



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert commission for the evaluation for compliance with the requirements of the standards of the international primary program accreditation of the educational program in the specialty 560001 "General Medicine" (for foreign citizens) based on WFME / AMSE standards  
Jalal-Abad State University named after B. Osmonov  
during the period from 19 to 21 October 2022

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING  
EXTERNAL EXPERT COMMISSION**

*Addressed to  
Accreditation  
Council of the IAAR*



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**Jalal-Abad**

**October 21, 2022**

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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

AMP	Administrative and managerial personnel
AEP	Administrative and economic part
IS	Information System
CEP	Committee for Educational Programs
MHKR	Ministry of Health of the Kyrgyz Republic
ME&SKR	Ministry of Education and Science of the Kyrgyz Republic
MF	Medical Faculty
BEP	Main educational program
EP	Educational program
OSCE	Objective Structured Clinical Exam
OSPE	Objective Structured Practice Exam
TS	Teaching staff
EMC	Educational and Methodological Council
Curriculum	Curriculum
CBL	Case Based Learning
AC	Academic Council
PBL	Problem Based Learning
TBL	Team Oriented Learning
WFME	World Federation of Medical Education

## (II) INTRODUCTION

In accordance with Order 97-22-OD dated September 1, 2022 of the Independent Agency for Accreditation and Rating (hereinafter referred to as IAAR), from October 19 to October 21, 2022, an external expert commission (EEC) assessed the educational program 560001 "General Medicine" (for foreign citizens) for compliance with the standards of the international primary accreditation of basic medical and pharmaceutical education based on WFME / AMSE standards (Kyrgyz Republic) dated December 24, 2018 No. 133-18-OD, implemented by Jalal-Abad State University named after B. Osmonov, in a hybrid format.

The report of the external expert commission contains an assessment of the presented educational program to the IAAR criteria, recommendations of the EEC for further improvement of the educational program and parameters of the specialized profile of the educational program 560001 "General Medicine" (for foreign citizens).

### **Members of the EEC:**

**IAAR Expert, Chairman of the EEC** – Bogomolova Elena Sergeevna, Doctor of Medical Sciences, FSBEI HE (Federal State Budgetary Educational Institution of Higher Education) Volga Research Medical University of the Ministry of Health of Russia (Russian Federation, Nizhny Novgorod), offline;

**IAAR expert** - Zhankalova Zulfiya Meirkhanovna, Doctor of Medical Sciences, Kazakh National Medical University named after Asfendiyarov. (Republic of Kazakhstan, Almaty), offline;

**IAAR expert** – Kadyralieva Ryskul Bekbaevna, Doctor of Medical Sciences, Professor, Ala-Too International University (Kyrgyz Republic, Bishkek), offline;

**IAAR expert, employer** - Palvanov Zhapar Ysmanovich, deputy, director of the medical and diagnostic center of the URFA (Kyrgyz Republic, Jala-Abad), offline;

**IAAR expert, student** – Tillybaeva Rano Ibrahimovna, 6th year student of the Faculty of Medicine, Osh State University (Kyrgyz Republic, Osh); online

**Observer from the Ministry of Education and Science of the Kyrgyz Republic** - Salieva Rana Sherbaevna, Osh State University (Kyrgyz Republic, Osh); online

**IAAR Coordinator** – Dzhakenova Alisa Satbekovna, PhD, Head of Medical Projects of the Agency (Nur-Sultan, Republic of Kazakhstan), offline

## (III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Jalal-Abad State University named after B. Osmonov (hereinafter referred to as JASU, the University) is an educational and cultural center of the Southern region of the Kyrgyz Republic, the founder is the Ministry of Education and Science of the Kyrgyz Republic (registration number SE No. 076507 reg. No. 6800-3303-charter dated January 24, 2007, date of primary state registration 05/10/1993).

Jalal-Abad State University was founded by the Decree of the President of the Kyrgyz Republic dated April 2, 1993 as a state educational institution that provides training for specialists with basic and complete higher education in the areas of energy, electronics, agriculture, textile and light industry, pedagogy, food technology, chemical materials technology. The university was formed on the basis of the Kara-Kul and Tash-Kumyr evening faculties of the Kyrgyz Technical University (former FPI), the Jalal-Abad veterinary technical school, the Jalal-Abad Pedagogical College, the Mailuu-Suu Electromechanical College and the Kochkor-Ata College of Electronic Devices.

In 2010, the Faculty of Medicine was opened on the basis of JASU, based on license No. 576 of 2010 and by the order of the rector of 04.10.2010 No. 287, JASU trains medical personnel at the Faculty of Medicine in 3 specialties of higher professional education, the contingent of students is -3050 students.

According to the Basic Educational Program (BEP) 560001 General Medicine (for foreign citizens) trains 1940 students, the term of study is 5 years, the language of teaching- is English, the limit of contingent- is 2500 students. Educational process of BEP 560001 General Medicine is carried out based on the decision of State Inspection for Licensing and accreditation and (attestation) under the Ministry of Education and Science of the Kyrgyz Republic (ME&SKR), protocol dated 13.08.2010 No. 10/06, license serial number No. 576, year of issue 2010, Order of the Ministry of Education and Science of the Kyrgyz Republic dated 28.12.2018 No. 1610 /1 (minutes No. 1-22-2 dated December 27, 2018), supplement No. 1 to license No. D2018-0005, Order of the Ministry of Education and Science of the Kyrgyz Republic dated December 31, 2021 No. 2227/1 (minutes No. 27-2 dated December 30, 2021). There were no graduations during the functioning, the first graduation is planned in 2023 (520 graduates).

The university has the necessary material and technical base: classrooms, lecture halls, computer classes, an anatomical museum, laboratories, a library, sports halls, dormitories. The total area of educational buildings is 77571.31 sq.m. The clinical bases of the departments are medical organizations in the city of Jalal-Abad and the Jalal-Abad region. Clinical training of students is carried out in the simulation center, which is equipped with modern simulation equipment (simulators, dummies, phantoms, medical equipment and visual aids), a center for assessing clinical skills. The activities of the Faculty of Medicine are provided at 10 departments, the teaching staff is 140 people, including 8 Doctors of Science, 50 Candidates of Science, 2 PhD Doctors.

The characteristics of the quantitative and qualitative indicators of the staffing of the BEP 560001 General Medicine (for foreign citizens) are presented in tables 1, 2.

Table 1 – Teaching staff of BEP 560001 General Medicine (for foreign citizens)

Total staff	main part of teaching staff	Teachers with degrees and titles (%)	Own scientific degree			Scientific degree	
			Candidate of medical sciences	Doctor of sciences	PhD	Professors	Assistant professor
140	121	42,8	50	8	2	7	36

Table 2 - Characteristics of the BEP 560001 General Medicine (for foreign citizens)

Level/term of study	Higher education - bachelor's degree / 5 years
Language of study	English
Structural unit (head)	Faculty of Medicine, Acting Dean – Astanov Shavkatbek Mominzhanovich
Number of ECTS credits	300 credits (curriculum 2017) and 320 credits (curriculum 2021)
Duration of study (number of semesters), form of study	5 years (10 semesters), full-time study
admission requirements	Admission is carried out on applications and on the basis of entrance examinations for applicants from far abroad in the disciplines of biology, chemistry and language subjects in accordance with the language of instruction. To conduct entrance examinations for foreign citizens, the test tasks of the National Testing Center under the Ministry of Education and Science of the Kyrgyz Republic are used, corresponding to the program of secondary general education, with scores not lower than the established threshold score.
Opportunities for further education (upon completion of the program)	Training under programs of residency, internship, additional vocational education.
EP goals	<p>In the field of education: training a doctor who is able to solve professional problems in the field of medicine and work successfully in his chosen field of activity, possess universal, professional and special competencies that contribute to his social mobility and stability in the labor market.</p> <p>In the field of personality education: the development of social and personal qualities of students: purposefulness, organization, responsibility, citizenship, sociability, tolerance, etc.; raising the general culture, striving for self-realization and self-improvement in the profession within the framework of continuous education and self-education at postgraduate level and throughout life.</p>

Learning Outcomes	As a result of training, the graduate should have formed competencies in accordance with the requirements of the State Educational Standard of the Kyrgyz Republic. The end results of the training are the preparation of specialists of high professional competence in the field of higher medical education, capable of applying knowledge, skills and personal qualities in accordance with the tasks of professional activity in the health sector of any country, in subsequent postgraduate and continuous practice.
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Training of students in BEP 560001 General Medicine (for foreign citizens) is carried out in accordance with the current legislative and legal acts of the Kyrgyz Republic, with the Strategic Plan for the Development of JASU, with the mission, vision and strategy of the university.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Educational program 560001 General Medicine (for foreign citizens) is accredited by IAAR for the first time.

#### **(V) DESCRIPTION OF THE EEC VISIT**

The work of the EEC was carried out on the basis of the approved Program of the visit of the IAAR expert commission as part of the international primary specialized accreditation of the educational program during the period from October 19 to October 21, 2022.

In order to coordinate the work of the EEC, on October 18, 2022, there was held an introductory meeting, where tasks were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on evaluating the activities of the University, the members of the EEC used such methods as visual inspection, observation, interviewing employees of various structural units, teachers, students, employers, questioning the faculty, students. Meetings of the EEC with target groups were held in accordance with specified program of the visit, in compliance with the established time intervals. On the part of the University staff, the presence of all persons indicated in the visit program was ensured.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, the head of the accredited educational program, heads of structural divisions, heads of departments, teachers, students, employers. In total 92 representatives took part in all meetings (Table 1).

Table 3 - Information about teachers, students, employers who took part in meetings with the EEC IAAR:

Participant category	Quantity
Rector	1



Vice-Rector's Corps	4
Heads of accredited EPs	1
Heads of structural divisions	9
Heads of departments	8
Teachers	30
Students	30
Employers	9
<b>Total</b>	<b>92</b>

At the meetings of the EEC IAAR with the target groups of the University, there were carried out clarification of the mechanisms for implementing the policy and development program of the university and concretizing of certain data presented in the self-assessment report of the university.

According to the EEC visit program, during a visual inspection, EEC members got acquainted with the state of the material and technical base and visited: the Department of International Relations, the Center for Digitalization and Development of Innovative Technologies in Education, the Center for Business Support and Development (Business Incubator), a testing center, a printing house, a first-aid post, Library Information Center, Library, Reading Room, Assembly Hall, Canteen, Anatomical Museum, Classrooms, Computer Classrooms, Assembly Hall, Sports Hall, Vivarium, Simulation Center, Clinical Skills Assessment Center (OSCE), Fitness Club, Southern Regional National Cardio Center - vascular surgery, Jalal-Abad Regional Clinical Hospital; departments: hospital therapy, general surgery, biomedical disciplines, morphological disciplines and public health, anatomy and physiology.

In accordance with the accreditation procedure, an on-line survey of 78 teachers, 87 students, including junior and senior students, was conducted.

According to the results of a survey of teachers, it was revealed that 98.7% of respondents noted that they were satisfied with the content of the educational program, 97.3% - satisfied with opportunities for continuous potential development, advanced training, 100% - satisfied with the opportunity to actively apply their own teaching methods in the educational process. 97.4% of respondents answered that the library owns the necessary scientific and educational literature. Only 2.8% of the respondents consider it difficult to combine teaching and research activities. 98.7% of respondents are satisfied with the management's support both in relation to the development of new educational programs and motivational approaches. In general, the vast majority of respondents answered positively to all questions of the questionnaire and believe that JASU is promising and developing university with career and scientific growth opportunities, good conditions for both teachers and students.

According to the results of the survey of students, 98.9% of respondents are satisfied with the level of accessibility and responsiveness of the management, the availability of academic counseling, 97.7% with the support of educational materials, the availability of library resources and the quality of services, classrooms (98.9%), the clarity of procedures for taking disciplinary measures (96.6%), overall quality of curricula (97.8%), teaching methods (98.9%), quality of teaching (100%), objectivity and fairness of teachers (98.9%), available scientific laboratories (94.3%), responsiveness for feedback from teachers on the educational process (98.9%), providing students with a hostel (89.8%).

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the university was requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university. <https://tajmedun.tj/>.

As part of the planned program, recommendations for improving the accredited educational program of JASU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on October 21, 2022.

## **(VI) COMPLIANCE WITH INTERNATIONAL PRIMARY SPECIALIZED ACCREDITATION STANDARDS**

### **6.1. STANDARD "MISSION AND OUTCOMES"**

#### ***Evidential part***

JASU operates on the basis of the Charter, local regulations, strategic development plan, and in accordance with the regulatory documents of the Ministry of Education and Science of the Kyrgyz Republic and the Ministry of Health of the Kyrgyz Republic.

JASU formulated the mission of the Faculty of Medicine: "Training competitive, competent medical personnel with all the skills in the field of biomedical, clinical, behavioral and social sciences for the implementation of professional activities, ready to study at the postgraduate level and throughout life, able to contribute to the improvement of the health care system and medical education, in the economic and social development of the country, focused on global competition in the country and in the world space based on the integration of the educational process, research and clinical practice " The mission was discussed at a meeting of the Academic Council of the Faculty of Medicine of JASU on May 30, 2022, protocol No 6. The mission is set out in the Prospective Plan for the Strategic Development of the Medical Faculty of JASU named after. B. Osmanov for 2022-2027years, approved by the Academic Council of JASU on June 30, 2022, protocol No30.

JASU has defined the mission of the Educational Program 560001 General Medicine (for foreign citizens): "Training qualified specialists, taking into account the healthcare sectors of Kyrgyzstan and countries of far and near abroad, to train doctors who are able to work both in primary health care and for further postgraduate medical education, combining high general professional training with a broad general cultural outlook, knowledge and skills of interpersonal communication, knowledge of modern technologies in the diagnosis and treatment of pathology".

The mission is set out in the Strategic Development Plan for the basic educational program "General Medicine" 560001, which was discussed at the Academic Council of the Faculty of Medicine of JASU on May 25, 2022, protocol No. 4, reviewed and approved by the Academic Council of JASU on June 30, 2022, protocol No. 11 with the participation of -teaching staff, administrative and managerial staff, students of the University, representatives of the Ministry of Health of the Kyrgyz Republic and employers.

The missions of the Faculty of Medicine and the BEP are posted on the official website of JASU <http://jagu.kg/view/facultets> and on social networks. The content of the document is brought to the attention of the teaching staff at cathedral meetings, to the attention of students at meetings with curators, meetings with the dean, and is also placed on information stands of departments and all structural divisions, as evidenced by the results of interviewing students and teaching staff who are aware of the mission of the educational program and opportunities to participate in its development.

Representatives of the health authorities are members of the collegiate governing bodies of the university: the Academic Council, the Academic Council of the Faculty of Medicine, at the meetings they discuss issues related to the formulation and implementation of the mission. The participation of stakeholders in the discussion of the mission is confirmed by the fact that the Academic Council of the Faculty of Medicine includes two students, a representative of the parents, a representative of the employer - the head of the health department, personnel management and organization.

JASU has an institutional autonomy in the development and implementation of the policy related to the educational program, the faculty and administration are responsible for conducting

scientific research and in distributing an extra budgetary funds. For the implementation of the BEP in the specialty "General Medicine", the University has information resources and material and technical base that complies with the current fire rules and regulations, and provides for all types of disciplinary training, practical work of students, provided for by the curriculum, and extracurricular activities. The availability of the material and technical base was confirmed during the inspection of the EEC structural units and premises of the University. Thus, the available resources and capabilities of the university meet the requirements of the market. Continuous improvement of all types of activities of the university allow preparing competitive and competent specialists.

In accordance with the SES of higher professional education of the Kyrgyz Republic in the specialty "General Medicine", the obligation to develop the BEP is assigned to JASU, which is reflected in the "Regulations on the main educational programs of JASU". The content of the BEP is determined by the working group, which includes teaching staff of the departments, representatives of the dean's office of the medical faculty and representatives of practical healthcare, including foreign medical organizations. The development of the BEP in the specialty "General Medicine" is coordinated by the Committee of Educational Programs of JASU, the composition of which was approved by order of the rector dated 10/13/2022 No. 270. The CEP consists of two students, an employer and a representative of the Jalal-Abad region health department. The educational program in the specialty is developed, implemented and controlled with the participation of all interested parties.

JASU provides certain academic freedom to teaching staff and students to independently choose programs and teaching methods, freely express their opinion, freely participate in scientific research and publish their results, take part in public activities and societies, which was confirmed during interviews with teaching staff and students.

The BEP in the specialty "General Medicine" defines the final learning outcomes that guarantee the graduate's ability to apply knowledge, skills, abilities and personal qualities in accordance with the tasks of professional activity in the health sector, in subsequent postgraduate and continuous practice.

JASU systematically carries out evaluation of the activities and development prospects of the university, analyzes the strengths and identifies weaknesses of the activity, develops corrective measures for improvement, on the basis of which a strategic plan for the development of the university is subsequently formed. The results of the analysis of activities are posted on the official website of JASU in the form of an annual report of the rector on the activities of the University.

### ***Analytical part***

Analyzing the compliance of the BEP in the specialty "General Medicine" with the standards of international primary accreditation of basic medical and pharmaceutical education, approved by IAAR, it should be noted the compliance with the parameters of the "Mission and Results" standard. According to the criteria of the standard "Mission and results", JASU has the mission of the Medical Faculty and the BEP "General Medicine", which is set out in the Strategic Development Plan of the Medical Faculty of JASU named after. B.Osmonov for 2022-2027 and the Strategic Development Plan for the basic educational program "General Medicine" 560001, approved by the Academic Council of JASU on 30.06.2022, protocol No. 30.

The mission of the Faculty of Medicine and the BEP "General Medicine", strategic goals, activity reports are presented on the official website of JASU (<http://jagu.kg>) and in an accessible form on the stands of educational buildings and clinical bases. The mission contributes to improving the quality of medical care, the quality of life of the population in terms of global preservation and promotion of health. The mission provides a vision of the prospects and the final result of educational programs in the context of institutional, national policy.

The University self-examination report declares that the teaching staff, students, representatives of practical healthcare take part in the development of the mission of the Faculty of Medicine and the BEP "General Medicine" through discussion in the collegial bodies of the

University - the Academic Council, the Academic Council of the Faculty of Medicine. Members of the EEC note that at meetings with focus groups of students and teaching staff on the educational program "General Medicine", students confirmed that the mission of the medical faculty and the educational program were presented to the attention of all through the official website of JASU and by information stands. The teaching staff and students in general could formulate the mission of the BEP "General Medicine" in their own words. Employers at meetings with members of the EEC confirmed that they are aware of the existence of the mission of the Faculty of Medicine and the BEP "General Medicine", that they are posted on the website, but they themselves did not take part in its formation. Employers provided information on participation in the formation of the BEP in the specialty "General Medicine".

JASU has an institutional freedom, which is also realized in the formation of the BEP "General Medicine". Academic freedom of the teaching staff can be noticed in the implementation of the BEP. According to the results of an anonymous survey of employees, 62.8% of respondents assess the state of academic freedom as "very good", more than 38.5% - as "good".

The final results of the BEP "General Medicine" are aimed at achieving the competencies of students and correspond to the mission, goals of the university and the development strategy of the medical faculty of JASU provide a basis for evaluation and improvement. Formation of the learning outcomes takes place with the active participation of employers.

#### **Strengths/Best Practices of the Standard.**

No strengths identified for this standard.

#### **EEC recommendations.**

No recommendations to this standard.

**Conclusions of the EEC according to the criteria:** strong positions - 0; satisfactory - 28; suggests improvements - 0; unsatisfactory – 0.

## **6.2. STANDARD "EDUCATIONAL PROGRAM"**

### ***Evidential part***

BEP in the specialty 560001 "General Medicine" (for foreign citizens) was developed on the basis of regulatory legal acts, both external and internal, in accordance with the mission and contributes to the achievement of final results. Information on BEP is available on the university website <http://jagu.kg>, on social networks Facebook, Instagram, What'sApp. Implementation of BEP 560001 "General Medicine" is conducted on the basis of a competence-oriented model of medical education, formed on a logical sequence of studying disciplines.

The educational program is drawn up in accordance with the principles of equality in relation to students, regardless of gender, nationality, religion, socio-economic status. BEP 560001 "General Medicine" covers foreign students, citizens of foreign countries such as: India, Pakistan, Nepal, Bangladesh, following different religions.

The program of medical education includes behavioral, social sciences, balanced among themselves and aimed at preparing the study of clinical medicine by students. The educational program 560001 "General Medicine" (for foreign citizens) of the MF is built on the basis of an integrated approach, in compliance with the horizontal and vertical interconnection of the studied disciplines.

Teaching clinical skills within the framework of the BEP 560001 "General Medicine" is carried out in accordance with the key principles of medical education: the principle of development from simple to complex, the principle of continuity, the principle of early entry into the clinic. To form the necessary skills and abilities within the framework of the competency-based approach in the BEP 560001 "General Medicine", there exist 3 stages of education: 1 - mastering practical skills by students in caring for patients, 1-3 semesters; Stage 2 - phantom - simulation

training in patient examination methods, 4-7 semesters; Stage 3 - training in the skills of providing medical care to patients with various pathologies, 8-10 semesters.

For implementation of activities there was formed a working group for the development of BEP 560001 “General Medicine”, which includes interested parties: students, teaching staff, heads of departments, graduates, employers, etc. Planning and development of the BEP takes place with the direct participation of the following departments: the quality department, the educational unit and the procurement department, AEP of JASU.

Development of the BEP 560001 General Medicine considers the knowledge and skills necessary for the subsequent stages of professional training or clinical practice, which should be formed among graduates who have mastered the BEP 560001 “General Medicine” (for foreign citizens).

JASU guarantees, and this is confirmed by relevant documents, that students acquire sufficient knowledge and professional skills, which include conducting various health promotion activities, implementing sanitary and hygienic supervision, assessing the sanitary and epidemiological well-being of various objects.

The main educational programs and curricula are created and revised taking into account the requirements of international medical organizations (such as PMC, MCI, WFME, as well as universities in India, Pakistan and Bangladesh) for medical graduates. MF JASU is engaged in adapting the educational program to the requirements of the Medical Council of India and the Pakistan Medical Council.

### ***Analytical part***

Along with the available confirmed documents, I would like to dwell on a number of shortcomings discovered during the visit of the EEC.

Members of the expert commission revealed that such disciplines as scientific methods of research and evidence-based medicine are not included in the mandatory part of the BEP. The disciplines "Scientific Methods of Research" and "Evidence-Based Medicine" are in the list of elective disciplines, in an additional component of education - an elective component, which indicates that not all students have the opportunity to study them.

The main educational program does not include the discipline "Medical Jurisprudence" (in the case of medical universities, this is medical law). The inclusion of this discipline is justified by the need to study it, especially at the present time, when there is a need to protect the rights of the patient and the doctor.

The presented BEP does not include new clinical protocols developed in the Republic of Kyrgyzstan, based on modern scientific achievements and research results of the world medical community.

Members of the expert commission did not identify the confirmation of the phrase: “MF JASU has identified a structural unit responsible for planning and implementing the BEP, which, under the control of the academic leadership, is responsible for fulfilling the tasks of the BEP in order to achieve the intended goals and guarantee the quality of the BEP”. There operate separate structural divisions (training department, department of industrial practice, dean's office, departments, etc.), which perform their specific scope of work to support the BEP. However, no unit has been established that fully monitors the main educational program. There is no structural unit in JASU that is fully responsible for the BEP, starting from the moment of its creation, planning, implementation, allocation of allocated resources, implementation of teaching and learning methods, student assessment, and ending with the assessment, analysis of the BEP, identifying problems, drawing up recommendations for a new BEP, control over the entire BEP in order to achieve the final learning outcomes and improve the quality of the educational program.

As a result of examining the clinical bases with attending practical classes, the members of the EEC revealed that innovative teaching methods are not used at the university, despite the fact that the text of the self-report indicated that “the teaching staff in the educational process uses innovative teaching methods, such as PBL, CBL”. During the meeting with the teaching staff and

heads of departments, members of the EEC did not find confirmation of this. The OSCE and OSPE introduced during the reporting period are not sufficient for modern education. Thus, the university needs to identify a structural unit (department) responsible for introducing innovative methods into the educational process, ensuring the maintenance of relevant documentation (minutes of meetings, acts of implementation in the educational process, etc.). ).

Strengths/best practice.

There are no strengths in this standard.

### ***EEC recommendations***

1. The management of the EP should include the disciplines "Scientific methods of research" and "Evidence-based medicine" in the mandatory part of the BEP. The deadline is May 2023.
2. The management of the EP should include the discipline (module of discipline) of medical jurisprudence (medical law) in the BEP. The deadline is May 2023.
3. 3. The management of the EP and the responsible person of the university for clinical work should introduce new achievements of science and clinic into the EP. Deadline - May 2023.
4. The management of the university should determine the structural unit responsible for the management of the BEP. The deadline is December 2022.
5. The structural unit responsible for the BEP should develop a plan for the introduction of innovations in the BEP (deadline - January 2023) and ensure its implementation (permanently).

***Conclusions of the EEC according to the criteria:*** strong positions - 0, satisfactory - 40, suggest improvement - 5, unsatisfactory – 0.

### **6.3. "STUDENT ASSESSMENT" STANDARD**

#### ***Evidential part***

Assessment of educational achievements of JASU students is carried out using criteria, regulations and procedures developed in accordance with the goals and objectives for the implementation of the educational program and the qualifications awarded. The university has "Regulations on the organization of the educational process based on ECTS credit technology", "Rules for compiling a fund of assessment tools for current academic performance and intermediate certification of students", "Regulations on computer testing of students' knowledge of JASU", "On current control and intermediate certification of students of JASU". All Regulations are posted on the university website: <http://jagu.kg>.

The assessment of students' educational achievements is carried out on the basis of competency level meters developed by departments in various forms: control questions, tasks in a test form, a list of practical skills, situational tasks, clinical situations, tasks for laboratory and other work. At the first lesson in the disciplines, teachers bring to the attention of students the criteria for assessing individual educational achievements. The forms of carrying out all types of current control are displayed in the syllabuses of disciplines. The system for monitoring the educational achievements of students of JASU includes: current monitoring of progress and intermediate certification, final control and final state certification.

The exams are taken through computer testing. A month before the start of the session, the dean's office draws up a schedule of exams and is posted on a special board and on the website.

Assessment of practical skills is carried out in the form of mini-clinical exams, OSCE/OSPE.

JASU applies a 100-point scoring system using alphabetic characters. Assessment methods, as well as the exam schedule, are published in the public domain on the university's web page. To

ensure the transparency of the assessment results, external experts are involved - representatives of other educational institutions of higher education, or from health care institutions.

The AVN information system of the university allows to record the progress and attendance of students, their average score and the accumulated number of credits based on the results of the intermediate certification of each academic semester and the entire educational process.

In the rating system for assessing students' knowledge, formative assessment is represented by an assessment of the current level of mastering knowledge and skills. Formative assessment is used to determine the current and intermediate (modules) level of mastering knowledge and skills in the process of teacher-student relationship at each lesson. This type of assessment is reflected in the syllabus of the discipline, where the expected learning outcomes of the discipline, criteria and methods of assessment are established.

The summative assessment (final control) is represented by the assessment for the final control (examination in the discipline according to the curriculum), reveals the result of students' learning for a certain period of time. The number and nature of exams, various elements of the educational program are defined and fixed in the curricula, work programs of academic disciplines (modules).

The forms of the final assessment are determined by the curriculum: module assessment, exam, final exam. The assessment strategy is determined by the results of the educational program and is aimed at determining the assessment of acquired competencies.

To determine the level of satisfaction, at the end of the session, students fill out a questionnaire through the on-line AVN service of JASU. The survey includes questions on various forms of assessment, the correctness of the examinations and transparency. The results of the surveys are discussed at a meeting of the departments, at a meeting of the AC of the Faculty of Medicine, and in accordance with the results of the survey, measures are taken to correct the evaluation materials.

#### *Analytical part.*

Assessment of students at JASU is carried out in accordance with the developed legal documents and is necessary to analyze the development of acquired competencies as a result of mastering the educational program.

At the Faculty of Medicine of JASU, all the assessment methods listed in the proving part are used. It should be emphasized that when evaluating students, there is no definition at the proper level of reliability and validity of assessment methods, which in JASU are limited only by obtaining reviews of external and internal experts. As you know, to determine the validity and reliability of the tests used in the exams, there exist special electronic programs that allow them to be analyzed. It is not defined how the validity and reliability of all assessment methods are determined. There are no documents confirming the validity and reliability of test items. It should be noticed that the university does not use new assessment methods in accordance with the needs of students and the needs of the BEP.

The University determined, approved and published on the website and in the AVN system the practice used to assess students, which included information on the number of exams, tests, a balance was observed between written and oral exams, the use of OSCE and OSPE assessment methods.

The Faculty of Medicine has defined criteria and established passing scores, assessment criteria and the number of allowed retakes. At the same time, while conducting interviews with members of the expert commission, it was revealed that university staff (AMP, teaching staff, heads of departments) do not have knowledge regarding the presence of two types of assessment aimed at confirming the progress of the student. None of the respondents gave an explanation of what formative and summative assessments are and why they are needed for how they affect the analysis of the assessment of mastering the competencies by medical students. During the survey, members of the EEC asked the question: "Give an example of formative and summative

assessments,” to which no answer was received. Thus, it turned out that there is a gap in knowledge about assessment using the summative and formative assessments of the student.

As a result of the work of the EEC, it was revealed that the university provides timely, specific, constructive and fair feedback with students on the results of the assessment by conducting a survey of students after all types of assessment (after grading), which does not affect the assessment process.

***Strengths/best practice.***

There are no strengths in this standard.

***Recommendations of EEC***

1. Educational and methodological department should develop and implement a procedure for assessing the reliability, validity and effectiveness of assessment methods with subsequent documentation. Deadline - January 2023
2. The management of the EP to ensure the introduction of modern methods for assessing educational achievements (January 2023), and the educational and methodological department to continuously monitor this process (for 2023-2024)
3. Institute for Continuing Education to train teaching staff in assessment methods in order to assess academic progress. Deadline - January 2023.

***Conclusions of the EEC according to the criteria:*** strong positions - 0, satisfactory - 11, suggest improvement - 3, unsatisfactory – 0.

**6.4. STANDARD “STUDENTS”**

***Evidential part***

JASU provides student support from the moment the student enters the university.

The annual admission plan is established and approved depending on the resources, training conditions on the basis of an agreement with the payment of tuition fees, taking into account the actual and maximum contingent of students studying under a license and approved by the Ministry of Education and Science of the Republic of Kyrgyzstan, by decision of which for the 2022-2023 academic year for the specialty 560001 “General Medicine” JASU planned for 1300 seats (for foreign citizens).

The University has a policy and implements a practice of transferring students from other programs and medical education institutions. The admission policy, including the acceptance of appeals and transfers, is available on the university website. The admission plan by academic years is presented in Table 4.

Table 4 - Admission plan

Specialty “General Medicine”	2019-2020 y.	2020-2021y.	2021-2022y.
Planned	600	600	1000
Accepted	575	600	850

In order to support and advise students, to facilitate integration into university education, orientation in choosing the most appropriate options for an educational, cultural and social program, the dean's office has created and is implementing a student tenure program. An online



consultation system has been created at the Faculty of Medicine, which allows you to get advice on any of the questions that have arisen without leaving your home.

Russian and Kyrgyz language courses are organized in order to support foreign students in their studies at clinical sites. For those who wish, Chinese language courses are organized at the Confucius Institute, allowing graduates to find new jobs both in the country and abroad.

The opening of circles for leisure activities, scientific circles in departments is widely used. Integration between students (national and foreign groups) through joint events (competitions, olympiads, quizzes, joint shifts, joint internships) also strengthens and supports the development of the student as a person.

All students receive medical care in accordance with the current legislation of the Kyrgyz Republic.

Students with good academic results can receive payment benefits from 15% to 75% of the annual cost of study at the university. Faculty students are provided with 100% housing in a hostel, where there exist all conditions for living: laundry, dining room (with national cuisine), free Internet, first-aid post, places for leisure activities: croquet field, mini football. All conditions for a safe comfortable stay are provided (heating, air conditioning, shower).

MF of JASU defines and implements the student representation policy and their participation in the development, management and evaluation of the BEP and in other matters related to students.

With the support of student activities, the university adheres to the following principles: equality of rights and non-discrimination. The administration and staff of the university treat all students equally.

At MF JASU, decisions are made with the participation of representatives of the Youth Committee: all students have the right to freely express their opinion; all students have free access to information regarding their own trajectory of professional training and the life of the academic community to which they belong, in accordance with the regulations. Intercultural relations are also supported - foreign students celebrate their national holidays. At the Faculty of Medicine, there was organized an office for meetings and for planning of student events, equipped with the necessary equipment. There is an "American Club" that allows students to realize their leadership qualities.

### ***Analytical part***

The Faculty of Medicine is revising its admissions policy based on input from the countries from which the applicants come from in order to meet the health needs of the population and society in these countries as a whole, including consideration of enrollment of students based on their gender, ethnicity and language, and the potential need for a special policy admission for students from low-income families and national minorities.

MF JASU determines the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, the requirements for human resources for healthcare.

The MF has established a system of academic counseling for foreign students, including issues related to the choice of electives, preparation for continuing education after graduation, professional career planning, appointment of academic mentors (mentors) for individual students who need them. There is a practice of helping senior students both in matters of counseling and in matters of adaptation to the new conditions of another country. The university provides support to students, primarily in accordance with social, financial and personal needs, together with an intermediary company (supplies students for training), which includes the resolution of various social, personal problems, health problems and financial issues, the availability of medical care, immunization programs and health insurance, and financial assistance services in the form of cash aid, scholarships and loans; includes career counseling and planning. The consultations and provided support is maintained and ensured by confidentiality.

Students can participate in the programs of external and internal academic mobility of JASU. But in view of the fact that other universities do not provide privileges like in JASU, which includes 3 meals a day, laundry services, travel to clinics, they refuse internal academic mobility. All students receive medical care in accordance with the current legislation of the Kyrgyz Republic

Summing up this standard, it can be stated that students have all kinds of support from the first day of arrival in the Kyrgyz Republic until the completion of their studies and return to their country.

***Strengths/best practice.***

No strengths in this standard.

***EEC recommendations.***

No recommendations to this standard.

***Conclusions of the EEC according to the criteria:*** strong positions - 0, satisfactory - 15, suggest improvement-0, unsatisfactory-0.

***6.5 STANDARD "ACADEMIC STAFF/TEACHERS"***

***Evidential part***

One of the main resources of the university for the implementation of educational programs is the teaching staff.

The policy of selection and admission of academic staff at the University is carried out in accordance with the Code of Conduct of the Kyrgyz Republic, the Regulations “On the procedure for filling the positions of the teaching staff of JASU”, “On the procedure for holding a competition for filling positions of scientific workers in JASU”, “On the rating control of JASU teachers’ activities quality”, “On the duration of working hours (norms of hours of pedagogical work for the wage rate) of pedagogical workers and on the procedure for determining the teaching load of pedagogical workers, stipulated in the employment contract”, “On the regulation of planning the teaching load at the university”.

The personnel policy for 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.

Teaching staff are accepted for vacant positions on a competitive basis for a period of 5 years. When hiring, according to the rules of JASU, an employee must go through a selection procedure. The head of the university has the right to conclude an employment contract for a period of one academic year without holding any competition with certain categories of people for vacant positions of the teaching staff.

The total number of teaching staff at the Faculty of Medicine is 140 people, of which 121 (86.4%) are key employees. External part-time workers –are highly qualified managers and practical healthcare workers, whose activities are related to the focus of the program being implemented, it forms 19 people (13.57%). The ratio of clinical and non-clinical teachers is presented in the table №5.

**Table 5 - The ratio of teachers of clinical and non-clinical profile**

Total	Humanities	Medical sciences	
	(behavioral and social sciences)	basic/biomedical	clinical
140	32(22,85%)	37(26,42%)	71(50,71%)

The degree of teaching staff at the Faculty of Medicine is presented in Table 6.

Table # 6 –scientific degrees of teaching staff

Total	Doctor of science	Candidates of science	Ph.doctor, magister	Senior lecturer, assistant.
140	8(5,71%)	50(35,71%)	2(1,42%)	80(57,1%)

The scientific degree of teaching staff is equal to - 42%.

At the end of the academic year, the head of JASU additionally establishes compensation payments to all employees in the form of an additional average monthly salary. The management of JASU annually adds payments to the official salary in the amount of 30 to 40% of the official salary.

To stimulate the scientific activity of the teaching staff, there are allowances for scientific publications in international refereed journals, for the preparation and publication of textbooks, monographs, teaching aids, and an incentive has been established for managing and defending a dissertation.

For achievements in professional activities, teachers are awarded with state, departmental, regional awards. In the previous year the faculty was awarded with 6 of such awards.

The JASU trade union provides assistance and support to employees in the form of vouchers to rest homes, sanatoriums and dispensaries in the cities of Jalal-Abad, Issyk-Kul and Issyk-Ata. Teaching staff is provided with assistance in mortgage lending, allocated land plots and plots.

The “teacher-student” ratio is determined by the requirements of the Ministry of Education and Science of the Kyrgyz Republic. The number of students in clinical groups is no more than 12 people, in academic groups - no more than 25 people.

The policy of comprehensive support for young teachers has led to the fact that over the past 5 years, the teaching staff has been replenished with 14 graduates of the medical faculty of JASU.

### *Analytical part*

JASU defines the responsibility and balance of academic staff/teachers in basic biomedical sciences, behavioral sciences, social sciences and profile sciences for the adequate implementation of the BEP, including an appropriate balance between medical and non-medical teachers, full-time and part-time teachers and a balance between academic and non-academic staff. The university has criteria for scientific,

pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications.

The employee activity development policy allows to maintain a balance between teaching, research and service functions, which includes setting the time for each type of activity, taking into account the needs of the public organization and the professional qualifications of teachers.

However, as a result of the expert evaluation of the EEC, insufficient knowledge was revealed by each employee of the medical faculty of the main educational program, including knowledge of teaching / learning methods and the general content of the BEP.

The management of JASU provides training, development, support and evaluation of the activities of teachers, not only newly hired teachers, but also teachers recruited from clinics, institutions of the sanitary and epidemiological service. But at the same time, the university does not have a staff promotion policy. The university is making efforts to train employees in English. In the main building there are classrooms provided with all the necessary material for preparing for the IELTS international exam.

#### **Strengths/best practice**

There are no strengths in this standard.

#### **EEC recommendations**

The educational and methodological department of the university / Institute for Continuing Education should conduct a methodological training seminar, including issues of the structure of the EP, teaching / learning methods and assessment methods. Deadline - February 2023.

The Human Resources Department should develop and implement a promotion policy for employees who provide career growth. Deadline - January 2023.

**Conclusions of the EEC according to the criteria:** strong positions - 0, satisfactory - 10, suggest improvement - 2, unsatisfactory – 0.

### **6.6 STANDARD "EDUCATIONAL RESOURCES"**

#### **Evidential part**

The Faculty of Medicine of JASU has the necessary capabilities for the teaching staff, personnel and students, sufficient for the implementation of the EP in the specialty 560001 "General Medicine".

MF of JASU owns three autonomous standard educational buildings with a total area of 77571.31 m<sup>2</sup> (1st - is at the address: block No. 122, Pushkin St., 148, with an area of 4989.7 m<sup>2</sup>; 2nd – is at Manas St., 80, 68140 m<sup>2</sup> 3rd – is in the Student campus on the street Kurmanbek, 24, with the area of 4441.60 m<sup>2</sup>). There are more than 9 sq.m. of training area per student, which meets the regulatory requirements of sanitary standards and the requirements of state general educational standards of educational programs being implemented. Documents confirming the right to operational management of real estate used in the educational process, technical passports and plans-schemes of buildings and structures are available. A new clinical base is being built on the campus - a multi-storey building (on partnership terms), which provides

for 5 floors and a basement, with the deployment of a medical clinic for 200 beds with a usable area of 2400 sq.m. The provision of the University with drinking water, heat and electricity, telephone communications is carried out centrally from the city networks. The material and technical base, information resources, all engineering networks comply with sanitary, fire safety requirements, as well as labor protection and safety requirements.

The organization of the educational process is carried out, in total, in 15 lecture halls, 83 classrooms equipped with modern technical teaching aids, 6 laboratories, an anatomical museum, a simulation center with 9 training and simulation rooms equipped with simulators and models. There is a Technology and Innovation Support Center, 10 computer classes equipped with modern personal computers connected to the Internet, interactive panels (6 pieces), an Educational and Scientific Library and Information Center, including 4 libraries with reading rooms, 3 sports halls, 1 outdoor stadium, fitness club, 2 resource centers (international student support center and national student support center).

The simulation center is equipped with modern medical simulators, phantoms, and simulators. One of the most significant - is Pirogov's interactive anatomical table, Anatomical 3d table "Anatomix" (3 pieces), a simulator for examining a cardiac patient, MY0499 a simulator for teaching cardiopulmonary resuscitation skills "Oleg-1.03" with a personal computer; MY0079 simulator of basic skills of auscultation of the heart; simulator for processing practical skills (complete model of a person); Pathology and Wound Simulator (Complete Human Model); cardiopulmonary resuscitation simulator (full human model) and many others. The Anatomical Museum is provided with MY0621 Virtual Educational Complex "Anatomical Atlas 4.0", models of all internal organs, muscles and other.

To manage the educational process of the university, an automated information system AVN was created, where an individual profile is opened for each student and teacher. AVN maintains an electronic journal of student progress and attendance, includes a schedule of classes, an electronic statement, work programs, teaching materials, data on the individual workload of a teacher, student questionnaires and teaching staff; possibility to enter the electronic library, ZOOM, GOOGL Meet programs.

The total book fund of the Educational and Scientific Library and Information Center of ZHAGU is 758308 copies. The main part: educational literature (222914 copies), including 25678 electronic resources, fiction 29647 copies, abstracts 13423 copies, methodological, scientific literature and other information resources 331569 copies. There is access to all electronic catalogs through the network "KYRLIBNET" - WWW.kyrlibnet Kg. A list of available international databases from 204 sources with corresponding website addresses is presented. In addition, there is a list of website addresses (44 items) with access to clinical protocols and guidelines, both international and national. All library processes are automated, including the process of lending, online ordering documents from the library collection. The own website of the Educational and Scientific Library and Information Center of JASU was developed, from 1.04.2022 the WEB site was updated and expanded - [www.jasulib.org.kg](http://www.jasulib.org.kg).

The university has its own network resources: the site was created to obtain information about the university and its activities.

MF of JASU has sufficient resources for clinical training. Clinical sites are determined by the Decree of the Government of the Kyrgyz Republic No. 757 dated 10.14.2004, the order of the Ministry of Health of the Kyrgyz Republic No. 54 dated 02.12.2008 "On Approval of the List of Clinical Bases of Higher and Secondary Medical Educational Organizations of the Kyrgyz Republic", the order of the Ministry of Health of the Kyrgyz Republic No. 680 dated 29.09. 2018, as well as direct lease agreements for premises through the municipal departments of state property, agreements on joint activities and mutually beneficial cooperation.

MF JASU, in accordance with the order of the Ministry of Health of the Kyrgyz Republic, uses 28 clinical bases. There exist agreements on the provision of clinical sites with the following healthcare organizations: Southern Regional Scientific Center for Cardiovascular Surgery (SRSCCS, 85 beds), Jalal-Abad Regional United Clinical Hospital (JARUCH, 368+120 beds), maternity hospital (100 beds), Jalal-Abad regional mental health center (100 beds), sanatorium "Jala-Abad", Jalal-Abad medical center, Jalal-Abad family medicine center, Suzak Center for General Medical Practice, Jalal-Abad Regional Tuberculosis Center named after R.G. Bauer (320 beds). Students undergo clinical practice at clinical sites and, if desired, in their countries of residence. MF ZJASU has agreements with educational medical organizations and multidisciplinary clinics in India and Pakistan: KIMS Hospital - Telangana (3064 beds), KIMS hospital - Trivandrum Kerala (250 beds), Nobel hospital (100 beds), Nova hospital - Lucknow (75 beds). Europ Univer Viadrina, Yeditepe Turkey on the implementation of production practice (Regulations on hospital practice dated 20.03.2019).

The clinical bases at the disposal of JASU are equipped with modern instrumental and diagnostic equipment, have modern laboratories, innovative technologies.

### *Analytical part*

EEC experts state that for the quality training of students of the MF JASU named after B. Osmonov and for the implementation of the BEP in the specialty 560001 "General Medicine" the university owns with sufficient, accessible and appropriate for educational purposes material and technical base and information resources that meet sanitary, fire safety requirements, as well as labor protection and safety requirements.

For the purpose of examining the standard "Educational Resources" of the EP in the specialty 560001 "General Medicine" at the Faculty of Medicine of JASU, the EEC visited the departments, educational laboratories, the Simulation Center and the Anatomical Museum, clinical practice bases, and the campus. Based on the results of the inspection and analysis of the submitted documentation, it was revealed that the material and technical base used to organize the learning process is sufficient and meets the requirements. Classrooms, scientific laboratories and other premises used in the implementation of EP 560001 General Medicine comply with established safety standards and rules.

The implementation of educational programs at the university is ensured by the free access of each student to information resources and the library fund.

The introduction and development of information technologies at the university is supervised by the Technology and Innovation Support Center, which is responsible for formulating and implementing policies on information and communication technologies, informatization of business processes and the educational process. At MF JASU functions an automated information system AVN.

It should be noted that JASU continues to improve the learning environment for students by updating, expanding and strengthening the material and technical base. Over the past year, modern laboratory, medical and other equipment has been acquired, which corresponds to the development in teaching practice.: Pirogov's interactive anatomical table, medical simulators for examining a cardiac patient, dummies, medical simulators, interactive panels, a conference system, etc. Currently, a medical clinic with 200 beds with a usable area of 2400 sq.m is under construction.

Practical training of students, educational and industrial practice are carried out in the simulation center and at clinical sites under the supervision of leaders in accordance with the work program. It should be noted that there exist well-equipped Simulation Center for mastering of clinical/practical skills by students. However, during the inspection of clinical sites, a survey of students and patients, it turned out

that there is insufficient provision with the necessary resources for students to acquire adequate clinical experience during the educational process itself, including access to real patients of various profiles.

At the same time, according to the data presented on the passage of summer industrial practice by students at the place of residence (in India, Pakistan, Bangladesh, as well as JARUCH), there is a complete completion of all types of practice ("Nurse Assistant", "Ambulance Paramedic Assistant", "Assistant hospital doctor", "Assistant to the FMC doctor") by almost all students, except of 2 students in the 2nd year, 4 students - in the 3rd, 6 students - in the 5th year. Each student has a clinical internship journal or diary.

With the implementation of the automated information system AVN, teachers and students of the Faculty of Medicine of JASU are provided with ample opportunities to use information and communication technologies for the purpose of independent learning, access to any necessary information. At the same time, no information was provided on providing access to medical information systems in order to use electronic patient databases; the survey revealed that students do not have access to patient databases.

There is a sufficient and accessible library fund, which contains all the materials necessary for training: educational, scientific, reference and general literature, various periodicals, an electronic catalog that allows you to search for the necessary literature and provides access to electronic versions of textbooks and teaching materials. There is also access to web and electronic media for both students and teaching staff.

In the course of interviews with teachers, students, in the course of studying the documentation in the field of scientific activity, the members of the EEC came to the conclusion that at the Faculty of Medicine of JASU, a few scientific work is being carried out in various fields of medicine, which constitutes an insufficient basis for the educational program in the context of the relationship between scientific work and education. Shows low research activity, both of teachers and students. There is a lack of policies promoting the relationship between research and education and a clear health research agenda with priorities. Neither the report nor the interviews contained information about the research base and priority areas in the field of scientific research of the EO. The incentive system for both teaching staff and students to participate in scientific research is not effective.

In the course of studying the documentation, the members of the EEC did not find an answer to the question about the study and implementation of research (expertise) in the field of medical education at the MF JASU, how the processes of studying practice, problems of medical education take place, about the possibility of attracting experts from other national and international institutions, psychologists and sociologists in the field of education. Although the existing system of internal audit in JASU allows for internal examination of the compliance of the teaching methodology with the implementation of the educational program, the university, first of all, must determine and implement a policy and research program in the field of education. To do this, it is necessary to develop methods for assessing knowledge and teaching skills. Therefore, it is necessary to develop a program and policy on expertise in medical education and identify opportunities to use it to develop the capacity of employees.

### **Strengths / best practice**

There are no strengths in this standard.

### ***EEC recommendations:***

In order to provide the necessary resources and cover all categories of patients in the studied clinical disciplines, the management of the EP should use the possibilities of internal academic mobility, as well as standardized patient technology, in the implementation of the EP in the specialty 560001 "General Medicine". Deadline - January 2023.

Responsible for the clinical work of the Faculty of Medicine JASU to provide students with access to medical information systems. Deadline - January 2023.

Responsible for the clinical work of the Faculty of Medicine JASU should create conditions for students to access the electronic database of patients. The deadline is January 2023.

Vice-rector for scientific activity of JASU should develop a program of research activities in the field of healthcare. The Human Resources Department of JASU should develop criteria for stimulating teaching staff based on the results of research activities. Deadline - January 2023.

Vice-rectors for scientific activity and academic work of JASU should develop and implement at the Faculty of Medicine a policy of using the obtained scientific achievements in the educational process (or the main educational program). Deadline - March 2023.

The management of JASU should allocate resources for the creation of an accredited laboratory for collective use. The deadline is June 2023.

The dean's office of the Faculty of Medicine of JASU should develop a system to encourage students to participate in scientific research. The deadline is February 2023.

The management of JASU should develop a policy and program for research (expertise) of medical education. Deadline - February 2023.

To ensure the implementation of the policy and program of research in the field of medical education and its use for the development of the potential of employees. The deadline is May 2023.

EMC should form a policy on the development of methods and assessment of knowledge and learning skills. Deadline - March 2023

***Conclusions of the EEC according to the criteria:*** strong positions - 0, satisfactory - 18, suggest improvements - 10, unsatisfactory – 0.

## **6.7. Standard "Evaluation of the educational program"**

### ***Evidential part***

In order to improve the implementation and results of the BEP, the Faculty of Medicine of JASU is monitoring in the form of periodic assessments of the BEP and identifying feedback at different levels.

The policy of ensuring the quality of education in JASU named after B. Osmonov is provided and regulated by the following legal and organizational and administrative documentation: the Charter of JASU named after B. Osmonov, the Program for monitoring the BEP, the Regulations on monitoring, evaluating, analyzing and improving the activities of the university (of structural divisions), Regulations on the quality of education, Regulations on internal accreditation of educational programs, Regulations on the rating of educational programs of Jalal-Abad State University, Regulations on the work of the self-assessment commission, Internal regulations, Code of Ethics, Procedure for the development, revision and approval of educational programs, etc..



Internal and external mechanisms for evaluating the EP are used. External mechanisms include: institutional and specialized accreditation, accompanied by post-control, verification by higher organizations. Internal mechanisms include: assessment of students / teaching staff, self-assessment of educational units / faculty; internal audit by departments of the faculty; internal control of departments/deans/departments; current, intermediate and final certification of students; faculty rating; student rating.

There are two evaluations of BEP at the university: qualitative and quantitative. The qualitative one is aimed at identifying cause-and-effect relationships between processes and phenomena through the analysis of regulatory documentation, observations, and focus group interviews. The quantitative assessment includes current, intermediate and final control of students' knowledge, quantitative analysis of reports on programs, plans, indicators, accounting for the dynamics of educational and extracurricular achievements. The results of the qualitative and quantitative assessments of the BEP are discussed at the end of each academic year.

The main document regulating the evaluation of the BEP is the Regulations on the rating of educational programs of JASU (approved on April 5, 2018), which determines the criteria and procedure for rating the main professional EPs. The main criteria for assessing the BEP are: demand for the educational program; high concentration of talented students, teachers and researchers; academic mobility; competitiveness of graduates; cooperation with employers; competitiveness of scientific publications of teachers of specialties; publishing activity; social work and educational program brand.

Monitoring and evaluation of the implementation of the BEP is carried out by an expert commission (Order on internal examination) from among the heads of departments and employees of JASU quality department at least once a year. Based on the results of the internal examination, a report and recommendations are drawn up for discussion at a meeting of the AC to make decisions on corrective actions, which are then included in the strategic plan for the development of the BEP for 5 years.

Assessment of academic results begins with an initial assessment of the level of knowledge, continues with intermediate and current control, and ends with a final certification. The methods of conducting and the plan of control and evaluation activities are developed by the department, the dean's office, approved by the dean of the faculty, posted on the website of the department, brought to the attention of students at the first lesson. The information received about the educational achievements of students is documented in IS AVN and can be viewed by each student and by the management of the faculty and university.

The participation of students in university life has increased significantly along with the update of the university website and using the AVN mobile application, which provides students with access to university Internet resources, including: general information about the university, structural divisions, contacts of heads of structural divisions; rector's blog; information about international cooperation, academic mobility, educational programs, scientific activities; normative legal acts in the field of education; links to the educational portal, electronic library; information about ongoing scientific, sports, cultural events; the availability of IS AVN gives access to printed and electronic publications according to the profile, etc. In the same place, on IS AVN there is an opportunity to quickly assess academic achievements and the student's own rating, which is an important factor for improving the quality of the BEP.

In order to obtain feedback, a system of questioning students on the quality of the organization of training, practice, conditions at the bases is widely used to master the real volume of necessary practical skills and abilities. The faculty uses the results of the feedback to improve and update the educational program and encourages teaching staff and students to take part in the evaluation of educational programs and in the subsequent improvement of the program. So the data collection tool is the questionnaire, and all

kinds of questionnaires are included in the AVN. The student opinion survey is conducted anonymously and systematically at AVN at least once during the academic year in accordance with the Regulations and plan of the Center for Sociological Research (CSR).

The results obtained in the course of a survey of students regarding satisfaction with the EP and its main components for 2021-2022 were: the overall level of satisfaction among students - 83.7%; among teaching staff - 89.5%. The dean's office annually collects information on student satisfaction with the conditions created at the MF. Thus, student satisfaction with the work of the library increased from 69% in 2015 to 93% in 2021; 68% of respondents are satisfied with the hostel, 25% - partially, 7% - not satisfied; at the same time, on campus, satisfaction with the hostel reached 89%; satisfaction with food - 93%.

Satisfaction of the staff of the Faculty of Medicine regarding the context of the educational process has increased from 77.5% in 2016-2017. up to 94% 2021-2022.

The University systematically undergoes external quality assurance assessment procedures conducted by both the Ministry of Health and the Ministry of Education and Science of the Kyrgyz Republic.

According to the results of the survey conducted by the EEC IAAR, 69% of students are completely satisfied (answered "excellent") and 39.3% are partially satisfied ("good") with the overall quality of the training programs; 65.5% of respondents are fully satisfied with the speed of response to feedback from teachers regarding the educational process and 33.3% of respondents are partially satisfied; 64.4% are fully satisfied and 35.6% are partially satisfied with informing students about courses, educational programs; 59.8% are fully satisfied and 39.1% are partially satisfied with the level of accessibility and responsiveness of the university management. 71.3% and 65.5% of students answered "excellent" to the questions of satisfaction with teaching methods in general and the quality of teaching, respectively; 27.6% and 34.5% answered "good".

When asked how the management of the educational institution pays attention to the content of the educational program, 59% of the teaching staff answered "very good", 38.5% - "good". The assessment of how the university and its management support the development of new educational programs / academic disciplines / teaching methods was "very good" in 65.4% of cases, and "good" in 33.3%. At the same time, when asked how the management and administration of the university perceive criticism, 1 (1.3%) and 6 (7.7%) employees answered "badly" and "relatively badly", although most of the teaching staff: 30 (38, 5%) and 40 (51.3%) employees answered "very good" and "good", respectively.

### ***Analytical part***

After analyzing the assessment of the educational program according to this standard, the commission notes that the university has an assessment system for the BEP General Medicine, based on the use of various methods for collecting, processing and analyzing information in the context of the EP and the university as a whole.

JASU has a BEP Monitoring Program, which includes routine data collection on key aspects of BEP, student admission, student assessment and completion of training, an automated AVN system operates, exists a Regulation on the rating of educational programs of JASU, which determines the criteria and procedure for rating the main professional EPs.

The monitoring process uses data that indicates the involvement of teaching staff and students in the process. A survey of students, employers and teaching staff is being conducted. The results containing the evaluation of educational programs are heard at extended meetings of the Council of the faculty, the

administration, the Academic Council with the participation of heads of organizations of practical healthcare.

Thus, it can be stated that the Faculty of Medicine of JASU is systematically working on registration and data collection using the AVN system. However, during the examination, it turned out that a comprehensive assessment and analysis of the BEP in the context of the educational process is not carried out in detail.???, organization of resources, learning environment, culture of EO. There are no analytical reports on the results of monitoring / evaluation of the PEP with the development of clear recommendations for making changes to the BEP implementation process. Data on the results of the rating of educational programs of the MF JASU are not presented. There is no analytical report on the functioning of the automated AVN system.

In the process of monitoring and evaluating the EP at the Faculty of Medicine of JASU, special components of the BEP are not taken into account, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods. In the course of checking by members of the EEC of work programs, syllabuses by disciplines, outdated data were found, the absence of a description of teaching methods and an evaluation fund, old sources of used literature.

The Academic part of JASU and the dean's office of the medical faculty is continuously recording information on the current, intermediate and final certification of students in disciplines and courses, data on the passage of industrial practice; all data is also recorded into the AVN system. However, the analysis of educational achievements of students is not presented.

The report of the university, as well as during the interview, clearly shows that the teaching staff and students are actively involved in the process of monitoring and evaluating the educational program, at the same time, the administration and management of the MF ZHASU are not involved to a wide extent.

#### **Strengths /best practice**

No strong points in this standard.

#### **EEC recommendations:**

The Academic Department of JASU should introduce the practice of compiling regular analytical reports on the results of monitoring / evaluation of the BEP in terms of organization and resources, the learning environment. Deadline - November 2023.

The dean's office of the Faculty of Medicine of JASU should revise the work programs, syllabuses, methodological support in terms of including a description of teaching and assessment methods, an assessment fund. Deadline - February 2023.

The Academic Department of JASU should analyze the educational achievements of students and graduates (in the future) regarding the BEP. The deadline is March 2023.

Include representatives from JASU administration in the working group on monitoring and evaluation of the BEP. Deadline - January 2023.

**Conclusions of the EEC according to the criteria:** strong positions - 0, satisfactory - 19, suggest improvements - 4, unsatisfactory – 0.

## **6.8. Standard "Management and administration"**

### Evidential part

The management structure of JASU consists of: governing bodies (rector,), collegiate bodies (Academic Councils, public councils), administrative bodies (vice-rectors, heads, etc.).

The direct management of the University is carried out by the rector, who is elected and exercises his powers in accordance with the legislation of the Kyrgyz Republic and the Charter of the JASU, approved by the order of the Ministry of Education and Science of the Kyrgyz Republic No. 965/1 dated 08/09/2019. adopted at a meeting of the Academic Council of JASU and approved by the rector of the university on February 8, 2016). The current composition of the Academic Council of JASU was agreed with the Ministry of Education and Science of the Kyrgyz Republic and approved by the rector of the university on August 30, 2022, consisting of 43 people, which included representatives of the administration, heads of structural divisions and departments, a representative of the Ministry of Education and Science of the Kyrgyz Republic, the chairman of the youth committee and speaker students from each faculty of JASU.

The forms of collegial management of JASU, based on publicity and collegiality, are: Academic Council, Administrative Council (Regulation approved on 09/01/2015), Board of Trustees (Regulation approved by order No. 3 of 10/26/2015), Youth Committee, Scientific and technical council (approved by order of JASU No. 285 of November 5, 2021). All collegiate bodies perform their functions in accordance with the Regulations. Vice-rectors exercise their powers and bear personal responsibility in accordance with the legislation of the Kyrgyz Republic and local regulations. Heads of structural divisions are appointed by the Rector of the University and carry out management within the limits of their rights and obligations in accordance with local regulations. In addition, public organizations play an important role in the management of JASU: the trade union committee, the Alumni Association, the Council of Elders, the Council of Women, the Public Commission for Combating Corruption..

In the base of Medical Faculty of JASU functions the Academic Council of the Faculty, which approved by the rector of JASU on the basis of the regulation "On the Academic Council of the Faculty of JASU" , The Academic Council of the Faculty of Medicine included 26 people, including: employees of departments, students of the Faculty of Medicine, Head of Human Resources and Organizational Work of the Ministry of Health of the Kyrgyz Republic, Deputy Health Coordinator for Jalal-Abad Region, Chairman of the Council of Elders, Chairman of the Women's Council, Chairman of the trade union committee, parents. The management of the MF JASU includes the dean's office, coordinators, heads of departments; headed by the dean. In addition, the Faculty of Medicine has an Educational and Methodological Council (approved by order of JASU No. 272 of 10/13/2022), an Administrative Council (approved by order of JASU No. 274 of 10/13/2022), a Council of Young Scientists (approved by order of JASU No. 273 dated October 13, 2022).

Responsible structural units for providing educational programs with resources are the accounting department, the planning and financial department, the public procurement department, the logistics department, the department for the operation of buildings and structures, etc.. A summary of the submitted applications is submitted to the rector's administration, where the priority, the volume of expenses and purchases are discussed, on the basis of which a financial plan, a program budget and a tender procurement plan are formed to cover the costs for certain purposes, provided for the Faculty of Medicine as well. In order to ensure transparency and openness of planning and use of financial resources, discussions and hearings of the budget of JASU are held at the Board of Trustees, the Academic Council, in public meetings with the participation of students and their parents .

The process of forming the university budget for the current year includes the determination of the revenue and expenditure base and is based on the principles of budgetary balance. The source of funding for the Faculty of Medicine is income from the provision of paid educational services, the implementation of research and other works that do not contradict the law.

To demonstrate the compliance of educational services with the established mandatory requirements, as well as to ensure that the quality management system of the university meets the requirements of the international standard (ISO 9001:2008), JASU plans and applies monitoring, measurement, analysis and improvement processes in order to increase the effectiveness of the university management system. The assessment of the quality of the implementation of the educational program at all stages of education is also carried out through determining the level of satisfaction of students with educational programs. JASU has an independent internal audit system. Based on the results of the audit, the management makes decisions on the effectiveness and efficiency of the quality management system, on improving and forming perfect educational management, justifying the need to make changes to the education quality management system, including updating educational documentation. All decisions made are documented, on the basis of them, action plans are developed and delegated to the relevant personnel for implementation..

The fundamental documents regulating the interaction of JASU with the healthcare sector are the Laws on the protection of the health of citizens in the Kyrgyz Republic, on public health, the Program of the Government of the Kyrgyz Republic on the protection of public health and the development of the healthcare system for 2019-2030 "A healthy person is a prosperous country" and the Action Plan. JASU carries out close and constructive interaction with the Ministry of Health of the Kyrgyz Republic, related sectors of health, society and government. The Faculty of Medicine of JASU has agreements with partners in the healthcare sector, including healthcare organizations of the Kyrgyz Republic of primary, secondary and tertiary levels.

### *Analytical part*

The management system of the BEP of the medical faculty of JASU functions on the basis of constituent documents, the Charter of the university, the management structure of JASU, Regulations on subdivisions and job descriptions.

Although in the report of the university and during the interview there were not provided a clear division of the governing bodies of JASU, from the structure of JASU presented to the EEC, it becomes clear that administrative management bodies, collegiate bodies are most noticeable.

The management structures existing in JASU have all the necessary documentation (regulations, orders, minutes of meetings, plans and reports of activities, job responsibilities, etc.). The collegiate governing bodies of JASU include representatives of academic staff; students; other stakeholders (from the Ministries of Education and Science and Health of the Kyrgyz Republic). The transparency of the management system and the taken decisions are ensured, which are posted on the website of the university, are included in the protocols for review and execution.

JASU periodically evaluates academic leadership in relation to the achievement of its mission and learning outcomes, using internal and external evaluations of the effectiveness of academic leadership in achieving the mission and learning outcomes.

At the same time, JASU does not have a clearly defined responsibility of the academic management in relation to the development and management of the educational program. During the survey, it was revealed that the development of individual components / parts of the BEP takes place in different

departments. There are no documents fixing the responsibility of a particular department or structural unit for the development of the BEP. Assessment and monitoring of the BEP is not carried out properly, since there is no special structural unit for the development and management of the BEP in JASU. A single department cannot be responsible for the development, implementation and monitoring of the effectiveness of the entire educational program.

The university independently, in the manner prescribed by the legislation of the Kyrgyz Republic and the Charter of JASU, manages special funds coming from its economic activity and allocates resources to ensure the implementation of the BEP. The university is given sufficient autonomy in the allocation of resources. During the conversation with the management and study of the documentation, it was revealed that the management of JASU, having clear responsibilities and powers to provide the BEP with resources, allocates the resources necessary for the implementation of the BEP, and distributes educational resources in accordance with their needs. So, only in the current (2022) year, 49,780,383 soms were allocated for the purchase of educational equipment (Pirogov's anatomical table, medical simulators, dummies, etc.), repair and reconstruction of the buildings of the medical faculty. In 2021, the following funds were allocated for the development of the Faculty of Medicine: 4,548,395 soms - for the overhaul of the heating system of the MF building, and 39,000 soms - for the purchase of a drying cabinet .

JASU has constructive engagement with the health sector and related sectors of society and government. Thus, the university has concluded agreements on the provision of clinical facilities with the following healthcare organizations: Southern Regional Scientific Center for Cardiovascular Surgery, Jalal-Abad Regional United Clinical Hospital, Maternity Hospital, Jalal-Abad Regional Mental Health Center, Jalal-Abad Sanatorium, Jalal-Abad Medical Center, Jalal-Abad Family Medicine Center, Suzak Center for General Medical Practice, Jalal-Abad Regional Tuberculosis Center named after R.G. Bauer and others.

#### **Strengths / best practice**

There are no strengths identified for this standard..

#### **EEC recommendations**

Vice-Rector for Academic Affairs should determine the responsible structure for academic management (development and management) of the main educational program. Deadline - December 2022.

**Conclusions of the EEC according to the criteria:** strong positions - 0, satisfactory - 16, suggest improvements - 1, unsatisfactory – 0.

## **6.9. Standard “Continuous Improvement”**

### ***Evidential part***

The Faculty of Medicine of JASU is a dynamically developing part of an educational organization in which the renewal process is based on the implementation of the mission, vision of the university, based on improving the quality of education through the introduction of innovations in education, science and practice; as well as improving the policy of student recruitment and personnel policy; strengthening educational resources; improving the monitoring and evaluation of programs; university management structures.

In order to respond in a timely manner to changing conditions, a long-term plan for the strategic development of the Faculty of Medicine of JASU for 2022-2027 was developed, approved by the Academic Council on June 30, 2022, which outlines 5 main tasks: improving the quality of educational programs;

training of competent specialists and strengthening feedback with stakeholders; improvement of infrastructure and material and technical base; formation of a qualified teaching staff; assessment of the quality of educational services by third-party organizations, integration into the global educational space.

JASU has developed a Program for monitoring and evaluating the quality of the BEP and the context of the educational process of the Faculty of Medicine, approved by the Academic Council on June 30, 2022. In order to eliminate the comments, a working group of experts ("Quality Committee Expert Group" was created from among the teaching staff, students, employers, parents, trade union organization and women's council) to organize systemic monitoring and evaluation of the BEP for each standard in order to analyze the strengths and weaknesses of positions. [http://jagu.kg/view/news/id\\_news/2045](http://jagu.kg/view/news/id_news/2045); [http://jagu.kg/view/news/id\\_news/2203](http://jagu.kg/view/news/id_news/2203). However, no documents or other evidence confirming the systematic implementation of the program for monitoring and evaluating the quality of the BEP were presented..

Tracking the achievement of goals and fulfillment of tasks according to the strategic plan of the faculty is carried out at the end of each academic year based on the analysis and report, the results are reported to the Academic Council of the faculty and the Academic Council of the University [http://jagu.kg/view/news/id\\_news/2049](http://jagu.kg/view/news/id_news/2049), etc..

In addition, the processes of updating the educational program and its improvement take place taking into account the knowledge and skills acquired by the teaching staff at training events (seminars, master classes, conferences), as a result of cooperation with educational and scientific organizations (programs of cooperation with foreign medical schools are being implemented), introduction of new educational technologies (OSCE, etc.); updating the classroom fund, material and technical base. In 2022, the financing of the MF JASU has increased in a noticeable amount: for example there were purchased a Pirogov's table (6 million soms), a simulator (1 million 300 thousand soms), books (700 thousand soms), new microscopes (900 thousand soms), simulators for pediatrics and obstetrics (21,840 thousand), construction of a clinic (138 million soms), etc..

Academic freedom in the preparation of educational programs, the availability of elective disciplines allows MF JASU to make appropriate adjustments to educational programs, taking into account the needs of stakeholders. So, on the recommendation of foreign and local employers, the following disciplines were included in the curriculum of the BEP General Medicine: Fundamentals of research activities in medicine (3-sem), Tropical medicine (9-sem), Evidence-based medicine (10-sem).

JASU regularly conducts advanced training courses for teachers under the program "Pedagogical Qualification Improvement", seminars, trainings on teaching methods and student assessment, English language courses are organized for teaching staff.

### ***Analytical part***

After analyzing the submitted documents, the results of interviews, questionnaires, members of the EEC concluded that JASU is a dynamic, socially responsible organization that initiates procedures for assessing, monitoring, reviewing content, learning outcomes, assessment and the learning environment in general, allocating resources for the continuous improvement of medical faculty.

The renewal processes are aimed at adapting the mission, final results, methodological approaches to the scientific, socio-economic development of modern society, the needs of the postgraduate level of training.

At the same time, the medical faculty should adjust the elements of the educational program, taking into account achievements in biomedical, behavioral, social and clinical sciences; include new scientific knowledge, concepts, methods, technologies in syllabuses and exclude outdated information.

In addition, the process of updating the educational program does not include the results of our own research, as well as data from the analysis of the literature on medical education.

The policy of student recruitment, the formation of an academic staff, the renewal of educational resources, the improvement of the organizational structure and management principles, in general, are adapted to the changing needs of all stakeholders.

However, the developed Program for monitoring and assessing the quality of the BEP is not implemented properly: the established working group of experts does not conduct a proper analysis of the implementation of the BEP, does not prepare an analytical report. Thus, the university management should improve the process of monitoring and evaluating the BEP by creating a separate structure for these purposes, or by strengthening the powers of the quality department.

It should be noted that the Faculty of Medicine is undergoing a large-scale renewal of educational resources in accordance with changing needs, such as the construction of new buildings, a multidisciplinary hospital, the purchase of medical educational equipment, etc.

Thus, according to this standard as a whole, it can be stated that the administration and staff of the university are working on continuous improvement of the university and the medical faculty.

**Strengths / best practice.**

No strengths identified for this standard.

***EEC recommendations.***

The management of the EP should include in the process of updating the educational program the results of its own research and analysis of the literature on medical education. Deadline - January 2024.

The leadership of JASU should organize the process of monitoring and evaluating the BEP in the specialty 560001 "General Medicine" by strengthening the powers of the education quality department. Deadline - January 2023.

**Conclusions of the EEC according to the criteria:** strong positions - 0, satisfactory - 13, suggest improvements - 2, unsatisfactory – 0.

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

Standard 1 “Mission and outcomes”

No strengths identified for this standard

Standard 2 "Educational program"



No strengths identified for this standard

Standard 3 "Student Assessment"

No strengths identified for this standard.

Standard 4 "Students"

No strengths identified for this standard.

Standard 5 "Academic staff / teachers"

No strengths identified for this standard.

Standard 6 "Educational Resources"

No strengths identified for this standard.

Standard 7 "Evaluation of the educational program"

No strengths identified for this standard.

Standard 8 "Management and administration"

No strengths identified for this standard.

Standard 9 "Continuous improvement"

No strengths identified for this standard.

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

For BEP 560001 General Medicine (for foreign citizens)

According to the standard "Mission and Outcomes :

No recommendations.

According to the standard "Educational program":

1. The management of the EP should include the disciplines "Scientific methods of research" and "Evidence-based medicine" in the mandatory part of the BEP. The deadline is May 2023.

2. The management of the EP should include the discipline (module of discipline) of medical jurisprudence (medical law) in the BEP. Deadline - May 2023.

3. The management of the EP and the responsible person of the university for clinical work should introduce new achievements of science and clinic into the EP. The deadline is May 2023.

4. The management of the university should determine the structural unit responsible for the management of the BEP. The deadline is December 2022.

5. The structural unit responsible for the BEP should develop a plan for the introduction of innovations in the BEP (deadline - January 2023) and ensure its implementation (on an ongoing basis).

According to the standard "Assessment of students":

1. The Educational Methodological Department should develop and implement a procedure for assessing the reliability, validity and effectiveness of assessment methods with subsequent documentation. The deadline is January 2023.

2. The management of the EP should ensure the introduction of modern methods for assessing educational achievements (Deadline - January 2023), and the educational and methodological department should continuously monitor this process (Deadline - 2023-2024).

3. Institute for Continuing Education should train teaching staff in assessment methods in order to assess academic progress. Deadline - January 2023.

According to the standard "Students"

No recommendations.

According to the standard "Academic staff / teachers"

1. The Educational and Methodological Department of the University/Institute of Continuing Education should conduct a methodological training seminar, including questions on the structure of the EP, teaching/learning methods and assessment methods. The deadline is February 2023.

2. The Human Resources Department should develop and implement a promotion policy for employees who provide career growth. Deadline - January 2023.

According to the standard "Educational Resources"

1. In order to provide the necessary resources and cover all categories of patients in the studied clinical disciplines, the management of the EP should use the possibilities of internal academic mobility, as well as the technology of a standardized patient, in the implementation of the EP in the specialty 560001 "General Medicine". The deadline is January 2023.

2. Responsible for the clinical work of the Faculty of Medicine of JASU should provide students with access to medical information systems. Deadline - January 2023.

3. Responsible for the clinical work of the Faculty of Medicine of JASU should create conditions for access of students to the electronic database of patients. The deadline is January 2023.

4. Vice-rector for scientific activity of JASU to develop a program of research activities in the field of healthcare. The Human Resources Department of JASU should develop criteria for stimulating teaching staff based on the results of research activities. Deadline - January 2023.

5. Vice-rectors for scientific activity and academic work of JASU should develop and implement at the Faculty of Medicine the policy of using the obtained scientific achievements in the educational process (or the main educational program). The deadline is March 2023.

6. The management of JASU to allocate resources for the creation of an accredited laboratory for collective use. The deadline is June 2023.

7. Dean's office of the Faculty of Medicine of JASU should develop a system to encourage students to participate in scientific research. Deadline - February 2023.

8. The management of JASU should develop a policy and program for research (expertise) of medical education. The deadline is February 2023.

9. The management of JASU should ensure the implementation of the policy and program of research in the field of medical education and its use for the development of the potential of employees. Deadline - May 2023.

10. EMC should formulate a policy on the development of methods and assessment of knowledge and skills of learning. Deadline - March 2023

According to the standard "Evaluation of the educational program"

1. The Academic Department of JASU should introduce the practice of compiling regular analytical reports on the results of monitoring / evaluation of the BEP in terms of organization and resources, the learning environment. The deadline is November 2023.

2. The dean's office of the Faculty of Medicine of JASU should revise the work programs, syllabuses, methodological support in terms of including a description of teaching and assessment methods, and evaluation fund. Deadline - February 2023.

3. The Academic Department of JASU should analyze the educational achievements of students and graduates (in the future) regarding the BEP. The deadline is March 2023.

4. The working group on monitoring and evaluation of the BEP should include representatives from JASU administration. Deadline - January 2023.

According to the standard "Management and administration"

1. Vice-Rector for Academic Affairs should determine the responsible structure for academic management (development and management) of the main educational program. Deadline - December 2022.

According to the "Continuous Improvement" standard

1. The management of the EP should include in the process of updating the educational program the results of their own research and analysis of the literature on medical education. The deadline is January 2024.

2. The management of JASU should organize the process of monitoring and evaluating the BEP in the specialty 560001 "General Medicine" by strengthening the powers of the education quality department. Deadline - January 2023.

#### **(IX). REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION**

No recommendations.

**Appendix 1 Evaluation table Parameters of the specialized profile 560001 General Medicine  
(for foreign citizens)**

№ of order	№ Of criteria	Criteria for evaluation	Position of EO/BEP			
			strong	satisfactory	Suggest improvement	unsatisfactory
<b>STANDARD 1: MISSION AND OUTCOMES</b>						
Mission Definition						
1	1	The Educational Organization (EO) should define its mission and communicate it to stakeholders and the healthcare and pharmacy sector.		+		
The mission statement should contain the objectives and educational strategy to prepare a competent specialist at the level of basic medical education:						
2	2	-with an appropriate basis for a further career in any field of medicine/pharmacy, including all types of medical practice/, pharmaceutical services, pharmaceutical production, administration and research;		+		
3	3	- able to fulfill the role and functions of a doctor/pharmacist in accordance with the established requirements of the health and pharmacy sector;		+		
4	4	- prepared for postgraduate education, including residency, postgraduate studies, master's, doctoral studies, specialization;		+		
5	5	-with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study of own practice and recognized activities in the CPD / CME.		+		
6	6	The EO must ensure that the stated mission includes public health issues, the needs of the health care delivery system, and other aspects of social responsibility..		+		
7	7	EO education must have a strategic development plan that corresponds to the stated mission, goals of the EO and approved by the advisory board of the university.		+		

8	8	The EO must systematically collect, accumulate and analyze information about its activities; conduct an assessment of the strengths and weaknesses of the university (SWOT analysis), on the basis of which the administration, together with the advisory board of the university, should determine policy and develop strategic and tactical plans.		+		
9	9	Mission and aims of the EO must correspond to the available resources, possibilities of EO, to the demand of the market and should be clearly defined methods of its support and should be created access to the information about the mission, aims of the EO for the public (availability of the information in Mass Media, on the website of the university), mission and aims of the EO are approved at the Advisory board meeting of the.		+		
10	10	The EO should ensure that the mission contains achievements of medical/pharmaceutical researches in the field of biomedical, clinical, behavioral and social sciences.		+		
11	11	The EO should ensure that the mission contains aspects of global health and reflect main international problems of health.		+		
Participation in the formulation of the mission						
12	12	EO should guarantee that main interested parties take part in the development of the mission of BEP.		+		
13	13	The EO should ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders..		+		
14	14	The EO should establish permanent mechanisms for monitoring, evaluating and documenting progress towards the goals and objectives of the strategic plan, in general, and in particular with regard to pharmaceutical education.		+		
Institutional autonomy and academic freedom						
The EO should have institutional autonomy to develop and implement policies for which faculty and administration are responsible, especially with regard to:						
15	15	- development of BEP;		+		
16	16	- use of allocated resources necessary for the implementation of the BEP.		+		
EO should guarantee academic freedom to their staff and students:						

17	17	-- in relation to the current BEP, which will be allowed to rely on different points of view in the description and analysis of questions on medicine / pharmacy, issues of sanitary and epidemiological well-being and environmental problems;		+		
18	18	- in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the BEP.		+		
Learning outcomes						
The EO should define the expected learning outcomes that learners should exhibit upon completion, regardly to:						
19	19	- their achievements at a basic level in terms of knowledge, skills and attitudes;		+		
20	20	- an appropriate basis for a future career in any branch of medicine / pharmacy, sanitary and epidemiological service;		+		
21	21	- their future roles in the healthcare/pharmacy sector, sanitary and epidemiological service;		+		
22	22	- their subsequent postgraduate training;		+		
23	23	- their commitment to lifelong learning;		+		
24	24	- medical needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
25	25	The EO must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the Code of Conduct.		+		
EO should:						
26	26	- identify and coordinate the linkage of the learning outcomes required upon completion with those required in postgraduate studies;		+		
27	27	- determine the results of student involvement in research in medicine / pharmacy;		+		
28	28	- pay attention to global health outcomes.		+		
Total by standard:			0	28	0	0
STANDARD 2 "EDUCATIONAL PROGRAM"						

BEP model and teaching methods						
29	1	The EO should define a model of BEP including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.		+		
30	2	The EO should define methods being implemented in teaching and learning.		+		
31	3	The EO must ensure that the BEP develops the ability of learners to learn throughout life.		+		
32	4	The EO must ensure that the BEP is implemented in accordance with the principles of equality.		+		
33	5	EO should use BEP and teaching and learning methods based on modern learning principles that stimulate, prepare and support learners and ensure formulation of learners' responsibility for their own learning process.		+		
Scientific method						
EO should teach students throughout the curriculum:						
34	6	- principles of scientific methodology, including methods of analytical and critical thinking;		+		
35	7	-scientific research methods;		+		
36	8	-evidence-based medicine, which require the appropriate competence of teachers and will be a mandatory part of the BEP and will involve students in conducting or participating in small research projects.			+	
37	9	BEP should include elements of basic or applied research in the BEP, including mandatory or elective analytical and experimental research, thereby facilitating participation in the scientific development of health / pharmacy as professionals and colleagues.		+		
Basic Biomedical Sciences						
The EO must define and include in the BEP:						
38	10	- achievement of basic biomedical sciences to form students' understanding of scientific knowledge		+		
39	11	- concepts and methods that are fundamental to the acquisition and application of scientific knowledge.		+		
EO should correct and introduce new achievements of biomedical sciences into the BEP for:						

40	12	- scientific, technological and clinical developments;		+		
41	13	- current and expected needs of society and healthcare/pharmacy system.		+		
Behavioral and social sciences and medical ethics:						
EO must define and include into the BEP achievements of:						
42	14	- behavioral sciences;		+		
43	15	- social sciences;		+		
44	16	- medical ethics;		+		
45	17	-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 about the national health system and pharmacy and the rights of the patient, which will contribute to the analysis of problems community health, effective communication, clinical decision making and ethical practice.			+	
The EO should correct and introduce new achievements in the behavioral and social sciences and also medical ethics in the BEP in for:						
46	18	- scientific, technological and clinical developments;		+		
47	19	- current and expected needs of society and the health/pharmacy system;		+		
48	20	- changing demographic and cultural conditions.		+		
Clinical Sciences and Skills						
The EO should identify and implement the achievements of the clinical sciences in the BEP and ensure that students:						



49	21	<p>- acquire sufficient knowledge and professional skills to take on appropriate responsibilities, including:</p> <p>- activities related to health promotion, disease prevention and patient care,</p> <p>-for making managerial decisions in the implementation of sanitary and hygienic supervision, investigation and assessment of the sanitary and epidemiological well-being of objects of the environment and professional activities,</p> <p>-basic principles of organization of drug assistance to the population; fundamentals of the economy of pharmacy; marketing management processes in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management; basic principles of the organization of the technological process of production and manufacture of medicines for extemporaneous and industrial production, phytopreparations, medical-cosmetic, parapharmaceutical and veterinary preparations, biologically active additives and natural products, basic principles and provisions regulating the quality of medicines; general principles of pharmaceutical analysis, basic methods and techniques for studying the quality of medicines; the nomenclature of medicinal plant materials, the issues of harvesting medicinal plants according to botanical characteristics; basic principles of macro- and microscopic, commodity analysis and standardization of medicinal plant materials;</p>		+		
50	22	<p>-conduct a reasonable portion (one third) of the program in planned contact with patients, including consideration of the purpose, the appropriate number and their sufficiency for training in the relevant practice bases; in laboratories, in production, in order to develop professional practical skills.</p>		+		
51	23	<p>- work on health promotion and prevention.</p>		+		
52	24	<p>The EO must set a certain amount of time for teaching the main subjects.</p>		+		

53	25	The EO should organize specialized training with appropriate attention to the safety of the patient and the consumer of medicines, including monitoring the actions performed by the trainee in the conditions of practice bases; with a focus on core subspecialties including community hygiene, food hygiene, child and adolescent health and occupational health.		+		
EO should correct and introduce new achievements of the main sciences in the BEP for:						
54	26	- scientific, technological and clinical developments;			+	
55	27	Current and expected needs of society and the health/pharmacy system.		+		
56	28	The EO should structure the various components of skills training according to the specific stage of the training program.		+		
Pharmaceutical disciplines						
The EO must ensure that the BEP defines and implements achievements in the pharmaceutical disciplines and ensures that students:						

57	29	<p>acquire sufficient knowledge and professional skills, including:</p> <p>basic principles of organization of drug assistance to the population;</p> <p>Fundamentals of Pharmacy Economics;</p> <p>marketing management processes in pharmacy, conducting and analyzing marketing research, the basics of pharmaceutical management;</p> <p>basic principles of the organization of the technological process of production and manufacture of medicines of extemporaneous and industrial production, herbal medicines, medical and cosmetic, parapharmaceutical and veterinary drugs, biologically active additives and natural products;</p> <p>basic principles and provisions regulating the quality of medicines;</p> <p>general principles of pharmaceutical analysis, basic methods and techniques for studying the quality of medicines;</p> <p>the nomenclature of medicinal plant raw materials, the issues of harvesting medicinal plants according to botanical characteristics;</p> <p>basic principles of macro- and microscopic, commodity analysis and standardization of medicinal plant materials.</p>		+		
58	30	<p>The EO must ensure that students spend at least one third of the program in laboratories, in production, in order to develop professional practical skills.</p>		+		
59	31	<p>The EO should organize practical training with appropriate attention to the safety of the patient and the consumer of medicines, including observation of the actions performed by the student in the conditions of clinical sites, laboratories and production facilities.</p>		+		
60	32	<p>The EO should adjust and introduce new achievements in the pharmaceutical sciences into the BEP for scientific, technological and clinical developments, as well as the current and expected needs of society and the healthcare system.</p>		+		

61	33	EO should structure the various components of training in practical skills in accordance with a specific stage of the training program (training in the laboratories of the university, research institutes, pharmaceutical production, pharmacies, etc.).		+		
The structure of the educational program, content and duration						
62	34	The EO must describe the content, scope and sequence of courses and other elements of the EP in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and major disciplines.		+		
EO should follow in BEP:						
63	35	- ensure horizontal integration of related sciences and disciplines;		+		
64	36	- ensure vertical integration of clinical sciences with core biomedical and behavioral and social sciences;		+		
65	37	-provide the possibility of elective content (electives) and determine the balance between the mandatory and elective part of the BEP, including a combination of mandatory elements and electives or special components of choice;		+		
66	38	- identify the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
Management of the program						
67	39	The EO must designate a structural unit responsible for the BEP, which, under the direction of the academic management, has responsibility and authority for the planning and implementation of the BEP, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the BEP and courses, in order to ensure the achievement of learning outcomes.			+	
68	40	The EO must guarantee representation from teachers and students in the structural unit responsible for the EP.		+		
69	41	The EO should plan and implement innovations in the BEP, through the structural unit responsible for the BEP.			+	

70	42	The EO should include representatives from other relevant stakeholders in the EO structural unit responsible for the BEP, including other participants in the educational process, representatives from bases of practice, alumni, healthcare/pharmacy professionals involved in the learning process or other faculty members of the university departments.		+		
Relationship with medical practice and the health/pharmacy system						
71	43	The EO should provide an operational link between the BEP and the subsequent stages of professional training (residential, postgraduate, master's, doctoral or specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of required learning outcomes), a clear definition and description of the elements of BEP and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health / pharmacy sector and the participation of teachers and students in the work of a team of specialists in providing medical care .		+		
The EO should ensure that the structural unit responsible for the BEP:						
72	44	- takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the BEP		+		
73	45	- considers the modification of the OOP based on feedback from the public and society as a whole.		+		
Total by standard:			0	40	5	0
STANDARD 3 "STUDENT ASSESSMENT"						
Assessment methods						
The EO must:						
74	1	-define, approve and publish the principles, methods and practices used to assess students, including the number of examinations and other tests, maintaining a balance between written and oral examinations, using criteria-based and reasoning-based assessment methods and specific examinations (OSCE or Mini Clinical Exam), and define criteria for establishing passing scores, grades, and the number of allowed retakes;		+		

75	2	- ensure that the assessment covers knowledge, skills and attitudes;		+		
76	3	-use a wide range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
77	4	- ensure that assessment methods and results avoid conflicts of interest;		+		
78	5	- ensure that the evaluation process and methods are open (accessible) to review by external experts;		+		
The EO should:						
79	6	- document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;			+	
80	7	- introduce new methods of assessment in accordance with the need;			+	
81	8	use a system to appeal assessment results -.		+		
Relationship between assessment and learning						
The educational organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relations that:						
82	9	- clearly comparable to learning methods, teaching and learning outcomes;		+		
83	10	- ensure that students achieve learning outcomes;		+		
84	11	- contribute to student learning;		+		
85	12	-provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.			+	
The EO should:						
86	13	-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;				
87	14	- Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
Total by standard:			0	11	3	0
STANDARD 4 "STUDENTS"						
Admission and selection policy						
The EO must:						
88	1	-define and implement an admissions policy, including a clearly stated statement on the student selection process, which includes the rationale and selection methods, such as high school learning outcomes, other relevant academic experience, other entrance examinations and interviews, assessment of motivation to become a competent specialist, including changes in needs related to the diversity of medical practice;		+		
89	2	- have a policy and implement practice for the admission of students with disabilities in accordance with the laws and regulations in force in the country;		+		
90	3	-have a policy and implement the practice of transferring students from other programs and EOs.		+		
The EO should:						
91	4	to establish the relationship between the selection of students and the mission of the EO, the BEP and the desired quality of graduates -;		+		
92	5	-periodically review the admissions policy, based on relevant input from the public and professionals, to meet the health needs of the population and society as a whole, including consideration of enrollment based on gender, ethnicity and language, and the potential need for a special admissions policy for underprivileged students families and national minorities;		+		
93	6	- use the system to appeal admission decisions.		+		
Student recruitment						
94	7	The EO must determine the number of accepted students in accordance with the material, technical and capabilities at all stages of education and training, and making a decision on student recruitment implies the		+		

		need to regulate national requirements in specialist resources of healthcare system/pharmacy, in the case where the EO does not control the number of recruited students, then it should demonstrate its obligations by explaining all the relationships, paying attention to the consequences of made decisions (imbalance between the recruitment of students and the logistical and academic potential of the EO).				
95	8	The EO should periodically review the number and limit of enrolled students in consultation with relevant stakeholders responsible for planning and developing human resources in the health/pharmacy sector, also with experts and organizations on global aspects of human resources for health (such as the insufficiency and uneven distribution of the health workforce, the migration of doctors, the opening of new medical schools) and adjust to meet the health needs of the population and society as a whole.		+		
Advice and support for students						
The EO must:						
96	9	-have a system of 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;		+		
97	10	-offer a student support program focused on social, financial and personal needs, which includes support for social and personal problems and events, health 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;		+		
98	11	- allocate resources to support students;		+		
		ensure confidentiality regarding advice and support.				
The EO should provide counseling that:						
99	12	-based on monitoring of student progress and focused on the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		



100	13	- includes counseling and planning of professional career.		+		
Representation of students						
101	14	The EO should define and implement a policy for student representation and their respective participation in the development, management and evaluation of the BEP and other student-related matters, which includes student self-government, the participation of student representatives on faculty, university and other relevant bodies, and in community activities and local health/pharmaceutical projects.		+		
102	15	EO should promote and support student activities and student organizations, including providing technical and financial support to student organizations.		+		
Total by standard:			15	15	0	0
STANDARD 5 ACADEMIC STAFF/TEACHERS						
Selection and recruitment policy						
The EO should define and implement a staff selection and recruitment policy that:						
103	1	-defines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral sciences, social sciences and specialized sciences for the adequate implementation of the BEP, including the proper balance between medical and non-medical teachers, full-time and part-time teachers and the balance between academic and non-academic staff;		+		
104	2	- contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
105	3	- defines and monitors the responsibilities of academic staff/teachers in basic biomedical sciences, behavioral and social sciences, and core sciences.		+		
The EO in recruitment policy should take into account criteria such as:						
106	4	- attitude to their mission, the importance of local conditions, including gender, nationality, religion, language and other conditions relevant to the EO and the BEP;		+		
107	5	- economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.		+		

Development Policy and Employee Activities						
The EO must define and implement an employee performance and development policy that:						
108	6	-allows to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the OO and the professional qualifications of teachers;		+		
109	7	-guarantees recognition on merit of academic activity, with an appropriate emphasis on teaching, research and profile qualifications and is carried out in the form of awards, promotions and / or remuneration;		+		
110	8	- guarantees the implementation of clinical activities and scientific researches in teaching and study;		+		
111	9	-ensures that every employee has sufficient knowledge of the BEP, which includes knowledge of teaching/learning methods and the general content of the BEP, and other disciplines and subject areas, in order to encourage collaboration and integration;			+	
112	10	-includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly hired, but also teachers recruited from clinics, laboratories, pharmacies, pharmaceutical industries and companies, institutions of the sanitary and epidemiological service.		+		
EO should:						
113	11	- take into account the “teacher-student” ratio depending on the various components of the BEP;		+		
114	12	- develop and implement the policy of employee promotion.			+	
Total by standard			0	10	2	0
STANDARD 6 "EDUCATIONAL RESOURCES"						
Material and technical base						
The EO must:						
115	1	- have sufficient material and technical base for teachers and students to ensure adequate implementation of the BEP;		+		

116	2	-provide a safe environment for employees, students, patients and their caregivers, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
117	3	EO should improve the learning environment of students through regular updating, expansion and strengthening of the material and technical base, which should correspond to developments in teaching practice.		+		
Clinical Training Resources						
The EO must provide the necessary resources to enable students to acquire adequate clinical experience, including sufficient:						
118	4	number and categories of patients;			+	
119	5	the number and categories of clinical sites, which include:  - clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care settings, and clinical skills centers/laboratories that enable clinical training to take advantage of clinical facilities and provide rotation major clinical disciplines ;  -institutions of the state sanitary and epidemiological service and relevant services of medical executive authorities (sanitary and epidemiological and disinfection stations, medical institutions), research institutions of hygienic, epidemiological, microbiological profile, centers for the formation of a healthy lifestyle, educational institutions of a medical profile and others institutions;		+		
120	6	Monitoring the professional practice of students.		+		
121	7	EO should study and evaluate, adapt and improve training resources to meet the needs of the population served, which will include suitability and quality for training programs in terms of practice bases, equipment, number and category of patients and professional practice, supervision as a supervisor and administration.		+		
Information Technology						
122	8	The EO must define and implement a policy focusing on the effective use and evaluation of appropriate		+		

		information and communication technologies in the BEP.				
The EO should provide teachers and students with opportunities to use information and communication technologies for :						
123	9	- independent learning;		+		
124	10	- access to information;		+		
125	11	- management of patients;		+		
126	12	- work in the healthcare/pharmacy system.			+	
127	13	EO should optimize student access to relevant patient data and information of healthcare system.			+	
Medical research and scientific achievements						
EO must:						
128	14	-have health/pharmaceutical research activities and scientific advances as a basis for BEP;			+	
129	15	define and implement policies that promote the relationship between research and education -;			+	
130	16	- provide information on the research base and priority areas in the field of scientific research of the EO;			+	
EO should ensure that the relationship between research and education is:						
131	17	- taken into account in teaching;		+		
132	18	- encourages and prepares students to participate in scientific research in the field of medicine and its development.			+	
Expertise in the field of education						
133	19	The EO should have access to educational expertise where appropriate and conduct expertise that examines the processes, practices and issues of medical education and may involve physicians with research experience in medical education, educational psychologists and sociologists, or the involvement of experts from other national and international institutions			+	
The EO must define and implement a policy on the use of expertise in the field of education:						
134	20	- in the development of BEP;			+	

135	21	- in the development of teaching methods and assessment of knowledge and skills.			+	
EO should:						
136	22	- provide evidence of the use of internal or external expertise in the field of medical/pharmaceutical education to develop the potential of employees;			+	
137	23	-give due attention to the development of expertise in education assessment and research in medical/pharmaceutical education as a discipline that includes the study of theoretical, practical and social issues in medical/pharmaceutical education;			+	
138	24	- to promote the desire and interests of employees in conducting research in medical/pharmaceutical education.			+	
Exchange in education						
The EO shall define and implement a policy for:						
139	25	- cooperation at the national and international levels with other medical universities, schools of public health, faculties of dentistry, pharmacy and other university departments;			+	
140	26	-transfer and offset of educational loans, which includes consideration of limits on the scope of the educational program that can be transferred from other EOs and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program and active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.			+	
EO should:						
141	27	- promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
142	28	- ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.			+	
Total by standard			0	18	10	0
STANDARD 7 EVALUATION OF THE EDUCATIONAL PROGRAM						
Program monitoring and evaluation mechanisms						

143	1	The EO must have a program for BEP to monitor processes and results, including the routine collection of data on key aspects of the BEP in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with student admission, student assessment and completion of training.		+		
The EO must establish and apply mechanisms for evaluating the BEP that:						
144	2	- are aimed at the BEP and its main components, including the BEP model, the structure, content and duration of the BEP, and the use of compulsory and elective parts (see Standard "Educational Program);		+		
145	3	- aimed at the progress of the student;		+		
146	4	-identify and consider issues that include insufficient achievement of expected learning outcomes, and will involve collecting information on learning outcomes, including gaps and problems identified, and used as feedback for activities and corrective action plans to improve the EEP and curricula of disciplines.		+		
The EO should periodically conduct a comprehensive evaluation of the BEP, aimed at:						
147	5	- on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the EO;			+	
148	6	- on special components of the BEP, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;			+	
149	7	on overall outcomes, which will be measured by the results of national licensing examinations, benchmarking procedure, international examinations, career choice and postgraduate study results-;		+		
150	8	- on own social responsibility.		+		
Teacher and student feedback						
151	9	The EO should systematically collect, analyze and provide feedback to teachers and students, which includes information about the process and products of the BEP, and also includes information about bad practices or inappropriate behavior of teachers or students with and / or legal consequences..		+		

152	10	The EO should use the results of the feedback to improve the BEP.		+		
Academic achievements of students and graduates						
The EO should conduct an analysis of the educational achievements of students and graduates regarding:						
153	11	-its mission and the final results of studying the BEP, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;		+		
154	12	- BEP;			+	
155	13	- resource availability.		+		
EO should analyze the educational achievements of students regarding:						
156	14	- their prior experiences and conditions, including social, economic, cultural conditions;		+		
157	15	- level of preparation at the time of admission to the EO.		+		
EO should use the analysis of student learning achievements to provide feedback to structural units responsible for:						
158	16	- selection of students;		+		
159	17	-planning of BEP;		+		
160	18	- counseling of students.		+		
Stakeholder Engagement						
The EO should, in its monitoring program and evaluation activities, involve the:						
161	19	- teaching staff and students;		+		
162	20	- its administration and management.			+	
For other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education the EO should:						
163	21	- provide access to the results of course evaluation and BEP;		+		

164	22	- collect and study feedback from them on the professional practice of graduates;		+		
165	23	- collect and study feedback from them on BEP.		+		
Total by standard			0	19	4	0
STANDARD 8 "MANAGEMENT AND ADMINISTRATION"						
Management						
166	1	The EO must define the management structures and functions, including their relationship with the university, if the EO is part or branch of the university.		+		
The PA should define structural subdivisions in its management structures with the establishment of the responsibility of each structural subdivision and include in their composition:						
167	2	representatives of academic staff -;		+		
168	3	- students;		+		
169	4	- other stakeholders, including representatives of the ministry of education and health, the health/pharmacy sector and the public.		+		
170	5	EO should ensure the transparency of the management system and decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
Academic leadership						
171	6	EO should clearly define the responsibility of the academic management in relation of development and management of BEP.			+	
172	7	EO should continuously conduct assessment of academic management related the achievements of its mission and final learning outcomes.		+		
Budget for education and assigning of resources						
EO must:						
173	8	- have clear terms of reference and authority to provide the BEP with resources, including a dedicated budget for training;		+		
174	9	- allocate the resources necessary for the implementation of the BEP and allocate educational resources in accordance with their needs.		+		



175	10	The system of financing of EO should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
EO should:						
176	11	- provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve learning outcomes;		+		
177	12	- take into account scientific advances in the field of health/pharmacy and public health problems and their needs while allocating resources.		+		
Administrative staff and management						
The EO must have an appropriate administrative and academic staff, including their number and composition in accordance with the qualifications, in order to:						
178	13	- ensure the implementation of the BEP and related activities;		+		
179	14	- ensure proper management and allocation of resources.		+		
180	15	The EO should develop and implement an internal management quality assurance program that includes consideration of needs for improvement and conduct regular management review and analysis.		+		
interaction with the healthcare/pharmacy sector						
181	16	The EO should have constructive interaction with the health/pharmaceutical sector, with related health sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified specialists in accordance with the needs of society.		+		
182	17	EO should formalize cooperation with partners in the healthcare/pharmacy sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the establishment of a coordinating committee, and holding joint events.		+		
Total by standard			0	16	1	0
STANDARD 9 CONTINUOUS IMPROVEMENT						
As a dynamic and socially responsible institution the EO should:						

183	1	- initiate regular review procedures		+		
184	2	- revising structure and function,		+		
185	3	- allocate resources for continuous improvement.		+		
EO should:						
186	4	- base the updating process on prospective studies and analyzes and on the results of own research, evaluation and literature on medical education;			+	
187	5	- ensure that the process of renewal and restructuring leads to a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions.		+		
188	6	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
189	7	Modification of graduate learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, public health training and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation from the EO		+		
190	8	Adaptation of the educational program model and methodological approaches to ensure that they are appropriate and relevant and take into account modern theories in education, adult learning methodology, principles of active learning.		+		
191	9	Adjustment of the elements of the BEP and their relationship in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in demographic and health status/morbidity patterns 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 exclusion of obsolete.		+		
192	10	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
193	11	Adapting student recruitment policies and student selection methods to reflect changing expectations and		+		

		circumstances, staffing needs, changes in the pre-university education system and the needs of the BEP.				
194	12	Adapting the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
195	13	Updating educational resources in accordance with changing needs, such as student enrollment, number and profile of academic staff and BEP		+		
196	14	Improvement of the process of monitoring and evaluation of BEP.			+	
197	15	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.		+		
Total by standard			0	13	2	0
TOTAL IN GENERAL			0	170	27	0

