Strengths/best practice

The strengths of this standard include:

- Maintaining a balance between teaching, scientific and service functions, which the includes establishing time for everyone kind activities.
- Confession on dignity academic activities - GomSMU has established a separate additional supplement for an academic degree (during the first three years after receiving a document confirming the availability of a scientific degree).
- Training, development, support and assessment activities of new teachers (mentoring).

Recommendations

Revise ratio "teacher-student" in depending on the various components of educational programs

- On an ongoing basis, improve the system of material incentives for teaching staff, taking into account the main indicators of educational, scientific and educational activities.

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

Strong - 3

Satisfactory - 8

Suggest improvements - 1

Unsatisfactory - 0

6.6. Standard "Educational Resources"

The Evidence Part

An analysis of the material and technical equipment of the classroom fund for the

development of the EP showed full compliance with the requirements of the legislation of the Republic of Belarus. The university has sufficient opportunities to implement PM: the presence of educational, lecture halls equipped with modern technical equipment (the university has 5 educational buildings, premises of clinical departments and laboratories located in medical clinics, 5 dormitories for students); libraries and library fund; gyms and sports grounds with appropriate equipment; a sufficient fund of dormitories for students; places for catering (cafes, buffets). All facilities comply with fire safety and sanitary and hygienic standards. The clinical departments of the university are located directly in the medical organizations of the city. Clinical bases with which the university has cooperation agreements include healthcare institutions, including multidisciplinary round-the-clock hospitals; specialized medical institutions (obstetrics and gynecology, infectious diseases, oncology, dermatovenerology, ophthalmology, phthisiatrics, psychiatry); outpatient clinics; medical and social institutions/departments (geriatrics, palliative care) and social institutions; institutions of medical prevention; institutions providing psychological and pedagogical assistance.

The university has created a PTL equipped with simulation, medical and educational equipment. At the moment 10 training modules have been created and are successfully functioning in the laboratory: "Surgery", "Therapy", "Anesthesiology and Resuscitation", "Obstetrics and Gynecology", "Otorhinolaryngology", "Ophthalmology", "Manipulation Technique", "First Aid", "Diagnostics", "Pediatrics".

The library is housed in three academic buildings. The total area of all the premises of the library is 921.42 m², the area of the reading rooms is 293.26 m². The library fund is 228,278 copies, including information resources on electronic media - 1,546 storage units.

The university owns 5 dormitories equipped with everything necessary for students to live.

The University has complete independence and autonomy in terms of allocating funding to support the academic mobility of students and employees of the University from non-budgetary sources of income of the University.

Analytical part

Analysis based on the results of visiting the EEC showed that the university has a sufficient material and technical base to ensure a high-quality educational and scientific process. However, during the survey, 3.1% of the teaching staff indicated that there was no access to the Internet on campus.

In the course of familiarization with the documents, the commission of the EEC revealed that according to ESHE 1-79 01 01-2013, clause 7.4.5 (p. 25 of the document) - The amount of credits for higher education in full-time form should be equal to 60 for 1 year training, and one credit unit corresponds to 36–40 academic hours. In order to implement the translation policy and netting educational credits, the university should consider switching to the European system of transfer and accumulation of points ECTS .

Due to the fact that there is no Own University Clinic at the university, the clinical departments of the university are located directly in the medical organizations of the city.

In the course of the EEC, it was revealed that in the presence of an AIS system at the GomSMU, a paper journal is still used to record the progress of students.

Strengths/best practice

The strengths include:

- GomSMU encourages and trains students to participate in scientific research in different fields of medicine.

Recommendations

- Continue work on systemic updating of the material and technical base.
- In order to improve resources for clinical training students to explore the possibility of establishing a University Hospital, where students will have greater access to patients.

- To increase the effective use of information technologies - to develop the introduction of electronic document management (start using an electronic journal).
- In order to implement the translation policy and netting educational credits, the university should consider switching to the European system of transfer and accumulation of points ECTS .

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

Strong - 1

Satisfactory - 26

Suggest improvements - 3

Unsatisfactory - 0

6.7. Standard "Assessment of the educational program"

The Evidence Part

Monitoring of the EP in the specialty "General Medicine" and the results of its development is carried out on the basis of the Regulations on the organization of the educational process at GomSMU, the Regulations on the final certification of students when mastering the content of educational programs of higher education, the Regulations on the current certification of students when mastering the content of educational programs of higher education ", Regulations on the rating system for assessing progress in the discipline.

The TMD is responsible for regular monitoring of the EP. The analysis of indicators is carried out annually, which makes it possible to develop preventive and corrective actions to improve the EP.

The overall results of mastering the EP are evaluated based on the results of the state final certification, primary accreditation and employment of graduates, according to the proportion of graduates who continued their studies at the postgraduate stage. The system for monitoring and storing learning outcomes allows you to compare student data from the moment of admission to graduation and during postgraduate studies. Assessment of learning outcomes is carried out by monitoring the formation of competencies. After graduation, a re-survey of graduates is carried out with the aim of possible correction of the educational program.

The University, in its monitoring program and in the activities for evaluating the EP of the specialties "General Medicine", involves the main stakeholders: the teaching staff and students, and there is also a discussion of the EP as a whole and their components. The EP of disciplines and practices are discussed at the meetings of the department, approved by the minutes of the cathedral meeting signed by the head of the department. Further, the EPs in all disciplines and practices of the EP are analyzed and approved at the meetings of the departments and submitted to the SMCU of the university.

The University collects and analyzes feedback also from other stakeholders (graduates, employers) on the educational process of the EP in the specialty "General Medicine". CITPS annually monitors the satisfaction of employers with the quality of training of graduates of medical and medical-diagnostic faculties (in 2021, the average score is 4.4 out of 5).

Analytical part

In GomSMU as a whole, an effective system for evaluating the educational program has been created, which is understandable and transparent for stakeholders.

For the analysis of the EP "General Medicine" there is a basic feedback system that regulates the implementation of the following indicators: the percentage of curricula and TC disciplines that meet the requirements of the Ministry of Education of the Republic of Belarus in terms of level and content; the percentage of provision of disciplines with educational and methodological materials; the level of competencies of graduates; student satisfaction; graduate

satisfaction; teacher satisfaction. The analysis of indicators is carried out annually, which makes it possible to develop preventive and corrective actions to improve the EP.

Mandatory review of the structure and content of the TC is carried out with the introduction of a new educational standard, at the request of program consumers. Based on the results of the evaluation of the EP, the dean's offices and TMD carry out timely and reasonable updating of the EP.

Strengths/best practice

The strengths include:

- Process for collecting feedback from alumni and employers.

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

Strong - 2

Satisfactory - 22

Suggest improvements - 0

Unsatisfactory - 0

6.8. Management and administration standard

The Evidence Part

The main governing body in the implementation of the EP in the specialty "General Medicine" is the University Council, headed by the Rector of the University. The structure and functions of the Council are presented in the Regulations on the University Council dated January 8, 2019 No. 05-02.

To coordinate research work in the implementation of the EP in the specialty "General Medicine", a Scientific and Technical Council headed by the rector was created. Its composition and the Regulations on the Scientific and Technical Council were approved by the orders of the rector (dated January 28, 2021 No. 30 and dated February 9, 2017 No. 40, respectively).

The development of the EP in the specialty "Medicine" at the university is headed by the vice-rector for academic affairs, the head of the TMD, and the deans of the faculties.

GomSMU carries out financial and economic activities in accordance with the Charter approved by the Ministry of Health of the Republic of Belarus. GomSMU strives to increase the satisfaction of consumers and other stakeholders in quality education in the fields of health, medical, humanities, social sciences, psychology, economics and management. To this end, the university has developed, implemented and effectively operates the QMS.

The University interacts with healthcare institutions, which are the bases for graduates to undergo internships, on issues of organizational and methodological support, as well as final certification and qualifications.

Analytical part

The management of GomSMU is determined by the developed Management Structure, which is updated as necessary, which ensures the efficiency of the university as a whole and the implementation of mechanisms for improving the EP.

At GomSMU, much attention is paid to the observance of the principles of collegiality and transparency. Transparency of decisions made by the university management, as well as collegiate and public associations, is ensured through the electronic information educational environment by sending information to the heads of structural divisions and teachers by e-mail, which ensures transparency in the management of the educational process for students, teachers, heads of departments, dean, parents.

For the effective functioning of all structures, relevant Regulations have been developed that determine the interaction of various departments.

Every year, at the first meeting of the University Council, the Rector, as the leader of the collective implementation of the Mission and the Policy in the field of quality, brings to the attention of the staff analytical information about the main achievements, shortcomings and proposals for improving the educational, scientific, international and clinical activities of the University. The Vice-Rector for Academic Affairs annually at the meetings of the University Council reports on the results of the intermediate and state final certification with a proposal for ways to improve the quality of the educational process. The deans of the faculties annually report on the results of achieving the mission of the EP and the final results of training at the methodological councils and commissions. Based on the results of the reports, decisions are made aimed at eliminating weaknesses.

Strengths/best practice

The strengths include:

- Sufficient autonomy in distribution of resources - GomSMU has established a separate additional supplement for an academic degree (during the first three years after receiving a document confirming the availability of a scientific degree).
- GomSMU officially cooperates with all clinical bases in the region, which allows the university to effectively interact constructively with the healthcare sector.

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

Strong - 3

Satisfactory - 14

Suggest improvements - 0

Unsatisfactory - 0

6.9. Standard "Constant Renewal "

The Evidence Part

GomSMU is a dynamically developing and socially responsible educational organization, which has developed and implemented procedures for continuous monitoring and improvement of the fundamental processes of functioning. The university is aimed at further development with a socially responsible approach to society and the training of medical personnel both for the country and for global health. The university is constantly being updated, new structures appear, 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 09/01/2021. Over the past five years, a number of new structural divisions have been created at the university: the International Department, a dissertation council on the specialty "Public Health and Health", the Faculty of Advanced Training and Retraining, etc. A new hostel for 500 beds has been opened. In addition, there was a transformation of previously existing structural units. When planning activities, the university is guided by the national legislative framework in terms of solving problems and achieving strategic goals in the field of education in accordance with the State Program "Education and Youth Policy" for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 29, 2021 No. 57 and in the field health care in accordance with the State Program "Health of the people and demographic security" for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 19, 2021 No. 28.

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

the program, the requirements of consumers are taken into account based on the QMS implemented at the university and its main elements.

Analytical part

The renewal of educational resources is fixed at the strategic level and is reflected in the strategic and tactical documents of the GomSMU. In recent years, due to the growth in the number of students and teachers, the GomSMU infrastructure has been significantly expanded, including the opening of a new hostel.

The process of constant updating and improvement in the ongoing EP in the specialty "General Medicine" is carried out through the introduction of new learning technologies that are developing very quickly: online lectures, the creation and use of modern EEMC, the development and implementation of an objective structured clinical exam (OSCE), an electronic library, development of practical training laboratory (simulation center).

Structural units responsible for monitoring and making changes to the EP implement a policy of quality assurance and development of educational transformation, evaluate the quality of teaching and learning, make proposals to improve the quality of the educational process based on the full satisfaction of the needs of the healthcare system. Students actively participate in monitoring, evaluation and revision of educational programs, working as part of the University Council, Faculty Councils.

Improving the organizational structure and management principles in order to ensure and improve the effectiveness of education is an important institutional element. The participation of the university in the rankings and the places it occupies indicates that GomSMU is included in the list of the best universities in the country, adheres to high quality and efficiency in the main areas of strategic development: the integration of medical education, based on the experience of implementing programs for other countries, scientific research, publication activity, scientific and international cooperation aimed at the implementation of the Mission and Policy of the University.

Strengths/best practice

The strengths include:

- The university constantly allocates resources for continuous improvement.

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

Strong - 1

Satisfactory - 13

Suggest improvements - 0

Unsatisfactory - 0

(VII) REVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD

7.2. Standard "Educational program"

- All kinds of assistance involvement students in conducting or participation in research projects.

7.4. Standard "Students"

- GomSMU has defined and is widely implementing a policy of representing students in key issues related to the EP and the life of the university.
- GomSMU clearly defines number accepted students in accordance with logistical opportunities on the all stages learning and preparation.
- Allocation of resources to support students.
- Monitoring student progress

7.5. Standard "Academic Staff/Teachers"

- Maintaining a balance between teaching, scientific and service functions, which the includes establishing time for everyone kind activities.
- Confession on dignity academic activities - GomSMU has established a separate additional supplement for an academic degree (during the first three years after receiving a document confirming the availability of a scientific degree).
- Training, development, support and evaluation activities of new teachers (mentoring).

7.6. Standard "Educational Resources"

GomSMU encourages and trains students to participate in scientific research in different fields of medicine.

7.7. Standard "Assessment of the educational program"

Process for collecting feedback from alumni and employers

7.8. Standard "Management and administration"

Sufficient autonomy in the distribution of resources - GomSMU has established a separate additional supplement for an academic degree (during the first three years after receiving a document confirming the availability of a scientific degree).

GomSMU officially cooperates with all clinical bases in the region, which allows the university to effectively interact constructively with the healthcare sector.

7.9. Standard "Constant Renewal"

The university constantly allocates resources for continuous improvement.

(VIII) THE RECOMMENDATION REVIEW FOR IMPROVING QUALITY

8.1. Standard "Mission and Results"

To carry out more extensive information about the Mission of the educational institution (mass media, banners, stands, etc.) in order to bring it to the attention of the teaching staff, students and the healthcare sector.

Intensify activities to involve the health sector in the development of the mission of the OP.

Continue work to improve the intra -university system for ensuring and controlling the quality of education, including risk management, monitoring and decision-making based on facts.

Introduce the implementation of the autonomy of the university in relation to the development and compilation of the educational program.

On an ongoing basis, update the university website with up-to-date information on the development of the university, EP and improve the interface and navigation system of the site.

8.2. Standard "Educational program"

Explore the possibility of providing selective content (electives) and define balance between compulsory and elective part of the educational programs, including combination mandatory elements and electives .

To improve the quality of the EP, its focus on the demands of the labor market, ensure regular coordination of the EP with employers.

Develop measures to improve the effectiveness of the university-employer partnership in the context of the formation of a graduate's competency model.

To intensify activities to harmonize educational programs with the programs of leading domestic and foreign universities, the formation of joint EPs.

8.3. Standard "Student Assessment"

The university needs to improve the process of quality assurance of assessment practice in terms of determining the reliability and validity of assessment methods.

The university should ensure what methods and results estimates avoid conflict interests

8.4. Standard "Students"

Implement a school of advisors (for senior students), for the purpose of consulting students on issues related With choice electives , preparation To postgraduate education, planning professional career

8.5. Standard "Academic Staff/Teachers"

Revise ratio “teacher-student” in depending on the various components of educational programs.

On an ongoing basis, improve the system of material incentives for teaching staff, taking into account the main indicators of educational, scientific and educational activities.

8.6. Standard "Educational Resources"

Continue work on the systemic updating of the material and technical base.

In order to improve resources for clinical training students to explore the possibility of establishing a University Hospital, where students will have greater access to patients.

To increase the effective use of information technologies - to develop the introduction of electronic document management (to start using an electronic journal).

In order to implement the translation policy and netting educational credits, the university should consider switching to the European system of transfer and accumulation of points ECTS .

8.7. Standard "Assessment of the educational program"

On an ongoing basis, provide feedback to relevant stakeholders on changes to the EP adopted based on their recommendations.

(IX) THE RECOMMENDATION REVIEW FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

To implement the internationalization strategy, to continue the participation of the university in international rankings, to expand academic mobility programs for teaching staff and students. In order to expand third-party opinions in discussing the mission - to expand the circle of stakeholders and bring to the attention of external stakeholders. In order to improve feedback with graduates, the Alumni Association of university should be organized.

**Appendix 1. Assessment table "PARAMETERS OF A SPECIALIZED PROFILE"
1-79 01 01 "General Medicine"**

No.	No.	No. crit	CRITERIA ASSESSMENTS	Position of the educational organization			
				Strong	Satisfactory	Suggest improvements	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Mission Definition				
1	1	1.1.1	The medical education organization should define its <i>mission</i> and the mission of the EP and communicate to stakeholders and the health sector .			+	
			The mission statement must contain goals and educational strategy to prepare a competent doctor at the level of basic medical education :				
			with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine				
2	2	1.1.2	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
3	3	1.1.3	prepared for postgraduate studies		+		
4	4	1.1.4	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study of own practice and recognized activities in the <i>CPD / CME</i> .		+		
5	5	1.1.5	Medical education organization should ensure that the mission includes the achievements of medical research v areas of biomedical, clinical, behavioral and social sciences.		+		
6	6	1.1.6	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
7	7	1.1.7	The medical education organization should define its <i>mission</i> and the mission of the EP and communicate to stakeholders and the health sector .		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The medical education organization must ensure that <i>key stakeholders</i> are involved in developing the mission of the EP.			+	
9	9	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			medical education organization should have <i>institutional autonomy</i> to develop and implement policies 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	use of allocated resources necessary for the implementation of the educational program.		+		
			medical education organization should guarantee <i>academic freedom</i> to its staff and students:				
12	12	1.3.3	in relation to <i>the current educational program</i> , in which it will be allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
13	13	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		

		1.4	Final training results				
		1.4.1	The medical education organization must define the expected <i>final training results</i> that students should exhibit upon completion, regarding:				
14	14		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
15	15		an appropriate basis for a future career in any branch of medicine;		+		
16	16		their future roles in the health sector;		+		
17	17		their subsequent postgraduate training;		+		
18	18		their commitment to lifelong learning;		+		
19	19		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
20	20	1.4.2	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
21	21	1.4.3	The medical education organization should determine and coordinate the connection of the final training results required upon completion with those required in postgraduate education		+		
22	22	1.4.4	The medical education organization should determine the results of the involvement of students in research in medicine;		+		
23	23	1.4.5	The medical education organization should pay attention to global health outcomes;		+		
24	24	1.4.6	medical education organization should use the results of graduate competency assessment as a feedback tool to improve the educational program.		+		
			Total	0	21	3	
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
25	1	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		
26	2	2.1.2	The medical education organization must define <i>teaching and learning methods used</i> that encourage, prepare and support students to take responsibility for their own learning process.		+		
27	3	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.		+		
28	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
29	5	2.1.5	Medical education organization should use teaching and learning methods based on modern adult learning theory.		+		
		2.2	Scientific method				
		2.2.1	The medical education organization must teach students throughout the entire program of study:				
30	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7		scientific research methods in medicine;		+		
32	8		evidence-based medicine,		+		
33	9		which require <i>the appropriate competence of teachers and will be a mandatory part of the educational program.</i>		+		
34	10	2.2.2	The medical education organization 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 .		+		
35	11	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.	+			
			Basic biomedical Sciences				
			The medical education organization must determine and include in the educational program:				

36	12	2.3.1	achievement of <i>basic biomedical sciences</i> , to form students' understanding of scientific knowledge;		+		
37	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The medical education organization should adjust and introduce new achievements of biomedical sciences in the educational program for:				
38	14	2.3.3	scientific, technological and clinical developments;		+		
39	15	2.3.4	current and expected needs of society and the health care system.		+		
		2.4	Behavioral and social Sciences and medical ethics				
		2.4.1	The medical education organization must determine and include in the educational program the achievement of:				
40	16		<i>behavioral sciences</i> ;		+		
41	17		<i>social sciences</i> ;		+		
42	18		<i>medical ethics</i> ;		+		
43	19		<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, 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.</i>		+		
		2.4.2	The medical education organization should adjust and introduce new achievements in the educational program <i>behavioral and social sciences</i> and also <i>medical ethics</i> for:				
44	20		scientific, technological and clinical developments;				
45	21		current and expected needs of society and the health system;		+		
46	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and skills				
			The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students:				
47	23	2.5.1	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
48	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;		+		
49	25	2.5.3	work on health promotion and prevention.		+		
50	26	2.5.4	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
51	27	2.5.5	The medical education organization should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		
			The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
52	28	2.5.6	scientific, technological and clinical developments;		+		
53	29	2.5.7	current and expected needs of society and the health care system.		+		
54	30	2.5.8	The medical education institution should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+		
55	31	2.5.9	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.				

		2.6	The structure of the educational program, content and duration				
56	32	2.6.1	The medical education organization must 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, social and clinical disciplines.		+		
			The medical education organization follows in the educational program:				
57	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
58	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
59	35	2.6.4	provide the opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components;			+	
60	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		2.7	Program Management				
61	37	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and training courses to ensure that the learning outcomes are achieved.		+		
62	38	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
63	39	2.7.3	medical education organization should , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
64	40	2.7.4	The medical education organization should include representatives from <i>other relevant stakeholders</i> in the structural unit of the medical education organization responsible for educational programs that <i>include other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or other teachers of the university faculties.</i>		+		
		2.8	Relationship with medical practice and healthcare system				
65	41	2.8.1	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of required learning outcomes, a clear definition and description of the 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, as well as feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
			The medical education organization should ensure that the structural unit responsible for the educational program:				
66	42	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program;		+		
67	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	1	41	1	
		3.	STUDENT ASSESSMENT				
		3.1	Assessment Methods				
			The medical education organization must :				

68	1	3.1.1	define, approve and publish the principles, methods and practices used for student assessment, 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;		+		
69	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
70	3	3.1.3	use a wide range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;				
71	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
72	5	3.1.5	ensure that the evaluation process and methods are open (available) for review by external experts;			+	
73	6	3.1.6	use a system for appealing the results of the assessment.		+		
			The medical education organization should:		+		
74	7	3.1.7	<i>document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;</i>				
75	8	3.1.8	implement new assessment methods as needed;		+		
76	9	3.1.9	use the system to appeal the results of the evaluation.		+		
		3.2	Relationship between assessment and learning				
			<i>The medical education organization should use the principles, methods and practice of assessment , including the educational achievements of students and assessment of knowledge, skills, professional values of relationships that :</i>				
77	10	3.2.1	clearly commensurate with learning methods, teaching and learning results;		+		
78	11	3.2.2	ensure that students achieve learning outcomes;		+		
79	12	3.2.3	promote student learning;		+		
80	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 organization should:				
81	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>		+		
82	15	3.2.6	Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
			Total		14	1	
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization must :				
83	1	4.1.1	define and implement an admissions policy, including a clearly defined policy on the student selection process;		+		
84	2	4.1.2	have <i>policies</i> and implement <i>practices</i> admission of students with disabilities in accordance with the current laws and regulations of the country ;		+		
85	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
			The medical education organization should:				
86	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		

87	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>		+		
88	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student recruitment				
89	7	4.2.1	The medical education organization must determine the number of accepted students in accordance with the material and technical 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 medical education organizations do not control the number recruited students, it should demonstrate its 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).	+			
90	8	4.2.2	The medical education institution should periodically review the number and cohort 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 organization must :				
91	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 ;			+	
92	2	4.3.2	offer a student support program focused on <i>social, financial and personal needs, 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;</i>		+		
93	3	4.3.3	allocate resources to support students;	+			
94	4	4.3.4	ensure confidentiality regarding advice and support.		+		
			The medical education organization should provide counseling that:				
95	5	4.3.5	based on monitoring student progress and focused on social and personal needs students, including academic support, support for personal problems and situations, health problems, financial issues;	+			
96	6	4.3.6	includes counseling and professional career planning.		+		
		4.4	Student Representation				
97	7	4.4.1	The medical education organization must define and implement a <i>policy of student representation</i> and their <i>respective participation</i> in mission definition, development, management and evaluation of the educational program, and other matters relevant to students.		+		
98	8	4.4.2	The medical education organization should be <i>assisted and student support activities</i> and student organizations, including <i>providing technical and financial support to student organizations.</i>	+			
			Total	4	11	1	
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The medical education organization must define and implement <i>an employee selection and admission policy</i> that:				

99	1	5.1.1	determines their category , responsibilities and <i>balance of academic staff/teachers in</i> 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;		+		
100	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants , including a proper balance between pedagogical, scientific and clinical qualifications;		+		
101	3	5.1.3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			medical education organization should take into account criteria such as:				
102	4	5.1.4	attitude to their mission, the <i>significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;</i>		+		
103	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.</i>		+		
		5.2	Development Policy and Employee Activities				
			A medical education organization must determine and implement a policy for the activities and development of employees, which:				
104	6	5.2.1	allows you to maintain a <i>balance between teaching, scientific and service functions</i> , which includes setting <i>the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;</i>	+			
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 the <i>sufficiency of knowledge of each employee an educational program that includes knowledge about teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;</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 organization 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	3	8	1	
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization must :				
111	1	6.1.1	have sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.2.2	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 organization should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		

		6.2	Clinical Training Resources				
			The medical education institution must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	the number and categories of patients;		+		
115	5	6.2.2	the number and categories of <i>clinical sites</i> , 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 clinical practice of students.		+		
117	7	6.2.4	The medical education organization should <i>study and assess</i> , adapt, and improve clinical training resources to meet the needs of the population served, which will include <i>suitability and quality for clinical training programs regarding clinical sites, equipment, numbers and categories of patients and clinical practice, supervision as a supervisor, and administration.</i>			+	
		6.3	Informational technologies				
118	8	6.3.1	The medical education organization must define and implement a policy that is aimed at the <i>effective use and evaluation of appropriate information and communication technologies.</i> in the educational program.			+	
119	9	6.3.2	The medical education organization must provide access to network or other electronic media		+		
			medical education organization 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	Medical education organization should optimize student access to relevant patient data and health information systems.		+		
		6.4	Medical research and scientific achievements				
			The medical education organization must :				
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 organization;		+		
128	18	6.4.4	use medical research as the basis for the curriculum		+		
			The medical education organization 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 organization must :				
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 through the involvement of experts from other national and international institutions.		+		
			The medical education organization must determine and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of an educational program;				
133	23	6.5.3	in the development of teaching methods and assessment of knowledge		+		

			and skills.				
			The medical education organization 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	give due attention to the development of <i>expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	to promote the aspiration and interests of employees in conducting research in medical education.		+		
		6.6	Exchange in education				
			The medical education organization must 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, 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.</i>			+	
			The medical education organization should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.		+		
			Total	1	26	3	
		7.	GRADE EDUCATIONAL PROGRAMS				
		7.1	Program monitoring and assessment mechanisms				
			The medical education organization should				
141	1	7.1.1	have a program for monitoring processes and outcomes, including 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 admission students, student assessment and completion of training.		+		
142	2	7.1.2	ensure that relevant assessment results influence the curriculum				
			The medical education organization must 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 compulsory and elective parts</i> ;				
144	4	7.1.4	focused on student progress;		+		
145	5	7.1.5	identify and address <i>issues that include underachievement of expected learning outcomes</i> and will assume that information received on learning outcomes, including gaps and problems identified, will be used as feedback for activities and corrective action plans to improve learning programs and curricula of disciplines;		+		
			medical education organization should periodically conduct a <i>comprehensive assessment of the educational program</i> aimed at:		+		
146	6	7.1.6	<i>on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization</i> ;				

147	7	7.1.7	<i>on special components of the educational program, which include description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;</i>		+		
148	8	7.1.8	<i>on overall outcomes, which will be measured by national exam results, international exams, career choices and postgraduate learning outcomes;</i>		+		
149	9	7.1.9	medical education organization should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical education organization 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 organization should use the results of the feedback to improve the educational program.				
		7.3	Academic achievements of students				
			The medical education organization should analyze the educational achievements of students relatively:				
152	12	7.3.1	<i>its mission and the final learning outcomes 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;</i>		+		
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	provision of resources.		+		
			The medical education organization should analyze student <i>learning achievements</i> regarding:				
155	15	7.3.4	<i>their prior experiences and conditions including social , economic, cultural conditions;</i>		+		
156	16	7.3.5	<i>the level of training at the time of admission to a medical educational institution.</i>		+		
			medical education organization should use the analysis of students' educational achievements 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 education organization should , in its monitoring program and activities for the evaluation of the educational program, involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The medical education organization should <i>for other stakeholders, including other 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>				
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	Control				
165	1	8.1.1	The medical education organization must determine the management structures and functions, including their <i>relationship with the university, if the medical education organization is part of or affiliated with the university.</i>		+		
			medical education organization should determine structural divisions in its management structures with <i>the establishment of the responsibility of each structural division</i> and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	<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 organization should ensure the <i>transparency</i> of the management system and the decisions made, which <i>are published in bulletins, posted on the website of the university, included in the protocols for review and execution.</i>		+		
		8.2	Academic leadership				
170	6	8.2.1	The medical education organization must 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 organization should periodically assess academic leadership regarding the achievement of their mission and learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical organization of education should:				
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 accordance with their needs.		+		
174	10	8.3.3	The system of financing the medical organization of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			medical education organization should:				
175	11	8.3.4	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;	+			
176	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.		+		
		8.4	Administrative staff and management				
			A medical education organization must have an <i>appropriate administrative staff</i> , including their <i>number and composition in accordance with qualifications</i> , in order 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 organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Engagement with the health sector				
180	16	8.5.1	The medical education organization should have a <i>constructive interaction</i> with the health sector, with related sectors of the health of society and government, <i>including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.</i>	+			

181	17	8.5.2	The medical education organization should be given <i>official status of cooperation</i> with partners in the health sector, <i>which includes the conclusion of official agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.</i>	+			
			Total	3	14		
		9.	Constant Renewal				
			The medical organization of education should , as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and eliminate deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.	+			
			The medical education organization should :				
184	3	9.1.3	base the update process on prospective studies and analyzes and 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 results in a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to:		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduate learning outcomes in line with the documented needs of the postgraduate training environment, including clinical skills, training in public health and participation in the process of patient care in accordance with the responsibilities assigned to graduates after graduation MEO.				
188	7	9.1.7	Adapting the curriculum model and methodological approaches to ensure that they are appropriate and relevant and take into account current theories in education, adult learning methodology, active learning principles.		+		
189	8	9.1.8	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health/morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete ones.		+		
190	9	9.1.9	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
191	10	9.1.10	Adapting student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-university education system, and curriculum needs.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance 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 evaluation of the educational program.		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.		+		
			Total	1	13		
			IN TOTAL	15	170	10	