



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
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 04 "Diagnostic 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

**of the external expert commission for the educational program
1-79 01 04 "Diagnostic 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**

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS3

(II) INTRODUCTION4

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION4

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE5

(V) DESCRIPTION OF THE EEC VISIT5

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS5

6.1. Standard "Mission and results"5

6.2. Standard "Educational program"7

6.3. Standard "Student Assessment"8

6.4. Standard "Students"9

6.5. Standard "Academic Staff/Teachers"11

6.6. Standard "Educational Resources"13

6.7. Standard "Assessment of the educational program"15

6.8. Standard "Management and Administration"17

6.9. Standard "Constant Renewal"18

(VII) REVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD19

(VIII) THE RECOMMENDATION REVIEW FOR IMPROVING QUALITY FOR EACH STANDARD20

(IX) THE RECOMMENDATION REVIEW FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION21

Appendix 1. Assessment table "PARAMETERS OF A SPECIALIZED PROFILE " 1-79

01 04 "Diagnostic Medicine"22



(I) LIST OF SYMBOLS AND ABBREVIATIONS

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 "Diagnostic Medicine" of the educational institution "Gomel State Medical university" (hereinafter GomSMU) with IAAR standards and guidelines for international program accreditation of basic medical and pharmaceutical education based on WFME, approved by order of the IAAR CEO. 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 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. This license has been amended and additions based on Decision No. 856 dated December 21, 2020. This license is accompanied by only one sheet, which contains information about the works and services that are part of the licensed type of activity, for the implementation of which a special permit (license) was issued, special licensing requirements and conditions. Also 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 total number of students in the educational program "Diagnostic medicine" is 529 students (5 years, 300 c.u.).

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

Educational program 1-79 01 04 "Diagnostic Medicine" is being accredited by IAAR for the first time.

(V) DESCRIPTION OF THE EEC VISIT

To obtain objective information on the assessment of the activities of the university, the members of the EEC used the following methods: visual inspection, observation, interviewing employees of various structural units, teachers, students, heads of clinical sites and their structural units, questioning the teaching staff and students.

In the period from November 23 to November 25, 2021, a hybrid (on - line and off - line) visit of the EEC IAAR to GomSMU took place .

On the first day of the visit, 11/23/2021, meetings were held with the rector, vice-rectors, deans, heads of structural units, heads of departments, teachers, questioning of teachers (conducted in parallel with interviews) , a visual inspection of the main building of the university (departments, canteen, first-aid post, laboratory practical training (simulation center), computer classes and dean's offices).

On the second day of the visit, November 24, 2021, in accordance with the program, a visit was made to the clinical bases of the university (the department of pediatrics located in the Institution "Gomel Regional Children's Clinical Hospital", as well as the departments of clinical , laboratory diagnostics, allergology and immunology, the department of otorhinolaryngology with a course of ophthalmology , Department of Pathological Anatomy, located on the basis of the State Scientific Institution "Republican Scientific and Practical Center for Human Ecology and Radiation Medicine"). Members of the EEC visited the educational building No. 4, where they got acquainted with the university library and sports complex, there was also a visit to the student hostel of the university. On the same day, interviews were held with students, graduates and employers. Questioning of students was carried out in parallel with interviews.

On the third day of the visit, on November 25, 2021, organizational issues, interview results, work with documents were discussed, an additional meeting with employers and a final meeting of the EEC members with the GomSMU administration took place , at which the chairman and members of the EEC shared their impressions and recommendations.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Mission and results"

The Evidence part

Mission of the educational program "Diagnostic Medicine" consists in the formation and development of social and professional competence, which allows to combine academic, professional, social and personal competencies to solve problems in the field of professional and

social activities; formation of skills of professional activity, which consists in the ability to set tasks, develop and make decisions taking into account their social and economic consequences, plan and organize the work of the team; formation of research skills in health care and medical diagnostics.

Mission Development and Approval Mechanism regulated and is presented in STU 7.5 "Management of documented information", according to which development of these documents for different stages accept participation main interested sides: faculty, students, representatives of practical medicine. The mission was approved by the decision of the Council university dated May 26, 2021 (minutes No. 5), which includes employers and students (25% of the total number of members of the University Council).

The title, administrative and strategic documents of the university, the quality policy of the university and documents on OP 1-79 01 04 "Diagnostic medicine", the results of sociological research and minutes of meetings of collegiate bodies were available on the university website, attached to the self-assessment report or provided WEC on request.

Analytical part

According to the "Mission and Results" standard of the EEC IAAR, based on the study of the submitted documents, the results of interviews with vice-rectors, heads of departments, teaching staff, students and graduates, a virtual inspection with material, technical, information and methodological resources, notes the following.

The EEC confirms that the university has identified, brought to the attention of stakeholders (teaching staff, students, heads of clinical bases and practice bases) and presented the mission of the university and OP 1-79 01 04 "Diagnostic Medicine" in the public domain .

EEC notes that the university demonstrates the management of the educational program 1-79 01 04 "Diagnostic Medicine" through documents developed on the basis of the strategic priorities of the university.

Feedback from employers, graduates, analysis of the site and the materials presented demonstrates the relevance and quality of educational services.

However, in the course of studying the documents and procedures for managing the EP, an insufficiently active position of employers was revealed. in the development of the mission and the formulation of the final learning outcomes. Stakeholders are represented by teaching staff, students and a narrow circle of employers (list of those present at the meetings). The role of stakeholders was limited to participation in meetings to discuss the mission of the university and the EP. Materials on the formulation of the final results of EP training by employers and other stakeholders (round tables, discussion platforms, etc.) were not presented by the EEC.

Strengths/best practice

Strengths have not been identified.

EEC recommendations

Ensure that the mission is brought to the healthcare sector, ensure and guarantee the participation of various stakeholders: the academic community, students, practical healthcare, professional associations, etc. engagement tools (open - space events , discussion platforms, etc.) since 2022.

Ensure greater institutional autonomy in the development and design of the educational program.

Conclusions of the EEC according to the criteria of the "Mission and Results" standard: 21 positions are satisfactory, 3 positions suggest improvement.

6.2. Standard "Educational program"

The Evidence Part

Based on the educational standards of the Ministry of Education of the Republic of Belarus, the educational program "Diagnostic medicine" includes the following educational and program documentation: a standard curriculum, a curriculum of a HEI in a specialty, model curricula (MC) in academic disciplines, curricula of a HEI in disciplines, curricula for practitioners.

Based on the approved by the Ministry of Education of the Republic of Belarus on May 27, 2019 "The procedure for developing and approving curricula for the implementation of the content of educational programs of higher education of the 1st stage", the standard curriculum in terms of the requirements of the educational standard is mandatory for all HEIs, regardless of their type, status, departmental affiliation and forms of ownership.

Curriculums of HEIs in academic disciplines are developed on the basis of MC approved by the Ministry of Education of the Republic of Belarus in the specialty 1-79 01 04 "Diagnostic Medicine". MC provides for the goals and objectives of studying the academic discipline and determines, by means of an educational and methodological map, its content, the form of education (full-time), the time allotted for the study of individual topics, the basic requirements for the results of students' educational activities, recommended forms and methods of training and education, a list of educational publications and teaching aids. The requirements for mastering disciplines from the model curriculum of 2021 provide universal competencies (UC 1-14), basic professional competencies (BPC 1-30) and special competencies (SC 1-27), which should be formulated as a result of mastering the EP by a graduate.

The total volume of EP in the direction of Diagnostic Medicine (Model Curriculum 2021) contains 300 credit units (c.u.) and consists of three blocks. Block 1 is represented by disciplines of the basic part (total 138 credits) and disciplines of the variable part (142 credits). Block 2 includes practices, including research work (20 c.u.). Block 3 - the state final certification does not contain credit units.

Modern achievements of behavioral, social, biomedical and clinical sciences, as well as the results of research activities are used in the educational process.

The university uses mainly classical teaching methods: lectures, clinical practical classes , patient supervision, duty in the departments of clinical bases, which is confirmed by educational and methodological complexes of disciplines .

Analytical Part

According to the "Educational Program" standard, it was revealed that the EP "Diagnostic Medicine" was developed on the basis of state standards, in accordance with the mission, goals and end results of training.

The spiral design of the EP includes basic biomedical sciences, behavioral and social sciences, clinical sciences in sufficient volume and provides interdisciplinary integration of fundamental training with specialized disciplines.

The analysis of the materials and the results of the meeting with the focus groups of the teaching staff and students demonstrate the well-established processes of electing disciplines (electives), the use of analytical and critical thinking methods in the educational process, and the involvement of students in research projects.

EEC notes that the university provides a link between the educational program and the subsequent stages of professional training.

At the same time, during the implementation of the EP, there is a low degree of horizontal and vertical integration, the teaching of disciplines is carried out frontally by classical methods (results of interviews and attendance at classes).

The quality of the EP and educational and methodological documentation is ensured by peer review.

Strengths/best practice

Inclusion in the educational program of elements of scientific research for the formation of scientific thinking and the application of scientific research methods, greater involvement of students in the implementation of research projects.

EEC recommendations

Increase the number of electives and the elective component in the EP, optimize the balance between the elective and compulsory part of the EP.

For the active participation of students in the educational process, the development of independent learning skills, plan the active introduction of electronic educational and methodological complexes from the 2022-2023 academic year

To improve clinical thinking skills, plan the active implementation of OSCE in all clinical departments from the 2022-2023 academic year.

Ensure the full development, examination and availability of educational and methodological complexes of disciplines and modules corresponding to the final learning outcomes, the corresponding year of study, reflecting the coordination of key elements during the 2022-2023 academic year.

EEC conclusions according to the criteria of the standard "Educational program": 1 strong position, 41 satisfactory positions, 1 position - suggests improvement.

6.3. Standard "Student Assessment"

The Evidence Part

The general assessment policy in the implementation of the EP in the specialty "Diagnostic 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 implementing the EP, the volume, consistency and generalization of the acquired knowledge, the level of development of special subject, general educational and intellectual skills and abilities, universal competencies, including individual educational parameters and personal components of the leading areas of a person, are subject to assessment. When assessing the knowledge of students, the Code of the Republic of Belarus on Education is used, the Rules for attesting students, cadets, trainees when mastering the content of higher education programs, approved by the Decree of the Ministry of Education on May 29, 2012 No. 53.

The main criterion for assessing knowledge, skills and abilities is the quality of implementation of state programs. For an objective assessment of the assimilation of all students of the program material, the following are used: current control, current certification and final certification of students.

The principles and methods for assessing students' knowledge in exams and tests are defined in the "Regulations on carrying out current attestation students in mastering the content of educational programs of higher education", approved by the order of the rector on 08/29/2013 (as amended on 09/27/2021). According to this provision, the current certification is carried out to determine the compliance of the results of educational activities of students with the requirements of educational standards.

The educational achievements of students are evaluated in points on a 10-point scale.

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 09/03/2021 No. 308. RS is a set of measures for continuous monitoring of educational activities, which allows you to provide feedback to students, make adjustments to the learning process, taking into account the results of assessment.

When mastering the EP of higher education of the 1st stage, retaking an unsatisfactory mark obtained when passing the test (differentiated test), the exam is allowed no more than 2 times.

The second retake takes place on a commission basis, with the participation of the head of the department, a representative of the dean's office.

The procedure for the liquidation of academic debts by students is set out in the Regulations "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.

Students are informed in advance about the assessment system through the internal regulations of the university. The appeal is organized and conducted in accordance with the Regulations on the Appeal Commission.

The members of the EEC were provided with reviews, orders and results of current and final assessments, analysis of academic performance, information on the comparability of final results, assessment methods and teaching and learning methods used.

Analytical Part

According to the standard "Assessment of students", it was revealed that the assessment of students' educational achievements is carried out on the basis of external and internal regulatory documents. The analysis of materials and the results of the meeting with focus groups demonstrate the processes of developing assessment tools, assessing the knowledge and skills of students by teachers of the departments, the analysis of progress is carried out by the dean's office and discussed at meetings of the councils: the scientific and methodological council, the faculty council, the university council and are brought to the attention of the teaching staff of the departments.

EEC notes that frontal learning by classical methods leads to a large number of exams. The quality of evaluation tools is limited to peer review and discussion in the department.

There is a situation of "conflict of interest" - the rector of the university is also the chairman of the SEC.

Strengths/best practice

Strengths have not been identified.

EEC recommendations

To ensure the professional development of the teaching staff in planning and conducting an effective assessment of the educational achievements of students, the skills of direct observation, providing constructive feedback, on a regular basis from the 2022-2023 academic year.

Ensure that there are no conflicts of interest in determining the methods and results of the assessment.

Improve the quality and nature of reviews of various elements of the EP in order to promote knowledge acquisition and integrated learning.

Conclusions of the EEC according to the criteria of the standard "Assessment of students": 14 satisfactory positions, 1 position - suggests improvement.

6.4. Standard "Students"

The Evidence Part

GomSMU implements the admission policy developed on the basis of national requirements, in accordance with the resource capabilities and needs for human resources of the region, provides academic advice, support and representation of students in accordance with the Admission Rules, Regulations on the Admissions Committee, on the procedure for transferring students to higher educational programs education, about the appeal commission, information about the contingent of students, about the organization of inclusive support for applicants and students, about the tutor-volunteer of the student group, about scholarships, about providing

material assistance to students.

Every year, the Ministry of Health of the Republic of Belarus 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. The target numbers for admission to the EP "Diagnostic Medicine" are determined in accordance with the material and technical capabilities of the university on the basis of the state order of the Ministry of Health of the Republic of Belarus. The University annually proposes the number and contingent of students and coordinates these figures with the Ministry of Health of the Republic of Belarus.

Information about the rules and procedure for admission is available on the University website in the public domain.

In order to select professionally oriented applicants, the staff of the FDP and the university staff carry out career guidance activities.

The University has a practice of transferring and reinstating students, which is carried out in accordance with the Regulation on the procedure for transferring, reinstating and expelling students, approved by the Decree of the Council of Ministers of the Republic of Belarus.

The exchange of students is carried out in accordance with the Regulations on the organization of academic mobility of students and employees.

In order to support students, the University has implemented a service of curators and volunteer tutors, which facilitates integration into university education.

The university regularly monitors the needs of students who can express their wishes and put forward initiatives to improve the work of the university. The staff of the dean's office and curators of the groups regularly visit students' dormitories, look at the living conditions, help to improve them, and also solve the current issues of students, which helps to increase interest in the educational process and participation in the social, cultural, sports and scientific life of students. Any student can receive advisory assistance regarding their health in various areas of medicine. The university has a developed structure of student public organizations (student self-government council, student scientific society, headquarters of volunteer detachments, headquarters of the operational youth detachment of combatants (OYDC), council of elders in specialties, trade union committee of students, Belarusian Republican Youth Union), provide advisory support to students and work closely with various structural divisions of the university.

For students with a low financial situation, as well as those with a Chernobyl certificate, a system of payment of social scholarships has been developed. For outstanding achievements in studies, science, sports, creativity, cultural and social activities - they receive an increased state scholarship and are nominated for additional material incentives in the form of personal scholarships, university council scholarships, scholarships of the President of the Republic of Belarus, prizes, grants from various structures of public organizations.

All non-resident students have the opportunity to live in hostels. There is a Regulation on the procedure for settling students, graduate students and employees in university dormitories. The site provides information about student support and development services: social-pedagogical and psychological service, educational department, volunteer teams, coordinating council for ideological and educational work, Council for the Prevention of Neglect and Offenses, trade union committee of students, Belarusian Republican Youth Union.

Analytical part

In GomSMU, the requirements set forth in the IAAR standard "Students" is being completely fulfilled. It was revealed that the materials presented by the EEC, the information on the website of the university, the results of interviews and sociological surveys of students confirm the data of the self-assessment report.

The university determines the number of accepted students for the EP "Diagnostic Medicine" in accordance with the material and technical support, human resources, the provision of educational, methodological and scientific literature, as well as the capabilities of clinical facilities, educational and scientific laboratories. Information about admission and the educational program is available in the public domain.

When enrolling, the university provides uniform requirements for applicants. An appeal commission is formed annually to resolve disputes. The admission policy is reviewed annually in accordance with the mission and capabilities of the university.

The representation of students of the EP is provided in the collegiate advisory bodies.

GomSMU has introduced student support programs that provide academic support, financial, psychological and health counseling. During the interviews with the students, it was shown that they have the opportunity to contact the leadership of the University and express their wishes regarding their participation in decision-making by the University.

At the same time, there is a low academic mobility of students, as evidenced by the report data, which is associated with an unfavorable epidemiological situation. Teacher tutors are assigned only to junior students, which can cause difficulties with professional orientation and the choice of postgraduate studies in the last years of study.

Strengths/best practice

A clear definition of the number of accepted students in accordance with the material and technical possibilities at all stages of education, taking into account national requirements for the health workforce.

Academic support and advice to students regarding personal problems and situations, health problems, financial issues. Facilitating student activities and organizations with the provision of technical and financial support, allocation of resources for this.

EEC recommendations

Improve the system of academic counseling for students, including the choice of electives , preparation for postgraduate education, professional career planning, appoint academic mentors throughout the entire period of study. Deadline - 2022-2024.

To provide for the activation of the international exchange of students in the development plans of the university.

EEC conclusions according to the criteria of the "Students" standard: 4 strong, 11 satisfactory positions, 1 position - suggests improvement.

6.5. Standard "Academic Staff/Teachers"

The Evidence Part

The policy of selection and admission of academic staff of GomSMU in the specialty "Diagnostic Medicine" is carried out in accordance with the Labor Code of the Republic of Belarus, articles 50, 51 of the Code of the Republic of Belarus on education, other legislative acts, the Charter of the GomSMU . The personnel policy for the recruitment and selection of personnel ensures full equality and accessibility to the vacancies available at the university and guarantees equal opportunities and an objective assessment of the professional qualities of applicants. The process of selecting candidates for filling positions of teaching staff is regulated by the Regulations on the procedure for holding a competition when filling positions of teaching staff from among the teaching staff in institutions of higher education of the Republic of Belarus, approved by the Resolution of the Council of Ministers of the Republic of Belarus dated June 21, 2011 No. 806, Regulations on the procedure for holding a competition in filling the positions of teaching staff from among the teaching staff at the GomSMU , approved by order of the rector of 27.08.2021 No. 287.

The staff of teachers implementing the EP "Diagnostic Medicine" is formed taking into

account the proper ratio of clinical and non-medical teachers. The staffing of the EP in the specialty "Diagnostic 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. composition, the established proportions of scientific and pedagogical workers with a scientific degree and (or) academic title, scientific and pedagogical workers with education corresponding to the profile of the taught discipline, pedagogical training, scientific and pedagogical workers from the practical field of activity are observed. The number of teaching staff is planned based on the needs of the educational process in the specialty "Diagnostic Medicine", the standard teaching load for the teacher, the contingent of students in all EPs. The total number of teaching staff is 505 people, of which 424 (84.0%) are key employees. The share of teachers of biomedical disciplines is 25.9%, social and behavioral disciplines - 18.7%, clinical disciplines - 55.4%. The balance of the staff of the teaching staff is observed and determined in accordance with the curricula and the structure of disciplines, which makes it possible to successfully implement the EP in the specialty "Diagnostic medicine". The degree of teaching staff implementing EP in the specialty "Diagnostic medicine" over the past 5 years has remained stable at a level of at least 45%. The teaching staff has a high level of qualification and competence, more than 60% of the teaching staff have experience in scientific, pedagogical and clinical work of 15 years or more. The teaching staff of the clinical departments of the university, along with educational and scientific activities, carry out, in the prescribed manner, the provision of medical care in healthcare organizations of the Republic of Belarus. In this regard, clinical disciplines are taught by teachers with higher education in the field of "Health" and the qualification of a medical specialist.

In accordance with the Regulations on remuneration (Appendix 1 to the Collective Agreement for 2020-2023 of the educational institution "Gomel State Medical University"), the size of official salaries and the size of increasing coefficients to salaries are set for the employees of GomSMU; conditions and amounts of incentive payments. The issues of staff incentives are regulated by local legal acts of the university, in particular, the Regulation on the procedure and conditions for establishing incentive payments to employees (Appendix 2 to the Collective Agreement for 2020-2023), the Regulation on the rating assessment of the activities of the teaching staff, the Regulation on the size, procedure and conditions for the payment of bonuses (Appendix 3 to the Collective Agreement for 2020-2023).

The University has a Regulation on internal labor regulations, which regulates the activities of structural divisions. The activities of the structural divisions of the university, the interaction between employees of individual structural divisions, is regulated by the regulations on structural divisions.

Qualification requirements, duties, rights and responsibilities of teachers are defined in job descriptions. According to individual plans, the teaching staff carries out classroom (educational) and extracurricular (educational-methodical; organizational-methodical; scientific; educational; medical; and other activities provided for by the labor (official) duties of the teacher. Monitoring of the performance of official duties of the teaching staff is carried out by heads of departments, deans.

Analytical part

According to the "Academic staff/teachers" standard, it was revealed that the university implements a policy of activity and development of personnel, ensures the responsibility and balance of the academic staff in accordance with the categories.

The State Medical University provides a balance of the academic staff of teachers of basic medical, behavioral, social sciences and clinical disciplines.

GomSMU has developed and implemented mechanisms for supporting and evaluating teaching staff. For the purpose of motivation, additional payments are provided for publications in peer-reviewed journals with a non-zero impact factor, payments for the defense of dissertations.

The exchange of teaching staff is carried out in accordance with the Regulations on academic mobility of students and employees. In general, the university meets the needs of teaching staff in advanced training, which is confirmed by reports and copies of documents on advanced training of teachers. Advanced training of teaching staff is carried out both in specialties and in psychology and pedagogy.

Strengths/best practice

A good balance between teaching, scientific and service functions - a time is set for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers. Decent remuneration and recognition of academic merit, with an appropriate emphasis on teaching, clinical and research qualifications in the form of awards, career advancement and/or remuneration, is provided.

Training, development and support for the activities of teachers with the involvement of all teachers, including those at clinical sites.

EEC recommendations

Actively develop the academic mobility of the teaching staff to master the competencies of effective teaching, assessing the knowledge and skills of students, communication skills, and the use of information and communication technologies starting from 2022.

Adjust the standards regarding the ratio of "teacher-student" depending on the various components of the EP.

***EEC conclusions according to the criteria of the standard "Academic staff/teachers":
3 strong positions, 8 satisfactory positions, 1 - suggests improvement.***

6.6. Standard "Educational Resources"

The Evidence Part

GomSMU has sufficient resources to ensure the implementation of the EP "Diagnostic Medicine": 5 academic buildings, premises of clinical departments and laboratories located in medical clinics, 5 hostels for students.

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 for the implementation of PM: the presence of educational, lecture halls, equipped with modern technical equipment; 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 requirements and sanitary and hygienic standards.

On the basis of medical institutions there are 22 clinical departments and students, together with teachers, conduct daily clinical reviews of patients on the topics of clinical disciplines being studied.

The clinical departments of the university are located directly in the medical organizations of the city. Educational buildings have the entire infrastructure for conducting classes and providing social, everyday needs of students. The entire classroom fund is equipped with modern technical, demonstration facilities.

The university has a library, the departments of which are located 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.

In order to form and improve the professional competencies of university students on practical training issues, in 2016 the university created a practical training laboratory 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".

For physical education and sports and for conducting physical culture and health and sports sections, the sports and recreation complex of GomSMU has the necessary sports facilities.

The university owns 5 dormitories equipped with everything necessary for students to live. All students of GomSMU are provided with dormitory places.

At the university, for the implementation of informatization, the Center for Innovative Technologies and Postgraduate Studies (hereinafter referred to as CITPS) was organized, which includes the Department of Information Technology. A commission on informatization and digitalization has been created. The computer and telecommunication technologies implemented at the university make it possible to interact with other educational and cultural institutions, provide access to information resources of other libraries, and participate in various educational webinars.

The material and technical base of the library is: 43 computers (including 9 monoblocks), 10 printers, 3 MFPs, 3 scanners, 8 barcode scanners, 2 bar-label printers, 1 multimedia equipment.

The University constantly upgrades, expands its material and technical base, carries out repairs, purchases of equipment. The strengthening of the material and technical base of GomSMU to increase accessibility indicators for the disabled and people with disabilities is taking place in accordance with the road map. The process of analyzing the needs of disabled students of GomSMU is regularly carried out (needs are monitored by a social work specialist once a semester) and the requirements for organizing an accessible environment in accordance with regulatory documents.

Analytical part

The experts at GomSMU revealed compliance with the IAAR standard "Educational Resources". GomSMU provides the implementation of the EP "Diagnostic Medicine" with the appropriate material, technical and human resources, clinical facilities, laboratories, which is confirmed by the submitted materials, the results of interviews and visual examination. According to the [GomSMU Development Program](#), in 2018 - 2021, all planned types of work were completed. The devices and equipment that the university departments are equipped with are constantly being improved and updated. Currently a project is being developed for the overhaul of educational building No. 5, as well as design estimates for the construction of outdoor playgrounds near educational building No. 4. The University provides a safe environment for staff and students.

At the same time, the University should continue to develop the material and technical base, improve the practical training laboratory.

The number of clinical bases, their equipment, allows for training in clinical disciplines. The University has ample opportunities to ensure independent work of students: access to library resources, to information and communication technologies.

The teaching staff and students of GomSMU are fully involved in research work.

GomSMU implements a policy of examination of EP. At the same time, the EEC notes the insufficient level of expertise in the field of medical education by international educational organizations .

GomSMU has developed and implemented a policy of cooperation with other universities, regular exchange of staff and students is carried out. The International Department actively accompanies the search, coordination and implementation of international relations. The EEC recommends the University to intensify its work in this direction.

Strengths/best practice

The University creates conditions for research activities of teaching staff and students. The system of encouragement of students and preparation of their participation in scientific researches in the field of medicine is well organized.

EEC recommendations

Ensure ongoing evaluation and improvement of clinical training resources as needed.

Improving the efficiency of the use of relevant information and communication technologies in the EP

Continue the implementation of the "University Clinic" project.

Activate regional and international exchange of staff (academic, administrative and teaching staff).

Develop and implement a policy of examination of the educational program from the 2022-2023 academic year.

Consider the issue of active coordination of educational programs between medical educational institutions with the transfer and offsetting of educational loans.

EEC conclusions according to the criteria of the standard "Educational Resources": 1 strong position, 26 satisfactory positions, 3 positions suggesting improvement.

6.7. Standard "Assessment of the educational program"

The Evidence Part

Monitoring of implemented EPs in the specialty "Diagnostic 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 higher education programs, Regulations on the rating system for assessing progress in the discipline. The UMO is responsible for regular monitoring of the EP.

To analyze the ongoing EP "Diagnostic 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 office and the TMD conduct a timely and reasonable update of the EP. The dean's office, the faculty council, the University Council, identify existing problems in relation to various components of the EP in the specialty "Diagnostic Medicine" and take corrective measures.

Every month, the departments submit information about the current academic debt of students to the dean's office, where the data of electronic assessment databases are systematized, problem students are identified, with whom individual work is carried out, and, if necessary, assistance is provided in the form of individual consultation schedules. They are analyzed to develop and implement corrective measures and plans in order to improve the educational program and learning outcomes. The overall results of mastering the EP are evaluated based on the results of the state final certification, the employment of graduates, according to the proportion of graduates who continued their studies at the postgraduate stage. The University collects and analyzes feedback from other stakeholders (graduates, employers) on the educational process of the EP specializing in Diagnostic 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).

When implementing accredited EPs, an independent assessment approach is used by

including representatives of other interested parties in the State Examination Commissions in the person of specialists working in this field outside the university, and whose opinion is taken into account when planning measures to improve educational programs. Cooperation with employers is carried out to a large extent in order to ensure the quality of the EP of the specialty "Diagnostic Medicine". The opinion of other interested parties is taken into account through official communication channels: information and analytical reports, an action plan to eliminate inconsistencies, etc.

The Training and Methodological department (TMD) is determined by the responsible structure for regular monitoring of the EP, the dean's office with the departments is responsible for the implementation of the EP.

The university conducts regular monitoring of the EP, the results of which are discussed at the faculty council, scientific and methodological council, university council, brought to the attention of departments and teachers. The EP is monitored for compliance with the requirements of national legislation, the results of feedback, academic performance, attendance, employment are analyzed, which is confirmed by the results of sociological surveys, analysis of the results of the final certification of graduates.

Analytical part

According to the IAAR standard "Assessment of the educational program", based on the analysis of the submitted materials, as well as the results of the meeting with the focus groups of the AUP, teaching staff and students, it was revealed that there are well-established processes for assessing and monitoring the EP at GomSMU .

The analysis of students' educational achievements, the assessment of the achievement of the final results of the EP in the form of final certification, the questioning of the teaching staff and students for satisfaction with the organization of the educational process is carried out on an ongoing basis. Approaches to evaluating the effectiveness of student learning are constantly being improved at GomSMU. Assessment of students is carried out within the framework of current control, current and final certification. In order to improve the system for assessing the quality of learning outcomes at all stages of the educational process, as well as to maintain a balance between formative and summative assessment , the university uses a rating system for assessing progress. The University, in its monitoring program and in the evaluation of the EP of the specialty "Diagnostic 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 TC 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 SMC of the university.

The participation of students in the evaluation of the EP is facilitated by the questionnaire procedure, as one of the mechanisms for the periodic review, study and evaluation of the implemented EP, as well as inclusion as active members with full voting rights in the university's advisory bodies (Faculty Councils, University Council). Administration and management are involved in the monitoring and evaluation program of the EP of the specialty "Diagnostic Medicine". According to the results of the assessment, the University management takes corrective actions.

Strengths/best practice

There is a well-established process for ensuring that employers provide feedback on the clinical practice of graduates and EPs.

EEC recommendations

There are no recommendations.

Conclusions of the EEC according to the criteria of the standard "Assessment of the educational program": 2 strong positions, 22 satisfactory positions.

6.8. Standard "Management and Administration"

The Evidence Part

The main governing body in the implementation of the EP on "Diagnostic 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 08.01.2019 No. 05-02.

The educational process for the implementation of EP training in the specialty "Diagnostic medicine" is carried out at the Medical Diagnostic Faculty, the governing body of which is the Council of the Medical Diagnostic Faculty, acting on the basis of the Regulations on the Council of the Medical Diagnostic Faculty dated April 13, 2018 No. 07.02-02. The Faculty Council organizes its activities in accordance with the legislation of the Republic of Belarus, the Charter, other local legal acts of GomSMU. The Faculty Council is formed as part of the dean (chairman), deputy dean, heads of departments, teaching staff of departments that are part of the structure of the faculty, students, representatives of public organizations.

The structure of the faculties of the GomSMU is determined by the order of the rector of the university dated February 23, 2021 No. 69 "On assigning university departments to the faculties".

Coordination of educational and methodological and scientific and methodological work in the implementation of the EP in the specialty Medical Diagnostic Faculty is carried out by the scientific and methodological council of the university, acting on the basis of the Regulations on the Scientific and methodological council of the educational institution "Gomel State Medical University" approved by the rector on 10/20/2020 .

Analytical part

According to the IAAR standard "Management and Administration ", it was revealed that the management of the EP Medical Diagnostic Faculty is provided by the organizational structure of the university. Transparency of the management and decision-making system, assessment of the activities of the structures implementing the EP is carried out at meetings of collegial and advisory bodies. The materials presented by the EEC, the information on the website of the university, the results of focus group interviews confirm the data of the self-assessment report. Cooperation with healthcare organizations is confirmed by the existence of contracts and has an official character.

It should be noted the positive feedback from employers during interviews about the activities of the university administration and teaching staff of clinical departments, the results of the joint work of the university and medical organizations in the region, which allows teaching staff and students to participate in providing medical care to the population of the region.

Internal quality assessment is carried out through the quality management system of the University. The functioning of the QMS is carried out in several priority areas: conducting an independent assessment of the quality of education; documentation support of educational and other processes; monitoring the state and effectiveness of the QMS.

Strengths/best practice

The University effectively interacts with the healthcare sector, which contributes to the adequate provision of EP and the participation of teachers and students in the provision of medical care.

The university has sufficient autonomy regarding the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes. Constructive interaction is being carried out with the health sectors, with related sectors of the health of society and government, which has been given official status with the conclusion of formal agreements.

EEC recommendations

There are no recommendations.

Conclusions of the EEC according to the criteria of the standard "Management and Administration": 3 strong positions, 14 satisfactory positions.

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 functioning processes. The university aims 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, the entire organizational structure is being transformed.

Over the past five years, new structural divisions have been created at the university:

- International Department - 01.04.2021;
- the dissertation council was opened in the specialty "Public health and health care" - 01.22.21;
- Faculty of Advanced Training and Retraining - 03/01/2017. With the opening of the Faculty, Courses for Advanced Training and Retraining appeared at many departments;
- Center for Innovative Technologies and Postgraduate Training - 03/01/2021;
- Laboratory for Practical Training (simulation center) - 01.01.2016;
- organized Departments: Urology, Anesthesiology and Resuscitation;
- organized on 03/01/2021 Council of the Faculty of pre-university training, with the assignment of the Departments of Medical and Biological Physics, General and Bioorganic Chemistry, the Department of Biology;
- from September 2021, the recruitment of students in the specialty "Preventive Medicine" has been resumed;
- a new dormitory for 500 beds was opened - 01/25/2021.

In addition, there was a transformation of previously existing structural divisions.

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).

All 2021 graduates were employed.

During the last three years there were published 11 monographs, 4891 scientific articles, including 312 in foreign scientific journals; published 25 textbooks with the vulture of the Ministry of Education of the Republic of Belarus and 145 study guides and manuals. 62 scientific events were organized with the participation of the teaching staff.

Analytical part

According to the "Constant Renewal" standard, it was revealed that the university provides procedures for regular revision of the EP Diagnostic Medicine, which is confirmed by the materials

presented, information on the university's website, and the results of focus group interviews. EEC notes that when planning and allocating resources, academic structures are given priority.

The university clearly shows dynamic development, which is manifested in the allocation of significant material resources for the constant updating of ongoing EPs, due to which GomSMU increases its international and republican academic rating, increases its publication activity in domestic and foreign journals.

Strengths/best practice

The university allocates the necessary resources and creates conditions for continuous improvement.

EEC recommendations

There are no recommendations.

EEC conclusions according to the criteria of the "Constant Renewal" standard: 1 strong position, 13 satisfactory positions.

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

Standard "Mission and Results"

Have not been identified.

Standard "Educational program"

Inclusion in the educational program of elements of scientific research for the formation of scientific thinking and the application of scientific research methods, greater involvement of students in the implementation of research projects.

Standard "Student Assessment"

Strengths have not been identified.

Standard "Students"

A clear definition of the number of accepted students in accordance with the material and technical possibilities at all stages of education, taking into account national requirements for the health workforce.

Academic support and advice to students regarding personal problems and situations, health problems, financial issues. Facilitating student activities and organizations with the provision of technical and financial support, allocation of resources for this.

Standard "Academic Staff/Teachers"

A good balance between teaching, scientific and service functions - a time is set for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers. Decent remuneration and recognition of academic merit, with an appropriate emphasis on teaching, clinical and research qualifications in the form of awards, career advancement and/or remuneration, is ensured.

Training, development and support for the activities of teachers with the involvement of all teachers, including those at clinical sites.

Standard "Educational Resources"

The University creates conditions for research activities of teaching staff and students. The system of encouragement of students and preparation of their participation in scientific researches in the field of medicine is well organized.

Standard "Assessment of the educational program"

There is a well-established process for ensuring that employers provide feedback on the clinical practice of graduates and EPs.

Standard "Management and Administration"

The University effectively interacts with the healthcare sector, which contributes to the adequate provision of EP and the participation of teachers and students in the provision of medical care.

The university has sufficient autonomy regarding the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes. Constructive interaction is being carried out with the health sectors, with related sectors of the health of society and government, which has been given official status with the conclusion of formal agreements.

Standard "Constant Renewal"

The university allocates the necessary resources and creates conditions for continuous improvement.

(VIII) THE RECOMMENDATION REVIEW FOR IMPROVING QUALITY FOR EACH STANDARD

Standard "Mission and results"

Ensure that the mission is brought to the healthcare sector, ensure and guarantee the participation of various stakeholders: the academic community, students, practical healthcare, professional associations, etc. engagement tools (open - space events, discussion platforms, etc.) since 2022.

Ensure greater institutional autonomy in the development and design of the educational program.

Standard "Educational program"

Increase the number of electives and the elective component in the EP, optimize the balance between the elective and compulsory part of the EP.

For the active participation of students in the educational process, the development of independent learning skills, plan the active introduction of electronic educational and methodological complexes from the 2022-2023 academic year

To improve clinical thinking skills, plan the active implementation of OSCE in all clinical departments from the 2022-2023 academic year.

Ensure the full development, examination and availability of educational and methodological complexes of disciplines and modules corresponding to the final learning outcomes, the corresponding year of study, reflecting the coordination of key elements during the 2022-2023 academic year.

Standard "Student Assessment"

To ensure the professional development of the teaching staff in planning and conducting an effective assessment of the educational achievements of students, the skills of direct observation, providing constructive feedback, on a regular basis from the 2022-2023 academic year.

Ensure that there are no conflicts of interest in determining the methods and results of the assessment.

Improve the quality and nature of reviews of various elements of the EP in order to promote knowledge acquisition and integrated learning.

Standard "Students"

Improve the system of academic counseling for students, including the choice of electives,

preparation for postgraduate education, professional career planning, appoint academic mentors throughout the entire period of study.

To provide for the activation of the international exchange of students in the development plans of the university.

Standard "Academic Staff/Teachers"

Actively develop the academic mobility of the teaching staff to master the competencies of effective teaching, assessing the knowledge and skills of students, communication skills, and the use of information and communication technologies starting from 2022.

Adjust the standards regarding the ratio of "teacher-student" depending on the various components of the EP.

Standard "Educational Resources"

Ensure ongoing evaluation and improvement of clinical training resources as needed.

Improving the efficiency of the use of relevant information and communication technologies in the EP

Continue the implementation of the "University Clinic" project.

Activate regional and international exchange of staff (academic, administrative and teaching staff).

Develop and implement a policy of examination of the educational program from the 2022-2023 academic year.

Consider the issue of active coordination of educational programs between medical educational institutions with the transfer and offsetting of educational loans.

Standard "Assessment of the educational program"

There are no recommendations.

Standard "Management and Administration"

There are no recommendations.

Standard "Constant Renewal"

There are no 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 04 "Diagnostic Medicine"**

No.	No.	Crit. no	CRITERIA ASSESSMENTS	Position of the educational organization			
				Strong	Satisfactory	Suggest improvement	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:				
2	2	1.1.2	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		+		
3	3	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate studies		+		
5	5	1.1.5	with a commitment to lifelong learning, including 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> .		+		
6	6	1.1.6	Medical education organization should ensure that the mission includes the achievements of medical research v areas of biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		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.		+		
	5	2.1.5	Medical education organization should use teaching and learning methods based on modern adult learning theory.		+		
		2.2	Scientific method				
29		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 .		+		
	11	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.	+			
			Basic Biomedical Sciences				
35			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;		+		
	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
37			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;		+		
	15	2.3.4	current and expected needs of society and the health care system.		+		
		2.4	Behavioral and social sciences and medical ethics				
39		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.		+		
	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.		+		
51			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				
			The medical education organization should use the principles, methods and practice of assessment , including <i>the educational achievements of students and assessment of knowledge, skills, professional values of relationships</i> that :				
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</i> , which <i>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	0	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 <i>current laws and regulations of the country</i> ;		+		
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</i>		+		

			<i>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 that:</i>				
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</i> between <i>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	Information Technology				
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 with other medical universities;		+		
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.	Assessment of the educational program				
		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 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;</i>		+		
			medical education organization should periodically conduct a comprehensive <i>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</i> , which will be measured by national exam results, international exams, career choices and postgraduate learning outcomes ;		+		
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	their <i>prior experiences and conditions including social , economic, cultural conditions;</i>		+		
156	16	7.3.5	the level of training at the time of admission to a medical educational institution.		+		
			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 for other stakeholders , including <i>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	0	
		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 <i>representatives of the Ministry of Education and Health, the health sector and the public.</i>		+		
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	0	

		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	0	
			IN TOTAL	15	170	10	