



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the result of the work of the external expert commission for assessing of the educational program 1-79 01 03 « Preventive Medicine » for compliance with the requirements of standards on International institutional accreditation of the EI «Gomel State Medical University» Republic of Belarus from November 23 to 25, 2021.

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*To the IAAR
Accreditation Council*



Независимое агентство
аккредитации и рейтинга

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AMP – Administrative and Management Personnel

BD – Basic Disciplines;

HEI – Higher Educational Institution

EEC – External Expert Commission of Independent Agency for Accreditation and

Rating

SAC – State Attestation Commission

EQF – European Qualification Framework

FSC – Final State Certification

FC – Final Control

IS – Information System

IT – Information Technologies

CET – Control and Evaluation Tools

CED – Catalog of Elective Disciplines

IAAR – Independent Agency for Accreditation and Rating

RW – Research Work

SRW – Student Research Work

CPD – Continuous Professional Development

CME – Continuous Medical Education

NSQ – National System of Qualifications

NQF – National Qualification Framework;

GC – General Competencies

MEP – Main Educational Program

EP – Educational Program

MD – Major Disciplines

PTS – Professorial Teaching Staff

LO – Learning Outcomes

WC – Working Curriculum

QMS – Quality Management System

MM – Mass Media

SIW – Student's Independent Work

IWSGT – Student's Independent Work Under the Guidance of a Teacher;

CC – Current Control

MC – Model Curriculum

TSS – Teaching Support Staff

TMC – Training and Methodical Complex

EMCD - Educational and Methodological Complex of the Discipline

AW – Academic Work

AC – Academic Council

AIS – Automated Information System

ECTS – European Credit Transfer System

(II) INTRODUCTION

In accordance with the order No. 137-21-od dated 08.10.2021 of the Director General of the Independent Agency for Accreditation and Rating (hereinafter - IAAR), from November 23 to November 25, 2021, an external expert commission assessed the compliance of the educational program 1-79 01 03 "Preventive Medicine" of the EI "Gomel State Medical University" (hereinafter referred to as the University) to the IAAR standards and guidelines for international primary program accreditation based on WFME. 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 Director General of IAAR.

Composition of the EEC:

1. **Chairman of IAAR** – Konrad Juszkiewicz, Doctor of Medical Sciences, professor, KIT Royal Tropical Institute (Amsterdam, Netherlands);
2. **Foreign expert of IAAR** – Kalmin Oleg Vitalyevich, doctor of medical sciences., professor of FSFIS HE «Penza State University» (Russian Federation, Penza);
3. **Foreign expert of IAAR** – Jardemalieva Nurzhamal Zhenisovna, candidate of medical sciences, docent, NJSC "Kazakh National Medical University named after. S.D. Asfendiyarov" (Republic of Kazakhstan, Almaty);
4. **Foreign expert of IAAR** – Kashkinbaev Erlan Tursynbaevich, PhD, NJSC «Astana Medical University » (Republic of Kazakhstan, Nur-Sultan);
5. **National expert of IAAR** – Eremenko Yulia Evgenievna, Professor, doctor of medical sciences SI «Republican scientific and practical center of otorhinolaryngology» (Republic of Belarus, Minsk);
6. **Employer of IAAR** – Kirenya Igor Evgenievich, Chief Physician of ME «Bragin Central District Hospital» (Republic of Belarus, Bragin);
7. **Student IAAR** – Yurkova Maria Andreevna, master student of EI «Gomel State University named after F. Skorina» (Republic of Belarus, Gomel);
8. **Observer of IAAR** – Dzhakenova Alisa Satbekovna, Head of Medical Projects of the Agency (Republic of Kazakhstan, Nur-Sultan).

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

The educational institution "Gomel State Medical University" of the Ministry of Health of the Republic of Belarus was established by the Decree of the Council of Ministers of the Byelorussian SSR dated November 14, 1990 No. 284 as the Gomel State Medical Institute.

In 2003, after passing the state accreditation, the Gomel State Medical Institute was renamed into the Educational Establishment «Gomel State Medical University».

The University has a Special Permit (License) for educational activities No. 02100//316, issued on the basis of the decision of the Ministry of Education of the Republic of Belarus (ME RB) dated April 29, 2004 No. 470 and registered in the register of special permits (licenses) of the Ministry of Education of the Republic of Belarus No. 316. Changes have been made to this license and additions on the basis of decision No. 856 dated December 21, 2020. There is an appendix to this license, which contains information about the components of the licensed type of activity of works and services, for the implementation of which a special permit (license) has been issued, special licensing requirements and conditions. Also, the ME RB issued the [certificate № 0008313 «On state accreditation of an educational institution for compliance with the declared type»](#) (Order of the Quality Control Department of the ME RB dated May 1, 2018 No. 131-i), valid until May 10, 2023.

The university consists of 5 faculties: Medical (MF), Medical and Diagnostics (MDF), Faculty of International Students (FIS), Faculty of Advanced Training and Retraining (FATR), Faculty of Pre-University Training (FPT).

The total number of students of the University is (as of September 1, 2021) - 3805 students, including 3018 students in the specialty 1-79 01 01 "General Medicine", of which 750 are foreign citizens;

by specialty 1-79 01 04 «Diagnostic Medicine» – 529 students;

by specialty 1-79 01 03 «Preventive Medicine» – 50 students;

clinical residency (26 programs) – 131 people;

magistracy (3 programs) – 2 people;

postgraduate studies (26 programs) – 71 people;

doctoral studies (26 programs) – 4 people.

GomGMU has 37 departments, a research laboratory (RL), a professorial advisory center (PAC). The staff of the professorial and teaching staff of the University: 424 people, of which 22 are doctors of science, 124 are candidates of science.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational program 1-79 01 03 "Medical and Preventive Case" for the first time passes primary specialized accreditation.

(V) DESCRIPTION OF PREVIOUS EXTERNAL EXPERT COMMISSION VISIT

To obtain objective information on evaluating 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.

On November 23-25, 2021, the visit of the EEC IAAR to the «Gomel State Medical University» was organized.

On the first day of the visit, November 21, 2021, meetings were held with the rector, vice-rectors, heads of structural units, deans and deputy deans, heads of departments, teachers. Visual inspection of the departments, canteen, first-aid post, laboratory of practical training (simulation center), computer classes and dean's offices located in the main building of the University.

On the second day of the visit, November 22, 2021, in accordance with the program, meetings were held with students of the accredited program, with representatives of employers, graduates, a visual inspection of the Institution "Gomel Regional Children's Clinical Hospital", a hostel, educational building No. 4 (library, sports complex), State Institution "Republican Scientific and Practical Center for Radiation Medicine and Human Ecology", attending classes according to the schedule.

In the institution "Gomel Regional Children's Clinical Hospital" visited the Department of Pediatrics, where interviews were held with students of groups L-406, L-536, L-415. Questioning of teachers and students was carried out in parallel with interviews.

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

On the third day of the visit, November 23, 2021, meetings were held with teachers of the graduating department for EP, a visual inspection of the building where the graduating department is located, as well as a visit to the practical base "Gomel Regional Center for Hygiene, Epidemiology and Public Health" was held. Discussion of organizational issues, interview results, work with documents were held daily throughout the visit.

At the final meeting with the leadership of the institution, the chairman and members of the EEC shared their impressions and recommendations.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard «Mission and Results»

Evidence

The mission of the educational program «Preventive Medicine» is to form and develop social and professional competence, which allows to combine academic, social, personal and professional competencies to solve problems in the field of professional and social activities; formation of professional competencies for work in the healthcare sector.

The draft mission of OP 1-79 01 03 «Preventive Medicine» was developed on the basis of STC 7.5 "Management of documented information", according to which the main stakeholders take part in the development of these documents at different stages: PTS, students, representatives of practical medicine.

Development of the current Mission, Vision and Policy in the field of quality includes:

- creation of a working group (protocol of the meeting of the Council for Coordination and Quality Management of Higher Education No. 26 dated 07.12.2020) from among the vice-rectors of the university, deans of faculties, heads of structural divisions.
- discussion of draft documents in structural divisions and their coordination with vice-rectors, followed by approval by the Council for Coordination and Quality Management of Higher Education (Minutes of the meeting No. 27 of 04/22/2021).
- the Mission, Vision and Policy of the University in the field of quality were approved by the decision of the University Council 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, permits and strategic documents of the University, the quality policy of the university and the educational program 1-79 01 03 «Preventive Medicine», the results of sociological research and minutes of meetings of collegial bodies were available on the university website, attached to the self-assessment report or provided by the EEC on request.

Analytical part

According to the standard "Mission and Results" 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 (PTS, students, heads of clinical sites and practice bases) and made publicly available the mission of the University and OP 1-79 01 03 «Preventive Medicine». According to the criteria of the "Mission and Results" standard in terms of defining the mission, the University has a mission and communicates it to stakeholders by posting it on the official website of the University and information stands. However, during conversations with employers, teachers and students, it was revealed that not everyone knows the mission of the university, and even more so, do not participate in its development.

The formation of the EP is carried out in accordance with the "Procedure for the development and approval of curricula and practice programs for the implementation of the content of educational programs of higher education" (approved by the ME RB on May 27, 2019). According to ESHE RB 1-79 01 01-2013 and ESHE RB 1-79 01 01-2021, the university has the right to change the number of hours allocated for the development of academic disciplines within 15%, and the volume of cycles of disciplines - within 10% without exceeding the maximum student's weekly workload. However, during the work of the EEC, it was revealed that GomSMU does not use this right. The educational program «Preventive Medicine» fully complies with the TC MO RB «Preventive Medicine» and does not have institutional autonomy (there is no elective

component). The end results are aimed at achieving the competencies of students and are consistent with the mission and goals of the university.

EEC notes that the University demonstrates the management of the educational program 1-79 01 03 «Preventive 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 demand for and quality of educational services of CME / CDE.

However, in the course of studying the documents and procedures for managing the EP, a passive position of stakeholders in the development of the mission of EP 1-79 01 03 «Preventive Medicine» and the formulation of the final learning outcomes was revealed. 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 to the EEC.

Strengths/ best practice

Strengths are not identified.

EEC recommendations

1. Ensure the participation of various stakeholders: the academic community, students, practical healthcare, professional associations, public organizations, etc. in the regular review and implementation of the mission, the formulation of the final learning outcomes of EP 1-79 01 03 «Preventive Medicine», using a variety of engagement tools (open-space events, discussion platforms, etc.) from the 2021-2022 academic year;

2. In order to expand participation in the discussion of the mission, the opinions of third parties, it is necessary to expand the circle of external stakeholders;

3. Conduct more extensive information about the Mission of the educational institution (mass media, banners, stands, etc.) in order to bring it to the attention of the PTS, students and the healthcare sector;

4. Involve not only the state structures of the health care system, but also professional associations, non-governmental organizations, the public;

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

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

EEC conclusions according to the criteria of the «Mission and Results»: 0 strong position, 20 satisfactory positions, 3 suggests improvement.

6.2. Standard «Educational program»

Evidence

Curriculum (EP) of HEI in the academic discipline is developed on the basis of TP, approved by the ME RB in the specialty 1-79 01 03 «Preventive Medicine». TP provides for the goals and objectives of studying disciplines and determines, by means of an educational and methodological map of the discipline, its content, form of education (full-time), time allotted for the study of individual topics, basic requirements for the results of students' educational activities, recommended forms and methods of training and education, a list educational publications and teaching aids. Graduates are awarded the qualification "Doctor". The requirements for mastering the EP include 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 code and name of the OP correspond to NCRB 011-2009 Specialties and qualifications, put into effect by the Decree of the ME RB dated 02.06.2009 No. 36 (hereinafter - NCRB 011-2009), as amended by Amendments No. 27 NCRB 011-2009, approved by the Decree of the ME RB dated 07.07.2020 No. 185. The form of obtaining education complies with the regulatory requirements established by Article 17 of the Education Code; terms of obtaining education - article 206 of the Education Code of the Republic of Belarus.

The structure of the EP corresponds to the ESRB RB, the total volume of the educational program in the direction of «Preventive Medicine» is 360 credit units (c.u.) of training (specialist level) and consists of three blocks. Block 1 is represented by disciplines of the basic part (161 c.u.) and disciplines of the variable part (166 c.u.). Block 2 includes practices, including research work (33 c.u.). Block 3 - the state final certification does not contain credit units.

In the EP implemented in the EI "GomSMU" programs, students perform scientific research projects in the study of individual basic and variable disciplines. Interactive forms of education have been introduced and used - analysis of clinical cases, business and role-playing training game, discussions, educational video, duty in the departments of the medical base, preparation of a medical history, solving situational problems, building a portfolio, working on training simulators, etc. When studying disciplines, aimed at the formation of competencies, including research activities, the research work of students is widely used (compilation of an information review of the literature on the proposed topic, preparation of an abstract, preparation of an essay, report, writing term paper, preparation of training schemes, tables), research work of the student. This information was presented in the self-assessment report, and also confirmed during the EEC visit.

Adjustment of the EP to ensure that its content meets the changing conditions and needs of society and the healthcare system is carried out by annual updating of programs, the Fund of Evaluation Resources (FER) of disciplines and practices. On the part of the PTS, the relevance of the content of the educational process and the materials used in it is ensured by a number of procedures presented by the EEC.

The base of practices and agreements with the structures of the healthcare system are presented in the Annexes, the EEC got acquainted with the bases of practices during visits to the bases.

Analytical part

According to the standard "Educational program", it was revealed that the educational program «Preventive Medicine» was developed on the basis of state standards, in accordance with the mission, goals and end results of training.

The modular-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.

During interviews with PTS and students on questions about the use of active learning methods in the process of mastering disciplines such as PBL (Problem-Based Learning), CBL (Case-Based Learning), TBL (Team-Based Learning), RBL (research-based learning), project methods focused on the formation of a systematic approach to solving problems, various answers were received (for example, "PBL-Program-Based Learning"), which indicates a unclear understanding and application of active learning methods. Interactive teaching methods of teaching staff were confused with medial methods.

During an interview with students, as well as during a visit to the departments, members of the EEC asked a question about the subject of evidence-based medicine and scientific research methodology, students of 4,5,6 courses answered that they study questions in the discipline of biostatistics and bioethics, however, evidence-based medicine as a separate subject is not being studied. There is no discipline "Evidence-Based Medicine" in the curricula according to the TP and electives. According to the TP, in special skills SC-17 and SC-24, students must master the

principles of evidence-based medicine and apply the methods of clinical epidemiology.

GomSMU provides students with the opportunity to master disciplines (modules) of their choice in the amount established by the ME and the MH of the Republic of Belarus. However, the university does not provide an opportunity for elective content (elective) and to determine the balance between the mandatory and elective part of the EP. When studying the standard curricula approved by the ME RB, it was revealed that the electivity consists only in a variable social and humanitarian module, where 4 disciplines are presented to choose from. The university does not have a catalog of elective disciplines.

The self-evaluation report of the university indicates that the disciplines in the curriculum are based on the principle of evidence-based medicine. At the same time, when conducting interviews with students of the 4th and 5th year, students' ignorance of the basics of evidence-based medicine was revealed, the lack of knowledge in which disciplines they study the issues of evidence-based medicine, they were confused with biostatistics and medical ethics. The curriculum lacks the discipline "Evidence-Based Medicine".

Strengths/best practice

Strengths are not identified.

EEC recommendations

1. Wider use of active learning methods, including PBL (problem case-based learning), CBL (case-based learning), TBL (team-based learning), RBL (research-based learning), project methods focused on the formation of a systematic approach to problem solving, the use of modern research methods, the analysis of research results and own practice, development of skills of self-education and self-improvement;
2. Include in the EP a separate discipline "Evidence-Based Medicine" by 2022-2023;
3. Conduct training for PTS on the methodology of conducting digital classes, expand the use of distance learning methods constantly;
4. Create a catalog of elective disciplines in order to provide a choice of learning path for students and expand the choice of disciplines by the end of 2023;
5. To involve students of the educational program «Preventive Medicine» in the implementation of research projects.

EEC conclusions according to the criteria of the standard «Educational program»: 0 strong position, 40 satisfactory position, 3 suggestion position.

6.3. Standard «Student assessment»

Evidence

The general assessment policy in the implementation of the EP in the specialty «Preventive Medicine» is annually reflected in the [Annexes](#) to the curricula, in the curriculum of each discipline, which reflects the forms and methods of controlling 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. The assessment of students' knowledge in the implementation of the EP in the specialty «Preventive Medicine» is based on the Code of the Republic of Belarus on Education, on the Rules for attesting students, cadets, trainees when mastering the content of educational programs of higher education, approved by the Decree of the ME RB on May 29, 2012 No. 53.

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 the current certification of students when mastering the content of educational programs of higher education»](#), approved by order of the Rector dated 29.08.2013 (as amended on 27.09.2021).

The University has developed and approved the Regulations on the Objective Structured Clinical Examination (OSCE), approved by the order of the rector on March 29, 2021 No. 104. When using test forms of control placed on the Moodle educational platform, the validity of tests is assessed using statistical methods of analysis.

During the current control, current and final certification, a 10-point marking system is used, approved by the ME RB (2013). Criteria for assessing knowledge in the disciplines studied are brought to students in the first lesson, and information is also available on the university website.

Transparency and accessibility of assessment procedures is ensured by open access to the normative and educational and methodological documents of the university, examinations are conducted by independent examiners (persons not participating in the training or external examiners).

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

Stakeholders are involved in the program evaluation process - teaching staff and university administration, students, employers. The main tool for involving students in the evaluation of educational programs is the questioning and participation of student representatives in the work of the Academic Council. The involvement of teaching staff is carried out through participation in the relevant structures of the university.

Analytical part

According to the standard «Student assessment», it was revealed that the assessment of students' educational achievements is carried out on the basis of internal regulatory documents. A point-rating system for assessing students' knowledge is used. The bank of tests for each discipline is updated annually at the university. Independent external examiners (including specialists from practical healthcare) are involved in the final state examinations.

The university provided evidence of the use of modern methods for assessing the achievements of students, including testing, testing practical skills, theoretical exams, which is a necessary condition for objectifying the assessment of students.

The university provided evidence of the use of modern methods for assessing the achievements of students, including both standard methods (testing, oral and written examinations) and modern (OSCE) for clinical specialties. However, in the disciplines of the sanitary and hygienic profile, an objective structured clinical examination (OSCE) is not used.

Assessment methods are unified depending on their applicability, they become more complicated when moving from course to course, from basic disciplines to profile ones. Students have the opportunity to appeal grades.

However, the university does not use the "Electronic Gradebook" for registering and calculating student grades, as well as monitoring the educational process and student progress.

In the course of the work of the EEC, a situation of "conflict of interest" was revealed - the rector of the university is simultaneously an examiner and chairman of the SEC.

An anonymous survey of 250 GomSMU students showed that objectivity and completely satisfied with the fairness of teachers - 55.6%, partially satisfied - 37.6%, partially dissatisfied - 6.8%, dissatisfied - 0% of respondents, completely satisfied with tests and exams - 64.1%, partially satisfied - 33.3 %, partially dissatisfied - 2.6%, dissatisfied - 0% of students, which requires updating the assessment policy, introducing new standardized methods and developing assessment / checklists.

Strengths/best practice

Strengths not identified.

EEC recommendations

1. Improve the system for assessing educational achievements of students in the EP «Preventive Medicine» with the definition, approval, publication of principles, assessment methods and assessment criteria for all disciplines / modules of the EP, using special exams to assess clinical competencies (OSCE or Mini-Clinical exam), on a regular basis;
2. Ensure the professional development of the PTS 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;
3. The university should ensure that the methods and results of the assessment avoid conflicts of interest;
4. The university needs to improve the process of ensuring the quality of assessment practice in terms of determining the reliability and validity of assessment methods by 2022-2023.
5. Mandatory introduction into the educational process of programs of an electronic method for registering student grades and monitoring student progress by the end of 2023.

EEC conclusions according to the criteria of the standard «Student assessment»: 14 satisfactory positions, 1 suggesting improvement.

6.4. Standard «Students»

Evidence

GomSMU implements the admission policy, developed on the basis of national requirements, in accordance with the resource capabilities and human resources needs of the region. The MH RB establishes admission targets (at the expense of the republican budget and on a paid basis) Order of the MH RB dated April 27, 2021 No. 464 Order of the MH RB dated April 27, 2021 No. 465).

Recruitment for 1 course is carried out in the form of centralized testing in three subjects - the Belarusian or Russian language, biology, chemistry. The university provides entrance examinations for incoming citizens with disabilities (CWD).

Citizens of the Republic of Belarus, foreign citizens and stateless persons permanently residing in the Republic of Belarus, foreign citizens and stateless persons who have been granted refugee status or asylum in the Republic of Belarus have the right to participate in the competition for higher education at the expense of the republican budget.

The transfer of students from other medical institutions is regulated by the local regulatory document "Regulations on the procedure for transfer, restoration and expulsion".

The EEC was represented by units that provide monitoring of academic counseling and control of the progress of the student.

In order to stimulate and financially support students at the University, scholarships are paid: state academic scholarships; state social scholarships, which was confirmed in interviews with focus groups.

The EEC got acquainted with the conditions for the active participation of students in the development, planning of learning conditions, assessment and analysis of the quality of the education they receive and discussion of the organization of the educational process, the practice of assessing knowledge, as well as the results obtained during the development of the EP.

Students are involved in holding scientific conferences, symposiums, round tables, volunteer forums and competitions of social projects.

GomSMU has formed a support system aimed at the social, financial and personal needs of students, which includes a program of medical care, social support and financial assistance. The university has hostels, sports and gyms. In educational buildings and on the bases of clinics there

are food points.

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

In GomSMU, in order to support and encourage students to achieve learning outcomes, the institution of curatorship has been introduced.

The university has student self-government, various circles, sections for the development of creative abilities and health promotion.

Analytical part

According to the "Students" standard, it was revealed that the materials presented by the EEC, 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 numbers of admission to the EP in the specialties "General Medicine", "Diagnostic Medicine" and «Preventive Medicine» are regulated by state policy. The admission control figures are annually approved by orders of the MH RB. The number of students admitted to the EP «Preventive Medicine» is determined in accordance with the material and technical capabilities of the university at all stages of education and training and on the basis of the state order of the MH RB.

GomSMU has implemented student support programs aimed at social and personal needs, including anonymous psychological assistance from a psychologist, targeted solutions to financial problems, as well as health-related problems. Student counseling is provided, including academic support, professional career planning, support for personal, financial and health problems. At the same time, in order to ensure equal educational opportunities, including for persons with disabilities due to health, the University should develop a provision on inclusive education for persons with special needs. Information about admission / transfer and educational program is available in the public domain.

When conducting interviews with students and graduates of the university, it was found that during meetings with the leadership of the university, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved in a timely and appropriate manner.

The work of the tutor is regulated by the "Regulations on the tutor-volunteer of the student group of the educational institution of GomSMU". During a conversation with students, it was revealed that tutors at GomSMU are selected among senior students. It is recommended to revise the provision on tutorship and appoint tutors from among teachers who can help resolve issues related to the choice of electives, the preparation of postgraduate education, and professional career planning.

Academic mobility (both students and PTS) is one of the indicators of the strategy of any university. In GomSMU, academic mobility is implemented in accordance with the "Regulations on the organization of academic mobility of students and employees."

However, in order to increase the indicators of academic mobility, the university should intensify its efforts to harmonize educational programs with the programs of leading domestic and foreign universities, the formation of joint educational programs.

Strengths/best practice

1. The university provides counseling that is based on monitoring student progress and focuses on the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;

2. The University promotes and supports student activities and student organizations, including providing technical and financial support to student organizations.

EEC recommendations

1. To help build an individual learning trajectory, the system of academic counseling of

students on issues related to preparation for postgraduate education, professional career planning (professional guidance) should be expanded).

2. Implement a school of advisors (for senior students), in order to advise students on issues related to the choice of electives, preparation for postgraduate education, planning a professional career until the end of 2021-2022.

3. Maintain an up-to-date system of social support for students.

4. Develop a program for the development of academic mobility of students and provide for the provision of regional and international student exchange for 2022-2023 in the development plans of the university.

5. Develop a provision on inclusive education for persons with special needs. Until the end of 2021-2022.

EEC conclusions in accordance with criteria of the standard «Students»: strong – 2, satisfactory – 13, suggesting improvement – 1, unsatisfactory – 0

6.5. Standard «Academic staff/teachers»

Evidence

At the GomSMU, the selection and admission of academic staff in the specialty «Preventive 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 organizational and staffing structure, the practice of selection, admission, placement of personnel, the formation of a quality reserve in the specialty of training «Preventive Medicine» are aimed at creating the necessary conditions for effective implementation of the EP.

The members of the EEC were provided with information from the PTS in the context of the disciplines taught, the staffing table, indicating the qualitative and quantitative staffing of the EP «Preventive Medicine». Qualification requirements for the positions of teaching staff related to the teaching staff are approved by issue 28 of the Unified Qualification Handbook of Positions of Employees Engaged in Education, approved by the Decree of the Ministry of Labor of the Republic of Belarus dated April 28, 2001 No. 53 and job descriptions.

The content and norms of time for the activities of the PTS implementing the EP in the specialty «Preventive Medicine» are regulated by the order of the ME RB dated November 24, 1999 No. other work performed by teaching staff of higher educational institutions. The normative (total) amount of working time of one teacher in an academic year is, on average, from 1450 to 1540 hours, based on a 36-hour working week (within the rate), taking into account 56 calendar days of vacation.

Maintaining a balance between educational, organizational, scientific, methodological, educational and ideological work of the teaching staff is carried out through individual planning of working time for the entire academic year, taking into account the needs of the university and the professional qualifications of teacher.

The recognition of the results of the academic activities of the teaching staff is realized through the annual summing up and the formation of the rating of the teaching staff in accordance with 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, [Regulation on the amount, procedure and conditions of the payment of bonuses](#) (Appendix 3 to the Collective Agreement for 2020-2023).

Employees are regularly sent for advanced training in accordance with the Regulations on Continuous Professional Education for Managers and Specialists, approved by the Decree of the Council of Ministers of the Republic of Belarus “On Certain Issues of Additional Education for Adults” and the Advanced Training and Retraining Plan. The university has introduced a mentoring system in accordance with the Regulations on mentoring, which ensures the prompt

involvement of young specialists entering the university in the labor process.

Analytical part

According to the “Academic staff/teachers” standard, it was revealed that 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 balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences is observed for adequate implementation of the EP.

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. The university provides continuous professional development of teaching staff both in pedagogy and in specialized medical specialties.

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 PTS in advanced training, which is confirmed by reports and copies of documents on advanced training of teachers.

In accordance with the order of the Rector of the University dated September 4, 2020 No. 237, there are 7 full-time students per teacher in the Healthcare profile. The ratio of the number of medical and non-medical teachers is determined by the number of teaching hours performed by teachers in accordance with the training curricula. However, when attending the lesson, it was revealed that in groups the number of students is 10-12.

The university has a low level of degree of PTS, implementing EP in the specialty «Preventive Medicine» (45%).

Strengths/best practice

1. The university maintains a balance between classroom, scientific and methodological work, which includes changing the time for each type of activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers
2. The university has established incentive payments for improving scientific qualifications (obtaining a scientific degree), as well as in accordance with the existing scientific or pedagogical qualifications.

EEC recommendations

1. The plan for improving pedagogical competence should include PTS in innovative educational technologies and assessment methods, taking into account the specifics of medical education and with the involvement of partner universities by the end of 2021-2022.
2. On an ongoing basis, improve the system of material incentives for PTS, taking into account the main indicators of educational, scientific and educational activities.
3. Increase the number of graded PTS;
4. Make adjustments to the regulatory documents taking into account the “teacher-student” ratio depending on the various components of the educational program by the end of 2021-2022.

EEC conclusions in accordance with criteria of the standard «Academic staff/teachers»:
2 strong positions, 19 satisfactory positions, 1 suggesting improvement, unsatisfactory – 0

6.6. Standard «Educational resources»

Evidence

GomSMU has sufficient resources to ensure the implementation of the EP, allowing to

ensure the implementation of the EP «Preventive Medicine». During a visual inspection of the graduating department of the EP «Preventive Medicine», dosimetric control devices were provided.

To implement the educational process, the university has 5 academic buildings, premises of clinical departments and laboratories located in medical clinics, 5 hostels for students. The university has sufficient opportunities for the implementation of curriculum: 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 hostels for students; places for catering (cafes, buffets). The clinical departments of the university are located directly in the medical organizations of the city. The entire classroom fund is equipped with modern technical, demonstration facilities. Computer classes are connected in one single local network and have access to the Internet.

The center of the information space of the University is the 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.

The electronic information educational environment of the university includes the following components: the official website of the university; modular object-oriented dynamic learning environment Moodle; corporate email; directory of public data; automated information library system "MARK SQL" version 1.22; automated information system "Students"; personal account of the user of the electronic information educational environment; video surveillance system, access control system (under implementation).

Health care institutions, which are the clinical and practical bases of the University, have the necessary modern material and technical base for the foundation of professional and special skills.

GomSMU has developed and operates the Occupational Safety and Health Management System (hereinafter referred to as OSHMS), implemented by order of the rector. University OSHMS is a documented procedure consisting of the Guidelines, Policies and 13 standards corresponding to the procedures prescribed in the state standard of the Republic of Belarus STB 18001-2009.

In the university development program for 2020-2025 there are subprograms related to the development of digital competencies for both teachers and students, as well as the development of digital educational complexes using digital tools and various digital platforms.

Academic mobility (both students and PTS) is one of the indicators of the strategy of any university. In GomSMU, academic mobility is implemented in accordance with the "Regulations on the organization of academic mobility of students and employees." However, the developed document does not contain information on the transfer and offset of educational loans, mutual recognition of the elements of the EP, coordination of programs between universities during the passage of academic mobility by students.

Students involved in scientific work are encouraged to conduct student scientific forums (categories of works, diplomas, diplomas) and the Republican competition student works (laureates of the competition, first and second categories).

The university management constantly supports the aspirations and interests of employees in conducting research in medical education. According to the collective agreement, employees are rewarded for achievements in research, for rationalization proposals, for the preparation of monographs, textbooks and educational publications, for the defense and approval of dissertations, etc.

Analytical part

According to the standard "Educational Resources", it was revealed that GomSMU provides the implementation of the EP «Preventive Medicine» with the appropriate material, technical and human resources, clinical facilities, which is confirmed by the materials presented,

the results of interviews and visual inspection.

According to the Educational Standard of Higher Education (ESHE), for the development of special competencies SC-5, SC-7-SC-17, it is necessary to provide devices for sanitary and hygienic control (to measure physical, chemical and biological factors).

The University has ample opportunities for self-training of students: access to information and communication technologies, educational resources of the library, use of the Internet.

The resources of clinical bases and industrial practice bases are sufficient for the formation of clinical and professional skills of students.

During the visit to the department, the active participation of students in scientific projects was revealed, the presented scientific projects are often in clinical specialties, respectively, senior students and students of other EPs participate in these projects.

In connection with the opening of the EP «Preventive Medicine» in 2021-2022 publication activity and participation in scientific projects of students of the EP "«Preventive Medicine» have not been demonstrated.

During the interview with the dean of the MDF, as well as the heads of departments, it was revealed that the module "Epidemiology" takes place at the Department of Infectious Diseases, however, for the development of students' special competencies SC-3, SC-7, SC-8 and SC-19, it is recommended - epidemiological profile, that is, an epidemiologist and not an infectious disease specialist.

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

However, during the survey, 3.1% of the teaching staff indicated that there was no access to the Internet on campus. In the course of the EEC, it was revealed that in the presence of an AIS system at the GomSMU, a paper journal is still used to record the progress of students.

In the course of the work of the EEC, it was not revealed that the university does not actively promote regional and international exchange of employees. During the survey, 33.2% and 9.2% of PTS believe that additionally invited teachers participate in the learning process sometimes and very rarely, respectively.

Strengths/best practice

Strengths not identified.

EEC recommendations:

1. The university needs to develop an electronic information and educational environment and introduce electronic document management, introduce an automated information system into the educational process (grading in an electronic journal, electronic statements, testing using a proctoring control program) by the end of 2023;

2. In order to implement the policy of transfer and offset of educational loans, the university should consider the possibility of switching to the European system of transfer and accumulation of ECTS points.

3. In order to improve resources for sanitary and hygienic training, as well as mastering the skills of special competencies SC-5, SC-7-SC-17 by students, organize a sanitary and hygienic laboratory on the basis of the graduating department, and equip it with the necessary devices by the end of 2023;

4. Ensure the involvement of experts from the world's leading medical universities to develop EPs, introduce new innovative teaching methods and assess students' knowledge;

5. To increase publication activity and participation in research projects of students in the EP «Preventive Medicine»;

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

7. Approve the plan for academic mobility of PTS and students of the graduating department in the EP «Preventive Medicine», provide for outgoing and incoming mobility for

2022-2023 year.

8. Define and implement a policy on academic mobility - transfer and offset of educational loans, mutual recognition of EP elements, coordination of programs between universities, etc. until the end of 2021-2023.

9. Actively develop international cooperation with leading medical world universities;

EEC conclusions according to the standard «Educational standards»: 0 strong positions, 25 satisfactory positions, 5 suggesting improvements, unsatisfactory – 0

6.7. Standard «Assessment of educational program»

Evidence

GomSMU determines and establishes mechanisms for the periodic review, study and evaluation of the EP «Preventive Medicine» in accordance with the Regulations on the organization of the educational process at GomSMU, on the final certification of students when mastering the content of educational programs of higher education, on conducting current certification of students when mastering content of educational programs of higher education”, about the rating system for evaluating progress in the discipline.

The educational and methodological department (MD) 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.

Monitoring of the EP is carried out in order to identify compliance with the requirements: 1) the structure of the program; 2) the ratio of the basic and variable parts; 3) availability of optional disciplines; 4) types and types of practices; 5) educational and methodological support; 6) the availability of the electronic information and educational environment (EIEE); 7) staffing; 8) logistics. These components are evaluated through internal independent evaluation with systematic monitoring, as well as national accreditation of the educational program.

Improving the mechanisms that ensure the quality and efficiency of program management processes is carried out within the framework of the QMS by monitoring the use of external and internal opportunities (results of a survey of students and employers, learning outcomes, university rating indicators, improvement of the material and technical base, etc.).

To analyze the EP, there is a basic feedback system that regulates the implementation of the following indicators: the percentage of curricula and programs of academic disciplines that meet the requirements of the ME RB 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.

Consumer satisfaction surveys regularly conducted at the university make it possible to take into account the needs and requirements of all existing and potential consumers.

Analytical part

According to the standard "Assessment of the educational program", it was revealed that the analysis of materials and the results of the meeting with the focus groups of the AMP, PTS and students demonstrate well-established processes for assessing and monitoring the EP. The PTS and students are regularly surveyed for satisfaction with the organization of the educational process.

Based on the results of the evaluation procedures, the administration of the university and faculties identifies problems and shortcomings in achieving the expected intermediate and final results training, the components of the educational program are being corrected.

The University creates the conditions necessary for students to effectively master the chosen educational program in accordance with their interests and needs, providing this activity with appropriate resources (library, consulting, information). The University has organized a student support service and provides diverse opportunities for personal growth and development

of young people. The presence of clinical bases contributes to high-quality modern medical education.

To improve the feedback process, the university needs to work more actively with employers in relation to providing feedback on decisions made based on collective discussion.

Strengths/best practice

1. The university has created a stable functioning feedback system for evaluating the EP by various stakeholders (teachers, students, graduates).
2. The university has created a stable functioning feedback system for evaluating graduates by representatives of practical healthcare.

EEC recommendations

1. On an ongoing basis, provide feedback to employers on changes in the EP adopted on the basis of their recommendations;
2. The university management should develop a plan for regularly involving public professional organizations of the Republic of Belarus, foreign professional organizations (including associations, unions, etc.) in the analysis/examination of results, assessing prospects and developing mechanisms for improving the EP (including competency certificates) until the end 2021-2022.

EEC conclusions according to the standard «Assessment of educational program»: 2 strong positions, 22 satisfactory positions, 0 suggesting improvements, unsatisfactory – 0

6.8. Standard «Management and administration»

Evidence

The management of the university activities is carried out in accordance with the Charter and regulations on structural divisions and job descriptions.

The governing body in the implementation of the EP in the specialty «Preventive Medicine» is the University Council, headed by the Rector of the University. The structure and functions of the Council are presented in the Regulations on the University Council dated January 8, 2019 No. 05-02. The educational process for the implementation of training programs in the specialty «Preventive Medicine» is carried out at the Faculty of Diagnostic Medicine.

The governing body of the Faculty of Medicine and Diagnostics is the Council of the Faculty of Diagnostic Medicine, acting on the basis of the Regulations on the Council of the Faculty of Diagnostic Medicine dated April 13, 2018 No. 07.02-02. The Council of the Faculty of Diagnostic Medicine organizes its activities in accordance with the legislation of the Republic of Belarus, the Charter, and other local legal acts of the GomSMU.

The structure of the medical diagnostic faculty of GomSMU is determined by the order of the rector of the university dated 23.02.2021 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 «Preventive Medicine» is carried out by the NMS, research work in the implementation of the EP in the specialty is carried out by the Scientific and Technical Council.

GomSMU operates an internal quality assurance system in accordance with the requirements of the international quality management system (QMS) ISO 9001:2015.

The university annually forms a budget estimate of expenses and an estimate of income and expenses of extrabudgetary funds, analyzes the receipt and expenditure of financial resources. The principle of transparency is also implemented through the procurement procedure, which includes, among other things, the collection of applications from structural divisions of the university about their need for resources to ensure the quality of the educational process and the

working conditions of teachers.

Responsibility for the results of financial and economic activities at the university is borne by the rector in the manner prescribed by the legislation of the Republic of Belarus and the Charter of the university, responsibility for the formation, control and analysis of the results of the use of the budget is the planning and economic department of the university.

The University has full autonomy to determine priority areas in the distribution of extrabudgetary funds and the necessary autonomy in the distribution of budgetary funds within the allocated budget allocations.

In accordance with its Mission, the university is directly involved in solving issues related to the protection of the health of citizens in the country and region. Constructive interaction is carried out in the provision of medical care by employees of 22 clinical departments located in state healthcare institutions.

Analytical part

According to the standard "Management and administration", it was revealed that the management of the EP «Preventive Medicine» is provided by the organizational structure. 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 interviews with focus groups confirm the data of the self-assessment report.

It should be noted the positive feedback from employers during interviews about the activities of the university administration and PTS 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.

In general, the analysis of the parameters of the specialized profile showed that the implementation of the educational institution "Gomel State Medical University" of the Republic of Belarus of the standard "Management and Administration" meets the criteria of the IAAR Standards for international accreditation of basic medical and pharmaceutical education abroad (based on WFME / AMSE standards), presented by the "Independent Agency for Accreditation and Rating".

Strengths/best practice

1. The university has sufficient autonomy in the distribution of resources, which allows allocating resources to adequately reward teachers for achievements in scientific and teaching activities.

2. Close relationship with the healthcare sector of the Republic of Belarus.

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

EEC recommendations

No recommendations.

EEC conclusions according to the standard criteria «Management and Administration»:
3 strong positions, 14 satisfactory positions, 0 suggesting improvement, unsatisfactory – 0

6.9. Standard «Constant update»

Evidence

GomGMU is aimed at further development with a socially responsible approach to society and the training of medical personnel both for the country and for global healthcare. The university is constantly being updated, new structures appear, and the entire organizational structure is being transformed. The current version of the organizational structure of the university was approved by

the decision of the University Council on 09/01/2021.

Further update on the EP «Preventive Medicine» provides:

- development of international contacts, attracting students from around the world;
- improvement of teaching in English, training of teachers with international level

English;

- continuous professional development of teachers;
- preparation of high-quality teaching aids in Russian and English;
- expanding the use of information technology in educational programs;
- continuous improvement of all processes related to the implementation of the program (admission, training, assessment of competencies, learning outcomes);
- increasing students' motivation to master the program using modern educational technologies and interest in research work;
- improvement of logistics to meet all the needs of participants in the educational process.

When planning activities, the university is guided by the national legislative framework in terms of solving problems and achieving strategic goals in the field of education in accordance with the State Program "Education and Youth Policy" for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 29, 2021 No. 57 and in the field health care in accordance with the State Program "Health of the people and demographic security" for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 19, 2021 No. 28.

Monitoring and review procedures are provided by a certified quality management system (QMS).

The effectiveness of educational activities, learning outcomes and their compliance with the Mission are controlled by the educational and methodological department, dean's offices, and the quality management sector. Constant analysis of the content and revision of programs is carried out by the scientific and methodological council. Taking into account its own experience, audits, changes in the external environment, the University is constantly improving its activities. The provisions of the Mission and Policy are adapted taking into account the final results and needs of national health development directions.

When implementing the EP, the university plans, applies the processes of continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the requirements of the state legislation of the Republic of Belarus, the requirements and expectations of stakeholders, contributing to the development of quality education based on a competency-based approach and learning outcomes. When planning the implementation of the EP, an analysis of activities is taken into account, based on the results of monitoring the implementation of the activities of the Strategic Development Program of the University, the annual activity plan, the results of external and internal audits, reports of commissions.

Analytical part

According to the "Continuous Update" standard, it was revealed that the university provides procedures for regular revision of the EP "Medical and Preventive Case", which is confirmed by the materials presented, information on the university website, and the results of focus group interviews. EEC notes that when planning and allocating resources, academic structures are given priority.

The university management actively supports and stimulates scientific and research activities of students, young scientists of the university. The university has developed a program to support students and young scientists in their scientific research.

When planning activities, the university is guided by the national legislative framework in terms of solving problems and achieving strategic goals in the field of education in accordance with the State Program "Education and Youth Policy" for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 29, 2021 No. 57 and in the field health care in accordance with the State Program "Health of the people and demographic security"

for 2021-2025, approved by the Resolution of the Council of Ministers of the Republic of Belarus on January 19, 2021 No. 28.

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

The University applies the processes of continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the requirements of the legislation, the requirements and expectations of stakeholders, contributing to the development of quality education based on a competency-based approach and learning outcomes. When implementing the program, the requirements of consumers are taken into account based on the QMS implemented at the university and its main elements.

The process of updating the EP in the specialty «Preventive Medicine» is based on the constant study of trends in medical science, in the field of medical education, participation in conferences, seminars, webinars in this area, higher education pedagogy, accreditation issues, preparation of new educational programs, quality improvement education.

Strengths/best practice

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

EEC recommendations

1. It is necessary to introduce a modular training system, adapt the model of educational programs to the European credit and transfer system (ECTS).

2. Improve the system for assessing educational achievements of students in the EP «Preventive Medicine» with the definition, approval, publication of principles, assessment methods and assessment criteria for all disciplines / modules of the EP, using special exams to assess clinical competencies (OSCE or Mini-clinical exam), on a regular basis;

EEC conclusions according to the standard «Constant update»: 2 strong positions, 12 satisfactory positions, 1 suggesting improvement, unsatisfactory – 0

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

Standard «Mission and results»

Strengths are not identified.

Standard «Educational program»

Strengths are not identified.

Standard «Student assessment»

Strengths are not identified.

Standard «Students»

1. The university provides counseling that is based on monitoring student progress and focuses on the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;

2. The University promotes and supports student activities and student organizations, including providing technical and financial support to student organizations.

Standard «Academic staff/teachers»

1. The university maintains a balance between classroom, scientific and methodological

work, which includes changing the time for each type of activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers

2. The university has established incentive payments for improving scientific qualifications (obtaining a scientific degree), as well as in accordance with the existing scientific or pedagogical qualifications.

Standard «Educational resources»

Strengths are not identified.

Standard «Assessment of educational program»

1. The university has created a stable functioning feedback system for evaluating the EP by various stakeholders (teachers, students, graduates).

2. The university has created a stable functioning feedback system for evaluating graduates by representatives of practical healthcare.

Standard «Management and administration»

1. The university has sufficient autonomy in the distribution of resources, which allows allocating resources to adequately reward teachers for achievements in scientific and teaching activities.

2. Close relationship with the healthcare sector of the Republic of Belarus.

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

Standard «Constant update»

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

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

Standard «Mission and results»

1. Ensure the participation of various stakeholders: the academic community, students, practical healthcare, professional associations, public organizations, etc. in the regular review and implementation of the mission, the formulation of the final learning outcomes of EP 1-79 01 03 «Preventive Medicine», using a variety of engagement tools (open-space events, discussion platforms, etc.) from the 2021-2022 academic year;

2. In order to expand participation in the discussion of the mission, the opinions of third parties, it is necessary to expand the circle of external stakeholders;

3. Conduct more extensive information about the Mission of the educational institution (MM, banners, stands, etc.) in order to bring it to the attention of the PTS, students and the healthcare sector;

4. Involve not only the state structures of the health care system, but also professional associations, non-governmental organizations, the public;

5. Implement the realization of the autonomy of the university in relation to the development and compilation of the educational program.

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

Standard «Educational program»

1. Increase the use of active learning methods, including PBL (problem-based learning), CBL (case-based learning), TBL (team-based learning), RBL (research-based learning), project-based learning formation of a systematic approach to solving problems, using modern research

methods, analyzing research results and own practice, developing self-education and self-improvement skills;

2. Include in the EP a separate discipline "Evidence-Based Medicine" by 2022-2023;
3. Conduct training for PTS on the methodology of conducting digital classes, expand the use of distance learning methods constantly;
4. Create a catalog of elective disciplines in order to provide a choice of learning path for students and expand the choice of disciplines by the end of 2023;
5. To involve students of the educational program «Preventive Medicine» in the implementation of research projects.

Standard «Student assessment»

1. Improve the system for assessing educational achievements of students in the EP «Preventive Medicine» with the definition, approval, publication of principles, assessment methods and assessment criteria for all disciplines / modules of the EP, using special exams to assess clinical competencies (OSCE or Mini-clinical exam), on a regular basis;
2. Ensure the professional development of the PTS 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;
3. The university should ensure that the methods and results of the assessment avoid conflicts of interest;
4. The university needs to improve the process of ensuring the quality of assessment practice in terms of determining the reliability and validity of assessment methods by 2022-2023.
5. Mandatory introduction into the educational process of programs of an electronic method for registering student grades and monitoring student progress by the end of 2023.

Standard «Students»

1. To help build an individual learning trajectory, the system of academic counseling of students on issues related to preparation for postgraduate education, professional career planning (professional guidance) should be expanded).
2. Implement a school of advisors (for senior students), in order to advise students on issues related to the choice of electives, preparation for postgraduate education, and professional career planning until the end of 2021-2022.
3. Maintain an up-to-date system of social support for students.
4. Develop a program for the development of academic mobility of students and provide for the provision of regional and international exchange of students in the development plans of the university. For 2022-2023.
5. Develop a provision on inclusive education for persons with special needs. Until the end of 2021-2022.

Standard «Academic staff/teachers»

1. The plan for improving pedagogical competence should include PTS in innovative educational technologies and assessment methods, taking into account the specifics of medical education and with the involvement of partner universities by the end of 2021-2022.
2. On an ongoing basis, improve the system of material incentives for PTS, taking into account the main indicators of educational, scientific and educational activities.
3. Increase the number of graded PTS;
4. Make adjustments to the regulatory documents taking into account the “teacher-student” ratio depending on the various components of the educational program by the end of 2021-2022.

Standard «Educational resources»

1. The university needs to develop an electronic information and educational

environment and introduce electronic document management, introduce an automated information system into the educational process (grading in an electronic journal, electronic statements, testing using a proctoring control program) by the end of 2023;

2. In order to implement the policy of transfer and offset of educational loans, the university should consider the possibility of switching to the European system of transfer and accumulation of ECTS points.

3. In order to improve resources for sanitary and hygienic training, as well as mastering the skills of special competencies SC-5, SC-7-SC-17 by students, organize a sanitary and hygienic laboratory on the basis of the graduating department, and equip it with the necessary devices by the end of 2023;

4. Ensure the involvement of experts from the world's leading medical universities to develop EPs, introduce new innovative teaching methods and assess students' knowledge;

5. To increase publication activity and participation in research projects of students in the EP «Medical and preventive business»;

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

7. Approve the plan for academic mobility of PTS and students of the graduating department in the EP «Preventive Medicine» provide for outgoing and incoming mobility for 2022-2023 year.

8. Define and implement a policy on academic mobility - transfer and offset of educational loans, mutual recognition of EP elements, coordination of programs between universities, etc. until the end of 2021-2023.

9. Actively develop international cooperation with leading medical world universities;

Standard «Assessment of educational program»

1. On an ongoing basis, provide feedback to employers on changes in the EP adopted on the basis of their recommendations;

2. The university management should develop a plan for regularly involving public professional organizations of the Republic of Belarus, foreign professional organizations (including associations, unions, etc.) in the analysis/examination of results, assessing prospects and developing mechanisms for improving the EP (including competency certificates) until the end 2021-2022 year.

Standard «Management and administration»

No recommendations.

Standard «Constant update»

1. It is necessary to introduce a modular training system, adapt the model of educational programs to the European Credit Transfer System (ECTS).

2. Improve the system for assessing educational achievements of students in the EP «Preventive Medicine» with the definition, approval, publication of principles, assessment methods and assessment criteria for all disciplines / modules of the EP, using special exams to assess clinical competencies (OSCE or Mini-clinical exam), on a regular basis;

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

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

**Appendix 1. Evaluation table «SPECIALIZED PROFILE PARAMETERS» 1-79 01
03 «Preventive Medicine»**

№	№	№ of criteria	CRITERIA FOR EVALUATION	Position of the educational organization			
				Strong	Satisfactory	Suggesting improvement	Unsatisfactory
		1.	«MISSION AND RESULTS»				
		1.1	Mission definition				
1	1	1.1.1	The medical education organization must define its <i>mission</i> and communicate to stakeholders and the health sector .			+	
2	2	1.1.2	The mission statement should contain the objectives and educational strategy to prepare a competent physician at the level of basic medical education ;				
3	3	1.1.3	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		+		
4	4	1.1.4	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
5	5	1.1.5	prepared for postgraduate studies		+		
6	6	1.1.6	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance assessment, auditing, learning from one's own practice and recognized activities in the <i>CPD/CME</i> .		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
8	8	1.1.8	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				
9	9	1.2.1	The medical education organization must ensure that the <i>main stakeholders</i> are involved in the development of the mission of the EP .			+	
10	10	1.2.2	The medical education organization should ensure that the stated mission is based on the opinions/suggestions of <i>other relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			A medical education organization should have <i>institutional autonomy</i> for the development and implementation of policies for which the administration and faculty are responsible in relation to:				
11	11	1.3.1	development and compilation of an educational program;			+	
12	12	1.3.2	use of allocated resources necessary for the implementation of the educational program .		+		
			A medical education organization should guarantee <i>academic freedom</i> to its staff and students :				
13	13	1.3.3	in relation to the current educational program, which will be allowed to rely on different points of view in the description and analysis of issues in medicine ;		+		
14	14	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	Learning Outcomes				
			The medical education organization should define the expected <i>learning outcomes</i> that students should exhibit upon completion, regarding :				
15	15	1.4.1	their achievements at a basic level in terms of knowledge, skills and abilities ;		+		
16	16	1.4.2	an appropriate basis for a future career in any branch of medicine ;		+		
17	17	1.4.3	their future roles in the health sector ;		+		
18	18	1.4.4	their subsequent postgraduate training ;		+		
19	19	1.4.5	their commitment to lifelong learning ;		+		
20	20	1.4.6	health needs of the health of society, the needs of the health care system and other aspects of social responsibility .		+		
21	21	1.4.7	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the appropriate standards of conduct.		+		
			The medical education organization should :		+		
22	22	1.4.8	identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate education ;		+		
23	23	1.4.9	determine the results of student involvement in research in medicine ;		+		
24	24	1.4.10	pay attention to global health outcomes ;		+		
			Total	0	20	3	0
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
25	1	2.1.1	The medical education organization should define an <i>educational program</i> that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model <i>based on a modular or spiral design</i> .		+		
26	2	2.1.2	The medical education organization should define <i>teaching and learning methods</i> used that encourage, prepare and support students to take responsibility for their 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 <i>principles</i> of equality .		+		
29	5	2.1.5	Medical education organization should use <i>teaching and learning methods</i> based on modern adult learning theory		+		
		2.2	Scientific method				
			The medical education organization must teach students throughout the entire program of study :				
30	6	2.2.1	principles of scientific methodology, including methods of analytical and critical thinking ;		+		
31	7	2.2.2	scientific research methods in medicine ;		+		
32	8	2.2.3	evidence-based medicine ,			+	
			which require <i>the appropriate competence of teachers and will be a mandatory part of the educational program</i> .		+		
33	9	2.2.4	The medical education organization should include <i>elements of scientific research</i> in the educational program for the formation of scientific thinking and the application of scientific research methods .		+		

34	10	2.2.5	The medical education organization should promote the involvement of students in conducting or participating in research projects			+	
		2.3	Basic Biomedical Sciences				
			The medical education organization must define and include in the educational program :				
35	11	2.3.1	achievement of <i>basic biomedical sciences</i> , to form students' understanding of scientific knowledge ;			+	
36	12	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge .			+	
			The medical education organization should correct and introduce new achievements of biomedical sciences in the educational program for :				
37	13	2.3.3	scientific, technological and clinical developments ;			+	
38	14	2.3.4	current and expected needs of society and the health system .			+	
		2.4	Behavioral and social sciences and medical ethics				
			The medical education organization must determine and include in the educational program the achievements :				
39	15	2.4.1	<i>behavioral sciences</i> ;			+	
40	16	2.4.2	<i>social sciences</i> ;			+	
41	17	2.4.3	<i>medical ethics</i> ;			+	
42	18	2.4.4	<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>			+	
			The medical education organization should correct and introduce new achievements in the <i>behavioral and social sciences</i> and also <i>medical ethics</i> in the educational program for :				
43	19	2.4.5	scientific, technological and clinical developments ;			+	
44	20	2.4.6	current and expected needs of society and the health system ;			+	
45	21	2.4.7	changing demographic and cultural conditions .			+	
		2.5	Clinical Sciences and Skills				
			The medical education organization should identify and implement the achievements of the clinical sciences in the educational program and ensure that students :				
46	22	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;			+	
47	23	2.5.2	conduct a <i>reasonable portion (one third)</i> of the program in <i>planned patient encounters</i> , including consideration of purpose, appropriate number, and sufficiency for training in appropriate clinical settings;			+	
48	24	2.5.3	work on health promotion and prevention .			+	
49	25	2.5.4	The medical education institution should set a certain amount of time for teaching the <i>main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>			+	
50	26	2.5.5	The medical education institution should organize			+	

			clinical training with appropriate attention to patient <i>safety, including observation of the actions performed by the student in the conditions of clinical sites.</i>				
			The medical education organization should correct and introduce new achievements of <i>clinical sciences</i> in the educational program for :				
51	27	2.5.6	scientific, technological and clinical developments ;		+		
52	28	2.5.7	current and expected needs of society and the health system.		+		
53	29	2.5.8	The medical education institution should ensure that each student has <i>early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.</i>		+		
54	30	2.5.9	Medical education organization should structure the various components of <i>clinical skills</i> training in accordance with a specific stage of the training program.		+		
		2.6	The structure of the educational program, content and duration				
55	31	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 and social and clinical disciplines.		+		
			Medical education organization follows in the educational program :				
56	32	2.6.2	ensure <i>horizontal integration</i> of related sciences and disciplines ;		+		
57	33	2.6.3	ensure <i>vertical integration</i> of clinical sciences with core biomedical and behavioral and social sciences ;		+		
58	34	2.6.4	provide the opportunity for elective content (electives) and determine the balance between the <i>compulsory and elective</i> part of the educational program, <i>including a combination of compulsory elements and electives or special elective components;</i>				+
59	35	2.6.5	identify <i>relationships with complementary medicine, including non-traditional, traditional or alternative practices .</i>		+		
		2.7	Program management				
60	36	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 <i>has the authority</i> to plan and implement the educational program, <i>including the allocation of allocated resources for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and courses of study</i> to ensure that learning outcomes are achieved.		+		
61	37	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs .		+		
62	38	2.7.3	A medical education organization should , through the structural unit responsible for educational programs, plan and implement innovations in the educational program .		+		
63	39	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, <i>including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. teachers of the faculties of the university.</i>				
		2.8	Relationship with medical practice and healthcare system				
64	40	2.8.1	The medical education organization should provide an <i>operational link</i> between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will start upon graduation, <i>including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements curriculum 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 health care.</i>		+		
			The medical education organization should ensure that the structural unit responsible for the educational program :				
65	41	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program ;		+		
			Total				
		3.	STUDENT ASSESSMENT	0	39	3	0
		3.1	Assessment Methods				
			The medical education organization should :				
66	1	3.1.1	define, approve and publish the <i>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 define the criteria for establishing passing scores, grades and the number of allowed retakes;</i>		+		
67	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning ;		+		
68	3	3.1.3	use a wide range of assessment methods and formats depending on their " <i>assessment of usefulness</i> ", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
69	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest ;			+	
70	5	3.1.5	ensure that the assessment process and methods are open (accessible) to peer review by external experts ;		+		
71	6	3.1.6	use the evaluation appeal system .		+		
			The medical education organization should :				
72	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>		+		
73	8	3.1.8	implement new assessment methods as needed ;		+		
74	9	3.1.9	use a system to appeal assessment results .		+		
		3.2	Relationship between assessment and learning				
			A medical education organization should use the				

			<i>principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:</i>				
75	10	3.2.1	clearly comparable to learning methods, teaching and learning outcomes ;		+		
76	11	3.2.2	ensure that students achieve learning outcomes ;		+		
77	12	3.2.3	contribute to student learning ;		+		
78	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and <i>evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.</i>		+		
			The medical education organization should :				
79	14	3.2.5	<i>to regulate the number and nature of reviews of various elements of the educational program in order to promote knowledge acquisition 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>		+		
80	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results .		+		
			Total	0	14	1	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization should :				
81	1	4.1.1	define and implement an <i>admissions policy, including a clearly defined policy for the student selection process ;</i>		+		
82	2	4.1.2	have a <i>policy and practice for the admission of students with disabilities in accordance with the laws and regulations in force in the country ;</i>		+		
83	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 :				
84	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 ;		+		
85	5	4.1.5	review admission policies periodically, based on relevant input from the public and professionals, to meet the health needs of the population and society as a whole, including <i>consideration of student enrollment based on gender, ethnicity and language, and the potential need for a special admissions policy for underprivileged students families and national minorities;</i>		+		
86	6	4.1.6	use the system to appeal admission decisions .		+		
		4.2	Student recruitment				
87	7	4.2.1	The medical education organization must determine the number of accepted students in accordance with the logistical and capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for health workforce, in the case when medical education organizations do not control the number of recruited students, then you should demonstrate your commitment by explaining all the		+		

			relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the logistical and academic potential of the university)				
88	8	4.2.2	The medical education institution should periodically review the number and cohort of students admitted in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources health care, the migration of doctors, the opening of new medical universities)</i> and regulate in order to meet the needs of the health of the population and society as a whole.		+		
		4.3	Student counseling and support				
			The medical education organization should :				
89	9	4.3.1	have a system of <i>academic counseling 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;</i>			+	
90	10	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 aid, scholarships and loans;</i>		+		
91	11	4.3.3	allocate resources to support students ;		+		
92	12	4.3.4	ensure confidentiality regarding advice and support .		+		
			The medical education organization should provide counseling that :				
93	13	4.3.5	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
94	14	4.3.6	includes career counseling and planning .		+		
		4.4	Student Representation				
95	15	4.4.1	The medical education institution must define and implement a <i>policy of student representation and their appropriate participation in the development, management and evaluation of the educational program, and other matters relevant to students.</i>		+		
96	16	4.4.2	The medical education organization should provide <i>assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.</i>		+		
			Total	2	13	1	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The medical education organization must determine and implement a <i>staff selection and admission</i> policy that :				
97	1	5.1.1	determines their category, responsibilities and <i>balance of academic staff/teachers</i> in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time		+		

			and part-time teachers, as well as the balance between academic and non-academic staff;				
98	2	5.1.2	ontains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications ;		+		
99	3	5.1.3	defines and monitors the responsibilities of academic staff/faculties in basic biomedical sciences, behavioral and social sciences, and clinical sciences .		+		
			A medical education organization should take into account criteria such as :				
100	4	5.1.4	attitude to their mission, <i>the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;</i>		+		
101	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources .</i>		+		
		5.2	Development Policy and Employee Activities				
			A medical education organization must determine and implement an employee activity and development policy tha :				
102	6	5.2.1	allows you to maintain a <i>balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teacher;</i>		+		
103	7	5.2.2	<i>guarantees the recognition of merit in academic work, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;</i>		+		
104	8	5.2.3	<i>ensures that clinical activities and research are used in teaching and learning ;</i>		+		
105	9	5.2.4	<i>guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of 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>		+		
106	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 recruited from hospitals and clinics.</i>		+		
			The medical education organization should :				
107	11	5.2.6	take into account the “teacher-student” ratio depending on the various components of the educational program;				+
108	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	2	9	1	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization should :				
109	1	6.1.1	have sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the educational program ;				+
110	2	6.2.2	provide a <i>safe environment</i> for employees, students, patients and their caregivers, including providing the necessary information and <i>protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.</i>		+		
111	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 :				
112	4	6.2.1	number and categories of patients ;		+		
113	5	6.2.2	the number and categories of clinical bases, which include 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;		+		
114	6	6.2.3	observation of clinical practice of student		+		
115	7	6.2.4	The medical education institution should study and evaluate , adapt and improve clinical training resources to meet the needs of the population served, which will include <i>relevance and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.</i>		+		
		6.3	Information Technology				
116	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 in the educational program.</i>			+	
117	9	6.3.2	Medical education organization must provide access to network or other electronic media		+		
			The medical education organization should provide teachers and students with opportunities to use information and communication technologies :				
118	10	6.3.3	for self-study ;		+		
119	11	6.3.4	access to information ;		+		
120	12	6.3.5	case management ;		+		
121	13	6.3.6	work in the healthcare system .		+		
122	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 :				
123	15	6.4.1	have research <i>activities in the field of medicine and scientific achievements</i> as the basis for the educational program ;		+		
124	16	6.4.2	define and implement policies that promote the relationship between research and education ;		+		
125	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education organization ;		+		
126	18	6.4.4	use medical research as the basis for the curriculum		+		
			Medical education organization should ensure that the relationship between research and education :				
127	19	6.4.5	taken into account in teaching ;		+		
128	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 should :				
129	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 define and implement a policy on the use of expertise in the field of education :				
130	22	6.5.2	in the development of the educational program ;		+		
131	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills .		+		
			The medical education organization should :				
132	24	6.5.4	provide evidence of the use of internal or external expertise in medical education to develop staff capacity ;		+		
133	25	6.5.5	give due attention to the development of <i>expertise in educational assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;</i>		+		
134	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 :				
135	27	6.6.1	cooperation at the national and international levels with <i>other medical universities</i> ;		+		
136	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 :				
137	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources ;				+
138	30	6.6.4	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources .		+		
			Total	0	25	5	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Programme monitoring and evaluation mechanisms				
			The medical organization of education should				
139	1	7.1.1	have a process and outcome monitoring program that includes the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out accordingly, and to identify any areas requiring interventions, as well as data collection is part of the administrative procedures in connection with the admission of students, the assessment of students and the completion of training.		+		
140	2	7.1.2	ensure that relevant assessment results have an impact on the curriculum		+		
			The medical education organization must establish and apply mechanisms for the evaluation of the educational program, which :				

141	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 the compulsory and elective parts;</i>		+		
142	4	7.1.4	aimed at the student's progress ;		+		
143	5	7.1.5	identify and address problems that include <i>insufficient achievement of expected learning outcomes</i> , and will assume that the information received on the final results of training, including identified shortcomings and problems, will be used as feedback for activities and corrective action plans, to improve the educational program and curricula of disciplines;		+		
			The medical organization of education should periodically conduct a comprehensive assessment of the educational program, aimed at :				
144	6	7.1.6	<i>on the context of the educational process, which includes the organization and resources, learning environment and culture of the medical organization of education ;</i>		+		
145	7	7.1.7	<i>special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods ;</i>		+		
146	8	7.1.8	on the overall <i>final results</i> , which will be measured by the results of national examinations, international examinations, career choice and the results of postgraduate studies ;		+		
147	9	7.1.9	Medical education organization should rely on social responsibility/accountability .		+		
		7.2	Teacher-student feedback				
148	10	7.2.1	The medical education organization should systematically collect, analyze and provide teachers and students with feedback that includes information about the process and products of the educational program, and also <i>include information about the unfair practice or misconduct of teachers or students with and / or legal consequences.</i>		+		
149	11	7.2.2	A medical education organization should use feedback results to improve the educational program .		+		
		7.3	Academic achievements of students				
			The medical organization of education should conduct an analysis of the educational achievements of students regarding :				
150	12	7.3.1	<i>its mission and the final results of the educational program, which includes information on the average duration of study, academic scores, the frequency of passing and failing examinations, cases of successful completion and expulsion, reports of students on the conditions of study in the courses taken, on the time spent to study areas of interest, including elective components, as well as interviews with students in repeat courses, and interviews with students, which leaves the training program;</i>		+		
151	13	7.3.2	educational program ;		+		
152	14	7.3.3.	resource availability .		+		
			The medical organization of education should analyze the <i>educational achievements</i> of students regarding :				
153	15	7.3.4	<i>their previous experience and conditions, including social, economic, cultural conditions ;</i>		+		
154	16	7.3.5	level of training at the time of admission to the medical organization of education .		+		

			Medical education organizations should use the analysis of students' educational achievements to provide feedback to structural units responsible for :		+		
155	17	7.3.6	selection of students ;		+		
156	18	7.3.7	planning of the educational program ;		+		
157	19	7.3.8	counseling of students .		+		
		7.4	Stakeholder involvement				
			The medical organization of education should involve in its monitoring program and evaluation activities of the educational program :				
158	20	7.4.1	teaching staff and students ;		+		
159	21	7.4.2	its administration and management .		+		
			Medical education organization should be for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as persons responsible for postgraduate education.:		+		
160	22	7.4.3	provide access to the results of the evaluation of the course and the educational program ;		+		
161	23	7.4.4	collect and study feedback from them on the clinical practice of graduates ;	+			
162	24	7.4.5	collect and study feedback from them on the educational program .	+			
			Total	2	22	0	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
163	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 or affiliate of the university..</i>		+		
			Medical organization of education should in its management structures define <i>structural units with the establishment of responsibility of each structural unit and include in their composition :</i>				
164	2	8.1.2	Representatives of Academic Staff ;		+		
165	3	8.1.3	Students ;		+		
166	4	8.1.4	<i>other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public .</i>		+		
167	5	8.1.5	Medical education organizations should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the university's website, included in protocols for review and execution.		+		
		8.2	Academic Management				
168	6	8.2.1	The medical organization of education should clearly define the <i>responsibility of academic leadership in relation to the development and management of the educational program..</i>		+		
169	7	8.2.2	A medical education organization should periodically evaluate academic guidance regarding the achievement of its mission and learning outcomes..		+		
		8.3	Training budget and resource allocation				
			The medical organization of education should :				
170	8	8.3.1	have a clear range of responsibilities and powers to provide the educational program with resources, including the target budget for training ;		+		
171	9	8.3.2	allocate the resources necessary to implement the educational program and allocate educational resources according to their needs .		+		

172	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, delimitation and independence of all levels of budgets.		+		
			Medical Education Organization should:				
173	11	8.3.4	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final results of training ;	+			
174	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				
			The medical education institution must have appropriate <i>administrative staff, including their number and composition in accordance with the qualifications, in order to :</i>				
175	13	8.4.1	ensure the implementation of the educational program and related activities ;		+		
176	14	8.4.2	guarantee proper management and allocation of resources .		+		
177	15	8.4.3	A medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct a regular review and analysis of management..		+		
		8.5	Engagement with the health sector				
178	16	8.5.1	A medical education organization should have a <i>constructive interaction</i> with the health sector, with related sectors of health 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>		+		
179	17	8.5.2	A medical education organization should be given the formal status of cooperation with partners in the health sector, <i>which includes the conclusion of formal agreements defining the content and modalities of cooperation and/or the conclusion of a joint contract and the establishment of a coordination committee, and joint activities..</i>		+		
			Total	3	14	0	0
		9.	CONSTANT UPDATE				
			The medical organization of education should be as a dynamic and socially responsible institution :				
180	1	9.1.1	initiate procedures for regular review and revision of content, results/competencies, assessment and learning environment, structure and function, document and address shortcomings ;		+		
181	2	9.1.2	выделять ресурсы для непрерывного улучшения.	+			
			Medical Education Organization should :				
182	3	9.1.3	base the renewal process on prospective studies and analyses and on the results of their own study, evaluation and literature on medical education ;		+		
183	4	9.1.4	ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; direct the upgrade process to the following issues		+		
184	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society .		+		

185	6	9.1.6	Modification of graduate learning outcomes to meet the documented needs of the postgraduate training environment, including clinical skills, public health training and participation in the patient care process in accordance with the responsibilities that are assigned to graduates after graduation.		+		
186	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure that they are relevant and appropriate and takes into account modern theories in education, the methodology of adult education, the principles of active learning.		+		
187	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 elimination of obsolete.		+		
188	9	9.1.9	Development of assessment principles, and methods of conduct and number of examinations in accordance with changes in learning outcomes and teaching and learning methods .			+	
189	10	9.1.10	Adaptation of student recruitment policies and student selection methods to changing expectations and circumstances, human resource needs, changes in the pre-diploma education system and the needs of the educational program.		+		
190	11	9.1.11	Adapting the policy of recruitment and formation of the academic staff in accordance with changing needs .		+		
191	12	9.1.12	Updating educational resources to meet changing needs, such as student recruitment, number and profile of academic staff, educational program .		+		
192	13	9.1.13	Improving the process of monitoring and evaluation of the educational program .		+		
193	14	9.1.14	Improvement of the organizational structure and management principles to ensure effective operations in the face of changing circumstances and needs, and, in the future, to meet the interests of various stakeholder groups.		+		
			Total	1	12	1	0
			TOTAL	10	168	15	0