



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of External Experts Board's work on assessment of compliance with the requirements of standards for international accreditation of basic medical and pharmaceutical education programs based on WFME/ AMSE/ ESG (Kyrgyz Republic)

560001 General Medicine (higher professional education))

ACADEMIC RESEARCH AND PRODUCTION COMPLEX
«International University of Kyrgyzstan»

Period from 16th till 18th of April, 2024

*Independent Agency for Accreditation and Rating
Extern Experts Board*

Addressed to the Accreditation Council of IAAR



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

MESKR	Ministry of Education and Science of the Kyrgyz Republic
MFAKR	Ministry of Foreign Affairs of the Kyrgyz Republic
MHKR	Ministry of Health of the Kyrgyz Republic
NCEI ESPC “IUK”	Non-commercial Educational Institution Academic Research and Production Complex “International University of Kyrgyzstan”
ISM IUK	International School of Medicine of the International University of Kyrgyzstan
HPE	Higher Professional Education
EEB	External Experts Board
ELP	Experimental learning plan
SAB	State Attestation Board
FSA	Final State Attestation
OMP	Office and management personnel
SRW	Scientific Research Work
SSRW	Student’s scientific research work
NPC	National Phthisiology Center
EP	Educational Program
PEP	Principal educational program
AMC	Academic and methodological complex
GPC	General professional competences
PC	Professional competence
ATS	Academic teaching staff
LR	Learning results
LAMF	Learning assessment materials fund
MGRS	Modular grade rating system

(II) INTRODUCTION

In accordance with the order No. 55-24-OD dated 02.02.2024 of the Independent Agency for Accreditation and Rating, within the period between April 16th to 18th, 2024, an the External Experts Board assessed the compliance of the educational program 560001 -General Medicine of the Academic Research and Production Complex "International University of Kyrgyzstan" with the standards for international accreditation of basic medical and pharmaceutical education programs (based on WFME / AMSE / ESG, Kyrgyz Republic) No. 150-22-OD dated December 21, 2022, third edition.

The External Experts Board's report (EEB) contains an assessment of the presented educational program with the IAAR criteria, recommendations of the EEB for further improvement of the educational program and the parameters of the profile of educational programs.

Composition of EEB:

1) **Chairman of the IAAR Board** – *Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Karaganda Medical University (Republic of Kazakhstan) Off-line participation*

2) **IAAR Expert** – Larisa Viktorovna Kirichenko, MD, PhD, Associate Professor, Perm State Medical University named after Academician E.A. Wagner, Ministry of Health of the Russian Federation (Russian Federation) *Off-line participation*

3) **IAAR expert, employer** - Muratov Orozbek Omurbekovich, Director of the Center for General Medical Practice Uch-Korgon, Kadamzhay district, Batken region (Kyrgyz Republic) *Off-line participation*

4) **IAAR expert, student** – Zhetkinbekova Tolkun, 6th year student of the EP “General Medicine”, Ala-Too International University (Kyrgyz Republic) *Off-line participation*

5) **IAAR Coordinator** – Saidulaeva Malika Akhyadovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL INSTITUTION

In order to train medical specialists focused on the international labor market, in accordance with the protocol of the III meeting of the Kyrgyz-Pakistan Intergovernmental Commission (KPIC) on trade, economic, scientific and technical cooperation (January 12, 2017), the International School of Medicine (ISM) was established on the basis of NCEI ESPC “IUK”.

The "General Medicine" program has been being implemented at the ISM since 2018 in accordance with the State Educational Standard of Higher Professional Education approved by the Ministry of Education and Science of the Kyrgyz Republic. Educational activities at the ISM IUK are carried out in accordance with the License for the Right to Conduct Educational Activities in the Field of Higher Professional Education No. LD180000058.

The ISM has formed a competent human resources potential. Leading domestic and foreign teachers with extensive pedagogical and practical experience are involved in conducting classes. It is common practice to invite professors and specialists from medical institutions to give modular lectures, which also help to improve the quality of student education.

The university's educational and research departments are equipped with modern equipment, closely interact with employers and practice bases, have equipped laboratories of various profiles, actively participate in international cooperation and exchange programs, train highly qualified specialists on modern equipment and software with the involvement of representatives of practical medicine, use simulation rooms and a modern scientific library. ISM has its own university clinic and implements close partnerships with medical institutions.

ISM actively cooperates with the Association for Medical Education in Europe (AMEE); the Foundation for Advancement of International Medical Education and Research (FAIMER); the The Organisation for PhD Education in Biomedicine and Health Sciences in the European System (ORFHEUS); ISM IUK became a member of the Association of Medical Universities of the Kyrgyz Republic (AMUKR), the Alliance of Universities of Tropical Medicine (AUTM, China), “Belt and Road” Medical Device Innovation and Application Alliance (BRMDIA, China), “Belt and Road” International Medical Education Alliance (BRIMEA, China), the Asian Association of Medical Students (AMSA).

ISM IUK has received recognition from the Educational Commission for Foreign Medical Graduates (ECFMG), Pakistan Medical Council (PMC A-Listed), Australian Medical Council (AMC), Medical Council of Canada (MCC), World Directory of Medical Schools (WDMS).

The high quality of education is evidenced by the fact that the graduate of ISM IUK Saddam Hussain was among the top 10 medical graduates in the Pakistan Medical Council National Licensing Examination test in 2023. ISM IUK enrolls applicants who have passed the initial examination of documents by the partner company "Educational Adviser PVT.LTD" in the Islamic Republic of Pakistan, registered on the electronic portal of the Ministry of Education and Science of the Kyrgyz Republic, those who have a certificate (marksheet) of 12 years school education with a rating of points of at least 60%, knowledge of the instruction language, successfully passed the entrance examinations for the educational program "General Medicine" in the form of computer testing.

In the 2023-2024 academic year, the total number of students is 2401. The total number of teaching staff providing the educational program is 238 employees, including 19 doctors of science, 70 candidates of science, 5 PhD, 14 senior lecturers and 130 teachers. The share of teachers with an academic degree is 39.5%. The balance of the qualitative composition of the teaching staff is in biomedical sciences - 43%; in behavioral and social sciences- 42%, in clinical sciences - 38%. Of the 238 employees, 188 are full-time (79%) and 50 are part-time (21%). The number of teachers who are practicing doctors is 101 people, which is 56% of the total number of teachers.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with order No. 122-21-OD dated September 2, 2021 of the Independent Agency for Accreditation and Rating, on October 12, 2021, the Experts Board conducted an external assessment of the International University of Kyrgyzstan (hereinafter referred to as the IUK, HEI, university) in order to confirm the relevance and compliance with the provisions of the self-assessment reports and reports of the External Experts Board, compiled based on the results of the online visit on April 12-14, 2020.

Composition of the Board:

IAAR Chairperson – Turdalieva Botagoz Saitovna, MD, Chairperson of the IAAR Expert Council (Republic of Kazakhstan)

IAAR Foreign Expert – Omarkulov Bauyrzhan Kadenovich, MD, PhD, Associate Professor, Karaganda State Medical University (Republic of Kazakhstan)

IAAR Observer – Saidulaeva Malika Akhyadovna, IAAR Project Manager (Republic of Kazakhstan).

Recommendations to the University within the framework of the previous accreditation procedure for the educational program “General Medicine”:

“Mission and End Results” Standard

1) To analyze the final results of the PEP General Medicine and the requirements for training doctors in the field of medical education in the countries of the British Commonwealth

and the European Union to ensure continuity of training for postgraduate education - during the academic year 2021-2022.

2) To involve foreign stakeholders in revising and implementing the mission of the ISM, including through coordinating the final learning outcomes of the PEP - during the academic year 2021-2022 and then on an ongoing basis.

3) To revise the Development Strategy of the NCEI ESPC "IUK", the strategic plan for the development of the ISM taking into account the missions of the school and the university, the operational plan for the year (an action plan to ensure the implementation of the strategy with highlighting of the indicators, deadlines and responsible executors) during the academic year 2021-2022 and further on an ongoing basis.

"Educational program" Standard

1) To revise the PEP General Medicine in accordance with the technology of designing educational programs of higher education focused on learning results, corresponding to descriptors of levels 6-7 of the PEP- during the academic year 2021-2022 and then on an ongoing basis.

2) To foresee the learning results in the PEP taking into account demographic and cultural conditions focused on the needs of foreign students of the PEP - during the academic year 2021-2022 and then on an ongoing basis.

3) To use active teaching methods wider, including PBL (problem-based learning), CBL (case-based learning), TBL (team-based learning), RBL (research-based learning), the project method focused on the formation of a systematic approach to problem solving, the use of modern research methods, analysis of research results and one's own practice, the development of independent learning skills - during the academic year 2021-2022 and then on an ongoing basis.

4) To ensure the full development, examination and availability of educational and methodological complexes of disciplines and modules corresponding to the learning outcomes of descriptors of levels 6-7, corresponding to the year of study, reflecting the alignment of key elements (correspondence of learning outcomes to assessment methods and teaching methods) of the PEP - during the academic year 2021-2022 and then on an ongoing basis.

5) To assimilate educational technologies and support for students with special educational needs and individual health capabilities of the PEP - during the academic year 2021-2022 and then on an ongoing basis.

6) To ensure stakeholder participation in the analysis and revision of the EP - during the academic year 2021-2022 and then on an ongoing basis.

"Assessment of students" Standard

1) To form an effective assessment system, it is necessary to revise the learning results using active verbs (using Bloom's Taxonomy) and mutual improvement of key elements of the educational program - during the academic year 2021-2022 and then on an ongoing basis.

2) In the PEP the disciplines and modules of IUK, to reflect the system of assessing the academic achievements of students, including the number of exams and other types of control, maintaining a balance between written and oral exams, using assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical Exam) - during the academic year 2021-2022 and then on an ongoing basis.

3) To obtain information about the level of knowledge acquisition and skill development, adjust the learning process, and stimulate the academic achievements of students, it is necessary to focus on continuous formative assessment with feedback during all educational activities - during the academic year 2021-2022 and then on an ongoing basis.

4) To ensure technical and substantive examination of assessment tools, as well as documentation of the assessment of the reliability and validity of the assessment methods used - during the academic year 2021-2022 and then on an ongoing basis.

5) To ensure participation of stakeholders in the midterm assessment of students, the final assessment of graduates - during the academic year 2021-2022 and then on an ongoing basis.

“Students” Standard

1) All documents (policies, rules, procedures, algorithms) should be posted in English on the university website in order to widely inform applicants and students in the new academic year 2021-2022.

2) The entrance examination process should be fully standardized (composition of the admissions committee, dates and stages of entrance examinations, list of disciplines, assessment methods, passing score, etc.). All persons involved in the entrance examination process (members of the admissions committee, responsible persons of third-party partner organizations in Pakistan) should be authorized to make decisions, as well as to conduct the entrance examination process itself. Deadline: before the start of the 2021-2022 academic year.

3) To provide a clear justification for the number of students to be admitted in accordance with the available human, information and material resources of the university. Deadline: before the start of the 2021-2022 academic year.

4) Every year after the entrance exams, to conduct feedback with first-year students on their satisfaction with the entrance exam process, adaptation to the university and life in Kyrgyzstan, satisfaction with the living and studying conditions. Deadline: before the beginning of the calendar year 2022.

“Academic staff/teachers” Standard

1) To approve the qualification requirements for the competitive selection of teaching staff for employment and teaching in English: a threshold score of international certificates (IELTS/TOEFL) or an exam at the national or university level - before the beginning of the 2021-2022 academic year.

2) to introduce monitoring of the quality of teaching disciplines, including mutual attendance of classes by colleagues, mentors (for teaching staff with up to 5 years of experience), those responsible for the educational program (director/head of the educational program), representatives of structural divisions responsible for methodological support, a native speaker/professional translator - before the beginning of the 2021-2022 academic year.

3) to develop and approve the Program for the Development of Teaching Staff, including: requirements for the certification of scientific and pedagogical staff, taking into account the mission and indicators of the strategic development plan of ISM. - before the beginning of the 2021-2022 academic year.

4) to implement the Program for the Development of the Teaching Staff, provide for a system of internal grants for training, conducting scientific research, and improving the qualifications of the teaching staff - before the beginning of the 2021-2022 academic year.

“Educational resources” Standard

1) To implement the program "General Medicine" and ensure the training of specialists with the qualification "General Practitioner", revise the list of clinical bases of the EP, in accordance with the training results - before the beginning of the calendar year 2022.

2) To expand the list of cooperation agreements with primary health care organizations - before the beginning of the calendar year 2022.

3) To provide clinical bases with visual information (stands, screens) for university students - before the beginning of the calendar year 2022.

4) To increase the number of classrooms for university students located at clinical bases - before the beginning of the calendar year 2022.

5) To increase the number of planned trips of students and teaching staff to other universities by the academic mobility program - before the beginning of the 2021-2022 academic year.

6) To approve the university digitalization program, appoint a responsible person, create a special unit for this section of work - before the beginning of the 2021-2022 academic year.

7) To conduct regular feedback (at least once a semester) with students to identify the degree of satisfaction with the available educational resources - before the beginning of the 2021-

2022 academic year.

8) To provide regular safety training for students, appoint a responsible person, determine a special structural unit for this area of work - before the beginning of the 2021-2022 academic year.

9) To approve priority areas and a plan for the implementation of scientific research of the university with simultaneous approval of the implementation plan, responsible persons, departments, deadlines - before the beginning of the 2021-2022 academic year.

10) In order to comply with the principles of evidence-based and methodological appropriateness, manage the process of development, mastering, implementation and dissemination of new educational technologies (active teaching methods, assessment of clinical competencies, etc.) at the University, to develop and approve the relevant regulations - before the beginning of the 2021-2022 academic year.

"Evaluation of the educational program" Standard

1) into the monitoring group of the PEP, to include the teaching staff from among the teachers of the EP "General Medicine" who have the appropriate training and sufficient level of competence in the field of methodology of medical education - before the beginning of the 2021-2022 academic year.

2) to develop regulations for analyzing the results of the assessment of students' academic achievements, monitoring and revising the EP on a regular basis - before the beginning of the 2021-2022 academic year.

3) to design test assignments with the participation and control of the teaching staff of the IUK who had special training in testing. To analyze the assessment results and develop measures to use feedback to adjust the comprehensive assessment of students' knowledge - before the end of the calendar year 2021.

4) into the management of PEP, to include measures for the ongoing monitoring of midterm, final and state exams. The monitoring department should focus the analysis on specific components of the EP, which include a description of the discipline and methods of teaching, learning, clinical rotations and assessment methods - before the start of the academic year 2021-2022.

5) to maintain constant feedback with students, which should inform about the process of the EP. The results of the questionnaires (questionnaires in English) obtained during the feedback should be evaluated and the EP should be adjusted - determine the responsible structure and implement the feedback process (in English) - before the end of the calendar year 2021.

6) to conduct an assessment of the academic achievements of students studying the EP. Analyze, make decisions on identified deficiencies, maintain documentation - keep a paper background.

7) to conduct an analysis and identify a circle of stakeholders, including partner organizations and representatives of the healthcare system from the students' countries of origin, who will participate, along with the students, in discussions during the development, revision and implementation of the EP - before the end of the calendar year 2021.

8) to improve the methodology for rating the results of the teaching staff's work and the relationship between the results obtained and incentive payments to employees - before the beginning of the 2021-2022 academic year.

"Management and Administration" Standard

1) Into the academic management of the PEP, to include specialists with appropriate training and sufficient level of competence in the field of medical education methodology - before the beginning of the 2021-2022 academic year.

2) Into the management structure of the PEP, to include representatives of the teaching staff, students, and stakeholders - before the beginning of the 2021-2022 academic year.

3) To publish information about the management system in the form of bulletins and minutes in the public domain in English, the state language, and Russian for awareness of all

interested parties.

4) To involve specialists from medical workers of the healthcare sector to implement the PEP - develop regulations for attracting employees before the beginning of the 2021-2022 academic year.

5) To provide the greatest possible autonomy to the ISM when allocating resources for the PEP - at consideration by the administration.

6) To develop a certification procedure for the teaching staff of the PEP - before the beginning of the 2021-2022 academic year.

7) To ensure productive interaction with the healthcare sector of the country of permanent residence of students with feedback on the quality of training of graduates of the EP "General Medicine" of the ISM "IUK" and to approve corrective measures - during the academic year 2021-2022 and then continuously.

"Continuous Update" Standard

1) To plan the update process in accordance with the comprehensive assessment of the PEP - during the academic year 2021-2022.

2) To review and adapt the mission based on changes in society. To set the revision deadlines, familiarize stakeholders with the mission revision deadlines. - by the end of the academic year 2021-2022.

3) To clarify and specify the final results based on the needs of the healthcare system of the students' countries of origin - by the end of the academic year 2021-2022.

4) To plan training seminars for teaching staff on the main teaching methods for adults - during the academic year 2021-2022.

To conduct training seminars for the teaching staff on the use of formative and summative assessment of student achievement. Completion date - during the academic year 2021-2022.

On April 16, 2021, by the decision of the Accreditation Council of the IAAR, the educational program General Medicine was accredited for 3 years.

To implement the recommendations, the University developed an action plan approved on June 1, 2021. The results of the implementation of the planned activities are reflected in the interim reports of the University.

Post-monitoring control to assess the implementation of the recommendations of the EEB IAAR formed based on the results of program accreditation by the IAAR's expert group, was carried out at the University on December 12, 2022 (stage 1). Post-accreditation monitoring of the University's activities was carried out within the framework of the action plan for the implementation of the EEB's recommendations and was carried out in accordance with the requirements of the regulation on post-accreditation monitoring.

Post-accreditation monitoring of the University's activities showed that, in general, the recommendations given by the EEB are being implemented, with the exception of some recommendations.

At the same time, the EEB's members who carried out re-accreditation from April 16 to 18, 2024 found that the following work was carried out according to the recommendations of the previous EEB:

Employers of the Republic of Pakistan are involved in the revision and implementation of the ISM mission, through the approval of the final learning results.

The updated Strategic Development Plan of the ISM IUK was developed and implemented in 2021. To implement the Strategic Development Plan of the ISM IUK, an Operational Plan is developed annually, which presents an action plan for the implementation of the Strategy, indicating the deadlines and responsible executors.

The following active teaching methods are used in the implementation of the educational program: case-based learning (CBL), problem-based learning (PBL), team-based learning (TBL), active involvement in public service, connection of educational material with practical

experience (SB), approaches such as the flipped classroom, information and communication and computer technologies are used. Teachers regularly participate in advanced training courses on CBL, PBL, TBL, SB.

In order to take into account the demographic and cultural conditions focused on the needs of foreign students, the curriculum includes the discipline "Tropical Medicine", reflecting diseases typical for Pakistan and other countries of the region, the thematic plan of clinical disciplines includes the study of the most common diseases in the world. The educational program includes electives, such as, for example, "Tropical Infections". In order to educate students with special educational needs and individual health capabilities, the ISM has developed a policy for the admission of students with disabilities in accordance with current laws and regulatory documents of the Kyrgyz Republic and the Ethical Code of the teaching staff, employees and students.

Representatives of the students community and the dean's office, experienced teachers, graduates, as well as representatives of partners from the Islamic Republic of Pakistan, and representatives of practical health care participate in all stages of development, discussion, and revision.

The disciplines of EP and AMC reflect the types of control and the number of exams. Assessment of students' knowledge in the studied disciplines is carried out in the form of computer testing, form testing, oral questioning, and a combination; communication and clinical skills in the form of GSCE or a mini-clinical exam "at the patient's bedside".

In order to obtain information about the level of knowledge acquisition and skill development, to adjust the learning process, and to stimulate students' academic achievements, the results of students' knowledge assessment (current and midterm assessment) are reflected in the academic register of academic performance and attendance, as well as on the electronic portal (<http://test.edu.kg/>) using a grading system, according to the assessment scale, which enables the dean's office, parents, and other interested parties to get acquainted with, monitor, and analyze academic performance. The reliability and validity of assessment tools in the ISM is ensured by a group of teachers who have undergone training on the methodology for developing competency assessment tools at the National Center for National Evaluation (Kazakhstan); the transparency and accessibility of assessment procedures is ensured by involving external experts as chairmen and members of the FSA, as well as practice managers. The ISM IUK has created a sector for "Assessment Quality Control" which purpose is to ensure the quality of the educational process and assess the reliability and validity of assessment methods.

External experts who are specialists in practical healthcare from the Kyrgyz Republic and the Republic of Pakistan are involved in the final certification of students.

To inform applicants and students, all documents regulating the educational process are posted on the official website of the ISM IUK in English.

Entrance examinations are standardized and are carried out in accordance with the developed "Admission and Selection Policy", "Admission Criteria". Entrance examinations are conducted in the form of computer testing in online or offline formats using standardized tests. Highly qualified teachers authorized to make decisions are involved in the entrance examinations. ISM IUK determines the number of students admitted in accordance with the material and technical capabilities at all stages of education and training. An Admission Plan is developed annually, which is approved by the Ministry of Education and Science of the Kyrgyz Republic. With a norm of 3 sq. m. per student, in fact, there are 14 sq. m. per student, the academic potential corresponds to licensing standards (1:10), there is a high provision of educational materials and technical equipment. The number and contingent of students is determined through consultations with the interested party - the health sector and the labor market of the Islamic Republic of Pakistan.

In order to provide a feedback system with students on the assessment of the conditions and organization of entrance examinations, educational process, the ISM implements the following mechanisms: regular student surveys, open round tables and discussions, individual

consultations, electronic feedback systems. At the beginning of the academic year, after the distribution of first-year students into academic groups, the group curators together with the Department of Student Support and Extracurricular Work of the ISM hold an adaptation week. For the adaptation of first-year students, there is a Psychological Support Center, a Program for the Adaptation of Foreign Citizens is implemented, and there is an institute of supervision.

Qualification requirements for the teaching staff are formed in accordance with the University Charter, the mission of the ISM IUK, Regulation on Personnel Policy, Labor Contract, Internal Labor Regulations and Regulation on Remuneration are reflected in the job descriptions of an assistant, senior lecturer, associate professor, professor, in the regulations on the department and in the Ethical Code of the teaching staff, employees and students. To monitor the quality of teaching, the ISM has a quality management system, and mutual visits to lectures and practical classes are also conducted.

For the professional development of the teaching staff, compliance with ethical principles and ensuring the quality of education, an ethical code, a system of awarding and applying disciplinary sanctions and standards, violations of ethics or professional behavior in ensuring the responsibility of the academic staff have been developed, the rating assessment of the teaching staff and departments, according to the results of which the following were awarded: "The Best Supervisor of Research Work of 2021" Akmatov N.A., "The Best Teacher of 2021" Gaivoronskaya Yu.B., the Department of Macro and Microanatomy took 2nd place in the nomination "Best Department". In 2022, the Department of Therapy was awarded as the "Best Department of the Moscow School of Medicine and Culture". Salaries are increased annually. To stimulate the scientific activity of the teaching staff, incentive bonuses are established for scientific publications, for publications in international peer-reviewed journals, for the preparation and publication of textbooks, monographs, teaching aids. To implement the EP and ensure the training of specialists, the list of clinical bases has been revised. Currently, the ISM IUK has its own multidisciplinary University Clinic "Amanat" with 144 beds, the Clinic of Traumatology and Orthopedics. In addition to its own university clinics, the clinical bases of the ISM IUK include 34 governmental and non-governmental healthcare organizations.

Agreements have been concluded with 25 governmental healthcare organizations of national, republican, city, regional and district significance, 3 private clinics in Bishkek and 5 social institutions of city and republican significance.

All clinical sites are equipped with information stands for students. The number of classrooms has been increased at the clinical sites, so the Amanat clinic is equipped with 3 lecture halls with 175 seats and 3 classrooms with 32 seats. The Traumatology and Orthopedics Clinic has 1 lecture hall with 54 seats and 7 classrooms with 135 seats. A training center with a modern lecture hall and classrooms for ISM students has been built the Chui Regional United Hospital, according to the public-private partnership agreement.

The ISM has developed and implemented a University Digitalization Program, and the Information Technology and Digitalization Department is functioning.

To determine the degree of satisfaction with the available educational resources, the ISM IUK regularly conducts a survey of students "The quality of the educational process through student's eyes." The safety of the laboratory environment is regulated by sanitary rules and regulations, laboratory regulations, and laboratory safety instructions. All employees and students who have access to the laboratories undergo mandatory regular safety training. A system of control and monitoring of compliance with safety rules is organized.

The monitoring group of the EP includes teachers of the EP "General Medicine" who have the appropriate training and a sufficient level of competence in the field of methodology of medical education.

Assessment of the educational achievements of students, monitoring and revision of the EP is carried out on the basis of the DP "Monitoring, measurement, analysis and improvement", as well as the Regulation "On the assessment of the educational program".

The employees of the Center for Quality Control and Knowledge Assessment and the teaching staff who have completed training in the courses of the Belgian Educational Council on various teaching methods take part in the preparation of test assignments for students.

At the ISM IUK, feedback is systematically collected from teachers and students regarding various aspects of the educational process; for this purpose, a department "Laboratory of Social Practices" was created, according to the plan of which a survey of the opinions of students and teaching staff is conducted. The purpose of the survey is to determine the level of satisfaction with the educational and social needs of students, assess the teaching of disciplines, attitudes towards the university, the educational process, the socio-cultural environment and the psychological atmosphere in the university team. The survey is conducted through an anonymous, electronic questionnaire "Quality of the educational process through student's eyes", which allows for the continuous improvement of the educational process. The results of the sociological survey are communicated to all interested parties, analyzed by the department and are the subject of discussion at various levels of management.

Assessment of academic achievements is carried out in the form of current, final control in a discipline or practice and final state certification for the entire educational program. The learning results are recorded in an individual register of academic performance and attendance, a consolidated electronic register of student academic performance, and in the records. Every month, teachers provide information on the academic performance and attendance of students, and at the end of the semester, the results of the final certification are reflected in the examination records. The participation of stakeholders in the assessment of the EP occurs through their direct participation in the working group. For external stakeholders, the educational program is available on the website. The ISM analyzes the results of feedback from stakeholders - heads of medical and preventive institutions on the quality of students' knowledge by surveying to determine the level of satisfaction of stakeholders with the competencies of students in the EP. The opinion of graduates is taken into account through the results of an annual survey, a survey through partners in the countries of their stay, meetings and conferences, as well as through social networks Instagram / Facebook page "ism.iuk.kg" page and WhatsApp group.

Material incentives are regulated by the Regulation "On remuneration of employees of higher professional education at the NCEI ESPC "IUK". The results of the teaching staff's work are reflected in the rating assessment of the teaching staff and departments. The results of the rating assessment are used when making the following management decisions: according to the results of the rating for the 2021-2023 academic year, the following were awarded: "Best Research Supervisor of 2021" Akmatov N.A., "Best Teacher of 2021" Gaivoronskaya Yu.B., the Department of Macro and Microanatomy took 2nd place in the nomination "Best Department". In 2022, the Department of Therapy was awarded as the "Best Department of the ISM IUK". According to the results of the 2023 rating, the "Best Department" was determined: 1st place Department of Fundamental Disciplines, 2nd place Department of Therapy, 3rd place Department of Surgical Diseases. The highest collegial governing body of the ISM is the UC, which includes teachers, heads of structural divisions, including those with appropriate training and a sufficient level of competence in the field of methodology of medical education, as well as students, employers, partners, heads of clinical sites. Heads of administrative and collegial governing bodies of the EP undergo advanced training courses in management in education, QMS, and have experience in the field of administrative and managerial activities.

Information about the management system, Mission, Quality Policy, educational goals, expected learning outcomes, awarded qualifications, forms and means of learning and teaching, assessment procedures, information about graduate employment opportunities, results of students' research activities is available on the official website, social media page, and bulletins in the public domain in English, the state language, and Russian.

ISM actively cooperates with medical organizations and employers in Pakistan to receive feedback from them regarding the quality of graduate training and their demand in the labor market.

Close interaction with the healthcare sector is carried out. For example, NPC's employees work as teachers in the Department of Infectious Diseases and Fundamental Disciplines on the basis of an agreement with ISM, teaching the following disciplines: Phthisiology and Safety and Biosecurity in Medicine, and this kind of cooperation is practiced in all clinical departments. In the last 3 years, ISM has been organizing industrial practice for students in clinics in Pakistan at the students' place of residence.

ISM MUK independently plans its needs for financial support for effective educational activities when defining strategic goals and approving an operational plan, which are discussed at meetings of collegial bodies.

A system of encouraging the professional growth of teachers through financial support for participation in trainings and conferences, and organizing advanced training for teachers has been introduced. The university management provides financial support in the amount of 50% for participation in such events, and also stimulates the scientific activities of the teaching staff, in accordance with the Regulation on the remuneration of employees of higher professional education at the NCEI ESPC "International University of Kyrgyzstan". The process of updating the material and technical base of the ISM is carried out taking into account the assessment of the PEP in order to improve the efficiency of the educational process. The university management allocates funds for the development of fixed assets, the construction of additional areas for educational activities equipped in accordance with modern requirements is being completed, a modern renovation of the University Clinic "Amanat" has been carried out, equipped with the necessary equipment for diagnostic, therapeutic and rehabilitation procedures. Repairs are being carried out at clinical sites in healthcare organizations. A training center with a modern lecture hall and classrooms was built on the basis of the Chui Regional United Hospital, and repairs were made in the morgue and in the Therapy and Resuscitation departments of Chui Regional United Hospital. The construction of a new branch of the University Clinic "Amanat" on the territory of the Eastern Medical Campus of ISM is about to be completed, where a student clinic and a preventorium are planned.

The mission of the ISM is adapted to the level of scientific, socio-economic and cultural development of society. For this purpose, their compliance is constantly monitored through ongoing research, monitoring of the external and internal environment that affect the development of the medical school and its structure and principles, management system.

"The graduate model" includes LR, updated in accordance with the requirements of postgraduate training. Work is undergone with practical healthcare to develop and implement the EP, using advanced national and international clinical protocols and achievements of evidence-based medicine, which ensures that students acquire competencies and skills in clinical thinking and a real assessment of the patient's condition.

The university management twice organized the courses "Methodology for the development of competence assessment tools" in 2021 and "Methodology for the development and examination of multiple-choice test questions" in 2024, provided by the National Center for Independent Examination of the Republic of Kazakhstan.

During the visit, the EEB's experts analyzed the recommendations implemented by the university. Conclusions:

The recommendations generated by the IAAR's EEB have been generally implemented. The work was carried out in accordance with the plan for implementing the EEB's recommendations. The measures and actions taken by the university contributed to improving the quality of the EP implementation.

The EEB members state that the recommendations for the standards "Academic staff/teachers", "Educational resources" have been partially implemented, and for the standards "Mission and results", "Educational program", "Assessment of students", "Students", "Assessment of the educational program", "Management and administration", "Continuous updating" have been fully implemented.

(V) DESCRIPTION OF EEB'S VISIT

The EEB's work was carried out on the basis of the approved Program of the visit of the experts board for specialized accreditation of educational programs of the IUK in the period from April 16 to 18, 2024.

In order to coordinate the work of the EEB, an online kick-off meeting was held on April 15, 2024, during which duties were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on 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, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers. A total of 106 representatives took part in the meetings (Table 1).

Table 1 – Information about the staff and students who took part in the meetings with the IAAR's EEB:

Category of participants	Quantity
Rector	1
Vice-rector campus	5
Directors of structural divisions	9
Deans	2
Heads of Departments	10
Teachers	25
Students, master students and PhD students	26
Graduates	16
Employees	12
Total	106

During the visual inspection, the members of the EEB got acquainted with the condition of the material and technical base, visited the Morphological Building of the ISM IUK (19 laboratories, anatomical museum, pathological museum, autopsy room, classrooms, computer testing room, department offices, electronic library); University Clinic "Amanat" (hospital with 155 beds, 14 intensive care beds, 2 modern operating rooms, telemedicine, emergency room, departments of multidisciplinary therapy, surgery, pediatrics, neurology, rehabilitation, outpatient clinic, Simulation Training Center, classrooms, department offices); Central Campus - (scientific library, Youth Center, gym).

At the meetings of the IAAR's EEB with the target groups of the university, the mechanisms for implementing the university policy were clarified and individual data presented in the university self-assessment report were specified.

The members of the EEB visited the practice bases of the accredited program: Chui United Regional Hospital.

The EEB's members attended classes:

- on the subject "General Hygiene", topic "Therapeutic and Preventive Nutrition", 2nd year, 4th semester, teacher - Sadyrbekov Kubatbek Kanybekovich

In accordance with the accreditation procedure, a survey was conducted among 160 teachers, 1463 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the university's online positioning through the official website of the university <https://iuk.kg/>.

As part of the planned program, recommendations for improving the accredited educational programs of the University, developed by the EEB based on the results of the examination, were presented at the meeting with the management on 18.04.2024

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. "Mission and results" Standard

- *The educational institution should:*
 - ✓ *define the mission of the educational program and its communicate it to stakeholders and the health sector.*
 - ✓ *reflect in the mission of the educational program, goals and educational strategy that will enable the preparation of a competent specialist at the level of higher education in the field of health with an appropriate basis for a further career in any field of health care, including all types of practice, administrative medicine and scientific research in health care; capable of performing specialist's role and functions in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to lifelong learning.*
 - ✓ *ensure that the mission includes the achievements of research in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health problems.*
- *The educational institution should:*
 - ✓ *have institutional autonomy in order to develop and implement a quality assurance policy for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program.*
 - ✓ *ensure academic freedom for the staff and students to implement the educational programme and to use the results of new research to improve the study of specific disciplines/issues without expanding the EP.*
- *The educational organisation should:*
 - ✓ *define the expected learning outcomes that students should achieve on completion of their studies in relation to achievements at a basic level in terms of knowledge, skills and professional attitudes; an appropriate basis for a future career in any area of the health sector; future roles in the health sector; subsequent postgraduate training; a commitment to lifelong learning; public health needs, health system needs and other aspects of social responsibility*
 - ✓ *ensure appropriate behaviour of students towards fellow students, teachers, health care staff, patients and their relatives*
 - ✓ *publish expected learning outcomes of the EP*
 - ✓ *define and coordinate the links between the learning outcomes required upon completion and those required in postgraduate education*
 - ✓ *provide opportunities for learners to participate in research in the relevant field of health*
 - ✓ *pay attention to the expected learning results related to global health*
- *The educational institution should:*
 - ✓ *ensure the participation of key stakeholders in the formulation of the mission and expected learning results*
 - ✓ *ensure that the mentioned mission and expected learning results are based on the opinions/proposals of other stakeholders*

Evidential part

The Mission is a fundamental document defining the goals, values and direction of the ISM IUK. It plays a key role in directing the educational program, ensuring its quality and focusing on the expected learning outcomes. The Mission is the basis for developing the strategy, goals of the ISM IUK and making strategic decisions and consists in training competent specialists in the field of medicine who meet international standards and traditions of medical ethics, ready for continuous professional growth using modern achievements of science and practice, to solve public health problems.

The Mission of the EP was developed taking into account the Strategy for the Development of Education in the Kyrgyz Republic for 2021-2040 and the Concept for the Development of Education in the Kyrgyz Republic for 2021-2030.

The Mission of the NCEI ESPC "IUK" was discussed at a meeting of the rector's office of the ISM IUK and approved at a meeting of the Academic Council with the participation of stakeholders. When formulating the Mission of the EP, transparency of the processes was noted. The Mission has been communicated to all stakeholders through meetings of collegial bodies - the Academic Council, the Rector's Office, department meetings, curatorial hours, and by sending out by e-mail. In order to inform external stakeholders and the healthcare sector, the Mission has been posted on the ISM website, official pages in social networks and information stands (clinical and educational bases), and has also been published in information booklets, which ensures the availability and openness of this information for all interested parties.

All stages of the Mission development, its revision and communication to stakeholders are documented.

Based on the self-assessment report, interviews with heads of structural divisions, teachers and students, the expert commission notes that the ISM' PEP for specialty 560001 "General Medicine" was developed based on the ISM mission and taking into account the requirements of the State Educational Standard of Higher Professional Education. It contains educational goals and expected learning outcomes. The PEP contains a competency model of a ISM IUK graduate taking into account the opinions and suggestions of employers.

During the training process and after its completion, the learning outcomes are monitored and recorded in order to determine their effectiveness and compliance with the stated criteria and expectations.

The learning outcomes determine the final learning goals and expected achievements of students after completing the program, teaching methods and educational strategies that are most effective in achieving the goals, are used as a basis for calculating student grades, which allow to assess the success of achieving the goals and expected results, as well as identify strengths and weaknesses.

Analytical part

Within the framework of "Mission and Results" Standard during the work of the expert commission and analysis of the submitted documentation, compliance with the requirements of the standard was revealed. All stakeholders participated in the development and approval of the Mission: teachers, students, representatives of the practical sphere, employers.

The Mission of the EP is communicated to stakeholders by posting on the official website, on information boards of all structural divisions; informing during meetings of the department, academic council and working meetings.

When interviewing heads of structural divisions, faculty, students, they could quote the Mission of the EP.

The main stakeholders in formulating the Mission are teachers, students and employers (chief physicians, heads of departments of medical organizations). Formulation of the mission, its educational and research functions is mainly assigned to the teachers. Students, representatives of health authorities and employers are involved through collegial governing bodies.

The results of studying the EP are ensured by the quality management system which is a guarantee of the quality of student training. By using various tools to obtain feedback from students and other stakeholders, the quality assurance system represents a cycle of implementation, continuous improvement of the educational process and annual updating of the educational program.

Satisfactory grades were given by experts on those items that formally comply with the standard, but require increased attention when observing the criteria of the standards.

Strengths/best practices:
None identified.

EEB's recommendations:
None.

Conclusions of the EEB by criteria:

- Strong – 0
- Satisfactory – 13
- Suggest improvements – 0
- Unsatisfactory – 0

6.2. Standard “Educational program”

- *The educational institution should:*
 - ✓ *define the specifications of the EP, including a statement of intended learning results, a curriculum based on a modular or spiral structure, and the qualifications obtained as a result of learning the program*
 - ✓ *use teaching and learning methods that encourage, prepare and support learners to take responsibility for the learning process*
 - ✓ *ensure that the EP is delivered in accordance with the principles of equality.*
 - ✓ *develop learners' abilities for lifelong learning*
- *The educational institution should:*
 - ✓ *throughout the curriculum cultivate in learners the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine*
 - ✓ *include in the EP the results of modern scientific research*
- *The educational institution should:*
 - ✓ *define and include in the EP the achievements of basic biomedical sciences to form in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge*
 - ✓ *modify the educational program, taking into account the achievements of biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system*
- *The educational institution should:*
 - ✓ *define and include in the EP the achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence*
 - ✓ *modify the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system; changing demographic and cultural context*
- *The educational institution should:*
 - ✓ *define and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that upon completion of training, trainees have acquired sufficient knowledge, clinical and professional skills to assume appropriate responsibilities in subsequent professional activity;*
 - ✓ *ensure that trainees spend a sufficient part of the program in planned contacts with patients, service consumers in appropriate clinical/industrial settings and gain experience in health promotion and disease prevention*
 - ✓ *determine the amount of time allocated for the study of basic clinical/specialized disciplines*
 - ✓ *organize training with due attention to the safety of the learning environment and patients, including observation of the activities performed by the trainee in clinical/industrial settings*
 - ✓ *modify the EP taking into account the achievements of scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the health care system*
 - ✓ *ensure that each trainee has early contact with real patients, service consumers, including his gradual participation in the provision of services and including responsibility:*
 - *in terms of examination and/or treatment of a patient under supervision in appropriate clinical settings;*
 - *in sanitary and epidemiological supervision procedures in terms of examination and/or inspection of the facility under supervision, which is carried out in the relevant production facilities (sanitary and epidemiological inspection centers, territorial departments of sanitary and epidemiological control, including in transport, disinfection organizations and healthcare facilities);*

- in terms of patient counseling on the rational use of drugs, which is carried out in the relevant production conditions
 - ✓ structure various components of training in clinical, hygienic skills for monitoring environmental and production environment factors and other production skills in accordance with a specific stage of the training program
- The educational institution should:
 - ✓ describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized disciplines
 - ✓ provide for horizontal integration of related sciences and disciplines;
 - ✓ provide for vertical integration of clinical/profile sciences with basic biomedical and behavioral and social sciences
 - ✓ provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the EP
 - ✓ determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and man-made industrial loads, social situation on public health
- The educational institution should:
 - ✓ define procedures for the development, approval and revision of the EP.
 - ✓ determine a committee under the control of the academic leadership, responsible for planning and implementing the EP to ensure the achievement of the expected learning outcomes
 - ✓ ensure representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial sites, graduates of the educational institution, health professionals involved in the learning process in the EP committee responsible for the EP
 - ✓ through the committee responsible for the EP, plan and implement innovations in the EP
- The educational institution should:
 - ✓ ensure continuity between the EP and subsequent stages of professional training or practical activity, which the student will begin after completing the training
 - ✓ take into account the specific conditions in which graduates will have to work and modify the EP accordingly

Evidential part

The EP "General Medicine" is designed in accordance with the Regulation "On the main educational program of Secondary vocational education, Higher vocational education of the NCEI ESPC "International University of Kyrgyzstan" and defines the content, goals, expected results, conditions and technologies for the implementation of the educational process, assessment of the quality of graduate training in the specialty 560001 "General Medicine". It includes: a graduate competency model, a competency matrix, an educational process schedule, a curriculum, an annotation of disciplines, a catalog of elective disciplines, internship programs, a research program, a final state certification program (FSC) that ensure the quality of training of students.

The total volume of the educational program is 320 credits with the award of the qualification of a specialist (doctor). The structure of the PEP is represented by three blocks: Block 1 - disciplines of the basic and variable parts, Block 2 - practices, including research work and Block 3 - state final certification. According to the self-assessment report, as well as data obtained during interviews with the faculty, students and employers, the group of EP developers includes: employees of the dean's office, heads and teachers of departments, representatives of the employer and students.

All stakeholders participate in the process of assessing the quality of the EP at the stages of development, coordination, review, approval and annual updating.

In order to improve the quality of educational programs, the opinion of the teachers who are the developers and implementers of the EP, students and employers, as well as the academic performance of students, including midterm and final, is studied annually. They express their opinions at meetings of collegial bodies at various levels and during monitoring the satisfaction.

The preparation of students in the EP is based on a competency-based approach. The level of competence development is assessed during the current and midterm assessment, FSA and practical training. The number of hours for disciplines and their ratio are established in

accordance with the requirements of the regulatory framework, experience in implementing the EP and the needs of employers.

The existing structure of training students at the ISM ensures the consistency of presentation of educational material, acquired knowledge, skills, and abilities in the absence of horizontal and vertical integration of disciplines. The EP provides for the study of elective disciplines.

Based on interviews with teachers and students, members of the expert commission noted that today the EP is learnt mainly using the traditional training system, which provides for the simultaneous and sequential study of several disciplines. Quality control of student training in the EP is carried out in accordance with the requirements of the Monitoring and Quality Department, the internal education quality assessment system implemented at the ISM. Traditional teaching methods are widely used in the educational process, and active and interactive methods are not sufficiently implemented in the teaching process. Based on the conducted survey of students, it can be concluded that 1388 (94.9%) students are satisfied with the quality of the educational programs at ISM, and 1356 (92.7%) are satisfied with the teaching methods in general.

Analytical part

The educational program on the specialty 560001 "General Medicine" is developed on the basis of the mission in full compliance with the State Educational Standard of Higher Professional Education. The learning outcomes are well thought out and aimed at achieving the key competencies of ISM graduates. Basic and core disciplines, teaching and assessment strategy with the involvement of external assessment by potential employers, continuity, transparency of the entire educational process fully correspond to the goal of comprehensive training of a competent graduate according to the needs of practical healthcare.

The university has sufficient material and technical equipment of the EP and availability of educational and scientific literature funds, national and international scientific databases.

The EP is updated annually in accordance with the latest achievements and changes, as well as the results of scientific research of the teaching staff. Annual updates of the EP also concern information support taking into account newly published and acquired educational publications, monographs, etc.

The quality of graduate training and their professional competencies is confirmed by the characteristics and reviews from the heads of practice bases and employers.

In the process of interviewing students and teaching staff, members of the expert commission noted that:

- only 1 student representative, who is a member of the collegial bodies, participates in the development and approval of the EP,

- modern active teaching methods are poorly implemented in the teaching process. In the process of questioning students, it was found out: 13% of respondents do not believe that the teacher presents the material in an interesting form, 11% - that the teacher stimulates the activity and creative thinking of students.

At present, the EP at the ISM is built on the principle of traditional medical education, i.e. fundamental disciplines are studied in the first years, followed by a transition to classes in clinical and specialized departments in senior years. Teaching of fundamental disciplines is carried out in the form of separate courses, without organized coordination at the interdepartmental level.

In EEB's opinion, in order to improve the efficiency of training students and ensure the achievement of expected learning outcomes, it is necessary to develop and implement integrated programs in the educational process, which emphasize the formation of clinical competencies through the acquisition of practical and communication skills starting from the first year, teaching fundamental disciplines in the context of the tasks of medical practice and involving clinicians in lecturing on the basic aspects of medical knowledge. Fundamental disciplines are

studied in an integrated form within the framework of educational modules focused on individual body systems. The learning process becomes active in its essence, meaning the independent role of students in organizing discussions, determining a list of questions to prepare for classes and finding the necessary information. As a result, motivation for the targeted acquisition of fundamental knowledge in demand in clinical practice is stimulated. During industrial practice at the bases of healthcare organizations in Bishkek, students experience significant difficulties in communicating with patients. They communicate with them either through practice managers or an interpreter, which to some extent complicates their interaction and the effectiveness of the process of diagnosis and prescription of adequate treatment, in connection with which it is necessary to provide additional hours in the curriculum for students to master the Russian language, and it is even more preferable for students to undergo industrial practice in healthcare organizations at their place of residence.

During the visit to the ISM, the members of the expert commission did not find evidence of horizontal and vertical integration of basic and clinical disciplines, and they would have allowed them to form a holistic understanding of the clinical situation from the position of fundamental knowledge.

Strengths/best practice:

Not revealed

EEB's recommendations:

1. To develop a curriculum for the educational program based on a modular learning system.

Completion date: October 2024

2. To introduce active teaching and learning methods into the educational process that encourage students to take responsibility for the learning process and develop students' abilities for lifelong learning.

Completion date: October 2024

3. To provide additional hours in the curriculum for mastering spoken Russian and introducing bilingual education.

Completion date: October 2024

4. It is recommended to organize industrial practice for students at healthcare organizations in the Republic of Pakistan.

Completion date: April 2025

5. Provide for vertical and horizontal integration with basic biomedical, behavioral and social sciences when forming the educational program.

Completion date: April 2025

EEB's conclusions on criteria :

- *Strong* – 0
- *Satisfactory* – 21
- *Suggests improvement* – 7
- *Unsatisfactory* – 0

6.3. "Assessment of students" Standard

• *The educational institution should:*

- ✓ *define and approve the principles, methods and practices used to assess students, including the number of examinations, criteria of defining passing marks, grades and the number of retakes allowed;*
- ✓ *ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior*
- ✓ *use a wide range of assessment methods and formats depending on their "assessment of usefulness", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format*
- ✓ *ensure that the assessment process and methods are open (available) for examination by external*

- experts*
- ✓ *ensure that the methods and results of assessment avoid conflicts of interest and use a system for appealing against the results of student assessment*
- ✓ *ensure openness of the assessment procedure and its results, inform students about the criteria and procedures used for assessment.*
- ✓ *provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the involvement of external examiners*
- *The educational institution should:*
 - ✓ *use assessment principles, methods and practices that are compatible with the planned RA and teaching and learning methods, ensure the achievement of planned learning outcomes, promote student learning, ensure an appropriate balance of formative and summative assessment to guide learning and make decisions about academic performance*
 - ✓ *provide for the possibility of adjusting the number and nature of examinations to stimulate both knowledge acquisition and integrated learning*
 - ✓ *provide timely, specific, constructive and fair feedback to students on assessment results*

Evidential part

Based on the self-assessment report, interviews with the teachers and students, members of the EEB, it was revealed that the assessment of students' learning results is carried out in accordance with the "Regulations on the Organization of the Educational Process on Credit Technology" and the "Instructions on the Rating System of Students".

The assessment criteria are reflected in the IMK and FOS of the disciplines, in accordance with the scale of assessments and points.

The ISM uses assessment methods depending on the form of assessment, which enables assessing the level of clinical skills and abilities associated with confirmation of competence. To test theoretical knowledge, the following are used: oral questioning, MCQ method, solving situational problems. At each practical lesson, during the current assessment of knowledge, skills and abilities in the discipline, the following are carried out: testing, discussion of the main sections of the topic, implementation of the practical part, laboratory work, solving case tasks.

The level of mastery of practical skills and abilities formed during practical classes is checked during final classes, on thematic patients or on phantoms in the Simulation Training Center of the Moscow School of Medicine and Health Sciences, the scores are reflected in the academic journal. The student's rating is defined as the average number of points per semester, academic year, period of study, and is calculated in the electronic system test.edu.kg based on the results of midterm and final assessment.

A student who has successfully passed the midterm assessment and final assessment in all disciplines of the curriculum is admitted to the final state certification. The criteria for assessing the development of competencies during the state exam are set out in the FSA program.

Ensuring objectivity in the FSA is achieved by creating an independent commission consisting of professional teachers, practicing doctors, external experts from health care institutions.

Transparency in the FSA in order to prevent conflicts of interest and objectivity of assessment is achieved through publicity, openness and collective decision-making. The reliability and validity of the assessment tools is ensured by a group of teaching staff who have undergone training on the methodology for developing competency assessment tools at the National Center for Independent Examination (Kazakhstan), transparency and accessibility of the assessment procedures are ensured by involving external experts as chairmen and members of the FSA, as well as practice managers. The ISM IUK has created a sector for "Assessment Quality Control" whose main goal is to ensure the quality of the educational process and assess the reliability and validity of assessment methods. The employees of this sector have undergone training on the methodology for developing competency assessment tools at the National Center for Independent Examination of the Republic of Kazakhstan. The assessment process and methods used at the ISM are available for external review, this information is published in open sources (on the website), provided to teachers, students and their representatives.

ISM IUK provides timely, specific, constructive feedback to students. The student can find out the current control grades from the teacher during the lesson. The results of the midterm and final control are published on the website test.edu.kg according to the point system, according to the assessment scale.

Analytical part

According to this standard, in the process of analyzing the submitted documents, the results of interviews and questionnaires of the teaching staff and students, it was revealed that the procedure for assessing students is clearly defined and communicated to teachers and students.

Using a point-rating system in assessing students' knowledge allows students to take responsibility for the quality of their learning. The forms of student control are transparent and accessible to stakeholders of the educational program.

According to the results of the questionnaire of students conducted during the visit of the EEB, 1,386 (94.8%) respondents were satisfied with the objectivity of the assessment of knowledge, skills and other academic achievements, 1,391 (95%) students were satisfied with the quality of the examination materials. 1,331 (90.9%) respondents completely agreed that the assessment criteria used by the teacher were understandable, 95 (6.5%) partially agreed.

Strengths/best practice:

Not revealed

EEB's recommendations:

No

EEB's conclusions on criteria:

- *Strong* – 0
- *Satisfactory* – 10
- *Suggested offers* – 0
- *Unsatisfactory* – 0

6.4. "Students" Standard

- *The educational institution must:*
 - ✓ *define and implement an admissions policy based on principles of objectivity and including a clear statement of the process of selection of students*
 - ✓ *have a policy and implement the practice of admission of persons with disabilities*
 - ✓ *have a policy and implement the practice of transferring students from other educational institutions, including foreign ones.*
 - ✓ *establish a connection between selection and the mission of the educational institution, the educational program and the desired quality of graduates; periodically review the admissions policy*
 - ✓ *use a system of appeals against decisions on admission of students*
- *The educational institution should:*
 - ✓ *determine the number of students to be admitted in accordance with the capabilities of the educational institution at all stages of the educational program*
 - ✓ *periodically adjust the number and contingent of students to be admitted, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the health needs of the population and society as a whole*
 - ✓ *provide for the possibility of periodically reviewing the number and nature of students to be admitted in consultation with other stakeholders and adjusting in order to meet the health needs of the population and society as a whole*
- *The educational institution should:*
 - ✓ *have a system of academic counseling for students*
 - ✓ *offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support*
 - ✓ *have a system of feedback with students on the assessment of the conditions and organization of the educational process*

- ✓ *provide students with documents confirming the qualification received (diploma) and a diploma supplement (transcript)*
- ✓ *take into account the needs of different groups of students and provide opportunities for the formation of an individual educational trajectory*
- ✓ *provide academic counseling, which is based on monitoring the student's academic performance and includes issues of professional orientation and career planning*
- *The educational institution should:*
 - ✓ *develop and implement a policy for the representation of students and their appropriate participation in determining the mission, development, management and evaluation of the educational program and other issues related to students*
 - ✓ *provide opportunities to encourage and provide assistance and support for student activities and student organizations*

Evidential part

Admission to the ISM IUK is carried out in accordance with the Selection and Admission Policy based on the Resolution of the Cabinet of Ministers of the Kyrgyz Republic dated February 28, 2023 No. 106 "On the procedure for admission to higher educational institutions of the Kyrgyz Republic". Criteria for admission include an assessment of the certificate (certificate) of 12 years of education of a foreign applicant with a score of at least 60%, knowledge of the language of instruction, successful completion of the entrance test in the form of computer testing on the electronic educational website: <https://in.test.edu.kg>. or in an offline format in specialized subjects (chemistry, biology, English). ISM IUK has a policy for admitting students with disabilities in accordance with current laws and regulatory documents of the Kyrgyz Republic, the Regulation on the organization of the educational process for individuals with disabilities of the NCEI ESPC "IUK" and the Ethical Code of the teachers, employees and students of NCEI ESPC "IUK".

Transfer of students is carried out in accordance with the regulation "On the procedure for transfer, expulsion, reinstatement of students and granting academic leave in NCEI ESPC "IUK", according to which a student can request a transfer from one educational institution to another, subject to the compatibility of curricula in terms of learning outcomes and expected competencies, in compliance with the rules for the application of the National System of Academic Credits. Transfer is permitted after the end of the academic year and winter session and can be carried out only for the second and subsequent years, except for the last year of study, with the consent of both universities.

The university has a system for filing and reviewing appeals against decisions of the Admissions Committee on the admission of applicants, which is reflected in the Regulation on the Appeals Committee.

The number of students admitted to the ISM is consistent with the material and technical capabilities of the university at all stages of education and training.

At the ISM IUK, by order No. 292 of November 25, 2022, the Department of Student Support and Extracurricular Work was created, the main goal of which is to support student initiatives, maximum involvement of students in purposefully organized activities that contribute to the realization of their intellectual, moral, creative and physical potential, and assistance in the formation of a comprehensively developed and harmonious personality of the student. A curatorial movement has also been created.

One of the elements of personal participation of students in the formation of an individual educational trajectory is the implementation of elective and optional disciplines. The list of elective disciplines is developed at the departments and agreed upon with the educational, scientific and methodological council.

In order to implement the program of support for students aimed at social, financial and personal needs of students, the ISM IUK has a Psychological Support Center, an adaptation program, medical centers and a passport and visa service. Also, students are provided with material incentives, which are allocated by "Educational Adviser LTD", for active participation in the educational process.

In order to implement improvements in the organization of the educational process, as well as to create more comfortable and productive conditions for students, there is a feedback system with students on the assessment of the conditions and organization of the educational process.

Upon completion of the curriculum, each student receives a diploma. Together with the diploma, each student receives an appendix (transcript), which contains detailed information about the individual curriculum, courses taken, accumulated grades, academic achievements, information about practices, project work, scientific activities and other important aspects of the educational process. It is also possible to receive a European supplement to the diploma at the request of the student, which supplements the diploma and contains additional information about the qualification received by the student.

In ISM IUK there are voluntary clubs such as "Medical club", Debate club "Brain Up", student council, department of student support and extracurricular work, a system of encouragement, support and motivation of students' participation in the public life of the university, decision-making on issues of quality of education has been developed and is in effect: material and moral incentives, awarding of commemorative certificates, diplomas, inclusion on the Board of Honor, sending letters of gratitude to parents, awarding, gifts, delegating to international conferences, seminars, study tours, financing of various conferences, forums, competitions, olympiads, exhibitions.

Analytical part

In ISM IUK, the requirements for this standard are sufficiently met. It can be noted that admission to the university is carried out in accordance with the Procedure for Admission to Higher Education Institutions of the Kyrgyz Republic and the admission criteria. Information on the admission conditions is publicly available and applicants are provided with equal, open and accessible conditions for admission.

The university's policy in the field of admission and selection of students is transparent, uniform and accessible.

Students are given the opportunity to participate in advisory bodies, in the assessment and improvement of the EP.

During interviews with students and graduates of the EP, members of the EEB found that during meetings with heads of departments, the dean's office, students have the opportunity to express their opinions and wishes regarding the EP, the organization of the educational process and its quality, financial and social issues.

The results of the student survey showed high (90% and more) satisfaction rates in terms of the attitude and level of accessibility of the dean's office, accessibility and responsiveness of the university administration, support with educational materials during the learning process, availability of consultations on personal problems, financial and administrative services of the educational institution, level of accessibility of library resources, quality of services provided in libraries and reading rooms, existing educational resources of the university, usefulness of the website of educational institutions in general and faculties in particular, clarity of the procedure for taking incentive and disciplinary measures, overall quality of educational programs, teaching methods in general, quality of teaching.

Strengths/Best practice:

Not revealed

EEB's recommendation:

No

EEB's conclusions on criteria:

- *Strong* – 0
- *Satisfactory* – 16

- *Suggests improvement – 0*
- *Unsatisfactory – 0*

6.5. Standard “Academic staff/teachers”

- *The educational institution must develop and implement a policy for the selection and recruitment of personnel that:*
 - ✓ *defines their category, responsibilities and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the appropriate balance between medical, non-medical, pharmaceutical profile teachers, full-time and part-time staff, as well as the balance between academic and non-academic staff.*
 - ✓ *takes into account criteria of scientific, educational and clinical achievements, including the balance between teaching, research and "service" functions*
 - ✓ *defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic and pharmaceutical sciences*
 - ✓ *provides for the possibility in the selection and recruitment policy to take into account such criteria and features as the relationship to the mission and economic opportunities of the educational institution, as well as significant features of the region*
- *The educational institution should develop and implement a policy of personnel activities and development, which is aimed at:*
 - ✓ *maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activity with due emphasis on teaching, research and professional qualifications.*
 - ✓ *ensuring that individual staff have sufficient knowledge of the entire educational program, as well as training and professional development of teachers, their development and assessment*
 - ✓ *the possibility to take into account the "teacher-student" ratio depending on the various components of the educational program*
 - ✓ *career development of the staff*

Evidential part

The staff policy at ISM IUK is implemented in accordance with the University Charter, mission, Regulation on personnel policy, Employment contract, Internal labor regulations, job descriptions, requirements of the State Educational Standard of Higher Professional Education, as well as the Regulation on remuneration.

The total number of teaching staff is 238 employees, including 19 doctors of science, 70 candidates of science, 5 PhD, 14 senior lecturers and 130 lecturers, the share of lecturers with an academic degree is 39%. The balance of the qualitative composition of the teaching staff is in biomedical sciences - 43%; behavioral and social - 42%, clinical - 38%. Of the 238 employees, 188 are full-time (79%) and 50 are part-time (21%).

The number of lecturers who are highly qualified practical health workers is 21%.

The teaching loads are planned in accordance with the Time Standards. The teacher's workload per day is 6 hours, 36 hours per week and 1500 hours per academic year.

The main form of regulation of labor relations between the employer and the university employee is the employment contract. The procedure for concluding contracts is determined in accordance with the labor legislation of the Kyrgyz Republic and the Regulation "On the procedure for filling positions of the NCEI ESPC “IUK”.

The criteria for selecting applicants for the teaching staff are reflected in the regulations on the department and in the Ethical Code of the teaching staff, employees and students. The assessment of scientific, pedagogical and clinical achievements of the teaching staff, taking into account the ratio of teaching, research, clinical and administrative work, is carried out on the basis of an individual plan and report of the teacher, as well as a portfolio.

Material incentives for the teaching staff are regulated by the Regulation "On the remuneration of employees of higher professional education at the NCEI ESPC “IUK”. The results of the teaching staff's work are reflected in the rating assessment of the teaching staff and departments. The results of the rating assessment are used when making management decisions. Salaries at the university are increased annually by up to 30%. There are incentive bonuses for

scientific publications, publications in international peer-reviewed journals, preparation and publication of textbooks, monographs, teaching aids.

Non-material motivation is carried out by providing conditions for professional advancement and career growth, as well as awarding prizes and prizes.

Since 2022, the University has been operating the Center for Advanced Studies at the Medical Academy of Postgraduate Education ISM IUK to develop and improve the organizational and educational and methodological conditions for retraining and advanced training of medical workers, as well as the development of professional competence of healthcare specialists. In order to improve the level of pedagogical competencies of the teaching staff and the level of English proficiency, the university constantly organizes advanced training for employees and invites experts in pedagogy and psychology of higher education. For these purposes, cooperation is carried out with the Belgian Educational Council, the National Center for Independent Examination (NCIE) of the Republic of Kazakhstan, and the Oxford Prof Development Center.

The teacher-student ratio for the 2023-2024 academic year at ISM in the specialty "General Medicine" is 1:10.

The information provided is confirmed by the documents provided and the results of the interview during the EEB's visit.

Analytical part

The personnel policy of the ISM corresponds to the strategies and regulatory documents of the Republic, as well as regulatory acts and strategic documents of the university. The personnel policy covers the range of all necessary issues of recruitment, qualification, promotion and professional development. As can be concluded on the basis of the provided data, the university uses a flexible system of forming the teaching staff, including the use of a personnel reserve, attracting external specialists, both from academic workers and practitioners, including external part-time workers, etc. Thus, taking into account also sufficient economic opportunities and competitive salaries, it can be concluded that the university has all the necessary resources to attract and keep qualified teaching staff.

At the same time, the university has a system for developing the qualifications of the teaching staff through additional professional education and advanced training, including on the basis of its own Center for Advanced Training at the Medical Academy of Postgraduate Education of the ISM IUK. The University applies various methods of material and non-material stimulation, motivation and promotion of employees for achievements in the professional sphere, including incentive payments based on personal rating, various distinctions and awards. The University provides transparent procedures for professional growth and assessment of the quality of the teaching staff.

The number and characteristics of the academic staff, namely their education, specialization, work experience and research interests, are the basis for determining their role in the development of the educational program. The teacher-student ratio meets the licensing requirements for the implementation of higher professional education programs. Thus, the university's policies and activities meet the requirements of the Standard.

Strengths/Best practice:

Not revealed

EEB's recommendations:

Not revealed

EEB's conclusions on criteria:

- *Strong – 0*

- *Satisfactory* – 8
- *Suggests improvement* – 0
- *Unsatisfactory* – 0

6.6. “Educational resources” Standard

- *The educational institution should:*
 - ✓ *have sufficient material and technical base to ensure adequate implementation of the educational program, as well as create a safe learning environment for the staff, students, patients and their relatives*
 - ✓ *improve the learning environment by regularly updating and expanding the material and technical base to match changes in educational practice*
- *The educational institution should:*
 - ✓ *provide the necessary resources to provide students with appropriate clinical/practical experience, including:*
 - *the quality and types of patients/service consumers*
 - *the number and types of clinical/industrial sites, which include:*
 - *observation of student practice*
 - ✓ *evaluate, adapt and improve clinical/practical training conditions to meet the needs of the population*
- *The educational institution should:*
 - ✓ *develop and implement a policy aimed at the effective and ethical use and evaluation of appropriate information and communication technologies*
 - ✓ *provide access to websites or other electronic media*
 - ✓ *provide for the ability of teachers and students to access relevant patient data and health information systems using existing and relevant new information and communication technologies for independent learning, access to information, patient databases and work with health information systems*
- *The educational institution should:*
 - ✓ *use research activities and scientific achievements in the field of medicine, pharmacy as a basis for the educational program*
 - ✓ *formulate and implement a policy that promotes strengthening the relationship between scientific research and education; provide information on the scientific research base and priority areas in the field of scientific research of the educational institution*
 - ✓ *provide for the relationship between scientific research and education taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health*
- *The educational institution should:*
 - ✓ *have access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of the educational program, the development of teaching and assessment methods.*
 - ✓ *demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting staff interests in research in education*
- *The educational institution should:*
 - ✓ *formulate and implement a policy on national and international cooperation with other educational institutions, including staff and student mobility, as well as the transfer of educational credits*
 - ✓ *facilitate the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes*

Evidential part

The material and technical base of the ISM IUK is represented by: the Eastern Medical Campus, the Morphological Campus, the building of the University Clinic "Amanat" and the Clinic of Traumatology and Orthopedics, the student campus, the Sports Complex and the Youth Center on the basis of the Central Campus of the IUK.

The Eastern Medical Campus has: 12 lecture halls with 900 seats, 26 practical classes with 812 seats, a large assembly hall with 146 seats, 1 computer room with 78 state-of-the-art computers, 12 projectors, 8 interactive panels, 3 multimedia systems equipped with a local

network and connected to the Internet. The Morphological Campus has: 5 lecture halls with 720 seats, 34 classrooms with 486 seats, 2 conference halls with 145 seats, 1 computer lab with 70 seats, 19 laboratories, 27 interactive panels, 3 multimedia systems, 1 anatomy museum, 1 pathology museum. The following departments operate in the Amanat University Clinic, which is an educational clinical base: outpatient clinic, surgery, operating unit, pediatrics, traumatology and orthopedics, therapy, rehabilitation, neurology, resuscitation, ambulance station. The educational base is equipped with 3 lecture halls with 175 seats and 3 classrooms with 32 seats. The Traumatology and Orthopedics Clinic is equipped with 1 lecture hall with 54 seats, 7 auditoriums with 135 seats. The clinic also houses a multidisciplinary Simulation Training Center, which has 11 professional stations.

For physical education and sports, the Sports Complex of the ISM is provided in the Central Campus, with an area of 900 sq. m., which has a gym, a fitness room, a medical office, a physical education department, dressing rooms with showers, and a sports hall.

The infrastructure of the ISM also includes the Youth Center, which includes the Red Conference Hall, the Blue Conference Hall, a scientific library, and a coffee shop.

The student campus has more than 200 comfortable two- and four-bed rooms, a conference hall, a reading room, a canteen, a football field, playgrounds, and a health center.

All premises comply with sanitary and hygienic standards, fire safety requirements, labor protection and safety in accordance with the legislation of the Kyrgyz Republic.

The ISM IUK provides a safe environment for employees, students and patients, in accordance with safety regulations in laboratories and when using equipment. In order to improve the material and technical base, a survey of students "The quality of the educational process through student's eyes" is conducted to determine their satisfaction with the conditions, the analysis of which forms the basis for decisions made to improve the educational environment.

In addition to its own university clinics, the clinical bases of the ISM IUK are 34 state and non-state healthcare organizations. Agreements have been concluded with 25 state healthcare organizations of national, republican, city, regional and district significance, 3 private clinics in Bishkek and 5 social institutions of city and republican significance.

Practical skills and clinical experience are practiced by students in the university clinical and industrial bases, simulation center, department laboratories with the use of modern medical equipment and technologies.

Access to patients is provided in accordance with medical and ethical standards in compliance with all necessary rules and requirements aimed at ensuring safety for both students and patients, accompanied by managers from the ISM and the clinical base.

Control over the implementation of industrial practice in healthcare organizations and social institutions is carried out by specialists of the preclinical and clinical practice department of the ISM IUK together with specialists of the dean's office.

The ISM has a single information space of modern and communication technologies. The information space at the state level is regulated by the Law "On Electronic Management" dated July 19, 2017 No. 127.

The University signed an agreement with the Belgian Educational Council to conduct relevant trainings on the use of information and communication technologies.

ISM IUK provides access to information on its own website, social pages Instagram, information is available in Kyrgyz, Russian, English. ISM IUK has a web platform ism.iuk.kg, the site serves as an information resource for students, teachers and other interested parties related to educational and scientific activities.

Support for the educational program is provided by students' access to the scientific and electronic library of the university, which has all the necessary educational and scientific materials, teaching aids, textbooks, encyclopedias, dictionaries, reference books, dissertation abstracts and periodicals, in accordance with the profile of the university and the information

needs of users. The total book fund of the scientific and electronic library is 20,823 copies + 12 DVDs and Audio-CDs.

The total book fund for the specialty "General Medicine" is 5,255 copies of textbooks. Available data on the latest scientific research and achievements in the field of medicine and pharmacy, as well as the results of candidate and doctoral dissertations of the teaching staff, the results of research work of the departments are introduced into lectures and practical classes, and are used as a basis for the educational program. ISM cooperates with scientific institutions and pharmaceutical companies to include the latest research and developments in the EP.

The EP stimulates planning and implementation of students' research work, analysis and presentation of the obtained data. Development and implementation of scientific research within the scientific circles of departments, participation in scientific conferences with oral reports and presentations, in various scientific forums, Olympiads with publications in scientific journals. Based on the results of Olympiads and conferences, students who have won prizes are awarded with diplomas, certificates, cups, incentives are provided in the form of cash prizes, branded products of the university, as well as exemption from exams, current and midterm controls, etc.

Every year, ISM IUK invites interested parties for the purpose of examination to discuss the educational program, including representatives of the Islamic Republic of Pakistan. During the examination, the learning outcomes of students and graduates, the requirements of the labor market and the needs of medical organizations, the skills and knowledge of graduates are assessed.

After the development and discussion of the PEP, it undergoes external review and is submitted to the Academic Council for approval.

A quality management system has been implemented at ISM. In accordance with the Quality Policy, the quality goals and risks of the ISM IUK activities are analyzed annually, which serves as the basis for making management decisions and ensuring high-quality implementation of the educational program. At the ISM IUK, work on international cooperation, including mobility, is coordinated by the Vice-Rector for International Relations; in accordance with signed contracts, memorandums, and agreements, teachers are sent to educational institutions.

The University cooperates with NGOs both within the Kyrgyz Republic and with NGOs from the near and far abroad. Agreements have been signed with the First Moscow State Medical University named after I.M. Sechenov (Russia), the Central University of Nationalities - MINZU (PRC), China Medical University - CMU (PRC) and Xi'an Jiaotong University (PRC). Educational and research cooperation has been established with all partner universities and active work is being carried out in several areas. The information provided is confirmed by the documents provided and the results of interviews during the EEB's visit.

Analytical part

The university has a developed material and technical base, including its own academic buildings, dormitories, sports and fitness centers and library. At the same time, the documents provided and the results of the interviews during the EEB's visit also prove that the university is constantly developing its educational and material base - equipment is being modernized, major repairs are being carried out, and new centers are being built.

The material and technical base of the ISM IUK complies with current sanitary and technical standards, licensing requirements, and the requirements of the State Educational Standard of Higher Professional Education. The academic potential of the ISM also complies with the standards (1:6)

The presence of a comprehensive security system, including various aspects of labor protection and the creation of a safe environment for students, employees, and patients, indicates a high degree of ISM's attention to safety issues in the educational process.

The data provided also indicate that the ISM has the necessary resources for high-quality professional training and social adaptation of students.

The materials provided and during the visit also demonstrated the availability of printed and electronic resources, electronic educational environment. ISM is interested in improving the quality of education and supports the program of academic mobility of teachers and students, financing at the expense of ISM IUK, within the framework of signed cooperation agreements. However, at the moment, according to teachers and students, academic mobility is not being implemented actively enough (in 3 years, 2 representatives of the teaching staff and 1 student took part in academic mobility programs).

Strengths/Best practice

1. ISM IUK has sufficient material and technical resources to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives.

2. ISM IUK constantly improves the learning environment, regularly updating and expanding the material and technical resources to meet changes in educational practice.

EEB's recommendations:

1. Teachers and students should participate annually in academic mobility programs in the Kyrgyz Republic and abroad.

Duration - beginning of the 2024-2025 academic year and then continuously.

EEB's conclusions on categories:

- *Strong – 2*
- *Satisfactory – 11*
- *Suggests improvement – 1*
- *Unsatisfactory – 0*

6.7. “Assessment of the educational program” Standard

- *The educational institution should:*
 - ✓ *have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and performance of students.*
 - ✓ *develop and apply a mechanism for evaluating the educational program that checks the program, its main components, student performance, identifies and solves problems, and ensures that the relevant evaluation results influence the EP.*
 - ✓ *periodically conduct program evaluation, comprehensively examining the educational process, components of the educational program, expected learning outcomes and social responsibility*
- *The educational institution should:*
 - ✓ *systematically conduct, analyze and respond to feedback from teachers and students*
 - ✓ *use the feedback results to improve the educational program*
- *The educational institution should:*
 - ✓ *analyze the performance of students and graduates in accordance with the mission and expected learning results, the curriculum and resource availability.*
 - ✓ *analyze the performance of students and graduates taking into account the conditions of their previous education, the level of preparation upon admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, development of the educational program, and consulting students*
- *The educational institution should:*
 - ✓ *involve key stakeholders in monitoring and evaluating the educational program*
 - ✓ *provide stakeholders with access to the results of the program evaluation, collect and study feedback from them on the practical activities of graduates and reviews of the educational program*

Evidential part

The quality assessment of the EP implementation is carried out within the framework of the general system of monitoring the education quality of the university and includes: an external mechanism for assessing the program (participation in the international IAAR ranking, the

national EdNet ranking) and internal mechanisms for assessing the program (class visits, surveys of participants in the educational process and external stakeholders, the quality of the teaching staff, annual monitoring of the department's work, the effectiveness of knowledge assessment procedures, conclusions of the chairmen of state examination board, analysis of student performance indicators and successful passing of the certification exam by graduates). All stages and levels of quality assurance of the EP are regulated by the Charter of the ESPC "IUK", the Development Strategy of the ESPC "IUK", the strategic plan for the development of the ISM IUK, the operational plan for the development of the ISM IUK. The mechanisms for assessing the EP are reflected in the Regulation "On the assessment of the educational program". Students participate in the process of monitoring, assessing and revising the EP. Feedback from the teaching staff and from outside - from graduates and stakeholders (employers, recruiting companies) - is systematically studied through participation in various surveys, multilateral meetings and participation in advisory bodies. Every year, heads of departments conduct an assessment of the educational program, the results of which are discussed at the rector's offices and department meetings. For the purpose of internal quality assurance, Department of Monitoring and Quality annually conducts internal monitoring of the quality of education in accordance with the internal monitoring plan.

ISM systematically evaluates the educational program to ensure its effectiveness and compliance with modern standards and requirements. Periodically conducted internal examination includes an assessment of the quality of the EP components, including methodological support for disciplines.

In order to achieve the ultimate goals of the educational program, an analysis and multi-level discussions with the involvement of stakeholders are held annually, based on the results of which changes were made to additional professional competencies in the PEP for the 2023-2024 academic year.

Academic staff, including teachers and specialists, are responsible for the direct implementation of the educational process and the achievement of learning goals. They take an active part in assessing and improving the quality of education by developing and implementing curricula, using innovative teaching methods, and ensuring the quality of educational materials.

Financial stability of NCEI ESPC "IUK" reflects a stable income and state of resources, contributes to a stable process of high-quality provision of educational services and the expansion of their range.

The university budget is aimed at increasing the salaries of employees, providing benefits for training teachers and staff, providing financial assistance, material incentives and bonuses based on the results of educational activities, scientific activities.

ISM IUK allocates resources for the development and support of education quality assurance systems - financing activities for certification and accreditation of the program "General Medicine", conducting an external quality audit.

ISM IUK systematically collects feedback from teachers and students on various aspects of the educational process. The survey is conducted through an anonymous, electronic questionnaire "Quality of the Educational Process through the Eyes of Students". The results of the survey, proposals and recommendations are communicated to all interested parties, analyzed at department meetings, at various management levels, and posted on the website.

Students have the opportunity to contact the management, leave their recommendations and proposals for organizing the educational process on the university website through the "Trust Box".

Based on the feedback analysis results, measures are taken to improve the educational program, changes are made to the curriculum, teaching methods, and use of resources.

In order to ensure the quality of education at the ISM, electronic resources, audio and video materials are updated throughout the year, interactive whiteboards are purchased, and it is important to constantly equip the Simulation Training Center with equipment to enrich the educational process and ensure the development of practical skills.

The material and technical support at the ISM is at a high level and is one of the key factors ensuring the quality of education.

The ISM analyzes the results of feedback from stakeholders - heads of medical and preventive institutions on the quality of students' knowledge through a questionnaire to determine the level of satisfaction of stakeholders with the competencies of students in the EP. The opinion of graduates is taken into account through the results of an annual questionnaire, a survey through partners in the countries of their stay, meetings and conferences, as well as through social networks Instagram / Facebook page "ism.iuk.kg" page and WhatsApp group.

This information was confirmed by the members of the EEB during the assessment of the self-assessment report and a visit to the educational institution.

Analytical part

The EP on the specialty "General Medicine" is systematically subject to monitoring of students' preparation in order to ensure the quality of education. The results of the monitoring in the form of a performance rating are posted on the website of the ISM IUK (ism.iuk.kg), the electronic portal annually determines the rating of students based on the results of sessions (test.edu.kg).

The financial stability of the NCEI ESPC "IUK" reflects a stable income and the state of resources, which ensures the free maneuvering of the university's funds, their effective use, which contributes to a stable process of high-quality provision of educational services and the expansion of their range.

A socially oriented budget has been formed in the NCEI ESPC "IUK" aimed at increasing the salaries of employees, providing benefits for training teachers and staff, providing financial assistance, material incentives and bonuses based on the results of educational activities, scientific activities.

The results of the educational program assessment are available to a wide range of interested parties and are posted on the website of the department, where all interested parties can get acquainted with them. At department meetings, the results of the educational program evaluation are discussed, proposals for corrective actions and continuous improvement are made. Then, the results of the discussion and recommendations are presented at the meeting of the rector's office, to which representatives of the administration, departments, social partners, and students are invited. The rector's decision on such issue is communicated to the teaching staff at department meetings.

The University follows the principles of transparency and integrity in its activities. The program evaluation process includes providing accessible information on the goals, evaluation criteria, and feedback procedures. Providing students and teachers with the opportunity to freely express their thoughts and suggestions also stimulates their active participation. The participation of stakeholders in the evaluation of the EP occurs through their direct participation in the working group. For external stakeholders, the educational program is available on the ISM website.

Thus, the activities of the ISM IUK on the evaluation of the educational program meet the requirements of the Standard.

Strengths/Best practice:

Not revealed

EEB's recommendations:

No

EEB's conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 9
- *Suggested improvements* – 0

- *Unsatisfactory– 0*

6.8. “Management and administration” Standard

- *The educational institution should:*
 - ✓ *define the structural divisions and their functions, including relationships within the university*
 - ✓ *define committees in the management structure, their responsibilities, composition, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of the governing bodies and the decisions they make*
- *The educational institution should:*
 - ✓ *describe the responsibilities of the academic leadership for defining and managing the educational program*
 - ✓ *periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes*
- *The educational institution should:*
 - ✓ *have a clear distribution of responsibility and authority for providing resources for the educational program, including a target budget for training*
 - ✓ *allocate the resources necessary for the implementation of the EP and distribute educational resources in accordance with their needs*
 - ✓ *provide for the possibility of independently distributing resources, including remuneration of teachers who adequately achieve the planned learning outcomes; when allocating resources, take into account scientific advances in the field of health care and public health issues and their needs*
- *The educational institution should:*
 - ✓ *have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources*
 - ✓ *ensure the participation of all departments of the educational institution in the processes and procedures of the internal quality assurance system.*
- *The educational institution should:*
 - ✓ *implement constructive interaction with the health care system and sectors of society and government related to health, including foreign ones*
 - ✓ *formalize cooperation, including the involvement of employees and students, with partners in the health sector*
- *The educational institution should:*
 - ✓ *publish on the official website of the educational institution and in the media complete and reliable information about the educational program, its achievements.*
 - ✓ *publish on the official website objective information about the employment and demand for graduates*

Evidential part

The management system and governing bodies of the ISM consist of the academic members, the dean's office, departments, divisions and sectors, which in their activities are guided by the general university Regulations developed in accordance with the requirements of the legislation of the Kyrgyz Republic and local acts of the university. All job responsibilities of the heads of the structural divisions of the EP are regulated by job descriptions and are presented on the official website of the ISM <http://ism.iuk.kg/>. The work of the structural divisions, their functions, structure, composition, responsibilities, interaction with other divisions are determined by internal regulations.

The highest collegial governing body of the ISM is the academic members, which include teachers, heads of structural divisions, students, graduates, employers, partners, heads of clinical sites. In order to ensure transparency in the work of the governing bodies, the following collegial bodies have been created: Council for the Management of the University Clinic; Educational, Scientific and Methodological Council; Council of Young Scientists; Association of Graduates; Student Council, Council of Leaders. The academic management bodies at the university level are represented by the Academic Council and include the rector, vice-rectors and department directors who ensure planning, support, monitoring and improvement of the implementation of the educational program; at the faculty level - the dean, his deputies and heads of departments who ensure academic quality.

The heads of the administrative and collegial management bodies of the EP undergo advanced training courses in management in education, QMS, and have experience in the field of administrative and managerial activities.

To assess the effectiveness of the management actions, management of the university development program, to achieve the mission and final results, as well as to implement corrective actions, reports of structural divisions are used. When monitoring the implementation of the EP, the results of student surveys and suggestions, wishes of employers are taken into account.

In order to ensure effective financial management, achieve the university's strategic goals and maintain financial stability, various levels of administration are involved in the implementation of financial policy: the rector, vice-rectors, and chief accountant. The necessary resources for the implementation of the program are distributed according to the strategic goals and the approved operational plan in accordance with the needs of the EP.

ISM independently plans its needs for financial support for effective operations when defining strategic goals and approving the operational plan, which are considered and discussed at meetings of collegial bodies - the Academic Council, the rector's office, which ensures the delineation of responsibilities and transparency of the formation of the university budget.

A system of encouraging the professional growth of teachers has been introduced through material support for participation in trainings and conferences, organizing advanced training for teachers.

The duties, responsibilities and rights of each employee are regulated by the Employment Contract and job description.

The development and implementation of the quality management system at ISM is carried out by the Department of Monitoring and Quality of Education, which is directly subordinate to the rector and plans and monitors the educational process, quality management. All structural divisions are involved in monitoring and evaluation, according to the monitoring plan.

Within the frameworks of interaction with the healthcare sector, an agreement on public-private partnership was signed between the Chui Regional United Hospital and the ESPC "IUK" with the aim of providing departmental premises for training students, including employees of the Chui Regional United Hospital, premises for the deployment of additional, modern, high-tech medical services for the population.

The management of the EP interacts with the healthcare sector in terms of implementing joint Agreements on organizing clinical practice for students at public and private medical institutions of the Kyrgyz Republic and foreign countries. Over the past 3 years, the ISM has been organizing industrial practice for students in clinics in Pakistan at the students' place of residence.

The University adheres to the principles of transparency and integrity and provides the public with information about its activities: Mission, Quality Policy, educational goals, expected learning outcomes, awarded qualifications, forms and means of training and teaching, assessment procedures, information on employment opportunities for graduates, results of students' research activities. The pages of the official website of the ISM IUK contain regulatory documents governing the educational process, forms and means of teaching, and assessment procedures. All structural divisions of the ISM post information for the public about their activities, which is regularly updated and supplemented on the website with information about the achievements of the educational program: new scientific research, publications by teachers and students, successful cases and projects. To maintain direct communication with the public, the ISM has its own page on social networks, where all news, events, scientific achievements, interviews with teachers and students, photos and videos from educational events, holidays and important events in the life of the university are reflected.

The University maintains feedback with graduates who have completed their studies at ISM to improve the educational programs and provide students with better opportunities for a successful career through the established Alumni Association, online community for alumni, organization of conferences, seminars or meetings.

ISM actively cooperates with medical organizations and employers in Pakistan to obtain feedback on the quality of training of graduates and their demand in the labor market.

All the above information was confirmed by the members of the EEB during the assessment of the self-assessment report and a visit to the educational institution.

Analytical part

Based on the presented data, it can be concluded that ISM IUK has a clear management structure, both at the level of the rector's office and the collegial bodies of the university and individual divisions.

The existing organizational structure at ISM facilitates an effective decision-making process, which contributes to the successful operation of the university, the effective use of resources and the achievement of strategic goals. The university has a developed administrative apparatus, acting on the basis of relevant regulatory documents formulating the policy and procedures of the university in relation to various aspects of the functioning of the organization and the educational programs implemented.

ISM IUK uses various means of communication to bring to the attention of all interested parties the necessary regulatory, administrative acts and other documents, as well as to record the progress of educational activities. Thus, transparency of the management system and transparency of management decisions are ensured, both in relation to administrative aspects and the management of the educational process.

The university has financial stability and sufficient resources to implement educational activities.

The University also uses various mechanisms for receiving feedback for making management decisions from the faculty, students and graduates within the framework of representation in collegial bodies, during monitoring, as well as through personal meetings and virtual communication with the university management.

The official status of cooperation with graduates, employers, partners in the healthcare sector at ISM is given by: joining the UC, creating collegial bodies (Association of Graduates, Council of Employers), concluding cooperation agreements.

ISM closely interacts with the government of the Kyrgyz Republic, the healthcare system, including foreign ones. The Ministry of Education and Science of the Kyrgyz Republic participates in the formation and monitoring of the implementation of educational policy, the Ministry of Health of the Kyrgyz Republic participates in the development of plans for the training and advanced training of medical personnel, the definition of clinical bases of the university, state and private medical and preventive institutions of various levels are clinical bases of the university, the heads of which participate as full members in the Council of Employers, private and state medical institutions of India and Pakistan are clinical bases with which there are signed bilateral Agreements on cooperation on industrial practice at the place of residence.

Strengths/ Best practice:

1. ISM IUK carries out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign ones.
2. ISM IUK formalizes cooperation, including the involvement of staff and students, with partners in the healthcare sector.

EEB's recommendations

No

EEB's conclusions on criteria:

- *Strong* – 2

- *Satisfactory – 11*
- *Suggested improvement – 0*
- *Unsatisfactory – 0*

6.9. “Continuous updating” Standard

- *The educational institution should:*
 - ✓ *as a dynamic and socially responsible organization initiate procedures for regular review and update of the process, structure, content, results/competencies, assessment and learning environment of the program, eliminate documented deficiencies, allocate resources for continuous updating.*
 - ✓ *base the updating process on prospective research in the field of health care and on the results of its own study, assessment and literature on medical/pharmaceutical education;*
 - ✓ *ensure that the process of updating and restructuring leads to a revision of policies and practices in accordance with previous experience, current activities and future prospects.*
- *The educational institution should provide for the possibility to address the following issues in the updating process:*
 - ✓ *direct the updating process to adapt the mission for the scientific, socio-economic and cultural development of society;*
 - ✓ *direct the updating process to change the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be. modification of learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the provision of health care to patients in accordance with the responsibilities assigned to graduates upon completion of the educational institution;*
 - ✓ *direct the updating process to adapt the educational program model and teaching methods to ensure their adequacy and relevance;*
 - ✓ *direct the updating process to adjust the elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical, hygienic, pharmaceutical sciences, with changes in the demographic situation and the health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete ones;*
 - ✓ *direct the updating process to develop assessment principles, methods and the number of examinations in accordance with the change in the intended learning outcomes and teaching methods;*
 - ✓ *direct the renewal process to adapt the admissions policy and selection methods to changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the EP;*
 - ✓ *direct the renewal process to adapt the recruitment policy and formation of academic staff in accordance with changing needs;*
 - ✓ *direct the renewal process to improve educational resources in accordance with changing needs (student recruitment, the number and profile of academic staff and the educational program);*
 - ✓ *direct the renewal process to improve the process of monitoring and evaluation of programs;*
 - ✓ *direct the renewal process to develop the organizational structure, as well as leadership and management, in order to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups*

Evidential part

The ISM IUK is undergoing a process of transforming its organizational structure, introducing new structural divisions, completing the construction of functioning buildings, equipping new lecture halls and classrooms, creating a multidisciplinary simulation training center, a research and statistical center, and planning to open an Institute of Preventive Medicine and Gerontology. Repairs are being carried out at clinical sites in healthcare organizations. The renewal and restructuring at the ISM are regulated by the Education Quality Assurance Policy, which reflects the process of assessing the achievement of quality goals, risk analysis, and opportunities for continuous improvement of the university's activities.

In 2024, the ISM was recertified by the Certification Association "Russian Register", according to which the ISM management and quality system was recognized as compliant with

the requirements of the international standard ISO 9001:2015. According to the public-private partnership agreement, a training center with a modern lecture hall and classrooms was built on the premises of the Chui Regional United Hospital, and repairs were made in the morgue and in the Therapy and Intensive Care departments.

The construction of a new branch of the Amanat University Clinic is nearing completion on the territory of the Eastern Medical Campus of the MSM, where a student clinic and a health resort are planned.

Salary allowances are increasing annually, research and development is supported, the qualifications of the teaching staff are improving, and bonuses are paid regularly. A safe environment has been created, turnstiles with a 24-hour security service have been installed. Video cameras have been installed in the corridors, foyers, halls, classrooms, and on the territory of the buildings.

Electronic document management, introduced in 2023, has facilitated internal processes for all structural divisions of the ISM. The ISM educational programs are updated annually taking into account changes in the field of biomedical, behavioral, social, fundamental and clinical sciences, as well as the needs of the healthcare system and society, analyzes and responds to proposals from stakeholders. When making changes to the EP, proposals from employers and partners of the students' country of residence are taken into account.

Improving the quality of assessing students' knowledge and competencies, developing new approaches to human resource management, updating educational resources are enshrined in the ISM strategic plan.

The ISM annually develops a "Plan for conducting internal monitoring of the quality of education". The purpose of this monitoring is to assess and improve the educational program. The monitoring group includes representatives of administrative and management personnel, faculty, and students.

The university management provides employees with access to training courses and development programs that help improve their professional competencies by organizing international advanced training courses on a permanent basis, and sending them to foreign educational institutions to exchange experience.

Analytical part

ISM IUUK constantly improves the material and technical base that ensures the implementation of educational activities in accordance with the current sanitary and fire safety rules and regulations.

The EP is provided with access to modern information reference, search systems and is connected to the largest electronic resources.

Favorable conditions have been created for the selection, motivation and retention of teaching staff.

As part of the quality monitoring system, the educational environment, the quality of the EP is regularly assessed and conditions for continuous improvement are created. At the same time, modern trends in education, the principles of active learning are taken into account. A review, revision of the content of the final learning outcomes, competencies, assessment of educational programs is regularly carried out, resources are allocated for continuous improvement. Active participation of stakeholders in monitoring, decision-making and communication with the heads of the EP and the university was confirmed during EEB's visit. The university ensures the availability and openness of information on the state of educational activities. According to the data obtained from the self-assessment report, as well as during EEB's visit, external quality assurance at ISM is achieved by successfully completing the procedure of mandatory and voluntary accreditation and certification, as well as monitoring the results of external assessment of other universities, which it uses to plan preventive measures aimed at improving its own educational activities and the functioning of the internal QMS.

Strengths/Best practice:

Not revealed

EEB's recommendations:

No

EEB's conclusions on criteria:

- *Strong* – 0
- *Satisfactory*– 12
- *Suggested improvement* – 0
- *Unsatisfactory*– 0



(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD

STANDARD "Mission and Results"

No strengths were identified for this standard.

STANDARD "Educational Program"

No strengths were identified for this standard.

STANDARD "Student Assessment Policy"

No strengths were identified for this standard.

STANDARD "Students"

No strengths were identified for this standard.

STANDARD "Academic Staff/teachers"

No strengths were identified for this standard.

STANDARD "Educational Resources"

1. ISM IUK has sufficient material and technical base, allowing to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives.

2. ISM IUK constantly improves the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice.

STANDARD "Evaluation of the educational program"

No strengths were identified for this standard.

STANDARD "Management and administration"

1. ISM IUK carries out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign ones.

2. ISM IUK gives formal status to cooperation, including the involvement of staff and students, with partners in the healthcare sector.

STANDARD "Continuous updating"

No strengths were identified for this standard.

(VII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

STANDARD "Mission and Results"

No recommendations for this standard.

STANDARD "Educational Program"

1. To develop a curriculum in the EP based on a modular training system.

Completion date - October 2024.

2. To introduce active teaching and learning methods into the educational process that encourage students to take responsibility for the learning process, developing students' abilities for lifelong learning.

Completion date - October 2024.

3. To provide additional hours in the curriculum for mastering spoken Russian, introducing bilingual education.

Completion date - October 2024.

4. It is recommended to organize on-the-job internship for students at the bases of healthcare organizations of the Republic of Pakistan.

Completion date - April 2025.

5. To provide for vertical and horizontal integration with basic biomedical, behavioral and social sciences when forming the EP.

Completion date – April 2025.

STANDARD "Student assessment policy"

No recommendations for this standard.

STANDARD "Students"

No recommendations for this standard.

STANDARD "Academic staff/faculty"

No recommendations for this standard.

STANDARD "Educational Resources"

1. Teachers and students should participate annually in academic mobility programs in the Kyrgyz Republic and abroad.

Completion date - beginning of the 2024-2025 academic year and then continuously.

STANDARD "Educational Program Assessment"

No recommendations for this standard.

STANDARD "Management and Administration"

No recommendations for this standard.

STANDARD "Continuous Update"

No recommendations for this standard.

(VIII) REVIEW OF RECOMMENDATIONS ON THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEB came to a unanimous opinion that OP 560001 General Medicine (higher professional education) is recommended to be accredited for a period of 5 years.



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

p/p No	№	Criteria No	Assessment criteria	Position of the EP			
				Strong	Satisfactory	Suggested improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"							
1.1 Definition of the mission							
The educational institution should:							
1	1	1.1.1.	define the mission of the EP and communicate it to stakeholders and the health sector.		+		
2	2	1.1.2.	The mission of the EP should reflect the goals and educational strategy that will enable the preparation of a competent specialist at the level of higher education in the field of health care with an appropriate basis for a further career in any area of health care, including all types of practice, administrative medicine and scientific research in health care; capable of performing the role and functions of a specialist in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	ensure that the mission includes the achievements of research in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health issues.		+		
1.2. Institutional autonomy and academic freedom							
The educational institution should:							
4	4	1.2.1.	have institutional autonomy to develop and implement quality assurance policies for which the administration and faculty are responsible, especially with regard to the development of the curriculum and the allocation of resources necessary for the implementation of the curriculum		+		
5	5	1.2.2.	ensure academic freedom for staff and students to implement the curriculum and use new research findings to improve the study of specific disciplines/issues without expanding the EP		+		
1.3. Learning results							
The educational institution should:							
6	6	1.3.1.	define the expected learning results that students are expected to achieve on completion of the programme provide opportunities for achievement at a basic level in knowledge, skills and professional attitudes; an appropriate basis for a future career in any area of the health sector; future roles in the health sector; subsequent postgraduate training; a commitment to lifelong learning; the health needs of society, the needs of the health system and other aspects of social responsibility		+		
7	7	1.3.2.	ensure that students behave appropriately towards their peers, teachers, health care staff, patients and their relatives		+		
8	8	1.3.3.	publish the expected learning results of the programme		+		
9	9	1.3.4.	define and coordinate the relationship of the learning results required on completion to those required in postgraduate training		+		
10	10	1.3.5.	provide opportunities for students to participate in research in the relevant health field		+		
11	11	1.3.6.	pay attention to the expected learning results related to global health		+		
1.4. Participation in the formulation of the mission and learning results							
The educational institution should:							
12	12	1.4.1.	ensure that key stakeholders are involved in formulating the mission and expected learning results		+		
13	13	1.4.2.	ensure that the stated mission and expected learning results are based on the views/suggestions of other stakeholders.		+		

				<i>Total</i>	0	13	0	0
Standard 2. EDUCATIONAL PROGRAM								
2.1. Model of the educational program and teaching methods								
The educational institution should:								
14	1	2.1.1.	define the specifications of the programme, including a statement of intended learning results, a curriculum based on a modular or spiral structure, and the qualifications to be obtained as a result of completing the programme			+		
15	2	2.1.2.	use teaching and learning methods that encourage, prepare and support learners to take responsibility for their learning			+		
16	3	2.1.3.	ensure that the programme is delivered in accordance with the principles of equality		+			
17	4	2.1.4.	develop students' capacities for lifelong learning			+		
2.2. Scientific method								
The educational institution should								
18	5	2.2.1.	throughout the education process, cultivate the principles of scientific methodology, including analytical and critical thinking methods in students; research methods in health care and evidence-based medicine		+			
19	6	2.2.2.	include the results of modern scientific research in the EP		+			
2.3 Basic biomedical sciences								
The educational institution should:								
20	7	2.3.1.	identify and include the achievements of basic biomedical sciences to develop in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge in the educational program		+			
21	8	2.3.2.	change the educational program, taking into account the achievements of biomedical sciences that reflect scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+			
2.4. Behavioural and social sciences, medical/pharmaceutical ethics and law								
The educational organisation should:								
22	9	2.4.1.	identify and include achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the OP		+			
23	10	2.4.2.	modify the EP, taking into account achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system; changing demographic and cultural context		+			
2.5. Clinical/pharmaceutical sciences and skills								
The educational institution should:								
24	11	2.5.1.	identify and include the achievements of clinical/pharmaceutical sciences to ensure that upon completion of training, students have acquired sufficient knowledge, clinical and professional skills to assume appropriate responsibilities in subsequent professional activities in the EP;		+			
25	12	2.5.2.	ensure that students spend a sufficient portion of the program in planned contacts with patients, consumers of services in appropriate clinical/industrial settings and gain experience in health promotion and disease prevention			+		
26	13	2.5.3.	determine the amount of time allocated to the study of core clinical/specialized disciplines		+			
27	14	2.5.4.	organize training with appropriate attention to the safety of the learning environment and patients, including observation of the actions performed by the trainee in clinical/industrial bases		+			
28	15	2.5.5.	change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+			
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including their gradual participation in the provision of services and including responsibility: - at examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in sanitary and epidemiological supervision procedures in terms of			+		

			examination and/or inspection of the facility under supervision, which is carried out in the appropriate production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including in transport, disinfection organizations and healthcare facilities); - in terms of patient consultation on the rational use of medicines, which is carried out in appropriate production conditions					
30	17	2.5.7.	structure the various components of training in clinical, hygienic skills for monitoring environmental and production factors and other production skills in accordance with the specific stage of the educational program.		+			
2.6. Structure of the educational program, content and duration								
The educational institution should:								
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including the observance of the appropriate relationship between basic biomedical, behavioral, social and clinical/specialized disciplines.		+			
32	19	2.6.2.	provide for horizontal integration of related sciences and disciplines;			+		
33	20	2.6.3.	provide for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences			+		
34	21	2.6.4.	provide the possibility of elective content and determine the balance between the mandatory and elective parts of the EP		+			
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and man-made industrial loads, the social situation on the health of the population.		+			
2.7. Program Management								
The educational institution should:								
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+			
37	24	2.7.2.	identify a committee, under the direction of the academic administration, responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved.		+			
38	25	2.7.3.	ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical and industrial sites, graduates of the educational institution, healthcare professionals involved in the educational process, in the composition of the educational institution committee responsible for the educational institution.		+			
39	26	2.7.4.	through the committee responsible for the EP, plan and implement innovations in the EP.		+			
2.8. Relationship with medical/pharmaceutical practice and the health care system								
The educational institution should:								
40	27	2.8.1.	ensure continuity between the EP and subsequent stages of professional training or practical activities that the student will begin upon completion of the training		+			
41	28	2.8.2.	take into account the specific conditions in which graduates will have to work and modify the EP accordingly		+			
				<i>Total</i>	0	21	7	0
Standard 3. STUDENT ASSESSMENT								
3.1. Assessment methods								
The educational institution should:								
42	1	3.1.1.	define and approve the principles, methods and practices used to assess students, including the number of examinations, criteria for setting passing marks, grades and the number of retakes permitted;		+			
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior		+			
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "assessment of usefulness", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format		+			
45	4	3.1.4.	ensure the assessment process and methods are open (available) for external review		+			
46	5	3.1.5.	ensure that the assessment methods and results avoid conflicts of interest and use a system for appealing against the assessment results of students		+			
47	6	3.1.6.	ensure that the assessment procedure and its results are open, inform		+			

			students about the assessment criteria and procedures used					
48	7	3.1.7.	provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involving external examiners		+			
3.2. Relationship between assessment and learning								
The educational institution should:								
49	8	3.2.1.	use assessment principles, methods and practices that are consistent with the planned RA and teaching and learning methods, ensure the achievement of planned learning results, promote student learning, provide an appropriate balance of formative and summative assessment to guide learning and make decisions about academic performance		+			
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of examinations to stimulate both knowledge acquisition and integrated learning		+			
51	10	3.2.3.	provide timely, specific, constructive and fair feedback to students on assessment results		+			
				<i>Total</i>	0	10	0	0
Standard 4. STUDENTS								
4.1. Admission and selection policy								
The educational institution should:								
52	1	4.1.1.	define and implement an admissions policy based on principles of objectivity and including a clear statement of the student selection process		+			
53	2	4.1.2.	have a policy and implement a practice for the admission of persons with disabilities		+			
54	3	4.1.3.	have a policy and implement a practice for the transfer of students from other educational institutions, including foreign ones		+			
55	4	4.1.4.	establish a link between selection and the mission of the educational institution, the educational program and the desired quality of graduates; periodically review the admissions policy		+			
56	5	4.1.5.	use a system of appeals against decisions on the admission of students		+			
4.2. Recruitment of students								
The educational institution should:								
57	6	4.2.1.	determine the number of students accepted in accordance with the capabilities of the educational institution at all stages of the educational program		+			
58	7	4.2.2.	periodically adjust the number and contingent of students accepted, taking into account the opinion of stakeholders responsible for planning and developing human resources in the health sector in order to meet the health needs of the population and society as a whole		+			
59	8	4.2.3.	provide for the possibility of periodically reviewing the number and nature of students accepted in consultation with other stakeholders and adjusting in order to meet the health needs of the population and society as a whole		+			
4.3. Consulting and support for students								
The educational institution should:								
60	9	4.3.1.	have a system of academic counseling for students		+			
61	10	4.3.2.	offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support		+			
62	11	4.3.3.	have a system of feedback with students on the assessment of the conditions and organization of the educational process		+			
63	12	4.3.4.	provide students with documents confirming the received qualification (diploma) and diploma supplement (transcript)		+			
64	13	4.3.5.	take into account the needs of different groups of students and provide the opportunity to form an individual educational trajectory		+			
65	14	4.3.6.	provide academic counseling based on monitoring the student's academic performance and includes issues of professional orientation and career planning		+			
4.4. Representation of students								
The educational institution should:								
66	15	4.4.1.	develop and implement a policy for student representation and appropriate participation in the mission, development, management and evaluation of the educational program and other matters relating		+			

			to students					
67	16	4.4.2.	provide for the possibility of encouraging, assisting and supporting student activities and student organizations		+			
<i>Total</i>				0	16	0	0	
Standard 5. ACADEMIC STAFF/TEACHERS								
5.1. Recruitment and Selection Policy								
The educational institution shall develop and implement a selection and recruitment policy which should:								
68	1	5.1.1.	define their category, responsibilities and balance of academic staff/faculty of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for adequate implementation of the EP, including the proper ratio between medical, non-medical, pharmaceutical profile teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff		+			
69	2	5.1.2.	take into account the criteria of scientific, educational and clinical achievements, including the ratio between teaching, research activities and "service" functions		+			
70	3	5.1.3.	Define and ensure monitoring of the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences.		+			
71	4	5.1.4.	provide for the possibility in the selection and hiring policy to take into account such criteria and features as the relationship to the mission and economic capabilities of the EP, as well as significant features of the region		+			
5.2. Personnel activity and development policy								
The educational institution must develop and implement a personnel activity and development policy that is aimed at:								
72	5	5.2.1.	maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activity with due emphasis on teaching, research and professional qualifications		+			
73	6	5.2.2.	ensuring that individual staff have sufficient knowledge of the entire educational program, as well as training and professional development of teachers, their development and assessment		+			
74	7	5.2.3.	the ability to take into account the teacher-student ratio depending on the various components of the educational program		+			
75	8	5.2.4.	career development of staff		+			
<i>Total</i>				0	8	0	0	
Standard 6. EDUCATIONAL RESOURCES								
6.1. Material and technical base								
The educational institution should:								
76	1	6.1.1.	have sufficient material and technical resources to ensure adequate implementation of the educational program, as well as to create a safe learning environment for staff, students, patients and their relatives		+			
77	2	6.1.2.	improve the learning environment by regularly updating and expanding the material and technical resources to meet changes in educational practice		+			
6.2. Resources for practical training								
The educational institution should:								
78	3	6.2.1.	ensure the necessary resources to provide the students with appropriate clinical/practical experience, including: • quality and types of patients/service users • number and types of clinical/industrial sites • observation of trainees' practice		+			
79	4	6.2.2.	evaluate, adapt and improve clinical/practical training environments to meet the needs of the population		+			
6.3. Information technologies								
The educational institution should:								
80	5	6.3.1.	develop and implement policies to promote the effective and ethical use and evaluation of appropriate information and communication technologies		+			
81	6	6.3.2.	provide access to websites or other electronic media		+			
82	7	6.3.3.	provide opportunities for teachers and students to access relevant patient data and health information systems using existing and appropriate new information and communication technologies for self-directed learning, access to information, patient databases and work with health information systems		+			
6.4. Research in the field of medicine/pharmacy and scientific achievements								

The educational institution should:							
83	8	6.4.1.	use research activities and scientific achievements in the field of medicine, pharmacy as a basis for the educational program		+		
84	9	6.4.2.	formulate and implement policies that promote strengthening the relationship between scientific research and education; provide information on the scientific research base and priority areas in the field of scientific research of the educational institution		+		
85	10	6.4.3.	provide for the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health		+		
6.5. Expertise in the field of education							
The educational institution should:							
86	11	6.5.1.	have access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, inter-university and international levels; develop and implement an expertise policy in the development, implementation and evaluation of the educational program, the development of teaching and assessment methods		+		
87	12	6.5.2.	demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education		+		
6.6. Exchange in the field of education							
The educational institution should:							
88	13	6.6.1.	formulate and implement policies on national and international cooperation with other educational institutions, including staff and student mobility and credit transfer		+		
89	14	6.6.2.	promote the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes			+	
<i>Total</i>				2	11	1	0
Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM							
7.1. Mechanisms for monitoring and evaluating the program							
The educational institution should:							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and performance of students		+		
91	2	7.1.2.	develop and implement a mechanism for evaluating the educational program that examines the program, its main components, student performance, identifies and solves problems, ensures that the relevant evaluation results influence the EP		+		
92	3	7.1.3.	periodically conduct an evaluation of the program, comprehensively examining the educational process, components of the educational program, expected learning results and social responsibility		+		
7.2. Feedback from teacher and student							
The educational institution should:							
93	4	7.2.1.	systematically conduct, analyze and respond to feedback from teachers and students		+		
94	5	7.2.2.	use the results of the feedback to improve the educational program		+		
7.3. Academic achievements of students							
The educational institution should:							
95	6	7.3.1.	analyze the academic performance of students and graduates in accordance with the mission and expected learning outcomes, the curriculum and the availability of resources		+		
96	7	7.3.2.	analyze the academic performance of students and graduates taking into account the conditions of their previous education, the level of preparation upon admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of the educational program, and consulting students		+		
7.4. Involvement of stakeholders							
The educational institution should:							
97	8	7.4.1.	involve key stakeholders in monitoring and evaluating the educational program		+		
98	9	7.4.2.	provide stakeholders with access to the results of the program evaluation, collect and study feedback from them on the practical		+		

			activities of graduates and reviews of the educational program						
				<i>Total</i>	0	9	0	0	
Standard 8. MANAGEMENT AND ADMINISTRATION									
8.1. Management									
The educational institution should:									
99	1	8.1.1.	define structural divisions and their functions, including relationships within the university		+				
100	2	8.1.2.	define committees in the management structure, their responsibilities, composition, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and the decisions they make		+				
8.2. Academic Leadership									
The educational institution should:									
101	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program		+				
102	4	8.2.2.	periodically evaluate academic leadership in relation to achieving its mission and expected learning results		+				
8.3. Budget for training and allocation of resources									
The educational institution should:									
103	5	8.3.1.	have a clear distribution of responsibility and authority for providing resources for the educational program, including a target budget for training		+				
104	6	8.3.2.	allocate resources necessary for the implementation of the EP and distribute educational resources in accordance with their needs		+				
105	7	8.3.3.	provide for the possibility of independently distributing resources, including remuneration of teachers who adequately achieve the planned learning outcomes; when distributing resources, take into account scientific advances in the field of health care and public health issues and their needs.		+				
8.4. Administrative staff and management									
The educational institution should:									
106	8	8.4.1.	have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources		+				
107	9	8.4.2.	ensure the participation of all departments of the educational institution in the processes and procedures of the internal quality assurance system		+				
8.5. Interaction with the healthcare sector									
The educational institution should:									
108	10	8.5.1.	engage constructively with the health care system and health-related sectors of society and government, including those abroad		+				
109	11	8.5.2.	formalize cooperation, including the involvement of staff and students, with partners in the health care sector		+				
8.6. Informing the public									
The educational institution should:									
110	12	8.6.1.	publish complete and reliable information about the educational program, its achievements on the official website of the educational institution and in the media		+				
111	13	8.6.2.	publish information about employment and demand for graduates on the official website objective		+				
				<i>Total</i>	2	11	0	0	
Standard 9. CONTINUOUS UPDATE									
The educational institution should:									
112	1	9.1.1.	as a dynamic and socially responsible organization, initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the program, eliminate documented deficiencies, allocate resources for continuous updating		+				
113	2	9.1.2.	base the updating process on prospective research in the field of health care and on the results of its own study, assessment and literature on medical/pharmaceutical education;		+				
The educational institution should ensure that the process of renewal and restructuring results in a review of policies and practices in line with previous experience, current activities and future prospects, and provide for the possibility of addressing the following issues during the renewal process:									
114	3	9.1.3.	adaptation of the mission for the scientific, socio-economic and cultural development of society		+				
115	4	9.1.4.	changes in the expected learning results of graduates in accordance with the documented needs of the environment in which they will be		+				

			located. modification of learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, public health training and involvement in patient care in accordance with the responsibilities that are assigned to graduates upon completion of the educational program				
116	5	9.1.5.	adaptation of the educational program model and teaching methods to ensure their adequacy and relevance		+		
117	6	9.1.6.	adjustment of educational program elements and their interrelationships in accordance with advances in biomedical, behavioural, social and clinical, hygienic, pharmaceutical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the process of adjustment will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete ones		+		
118	7	9.1.7.	development of assessment principles, methods and number of examinations in accordance with changes in the intended learning outcomes and teaching methods		+		
119	8	9.1.8.	adaptation of the admission policy and selection methods for students taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program		+		
120	9	9.1.9.	adaptation of the recruitment policy and formation of the academic staff in accordance with changing needs		+		
121	10	9.1.10.	updating educational resources in line with changing needs, i.e. student enrolment, the size and profile of academic staff and the educational programme;		+		
122	11	9.1.11.	improving the process of monitoring and evaluating programmes		+		
123	12	9.1.12.	developing the organizational structure, as well as leadership and management, to cope with changing circumstances and needs and, to adapt to the interests of different stakeholder groups		+		
<i>SUBTOTAL</i>				0	12	0	0
<i>TOTAL</i>				4	111	8	0