«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the results of the work of an external expert commission on the evaluation of the educational program in the specialty 1-790102 "Pediatrics" for compliance with the requirements of the standards of international accreditation of basic medical and pharmaceutical education abroad based on WFME standards

SEI "Avicenna Tajik State Medical University" Dushanbe, Tajikistan
in the period from 27 to 29 March 2022.

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

Addressed to
Accreditation
Council of the IAAR

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March 29, 2022 **Dushanbe**

(I) LIST OF SYMBOLS AND ABBREVIATIONS

ACSU	Automated control system of the university
PRS	Point-rating system
SES	State educational standard
FSC	Final state attestation
IMS	Integrated management system
CEPS	Committee of educational programs in the specialty
CC	Clinical Council
MDC	Medical diagnostic center
MH and SP RT	Ministry of health and social protection of the population of the Republic of Tajikistan
ME and S RT	Ministry of education and science of the Republic of Tajikistan
LHO	Limited health options
MEP	Basic educational program
EP	Educational program
OSCE	Objective structured clinical exam
DQCE	Department of quality control of education and development of pedagogical skills
TS	Teaching staff
WPD	Work program of the discipline
QMS	Quality Management System
IWS	Independent work of student
IWST	Independent work of a student with a teacher
EMC	Educational and Methodological Council
CBL	Case-Based Learning
PBL	Problem Based Learning
SWOT analy-sis	Strength, weaknesses, opportunities, threats
TBL	Team Oriented Learning
WFME	World Federation of Medical Education
CSRL	Central scientific research laboratory
PSTC	Practical Skills Training Center

(II) INTRODUCTION

In accordance with order 18-22-OD dated 01/20/2022 of the Independent Agency for Accreditation and Rating, from March 27 to March 29, 2022, an external expert commission assessed the compliance of the educational program 1-790102 "Pediatrics" of SEI Avicenna Tajik State Medical University with the standards international program accreditation of the IAAR (No. 68-18 / 1-OD dated May 25, 2018, second edition) in a hybrid format.

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational program to the IAAR criteria, recommendations of the EEC for further improvement of the educational program, and profile parameters of the educational program.

Composition of EEC:

IAAR expert, **chairman –** Kurmangaliev Kairat Bolatovich, JSC «West Kazakhstan Medical University named after Marat Ospanov " (Republic of Kazakhstan, Aktobe) *(online)*;

IAAR expert - Lapova Natalia Valerievna - candidate of pharmaceutical sciences, associate professor, Vitebsk state order of People's Friendship medical university (Republic of Belarus, Vitebsk) *(online)*;

IAAR expert – Bogomolova Elena Sergeevna, doctor of medical sciences, Federal State Budgetary Educational Institution of Higher Education "Privolzhsky Research Medical University" of the Ministry of Health of Russia (Russian Federation, Nizhny Novgorod) (online);

Expert IAAR – Kurmanova Gaukhar Medeubaevna doctor of medical sciences, professor, Al-Farabi Kazakh National University (Republic of Kazakhstan, Almaty) (offline);

IAAR expert, employer – Khuseynzoda Zafar Khabibullo, doctor of medical sciences, State Institution "Republican Cancer Research Center" (Republic of Tajikistan, Dushanbe) (offline);

IAAR expert, student – Komilova Bibisoro Ikromiddinovna, Faculty of Medicine, Khalton State Medical University (Republic of Tajikistan, Dangara) (offline);

IAAR coordinator – Dzhakenova Alisa Satbekovna, candidate of medical sciences, Head of Medical Projects of the Agency (Republic of Kazakhstan, Nur-Sultan) (offline).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

SEI "Avicenna Tajik State Medical University " (hereinafter - ATSMU, University) has a state license of the Ministry of Education and Science of the Republic of Tajikistan dated 06/13/2019, registration No. №3117 series AU 0002818 the right to carry out educational activities under the programs of higher professional, postgraduate professional education and additional education. The license is valid until 2024. The functions and powers of the founder of the University are carried out by the Ministry of Health and Social Protection of the Republic of Tajikistan.

ATSMU implements multi-level training of specialists: bachelor's degree, specialist, postgraduate (internship, residency, master's degree, doctorate) and additional education. There are 5 faculties in ATSMU: medical, pediatric, dental, pharmaceutical and medical-preventive. The educational process is conducted in accordance with the State Standard of Higher Education in five specialties - "1 - 790101 - General Medicine", "1 - 790102 - Pediatrics", "1 - 790103 - Medical and Preventive Care", "1 - 790107 - Dentistry", "1 - 790108 - Pharmacy". ATSMU also implements the training of specialists at the level of postgraduate (internship, residency, master's degree, doctorate) and additional education. The educational process is carried out in three languages - the state Tajik, Russian and English languages.

The university has a good material and technical base: the total area of educational and administrative buildings is 19.2 hectares, of which the useful educational area is about 80,000 sq.m. The clinical bases of the departments are medical organizations of the Republic of Tajikistan. Clinical training of students is carried out in close cooperation with the Center for Clinical Education, which is equipped with modern simulation equipment (simulators, dummies, phantoms, medical equipment and visual aids). In addition, the center has 14 specialized rooms for major medical specialties. The scientific and innovative activities of the university are carried out on the basis of the Central Scientific Research Laboratory, which consists of 7 industry laboratories equipped with modern equipment. The university library is one of the best university's libraries in the country. More than 693,668 books have been collected in the scientific library of the university, which 53.5% are educational literature and 38% are scientific medical literature. The base of the electronic library consists of more than 249595 titles.

The educational process at ATSMU is regulated by the educational unit and is carried out by 17 structural units - the educational and methodological department, 5 faculties, the Coordinating Council, EMC, PSTC, the Center for Postgraduate Education, the Unified Test Center, the Information Technology Center, the Registration and Consultation Office, the Department monitoring and quality control of education, the Department of industrial practice, the scientific library and the Center for preuniversity training.

There are 59 departments in the ATSMU, the teaching staff are 904, including 757 core staffs.

The contingent of students of ATSMU is 13166 people, of which 698 (6.0%) students' study at the pediatric faculty. The number of foreign students from 19 countries is 1951, which 18 foreign students' study at the pediatric faculty.

In the field of medical education, science and practice, the partners of the University are medical universities and research centers of Tajikistan, Russia, Belarus, Georgia, Kazakhstan, Uzbekistan, Italy, Lithuania, Armenia, India, Afghanistan, Ukraine, Germany.

ATSMU has contracts and memorandums of cooperation with more than 60 universities in the world. The university is included in the catalog of International Medical Education (FAIMER), the Educational Commission of Graduates of Foreign Medical Universities (ECFMG) and directors of medical universities of the World Health Organization, has close contacts with a number of international organizations, such as WHO, the Swiss Agency for Development and Cooperation, German Society for International Cooperation, Global Fund, Soros Foundation, DAAD, TEMPUS, IAEA, ISTC, UNFPA.

ATSMU implemented a number of projects sponsored by foreign organizations: "Reform of Medical Education", supported by the Swiss Office for Development and Cooperation, projects under the Erasmus + program in the field of higher education, teaching foreign languages, academic ex-

change, scientific projects together with the Robert Institute Koch (Germany), Ludwig University (Germany) and WHO. The University has implemented three major projects for the development of higher education, which were financed by the World Bank: “Modernization of higher medical education at the ATSMU”, “Innovative development of pharmaceutical education in the Republic of Tajikistan”, “Improving the quality of medical education at ATSMU”. The university participates in consortia of Erasmus Plus projects: TUTORIAL, CHILDCA, SPRING, HARMONEE, "Setting peer review instruments and goals for medical (health) education".

In 2019, ATSMU passed the institutional and program accreditation of the "Independent Agency for Accreditation and Rating" (IAAR), including the program 1-790101 "General Medicine" (specialist level), 1-7900107 - "Dentistry", 1- 7900103 - "Organization of public health", has 4 certificates of international accreditation.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational program 1-790102 "Pediatrics" is being accredited by the IAAR for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program for the hybrid visit of the expert commission for specialized accreditation of educational programs of the International Higher Medical School from March 27 to March 29, 2022.

In order to coordinate the work of the EEC, on March 25, 2022, an on-line kick-off meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of accredited EPs, heads of structural departments, heads of chairs, teachers, students, graduates, employers. A total of 148 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in meetings with the EEC IAAR:

Participant category	Quantity
Rector	1
Vice-Rector's Corps	5
Heads of accredited EPs	6
Heads of structural departments	6
Heads of chairs	26
Teachers	26
Students	45
Graduates	21
Employers	12
Total	**148**

During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited the practice bases and chairs: Medical Center "Istiklol", chair of propaedeutic of children diseases, chair of children's diseases No.1, chair of family medicine, chair of drug technology, chair of pharmaceutical and toxicological chemistry, chair of pharmacognosy, educational and practical center "Pharmacy",

Educational building "Shifobakhsh" - Department of Human Anatomy, Department of Biology

with the Basics of Genetics, Department of Histology, Practical Skills Training Center, Scientific Library; dormitory.

At the meetings of the EEC IAAR with the target groups of the university, the mechanisms for implementing the university's policy and development program and the specification of individual data presented in the university's self-assessment report were carried out.

In accordance with the accreditation procedure, a survey of 100 teachers, 101 students, including junior and senior students, was conducted.

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

As part of the planned program, recommendations for improving the accredited educational program of ATSMU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on March 29, 2022.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. STANDARD "MISSION AND LEARNING OUTCOMES"

Evidential part

ATSMU carries out its activities on the basis of the Charter and in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Tajikistan and the Ministry of Health and Social Protection of the Republic of Tajikistan. The mission of ATSMU is formulated: "Providing nationally relevant, internationally recognized medical education for the training of competent personnel and promoting the development of scientific activity in the field of healthcare". The mission contributes to improving the quality of medical care, the quality of life of the population in terms of global preservation and promotion of health. The mission provides a vision of the prospects and the final result of the EP in the context of institutional, national policy.

The mission is set out in the ATSMU Development Strategy for 2017-2025, developed in accordance with the strategic documents of the Republic of Tajikistan in 2017. The development strategy of ATSMU was approved at the Academic Council of ATSMU on July 29, 2017, protocol No. 11, with the participation of the teaching staff, administrative and managerial staff and students, as well as with representatives of the Ministry of Health and Social Protection of the Republic of Tajikistan, the Health Department of the City Administration of Dushanbe, the TNRI Obstetrics and gynecology and pediatrics of the Ministry of Health and Social Protection of the Republic of Tajikistan, as well as representatives of scientific associations.

To implement the Mission, the strategic development program of ATSMU for 2017-2025 defines the priority areas for the development of the university: providing the university with an innovative educational process; continuous improvement of the professional competence of scientific and pedagogical workers; creation of scientific, educational and clinical complexes to improve the educational process and increase the scientific potential; development of infrastructure and material and technical base of the university; improving the quality management system and improving the efficiency of university management.

ATSMU defined the mission of the educational program in the specialty 1-790102 "Pediatrics" - the training of qualified competitive medical staff with professionally significant qualities, general cultural, general professional and professional competencies that contribute to the implementation of medical, organizational, managerial, research activities and provide sustainability in the labor market. The purpose of the EP is to prepare a specialist - a pediatrician who has a system of universal and professional competencies necessary to provide specialized pediatric care to the children's population, capable and ready for independent professional activity, continuous self-improvement and integration of scientific knowledge in accordance with the requirements the world community. HEI SWOT-analysis, assessment of its strengths and weaknesses, on the basis of which tactical and strategic development

plans are developed. Teachers, students, employees of structural divisions, practical healthcare, professional associations participate in the development and formulation of the mission of the EP.

The mission and final results of the EP are consistent with the strategic documents of the Republic of Tajikistan, the charter of the University, determine the direction of its activities and provide a basis for evaluation and improvement.

The mission of ATSMU was brought to the attention of the authorized bodies in the field of medical education and healthcare, the academic community, students and other interested parties by publishing it on the official website of the University - https://tajmedun.tj/. The mission of the University is presented on the information resources of ATSMU: on the official website, in an accessible form on the stands of educational buildings and clinical bases. However, these resources do not contain information about the mission of the educational program 1-790102 "Pediatrics".

During interviews with employers, teachers and students, it was revealed that some of them do not know the mission of the university well enough and are not informed about the opportunity to take part in the development and adjustment of the mission of the university and the study program.

ATSMU has institutional autonomy for the development and implementation of policy in relation to the educational program, for which the faculty and administration are responsible. In accordance with the SES of higher professional education of the Republic of Tajikistan in the specialty "Pediatrics", the obligation to develop the is assigned to ATSMU, which is reflected in the "Regulations on the procedure for developing educational programs of ATSMU". The departments determine the content of the MEP and carry out regular revision.

ATSMU provides certain academic freedoms to teaching staff and students to independently choose programs and teaching methods, freely express their opinions, freely participate in scientific research and publish their results, take part in public organizations and societies.

Analytical part

The standard "Mission and learning outcomes" meets the requirements of the IAAR accreditation. According to the criteria of the "Mission and Results" standard, ATSMU has a mission, which is set out in the Development Strategy of ATSMU for 2017-2025, approved by the Academic Council of ATSMU on July 29, 2017, Protocol No. 11. The mission of ATSMU is presented on the official website and in an accessible form at the stands of educational buildings and clinical bases. But at the same time, the mission of the “Pediatrics” program is not reflected on information resources, first of all, on the official website of ATSMU.

The University self-examination report declares that the teaching staff, students, representatives of practical health care take part in the development of the mission of ATSMU and the EP "Pediatrics" through discussion in the collegial bodies of the University - the Academic Council, the Clinical Council.

During interviews with employers, teachers and students, it was revealed that most of them do not know enough about the mission of the university and the accredited educational program and are not aware of the opportunity to participate in the development of the mission of the University and the accredited educational program, which indicates a lack of awareness of the mission and insufficient involvement of interested parties, primarily employers, in its development.

The development of tactical and strategic plans of ATSMU is based on a regular analysis of strengths and weaknesses.

ATSMU has institutional freedom, which is also realized in the formation of the EP. Academic freedoms of the teaching staff are present during the implementation of the EP. According to the results of an anonymous survey of employees, 36.4% of respondents assess the state of academic freedom as "very good", more than 59.6% - as "good".

The final results of the EP are aimed at achieving the competencies of students and correspond to the mission, goals of the university and the development strategy of the university. The formation of the final learning outcomes takes place with the active participation of employers.

Strengths according to the standard.
No strengths were identified for this standard.

Recommendations for 1-790102 Pediatrics.
1. The developers of the EP ensure that all interested parties are informed about the content of the mission of the EP by posting it on the university website and by other means - May 2022.
2. The EP developers should ensure the participation of all stakeholders in the development and / or adjustment of the EP mission and reflect their opinions and proposals (employers) - September 2022.

EEC conclusions by criteria:
strong – 0;
satisfactory – 20;
suggests improvements – 3;
unsatisfactory – 0.

6.2. STANDARD "EDUCATIONAL PROGRAM"

Evidential part

EP ATSMU in the specialty 1-790102 "Pediatrics" is consistent with the mission and the final results of education and serves to achieve them. Training in the educational program in the specialty 1-790102 "Pediatrics" is planned, organized and implemented in accordance with the regulatory legal acts of the Republic of Tajikistan - the State Educational Standard of Higher Professional Education of the Republic of Tajikistan in the specialty "Pediatrics", approved by the Decree of the Government of the Republic of Tajikistan dated February 25, 2017 of the year No. 94, Regulations on the credit system of education in higher educational institutions of the Republic of Tajikistan, approved by the decision of the Board of the MES RT (2016), standard and work programs for disciplines, Instruction letters and orders approved by the Ministry of Health and Social Protection of the Republic of Tajikistan and the Ministry of Education and Science of the Republic of Tajikistan.

The educational program in the specialty 1-790102 "Pediatrics" was developed in accordance with the "Regulations on the procedure for the development of educational programs of TSMU", which regulates the procedure for designing, approving, implementing and revising the educational program. The structural unit responsible for the formation of curricula and EP is the educational and methodological department. The teaching staff and students take part in the development of the program through participation in the advisory bodies of the university - KOPS and EMC, employers - through the CC.

EP in the specialty 1-790102 "Pediatrics" consists of blocks: basic disciplines, major disciplines, elective disciplines, optional disciplines, practices, final certification. The total labor intensity of the EP with a standard training period of 6 years is 420 credits, one credit corresponds to 24 academic hours. Of the total labor intensity of the EP, 393 credits are allocated for the study of disciplines, 24 credits for practices and 3 credits for the Final Attestation. 393 credits are divided into 3 blocks. Block 1 - Basic disciplines include: a social and humanitarian module in the amount of 22 credits, a module of language disciplines - 15 credits, a module of natural economic disciplines and information technology - 11 credits. Block 2 - Professional disciplines include: Module of general professional disciplines - 96 credits, Module of major disciplines - 144 credits. Block 3 - Electives (electives) 105 credits.

EP in the specialty "Pediatrics" has the following ratio between the cycles of disciplines: block of basic disciplines - 54 credits (state component) - 12.9%; block of professional disciplines (module of general professional and professional disciplines, taking into account elective subjects) - 80.7%. The ratio between compulsory disciplines (315 credits) and electives (105 credits) is 75% and 25%, respectively. The ratio between compulsory disciplines and electives: in the block of basic disciplines - 54 credits, of which 3 elective credits, which is respectively 88.9% and 11.1%; in the block of profession-

al disciplines - 339 credits, of which 99 are elective credits, which is respectively 70.8% and 29.2%. 33% of the student's total workload is independent work.

EP in the specialty 1-790102 "Pediatrics" demonstrates the sequence of goals, structure and content of the program, teaching and learning methods, the quality of learning and student achievement, the sufficiency of resources to support and improve the program.

The EP "Pediatrics" includes a description of the graduate and documents regulating the process of mastering the EP: a general description of the program, curriculum, working curriculum, calendar curriculum, work programs of disciplines (syllabuses), programs of practice and final certification. The EP also includes the conditions for the implementation of the educational program, logistics, personnel conditions for the implementation, electronic information and educational environment. Changes and additions to the approved EP are considered at the EMC and approved by the Academic Council. Profile clinical departments, together with other departments, make proposals for updates, taking into account the development of science, technology and technology based on the needs of practical healthcare. The current educational program was introduced in 2018, the last revision of the curriculum was carried out in 2021.

A graduate of ATSMU who completed his studies in the specialty "Pediatrics" is issued a diploma of higher medical education with the qualification "Pediatrician", an academic certificate indicating the list of disciplines studied with grades, the volume of academic hours.

The model of the educational program of ATSMU is presented as a competence-oriented, integrated system based on the relationship of academic disciplines both horizontally and vertically. The logical sequence of studying disciplines is observed. Horizontal integration involves integration between different disciplines within a course of study. Vertical integration is represented by a consistent study of the sections of medicine that are taught by EP disciplines in different years of study.

To form the necessary skills and abilities within the framework of the competency-based approach, ATSMU distinguishes 3 levels of education: 1 - mastering practical skills in caring for sick students of 1-2 courses; Stage 2 - phantom-simulation training in methods of examination and treatment of patients by students of 3-4 courses; Stage 3 - training in the skills of providing medical care to patients with various pathologies by students of 4-6 courses. At the 2nd and 3rd levels, clinical skills are developed in the Center for Practical Skills of the PSTC, equipped with modern simulation equipment, including robotic simulators that allow you to simulate various clinical situations. The same tasks are met by trained simulated and standardized PSTC’s patients.

Clinical skills are trained at the bedside at the clinical bases of ATSMU with the duration of direct contact with patients during 20% of the study time.

EP "Pediatrics" provides for the study of legal issues in healthcare within the discipline "Medical Law".

The disciplines of the curriculum of 1-4 courses: "Law", "Sociology", "Bioethics", "Philosophy", "Social Hygiene", include questions of the methodology of scientific research, the acquisition of basic knowledge, skills and abilities for the implementation of scientific -research projects, their design and presentation, solving research and practical problems.

Analytical part

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

The EP is considered at the Educational and Methodological Council and approved by the Council of Scientists. The EP "Pediatrics" includes a description of the graduate and documents regulating the process of mastering the EP: a general description of the program, curriculum, working curriculum, calendar curriculum, work programs of disciplines (syllabuses), programs of practices and final state certification. MEP also includes the conditions for the implementation of the educational program, logistics, personnel conditions for implementation, electronic information and educational environment. Changes and additions to the approved EP are considered at the EMC and approved by the Council of Scientists.

The following active methods of learning and teaching have been introduced at ATSMU: lecture; exercises; problem solving; work with literature; demonstration of posters, diagrams, tables, diagrams,

models; use of technical means; practical: practical tasks; trainings; business games; seminars, laboratory classes, colloquia.

Modern teaching technologies are used: CBL (case-based learning), TBL (team-oriented learning), Lectures (problem, interactive, lecture-discussion, integrated), distance learning components (video lectures), simulation technologies.

Integrative approaches to teaching are declared in the ATSMU self-examination report and are reflected in the curriculum of the ATSMU's EP. The principles of an integrative approach to the development of an educational program are: the principle of integrity, consistency, continuity and consistency, development, conditionality. The basis for the formation of the EP is a credit-modular approach. ATSMU's EP is competence-oriented, based on the relationship of clinical disciplines, both horizontally and vertically, while observing the logical sequence of studying clinical and professional skills, which allows students to master the full range of doctor's skills for the implementation of activities related to strengthening the health of the population, preventing diseases and providing adequate and timely care to patients. When studying the educational program "Pediatrics", insufficient integration of fundamental disciplines in the composition of training modules was noted, which does not allow to fully ensure the implementation of an integrative approach in the implementation of the educational program.

The EP "Pediatrics" at different stages of education includes questions of the methodology of scientific research, evidence-based medicine. However, during the visit, the University did not demonstrate the systematic inclusion in the EP "Pediatrics" of elements or components of analytical and experimental scientific research (scientific research projects planned and regularly carried out by students of the EP or participation in the implementation of certain sections of work in scientific topics university). The results of student participation in research and their inclusion in the system of assessing the educational achievements of students are not presented. For the full application of the scientific method in the educational program, it is recommended to permanently include elements of scientific research in the curriculum and / or content of disciplines and in the system for assessing educational achievements.

EP "Pediatrics" includes consideration of issues of the national health care system, the rights of the patient, the doctor within the discipline "Medical Law". During the meeting with students, it was noted that students are not sufficiently oriented in matters related to medical law, the legislative framework for practical healthcare. These issues are recommended to be considered not only within the discipline "Medical Law", but also in other disciplines of the curriculum, which will provide proper knowledge on the legal aspects of the doctor's activities, law enforcement practice in healthcare at all stages of education.

When visiting clinical bases, departments and PSTC, modern simulation equipment was presented, which indicates the availability of opportunities for students to master practical skills. The commission was shown clinical facilities that fully meet modern requirements. Contracts are concluded with all clinical bases.

During meetings with teachers and students of the EP "Pediatrics", it was noted that there was insufficient time spent by students in planned contacts with patients, the time for practicing practical skills at the patient's bedside was 1 hour during the study day (20% of the study time), which is insufficient for the formation of professional competencies. This is confirmed by interviews with employers who noted their satisfaction with the educational program, but expressed their desire to improve clinical skills during student training. Increasing the contact time of students with patients during practical classes up to 30% (one third of the program) will improve the quality of students' mastering of professional skills.

Analysis of the students' survey data revealed satisfaction with the overall quality of the curriculum: excellent - 67.3%; good - 27.7%; satisfactory - 5%, non-satisfactory - 0%.

Strengths according to the standard.

No strengths were identified for this standard.

Recommendations for 1-790102 Pediatrics.

1. The developers of the EP to update the curriculum by integrating fundamental disciplines into the training modules of the EP - by September 2022.
2. The developers of the EP should include in the curriculum and / or the content of the disciplines and in the system for assessing educational achievements the fulfillment by students of elements of scientific research on an ongoing basis - by September 2022.
3. Head of the EP is recommended to introduce knowledge of medical law and the legislative framework of practical healthcare and drug provision into the curriculum and/or educational content by September 2022.
4. Head of the EP to take the necessary measures to increase the planned contacts of students with patients in specialized clinical disciplines - 2022-2023 academic year.

Conclusions of the EEC according to the criteria:
strengths – 0;
satisfactory – 40;
suggest improvement – 3;
unsatisfactory – 0.

6.3. STANDARD « ASSESSMENT OF LEARNERS»

Evidential part

The policy and procedure for evaluating learning outcomes at ATSMU are carried out in accordance with the goals of the educational program, the final learning outcomes within the current rating system, in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Tajikistan, the Ministry of Health and Social Protection of Population of the Republic of Tajikistan ("Regulations on the credit system of education in higher professional educational institutions of the Republic of Tajikistan", "Regulations on the final certification of students"), local regulations of the University: "Regulations on the credit system of education", "Regulations on the final certification of the graduate", "Regulations on the objectified structured clinical exam", "Regulations on the current and final control".

The purpose of the rating system for assessing the progress of students is a comprehensive assessment of the quality of educational work in the learning process, the activation of the systematic work of students in the development of academic disciplines, increasing the objectivity of assessing knowledge, evaluating the effectiveness of the EP, aimed at improving it.

To determine the degree of mastering the EP by students, in terms of achieving the final results of training and mastering competencies, ongoing monitoring of progress, intermediate (rating control, final exam) final certification, testing are carried out. To assess the final results of training in the discipline, assessment methods are used: written, computer testing, OSCE, etc. Materials for the final control are developed at the departments, approved by the decision of the EMC of ATSMU, and updated annually. ATSMU has introduced and uses standardized assessment methods, assessment sheets / checklists.

Various types of current monitoring of students' progress are used: oral survey, written control, homework presentations, testing, solving clinical cases, observation, assessment of patient management, etc. IWST, IWS), including for clinical disciplines - duty, work at the bedside of the patient, etc. The policy for assessing students, the procedure for passing and retaking the current and final control of knowledge are reflected in the Regulations on the current and final control. Testing is carried out in the Unified Testing Center of the University in all subjects.

The final grade for the discipline consists of the sum of points of complex assessments for classes, assessment for intermediate certification, assessment of student attendance at lectures, assessment for performing additional creative / research tasks.

EEC attended lectures and practical classes held in the educational buildings of the ATSMU at the departments of: human anatomy, biology with the basics of genetics, histology; and at clinical bases in the departments: propaedeutics of children diseases, children diseases No. 1, family medicine. In the course of classes directly at clinical sites, patients of various profiles were not shown to students.

The final state attestation takes place in 2 stages: 1st stage - an examination on the practical skills of OSCE, 2nd stage - testing and a written exam. In accordance with the "Regulations on the FSA", the final state certification is carried out by a commission with the involvement of leading practical healthcare professionals, which is demonstrated by the orders of the SEC.

All control and measuring tools undergo internal examination at the departments, are approved by the educational and methodological council, the Unified Testing Center. The effectiveness of the teaching methods used and the methods of assessing the intermediate attestation, FSA in order to meet them and improve the effectiveness of the assessment are regularly discussed at the EMC, the Rectorate, the Council of Scientists.

The reliability and validity of methods for assessing students' knowledge is determined in the form of studying and analyzing control and measuring tools (tests, OSCE, etc.), by studying the results of academic performance in the learning process. The Standard of practical skills, the Standard of clinical analysis, the Standard of situational task, the Standard of student medical history have been established.

In the process of analyzing the submitted documents, the results of interviewing teachers and students, there was no evidence of a psychometric assessment of the quality of assessment tools. No information is provided on the University department responsible for documenting, assessing the reliability and validity of assessment methods. There was no documented evidence of a separate assessment of students' attitudes towards the assessment process.

Transparency and accessibility of assessment procedures is ensured by free access to regulatory documents governing the educational process, work programs of disciplines (syllabuses), exam schedules, control and measuring tools for all interested persons - teachers, students, office registrars through the ACSU, students ATSMU portal.

Students may express their disagreement with assessment results through the appeals process.

The process of assessing learning outcomes includes formative and summative assessment. Formative assessment is used in everyday educational practice by assessing the current progress of students. Summative assessment is carried out through intermediate certification, FSA, at the end of the course of study with GPA calculation, allows you to evaluate the academic progress of the student and reveals the level of competence formation among students for a certain period of time.

Analytical part

The "Assessment of Learners" standard complies with the requirements of the IAAR accreditation.

The information posted on the official website of ATSMU, as well as the analysis of the materials submitted by the EEC and from the self-examination report, allow us to conclude that ATSMU has developed and implemented an adequate and transparent policy for assessing residents, which is reflected in the regulatory documents of the University.

In order to assess the knowledge and skills of students, ongoing monitoring of progress is carried out in the form of: oral survey, written control, presentation of homework, testing, solving clinical cases, assessing patient management, etc. Various methods for assessing students' knowledge and skills were demonstrated: a survey, oral interviews on tickets, a written exam, written papers in the form of abstracts, written and computer testing, an exam in practical skills at the PSTC, OSCE. Methods for assessing the knowledge and skills of students are described in the programs of disciplines (syllabuses).

PSTC is equipped with modern simulators, mannequins and robots that allow teaching, evaluating the knowledge and practical skills of students both in the process of current control and final control. Training on the basis of the PSTC allows to solve the problem of mastering practical skills in the face of reduced access to patients.

For the final control at the end of the disciplines, assessment methods are used: written, computer testing, OSCE, etc.

In the process of analyzing the submitted documents, the results of interviewing teachers and students, evidence was found on the use of various methods for assessing student achievements (OSCE, written and computer testing, oral and written exams). Methods of both current and final assessments of students' knowledge were also presented. When analyzing the materials presented by the EEC and during interviews with target groups, the use of a wide range of assessment methods and formats, innovative methods for assessing students was not demonstrated. In this connection, it is recommended to expand the range of assessment methods used (mini-clinical examination, 360-degree assessment, etc.), primarily at the level of summative assessment.

The final state attestation is carried out by a commission with the involvement of practical healthcare professionals, which contributes to improving the quality and transparency of the assessment process.

Methods for assessing the knowledge and skills of students at ATSMU allow avoiding a conflict of interest. In case of conflict situations, the analysis is carried out by the appeal commission.

The effectiveness of the assessment of students' knowledge was analyzed during interviews with students. During the interview, their satisfaction with the educational process and their satisfaction with the assessment of knowledge and skills were revealed.

During interviews with students for conducting test assessment, it was revealed that the number of test tasks per student is up to 30 tests. The current practice does not ensure the objectivity of the assessment and does not guarantee that students achieve the final learning outcomes. In this connection, it is recommended to increase the number of test items per examiner to at least 90 per discipline.

The University declares documenting and evaluating the reliability and validity of knowledge assessment methods in terms of test items using statistical analysis methods. In the course of interviews with the heads of EP, structural divisions, teachers on the issues of assessing the quality of control and measuring instruments, as well as in the submitted documents, it was shown that there was no use of a psychometric assessment of control and measuring instruments.

The assessment policy provides for dynamic monitoring of the quality of student learning (in the process of current and intermediate certification), the introduction of a point-rating system in order to objectify learning outcomes, informing students about the principles for assessing their knowledge, the availability of free access for students to regulatory and methodological documents related to educational process.

Strengths according to the standard.
No strengths were identified for this standard.

Recommendations for 1-790102 Pediatrics.

1. Head of the EP to introduce, at the level of summative assessment, an assessment of practical skills using a wide range of methods - by September 2022.
2. Head of the EP to implement the psychometric analysis of control and measuring equipment on an ongoing basis - by September 2022.
3. Head of the EP to increase the number of test tasks per examinee to at least 90 per discipline in basic and profile disciplines - by September 2022.

Conclusions of the EEC according to the criteria:
strengths – 0;
satisfactory – 11;
suggest improvement – 4;
unsatisfactory – 0.

6.4. STANDART «LEARNERS»

Evidential part

ATSMU has introduced an admission policy, which is built with the requirements of the regulatory legal acts of the Republic of Tajikistan. Admission to ATSMU is carried out using a system of centralized entrance examinations based on the National Testing Center under the President of the Republic of Tajikistan (Decree of the President of the Republic of Tajikistan dated February 10, 2014, No. 138). The implemented admission policy ensures an objective and fair assessment of applicants' knowledge and skills, transparency of admission procedures and equal access to higher professional education. Admission procedures are regulated by the local normative act of ATSMU - Admission Rules. The university selects the most prepared applicants for the educational process in accordance with the results of centralized entrance examinations, and the assessment of the applicant's portfolio. Preference is given to applicants with a high score in entrance examinations, with individual achievements. ATSMU introduces the practice of accepting students with disabilities in accordance with the current laws and regulatory documents of the Republic of Tajikistan.

The policy and procedures for admission of applicants to ATSMU are consistent with the mission, vision, strategic goals of the university. Admission rules and other information necessary for admission of applicants is published on the official website of the university in the State, Russian and English languages. The established admission policy guarantees admission to the specialty "Pediatrics" of the most prepared applicants.

The number of students admitted for the upcoming academic year is established by the license of ATSMU for the right to carry out educational activities AU No. 0002818, taking into account the material and technical base and qualitative analysis of the teaching staff - 110 students. The contingent of students at the pediatric faculty is 696 students (6.0% of the total number of students).

ATSMU has a policy and implements the practice of transferring students from other programs and universities, regulated by regulations: "Regulations on the expulsion, reinstatement and transfer of students from higher educational institutions of the Republic of Tajikistan", approved by the Ministry of Education and Science of the Republic of Tajikistan on 15.07.2016. No. 2122, “Regulations on the credit system of education of higher professional educational institutions of the Republic of Tajikistan”, approved by the decision of the collegium of the Ministry of Education and Science of the Republic of Tajikistan dated 12/30/2016. No. 19/24; Charter of ATSMU.

ATSMU has a system of academic counseling for students. Social, personnel, educational and socio-cultural activities are coordinated by the vice-rector for educational and social issues. Academic counseling of students on the choice of electives and optional disciplines of the variable part of the curriculum is carried out by the staff of the dean's offices and the registrar's office. Tutors from among senior students are assigned to student groups of the first courses. The trade union committee of students and the student youth committee of ATSMU support the initiatives of student youth, organize their inclusion in volunteer activities, promote the development of public self-government organizations, coordinate the activities of structural units that provide support for the education of students with disabilities and persons with disabilities. The students trade union committee conducts consultations on financial assistance to students. For students with disabilities and people with disabilities, counseling is carried out by a specialist in social work.

ATSMU provides support to students. Students on a budgetary basis have the opportunity to receive scholarship payments of various types, including social scholarships, nominal scholarships, scholarships of the Executive body of local government of the I. Somoni district, Dushanbe city, the Committee for Youth and Sports under the Government of the Republic of Tajikistan, the Trade Union Committee of Workers healthcare of the Republic of Tajikistan. Every year, on the Day of Youth of the Republic of Tajikistan, resources are allocated for active volunteers, winners and prize-winners of olympiads, participants in international conferences, winners of various scientific, educational, cultural and educational competitions. Students are provided with housing in university dormitories. For students with financial difficulties, a system of financial support has been developed: a reduction in the cost of education, a reduction in the cost of living in a hostel. Orphans and students with disabilities

have additional benefits and financial benefits. Medical care for students was organized on the basis of the medical and diagnostic center of the student polyclinic. The University allocates funding for student presentations at republican and international conferences, for programs of international academic mobility of students.

According to the mission and policy of ATSMU, a comprehensive student support program has been developed, aimed at meeting their social, personal and financial needs.

Students have their own representation in the collegial advisory bodies of ATSMU and participate in the development, management, evaluation, control and monitoring of educational programs. There is a student self-government in ATSMU, which participates in organizing the social, cultural, educational and scientific life of the University.

Analytical part

The "Learners" standard complies with the requirements of the IAAR accreditation.

The processes of admission and selection of students organized at the university meet the criteria of the standard. A policy for the admission of students, including those with disabilities, has been defined and implemented, including selection criteria, a system for appealing admission decisions. The admissions policy is reviewed annually. The number of accepted students corresponds to the material and technical capabilities of ATSMU, the possibility of providing adequate conditions for study and living, and a license for the right to conduct educational activities.

ATSMU regulates the procedures for transferring students from other medical educational institutions. The transfer is carried out after the end of the academic year, only for the second and subsequent courses, except for the last year of study, with the consent of both universities.

ATSMU has a multi-level system of academic counseling for students at different stages of education. Social, personnel, educational and socio-cultural activities are coordinated by the vice-rector for educational work and social issues. ATSMU has structural divisions and public organizations that provide support for students and organize consultations for students on various issues. The institution of curatorship from among the teaching staff and senior students is actively used.

ATSMU has a system of financial support for students, including those who find themselves in a difficult life situation, who have success in educational, scientific, sports and other activities, and brought to all interested parties. During the interviews, the students confirmed the student support programs that are aimed at financial, social and personal needs. Resources are allocated for various types of scholarships, financial assistance, lowering the cost of education, lowering the cost of living in a hostel, for academic mobility, for ongoing events - holidays, competitions, festivals. There is a system of benefits for persons with disabilities and persons from remote regions of the Republic of Tajikistan. Medical care is provided for students in the Medical and Diagnostic Center.

ATSMU has representation of students in the collegial advisory body - the Council of Scientists.

Strengths according to the standard.

No strengths were identified for this standard.

Recommendations for 1-790102 "Pediatrics".

There is no any recommendations.

Conclusions of the EEC according to the criteria:

strengths – 0;
satisfactory – 17;
suggest improvement – 0;
unsatisfactory – 0.

6.5. STANDARD "ACADEMIC PERSONAL/TRAINERS"

Evidential part

At ATSMU, the policy for selecting and hiring employees is enshrined in the Personnel policy of ATSMU, which is based on the following regulatory and local regulatory documents: Regulation for calculating the staff load for teaching staff of universities of the Republic of Tajikistan dated 05/29/2021, No. 7/36, Policy in the field of education quality ATSMU, Development Strategy of ATSMU for 2017-2025, Personnel policy of ATSMU (2016), Internal Regulations of ATSMU, decision of the Council of Scientists of ATSMU on the establishment of the average annual teaching load of teaching staff dated August 26, 2021 (minutes No. 1), decision Council of Scientists on determining the number of students in a group depending on the course and faculty on August 26, 2021 (minutes No. 1), Regulations on the competition commission of ATSMU dated March 28, 2019. The personnel policy for the recruitment and selection of personnel ensures full equality and accessibility to the vacancies available at the university and guarantees equal opportunities and an objective assessment of the professional qualities of applicants.

ATSMU has objective and transparent recruitment and appointment processes for teaching staff positions, provides equal opportunities for its continuous professional development. The recruitment of employees at ATSMU is carried out in accordance with the staffing table. In the process of recruiting candidates for the teaching staff, attention is paid to such criteria as competence, work experience, development potential of the candidate, etc. Priority is given to persons with a higher qualification, scientific degree and academic title, skills and experience in teaching scientific work, clinical experience in the relevant specialty discipline and others. Requirements for the qualification of teachers for employment, duties, rights and responsibilities of teachers are defined in job descriptions.

The election to the position of teaching staff is carried out on the basis of the Rules for the competitive filling of positions of the scientific and pedagogical staff of ATSMU (professional and teaching staff, scientists), developed on the basis of regulatory documents and the internal needs of the university, requirements for the qualifications of the teaching staff.

The staffing table is approved annually in accordance with the educational programs implemented at ATSMU, is based on the number of teaching hours provided for by the training programs, is based on the standards for the ratio of teachers and students, the standards for the ratio of the volume of disciplines in blocks of disciplines, to the ratio of full-time and part-time teachers, to the percentage the ratio of teachers with a scientific degree and without a scientific degree.

At ATSMU, in accordance with the decision of the Council of Scientists of ATSMU dated August 26, 2021 (minutes No. 1) “On approval of the teaching load of teaching staff for the 2020-2021 academic year”, the norms of the teaching load for the academic staff were established: for undergraduate education - 23 credits (552 hours) for head of the department, 24 credits (576 hours) - professor of the department, associate professor - 25 credits (600 hours), senior lecturer 26 credits (624 hours), teacher / assistant - 29 credits (696 hours). The standard of medical diagnostic and advisory work of scientific and pedagogical workers of medical educational institutions at clinical sites is 40% of the workload of a doctor of the corresponding specialty for associate professors and assistants of departments / courses, no more than 30 hours per month - advisory work for heads of departments / courses and professors. The time for conducting scientific, educational and educational-methodical, medical work is distributed by the employee together with the head of the department, depending on the interests of the department, is reflected in an individual plan and approved at a meeting of the department.

At ATSMU, while planning an educational program, by the decision of the Council of Scientists dated August 26, 2021, No. 1, the teacher-student ratio was set at 1:12. For the disciplines of the Department of "Social Disciplines", as well as "Physical Education", the occupancy of groups is up to 30-40 students.

The personnel potential corresponds to the educational program of a specialist in the specialty 1-790102 "Pediatrics", the level of positions held. The qualifications of teachers admitted to the staff are confirmed by the appropriate level of education, academic degree, title, research experience, professional and pedagogical qualifications.

According to the staffing table of the 2020-2021 academic year, 58.0 staff positions were allocated to the teaching staff in the specialty "Pediatrics". The distribution of teaching staff in the main disciplines is: the block of humanities - 6 rates, the block of natural sciences - 3 rates, the block of general professional disciplines - 15.75 rates, the block of professional disciplines - 33.25 rates. The ratio between full-time teachers and part-time teachers meets the requirements and is 4.2:1. The degree of teaching staff is 43%. The administrative (43 people) and academic staff (904 people) of the university corresponds to the Staff Schedule.

Members of the EEC attended practical classes in anatomy, histology, propaedeutics of children diseases, and pediatrics. In study groups, including those in clinical disciplines, there were from 18 to 25 students. In practical classes, teachers used interactive teaching methods and the necessary resources, teachers adequately used the available arsenal of assessment methods.

ATSMU monitors the effectiveness of the activities of teachers using methods: the implementation of individual work plans of the teacher of the department (reports on the implementation of hours for educational, educational, methodological, research, educational and medical work for one academic year) with the standard load of the teacher for all types of activities 1536 hours; certification of teaching staff, assignment of a medical category, competition "The best teacher of the year", questioning of students "Teacher through the eyes of students", regular meetings of the rector with the staff of the department. Interviews of EEC members with teachers confirm the monitoring and evaluation of the quality of teaching, the organization of monitoring and evaluation of progress. The monitoring of the quality of the classes conducted is carried out by the dean, the department for the quality of education and development of the teaching staff, and the educational unit.

The source of funds allocated for wages, including incentive, compensation and social payments, is a single Wage Fund, which is formed from the budgetary financing of the Republic of Tajikistan, income from the provision of paid services. The payroll fund has increased by almost 100% over five years (2015-2016 - 26.8 million, 2019-2020 - 51.6 million) with an increase in staff positions of the teaching staff over this period by about 7%.

The institutional policy in relation to the teaching staff is carried out at the university through the principles of democracy, transparency, competence in the implementation of personnel policy, harmonization of university and personal interests, stimulation of the teaching staff and support of the teaching staff's need for personal development. ATSMU has developed mechanisms and criteria for systematic evaluation of the effectiveness of teachers, their level of competence, professional potential and readiness to solve strategic tasks. Monitoring the effectiveness of the use of the teaching staff's potential and assessing the individual contribution of the teaching staff to ensuring the quality of training of specialists, recognizing and rewarding the merits of the teaching staff is carried out on the basis of a system of rating assessment of the teaching staff's activities. According to the results of the teaching staff rating, an allowance is provided for the official salary in the nominations "The best theoretical department of the university", "The best clinical department". Also, according to the results of the teaching staff rating, one-time rewards are provided for the title of "Best Professor of the Year", "Best Head of Department", "Best Associate Professor", "Best Senior Lecturer", "Best Assistant", etc. The teaching staff is rewarded throughout the year (medical worker's day, etc.). The encouragement of the teaching staff of the University is based on the principles of legality, publicity, encouragement exclusively for special personal merits and achievements, stimulation of efficiency and quality of work.

Various activities are carried out at ATSMU to motivate and stimulate employees: ensuring working conditions in accordance with the labor legislation of the Republic of Tajikistan, an employment contract and a collective agreement, providing employees with equipment, tools, technical documentation and other means necessary for the performance of labor responsibilities, timely remuneration and payment of incentive bonuses for quality work and bonuses for the holidays, at the end of the year, moral encouragement and bonuses for teachers, additional payments to wages for a qualifying medical category, for an academic degree, according to working conditions for harmfulness and psycho-emotional stress, strengthening the human resources potential of the university through advanced training, training of scientific and pedagogical personnel from among young scientists and employees,

training and specialization of teaching staff abroad, including under the Erasmus + program, providing educational resources for educational implementation x programs.

Incentives and rewards are made in accordance with the "Internal Rules of the ATSMU" (Decision of the Council of Scientists of ATSMU dated August 26, 2021). ATSMU also uses additional types of incentives: an increase in salary based on the results of competitions, announcing gratitude, rewarding with a valuable gift, awarding a certificate of honor, promotion to titles, medals and badges.

ATSMU provides a unified teaching system for teaching staff. The training and advanced training of the teaching staff is mainly carried out through advanced training courses and internships at universities of the Republic of Tajikistan and abroad, as well as by holding conferences, master classes and seminars, remote webinars. The Center for Postgraduate Education of ATSMU organizes and conducts advanced training for healthcare workers and professional retraining of medical specialists, including the teaching staff of ATSMU and other educational institutions in accordance with the approved curricula and curriculum. The advanced training system at ATSMU is carried out according to the Republican budget program "Advanced training and retraining of health care personnel", within the framework of the World Bank project "Modernization of higher medical education based on the Bologna process at ATSMU in a new center (Teacher Development Center, which is organized 09/01/2019).

Foreign specialists are involved in the educational process: teachers from 26 foreign educational institutions of the Russian Federation, Kazakhstan, Japan, etc. participated in summer schools, held lectures and practical classes at ATSMU.

ATSMU has developed a policy of career advancement and career growth for academic staff, a system for managing the effectiveness of teaching staff, which provides for the formation of a plan for personal growth, including professional growth, at the beginning of each academic year.

Analytical part

The standard "Academic personal/Trainers" meets the requirements of the IAAR accreditation.

During the visit, the EEC members were presented with documents certifying the evidence base. ATSMU has defined and implemented a policy for the selection and admission of employees, there are standard transparent procedures for the admission and selection of teaching staff on a competitive basis in accordance with the Rules for the competitive replacement of positions of scientific and pedagogical personnel of ATSMU and in accordance with qualification requirements.

The quantitative ratio “teacher-student” recommended by ISO international standards, which is 1:12, is observed. 43.6% of teachers have an academic degree and title.

At ATSMU, academic staff conducts scientific and educational activities, which are reflected in scientific publications and published their own educational and methodological developments (monographs, textbooks, training recommendations), which are actively used in teaching and learning process. ATSMU has created conditions for improving qualification level and pedagogical skills both in the Republic of Tajikistan (Centre for Postgraduate Education of ATSMU, 195 programs) and abroad.

According to the results of the survey, the teaching staff assess the opportunities for professional and personal growth created at ATSMU as good and very good. Most teachers are satisfied with the MEP working conditions at the University, the conditions of remuneration, the provision of benefits, and the activities of the University administration. 30% of the surveyed teaching staff indicate the lack of necessary literature in the library (literature is presented in the electronic library system), 23% - the overcrowding of study groups.

Strengths according to the standard.

No strengths were identified for this standard.

Recommendations for 1-790102 “Pediatrics”.

There are no any recommendations.

Conclusions of the EEC according to the criteria:

strengths – 0;
satisfactory – 12;
suggest improvement – 0;
unsatisfactory – 0.

6.6. STANDARD "EDUCATIONAL RESOURCES"

Evidential part.

The material and technical base of the University with a total area of 103,524 m2, of which 78,575.1 m2 is the training area, includes: 1 administrative and educational building, 6 educational buildings, 3 libraries, 3 electronic libraries, 4 assembly halls, 20 lecture halls for conducting in-line lectures and 36 small lecture halls located in some departments of the university, 634 classrooms, 7 hostels for students, 9 canteens.

In the educational complex “Shifobakhsh” there are the Center for Educational and Clinical Education, the Educational-Scientific-Clinical Center “Stomatology”, the Center for Pre-University Education, a library, an electronic library, a winter garden, 4 lecture halls of the university. Assistance in the diagnosis and treatment of diseases for students, university staff and all those in need is provided by the Medical Diagnostic Center (MDC). MDC of ATSMU has a polyclinic, a hospital and treatment and diagnostic rooms. The surgical department, laboratory, ultrasound and ECG rooms are equipped with the latest medical equipment.

Practical training of students is carried out at clinical bases - 13 republican medical centers, 7 health centers, family medicine, maternity hospitals No. 1, No. 2 in Dushanbe, etc. There are 35 clinical departments at the clinical bases. The main clinical bases of the departments involved in the implementation of the educational program 1-790102 "Pediatrics": State Institution National Medical Center "Shifobakhsh", State Institution Medical Complex "Istiklol", State Institution "Urban Clinical Children's Infectious Diseases Hospital", State Institution "Urban Clinic Children's Tuberculosis Hospital”, Medical and Diagnostic Center of the University, PHC medical organizations in Dushanbe - correspond to the goals and objectives of the educational program in terms of the profile of beds, the number of thematic patients, modern equipment and its availability to all students. At these clinical bases, the departments have their own study rooms and offices, their study area is 41,150 m2. Clinical bases are equipped with modern equipment, with the use of which students master the practical/clinical skills required within the specialty, clinical departments have computers, laptops, printers, multimedia projectors, a projection screen, ECG devices, etc. The number of patients of different profiles at the clinical bases of the departments is enough to train students in the specialty 1-790102 "Pediatrics". Relations between ATSMU and clinical bases are built on the basis of agreements. Conducting examinations of patients by students and teachers at clinical departments is carried out with the written consent of the patient (consent is signed by the patient upon admission to the hospital).

The PSTC of ATSMU is equipped with a wide arsenal of phantoms, trainers and simulators, medical products, and equipment necessary for practicing practical skills. There is a pediatric station for students of the pediatric faculty on the basis of the ATSMU center equipped with modern neonatological and pediatric dummies and simulators.

ATSMU is constantly working to improve the material and technical base. A new 9-storey educational building of ATSMU with a total area of 15,900 m2 is being built, the construction of the campus is being completed. In 2018-2021, in all educational buildings, at the expense of the university, a major overhaul of all classrooms, work rooms, lecture halls, laboratories, and treatment rooms was carried out. ATSMU purchased fixed assets and materials in 2016 - 1,707,196.60 somoni, in 2021 - 5,015,675.15 somoni.

The computer park of ATSMU is 1290 computers, 441 printers, 119 multimedia projectors, 107 copiers, 105 laptops and netbooks, 900 tablets. The ratio of computers to students is 1:7. There are 14 computer rooms with 254 computers. In 2021, the university purchased 144 computers, 8 laptops, 32 printers, 1 server, 1 set of equipment for online video conferencing and 3 TVs.

At ATSMU, an electronic information educational environment of the university has been created and is functioning, including: the official website of the university; corporate e-mail; directory of public data; electronic library systems; information system "Electronic Cathedral Magazine"; personal account of the user of the electronic information educational environment. To provide distance learning opportunities for students, residents and continuing medical education of medical workers, distance learning portals are used, which allow round-the-clock access to educational materials.

The total fund of the university's scientific library as of 01.02.2021 is 633942/360974 (species / titles) and meets the requirements for the availability of literature. The library fund of the specialty 1-790102 - Pediatrics is 73012 units of educational literature, 72237 units of scientific literature. Every year, the university library subscribes to domestic and some foreign periodicals. Students and teachers have access to the following databases: Research4life, PubMed, African Journals Online, BLDS Index to Development Studies, etc.

To ensure the interaction of all types of activities at the university, a single internal local network has been created, the website of the university and the “Ajoibot”,“Paragraph” programs are functioning, and NGN telephony has been carried out. Access to the Internet is provided to students and teachers in all buildings of ATSMU and hostels.

Members of the EEC visited the library, the PSTC and the dormitories.

To ensure the quality of research, ATSMU has 27 educational and research laboratories. The CSRL has all the conditions for conducting research and educational and laboratory work for students, researchers and teaching staff. The CSRL consists of 7 laboratories: clinical, biochemical, morphological laboratories, experimental pharmacology, experimental surgery, stem cell laboratory, water laboratory and vivarium for laboratory animals, also has 2 classrooms, 1 computer room, lecture hall, 8 rooms for laboratory animals. All clinical bases of the university are bases for research work.

Since 1999, the university has been publishing a quarterly scientific and practical journal "Avicenna Bulletin". Since 2003, the journal has been included in the list of publications recommended by the supreme Attestation Commission of the Republic of Tajikistan.

ATSMU participates in the implementation of 2 international projects together with the Robert Koch Research Institute (Berlin): “Biosafety and biosafety research of anthrax and tularemia in Tajikistan” and “Safe research of especially dangerous bacteria, B. anthracis in Tajikistan”, in the implementation of the plan “Innovative Development Program of the Republic of Tajikistan for 2011-2020”, the Strategy of the Republic of Tajikistan in the field of science and technology for 2017-2025”.

The main scientific achievements of the university for 2019-2021 reflected in 10112 publications, 41 monographs. The results of the scientific achievements of the teaching staff were reported at various scientific forums, conferences, congresses and symposiums. The total number of faculty reports abroad and in the Republic of Tajikistan for the period 2019-2021 – 730. In 2021, ATSMU developed 43 rationalization proposals, 20 patents, 14 monographs, 1 Eurasian patent. At the university in 2019, 41 candidate and 5 doctoral dissertations were defended; in 2020 - 24 PhD and 4 doctoral, 1 master's theses - public health and healthcare; in 2021 - 51 candidate and 6 doctoral theses, in 2021 - 21 master's theses.

The results of scientific activity are being introduced into the work of ATSMU, including lecture courses, practical and laboratory classes.

Scientific and creative activities of students at ATSMU are carried out through the scientific society, students have the opportunity to carry out research in 45 student scientific circles, actively participate in competitions, conferences and Olympiads.

ATSMU studies the processes, practices and problems of medical education. ATSMU conducts an external examination of the EP with the involvement of experts from the Ministry of Health and Social Protection of the Republic of Tajikistan, the Agency for the Supervision of Educational Activities, the Ministry of Education and Science of the Republic of Tajikistan, as well as professional associations, doctors with experience in studying the process of medical education from other national and international institutions.

ATSMU supports employees conducting research in the field of medical and pharmaceutical education by establishing a bonus for direct participation in the implementation of national projects and

regional targeted programs; for the development and implementation in the educational and scientific processes, medical activities of new innovative technologies, teaching methods, etc.

ATSMU is constantly working on the development of academic mobility among students and teachers. Cooperation on the mobility of students and staff is carried out with medical universities of Kazakhstan (MUK, MUA, NMU named after Asfendiyarov), with medical universities of the Russian Federation (ISMA and Dagestan State Medical University), etc. Agreements were signed with 124 educational institutions, including 2 agreements with medical universities Belarus, 7 agreements with educational institutions in India, Kazakhstan - 11, Canada - 2, France - 2, etc. Academic mobility with universities outside the CIS is carried out only within the framework of international grants and projects (Erasmus +, World Bank projects). In order to find the possibility of increasing the level of outgoing academic mobility of students, work is underway to identify new possible partners - universities, clinics, professional associations and other organizations working in the field of healthcare and education.

Analytical part

The «Educational Resources» standard complies with the requirements of the IAAR accreditation.

To provide training in the educational program in the specialty 1-790102 "Pediatrics", ATSMU has sufficient material and technical base, information resources, clinical training and scientific research is provided with sufficient and adequate communication and information technologies.

Good interaction with practical healthcare is organized, which creates a favorable learning environment at clinical sites in terms of ensuring the availability of clinical training for students. There are contracts with clinical bases. A visit to clinics and facilities owned by ATSMU proved the high potential and the possibility of using all resources in the educational process.

ATSMU provides a safe environment for students, teaching staff, employees and patients. The development strategy of ATSMU provides for the constant improvement of the material and technical base and a separate budget has been allocated.

Students and teachers are provided with wide access to external electronic library systems and international databases, which ensures high quality education and scientific research, including in education.

An analysis of the materials presented by the university during the work of the EEC, and interviews in target groups showed a well-formed research base of ATSMU. The Institute has bases for conducting scientific research (Central Scientific Research Laboratory, departments of the university), which is reflected in the numerous results of scientific research. There is a scientific library, access to international databases is provided.

The University has implemented and is actively operating in all departments the system of monitoring and control (SMC).

A promising direction in the development of ATSMU is the promotion of the institute of scientific research, including in the field of education, which is built on the basis of cooperation with national and foreign medical universities, faculties, research centers, clinics. There are cooperation agreements with universities of the Russian Federation, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan, universities in Europe, etc., providing for both international academic mobility and cooperation in the field of scientific research, including in the field of education.

During the work and the visit, the members of the EEC were presented with all the documents proving the evidence of what was presented in the self-assessment report.

Strengths according to the standard.

1. ATSMU has good interaction with the practical healthcare sector, which creates a favorable learning environment in terms of ensuring the availability of clinical training for students.

Recommendations for 1-790102 “Pediatrics”.

There are no any recommendations.

Conclusions of the EEC according to the criteria:
strengths – 1;
satisfactory – 29;
suggest improvement – 0;
unsatisfactory – 0.

6.7. STANDARD "ASSESSMENT OF EDUCATIONAL PROGRAM "

Evidential part

Monitoring of the EP "Pediatrics" at ATSMU is carried out by DQCE. The quality control system functions in accordance with the documents of the integrated management system (IMS): Standards and Regulations of the University "General requirements for the development of an educational and methodological complex of disciplines", "Organization of the educational process on credit technology", "Final attestation of students", “Feedback monitoring”, “Competence model of a graduate in the specialties “Pediatrics”, Regulations “On the independent work of students”, “On the rating system for assessing the educational achievements of students”, Working instructions “On organizing and conducting intra-departmental control and mutual attendance of classes, etc. The mechanisms for evaluating the EP are regulated by the “Regulations on the mechanisms for evaluating the EP” and are presented at all levels of the EP implementation.

External (certification audit - university attestation; institutional and specialized accreditation) and internal assessment mechanisms are used (assessment of students, teaching staff, self-assessment of educational units, faculty, university; internal audit by units; internal control of departments; current, intermediate and final attestation of students; student rating; university rating; checking the state of the methodological support of the educational process; certification of all types of practice).

During the visit of the EEC members, it was noted that ATSMU conducts regular monitoring and evaluation of the EP. The educational and methodological department and DQCE regularly check the state of the methodological support of all departments, monitor progress and achieve the final results of training, test to assess the "survival" of knowledge, and analyze the progress of students. Shortcomings and areas for improvement are identified, an action plan is developed to eliminate comments and improve. The results of meetings of the EEC with target audiences and the results of the survey indicate the presence of well-established work on updating the EP. Based on the results of monitoring, a new subject was introduced into the curriculum of the specialty "Pediatrics" - a course of clinical skills (2, 3 courses), the ratio of the block of humanitarian and general professional and professional disciplines was changed.

A systematic survey is carried out at all departments of faculties according to specially approved questionnaires: “Feedback questionnaire”, “Questionnaire for evaluating the activities of a teacher”, “Criteria for evaluating a lesson-lecture”, “Act of checking the quality of education”. For feedback from teachers and students with the Rector, the university website is used. Regular meetings of the Rector of ATSMU with students are held. There is a procedure for the reception of consumers by the Rector and Vice-Rector for Academic Affairs.

Feedback results are analyzed and discussed at meetings of departments, the rector, EMS, the Council of scientists and are taken into account when planning improvements to the EP. Based on the results of feedback, in order to improve the EP in recent years, the content of the EP has been adjusted in accordance with international requirements, elective disciplines have been introduced into the curriculum, the content of the disciplines of the specialty has been transformed in terms of a competency-based approach, and the rating system for assessing educational achievements has been improved. students, the system of final control and assessment of students' knowledge using simulation technologies is being improved, library and administrative support and student services have been improved, innovative technologies and information and communication systems are being introduced into the educational process.

According to the results of the survey conducted during the EEC visit, 77.2% of students are completely satisfied with the level of accessibility of the dean's office, 56.4% - with the level of accessibility and responsiveness of the management, 63.4% - with the speed of response to feedback from teachers regarding the educational process, 62.4% - informing students about courses, educational programs.

Analytical part

The standard "Assessment of the educational program" meets the requirements of the IAAR accreditation.

Consumer satisfaction monitoring includes: holding scheduled meetings of management with students and staff, general meetings of faculties, groups; analysis of the survey of applicants, students, teaching staff; analysis of wishes and feedback from healthcare organizations about graduates; interviewing with employers; analysis of the level of scientific publications, held scientific conferences, seminars; analysis of the appealability of consumers of medical services; analysis of the results of state attestation / accreditation of the university; the results of the institutional rating and the rating of educational programs.

A wide range of stakeholders are involved in the MEP monitoring process, including both ATSMU staff and students, representatives of employers and state regulatory bodies. From interviews with alumni, members of the EEC noted that good feedback is maintained with alumni. During the interviews, the graduates positively assessed the educational programs and expressed their satisfaction with the quality of the educational program.

The results of the evaluation of the educational program are available to a wide range of interested parties and are posted on the official website of ATSMU, where everyone can get acquainted with them.

Strengths according to the standard.

No strengths were identified for this standard.

Recommendations for 1-790102 “Pediatrics”.

There are no any recommendations.

Conclusions of the EEC according to the criteria:

strengths – 0;
satisfactory – 24;
suggest improvement – 0;
unsatisfactory – 0.

6.8. STANDARD "MANAGEMENT AND ADMINISTRATION"

Evidential part.

The structure of ATSMU is determined in accordance with the mission, goals and objectives, a map of processes, historical aspects of the development of the university. The forms of collegial management of the university are: The Council of Scientists, the administration, advisory bodies - the Educational and Methodological Council, the Coordinating Council, the Clinical Council. The main educational, scientific and administrative structural unit that carries out the educational process in the specialty 1-790102 "Pediatrics" is pediatric. The development and implementation of the EP in the specialty "Pediatrics" is controlled by the vice-rector for educational affairs, the head of the educational and methodological department, the dean of the pediatric department in accordance with the "Rules of the labor (internal) schedule of the ATSMU.

Assessment of the activities of the academic leadership of ATSMU to achieve its mission and final results is carried out through internal audit and self-assessment. Heads of administrative departments report on the results of educational, scientific, educational and financial and economic activities at meetings of the administration and at the Council of Scientists of ATSMU, vice-rectors, deans - at meetings of the Council of Scientists of ATSMU, the rector - at the expanded Council of Scientists of ATSMU, in the Ministry of Health and Social Protection of the Population Republic of Tajikistan, Ministry of Education and Science of the Republic of Tajikistan.

University staffs are actively involved in the process of discussion and decision-making on the main processes through representation in the EMC, the Coordinating Council, the Clinical Council, the Council of Scientists of the University or the administration. The Coordinating Council includes representatives of the Ministry of Health and Social Protection of the Republic of Tajikistan. Representatives of the student council of the university are involved in the work of the Educational and Methodological Council, the Council of Scientists of the university.

The transparency of the management and decision-making system is ensured by the participation of teaching staff, employees, students, and other interested parties in the discussion and decision-making, which is reflected in the minutes of meetings of advisory bodies, followed by bringing to the attention of all university staff through the electronic information educational environment, including in protocols for review and execution. The electronic journal provides transparency in the management of the educational process for students, teachers, heads of departments, the dean, and parents.

ATSMU is a legal entity in the organizational and legal form of a state educational institution, has an independent balance sheet, bank accounts and official symbols, and has sufficient autonomy in the distribution of resources. The educational program is supported by a target budget for education allocated by the Ministry of Health and Social Protection of the Population of the Republic of Tajikistan, which annually approves a budget request for 3 years with the allocation of a state order. The source of budget formation is also the funds received from tuition fees under contracts with individuals and legal entities, other types of licensed activities permitted by the Legislation of the Republic of Tajikistan.

During the visit of the EEC, when visiting educational buildings, clinical bases, and other infrastructure facilities, it was found that the bulk of the budget is used to implement the educational program, improve infrastructure, expand and modernize the educational base, and provide logistics for the educational process. The autonomy of the university allows improving the academic mobility of teaching staff, students, stimulating salary bonuses in various nominations, differentiation of wages, purchase of the necessary equipment and equipment for introducing innovations in education, (PSTC, CSRL, Medical and Diagnostic Center “Stomatology”, Stem Cell Laboratory, Training and Research and Production Center “Pharmacy”), scientific research and the provision of highly qualified medical care, the construction of a new building.

The internal structure of ATSMU is regularly analyzed and optimized in accordance with changing requirements in the field of quality assurance. In order to analyze and control processes in the university, a system for monitoring the activities of the university has been developed, implemented and is functioning.

The University interacts with practical healthcare institutions, which are the clinical bases of the departments. Agreements on mutually beneficial cooperation, joint use of premises, equipment, apparatus and inventory have been concluded with all clinical bases. Representatives of the teaching staff of ATSMU are members of public organizations and professional communities of doctors of the Republic of Tajikistan, educational and methodological councils and participate in solving strategic issues in the field of healthcare and medical education. 80% of the main freelance specialists of the Ministry of Health and Social Protection of the Population of the Republic are associate professors and professors of the departments of ATSMU.

Analytical part.

The "Management and Administration" standard complies with the requirements of the IAAR accreditation.

ATSMU has a management system that contributes to the achievement of the mission and goals, maintains institutional efficiency and integrity, creates and maintains an environment for learning and conducting research and creative activities, ensures the efficiency of the University as a whole and the implementation of mechanisms for improving the EP in an operational manner.

The powers, responsibilities and relationships between consultative and advisory bodies, administration, faculty and staff are clearly described in the relevant documents (Charter of the University, Regulations on subdivisions, job responsibilities, etc.). For the effective functioning of all structures, relevant provisions have been developed that determine the interaction of various departments.

At ATSMU, due attention is paid to the observance of the principles of collegiality and transparency, which was confirmed by the EEC during a survey with target groups. 36% of ATSMU employees rated "very good" and 59% - "good" the openness and accessibility of management for the teaching staff.

A policy of ATSMU in the field of ensuring the quality of education, a development program and action plans for the implementation of the strategic development program of ATSMU for 2017-2025 have been developed.

The results of an anonymous survey showed that 64.4% of students fully agree, and 37.6% agree that the facilities and equipment for students are safe, comfortable and modern.

The effectiveness of the organizational structure and management system of the organization is strengthened through periodic and systematic review. Periodic assessments of the activities of the university management is carried out at a meeting of collegiate and advisory bodies through internal audit and self-assessment of the quality management system. Every year, the rector at the Council of Scientists brings to the attention of the staff analytical information about the main achievements, shortcomings and proposals for improving the educational, scientific, international and clinical activities of ATSMU.

Strengths according to the standard.
No strengths were identified for this standard.

Recommendations for 1-790102 “Pediatrics”.
There are no any recommendations.

Conclusions of the EEC according to the criteria:
strengths – 0;
satisfactory – 17;
suggest improvement – 0;
unsatisfactory – 0.

6.9. STANDARD "CONTINUOUS IMPROVEMENT"

Evidential part

ATSMU is a dynamically developing and socially responsible educational organization, which has developed and implemented procedures for monitoring and improving the processes of functioning. The renewal process at ATSMU is built on the implementation of the mission, vision of the university, based on improving the quality of education at the university through the introduction of innovations in education, science and practice; as well as on improving the student recruitment policy and personnel policy; strengthening educational resources; improving the processes of monitoring and evaluation of programs; university management structures. Since 2016, the university management structure has been updated from version SU/16 (dated 29.08.2016) to version SU/17 (dated 02.01.2017). The Center for Strategic Development and Quality Management was established, the activities of which are to conduct institutional research on aspects of the educational activities of the University, improve the quality management system in accordance with the requirements of international standards ISO 9001:2015 series, and the information and publication department.

Evidence of the constant improvement and improvement of the material and technical base of ATSMU is the use of updated resources of educational and scientific and research laboratories in the educational, scientific processes, the replenishment of the PSTC with simulators in order to form students' clinical skills in a safe educational environment. An example of the process of renewal and dynamic development of a university is the development of a Strategic Development Plan in accordance with the state requirements for universities, healthcare and medicine. The process of developing the University's strategic management policy was based on ongoing prospective research and analysis, the results of our own research, the study of the needs of the labor market, health care and society as a whole.

To ensure the preparation of a competent and competitive specialist, modern innovative technologies, interdisciplinary approaches to mastering disciplines and the principles of evidence-based medicine, educational laboratories, early contacts between students and patients are introduced into the educational process; academic mobility of students and teaching staff, internationalization, joint educational programs with foreign partners. To develop and improve clinical skills, simulation technologies are actively used in a safe environment in the PSTC. The international project "Erasmus +" contributes to the improvement of educational programs and high-quality training of specialists.

At ATSMU, educational programs are regularly adjusted taking into account the development of biomedical, behavioral, social and clinical sciences, as well as the needs of the healthcare system and society. This is reflected in changes and additions to the work programs and thematic plans for the disciplines of specialties, in updating the content of the educational and methodological complex of disciplines. The list of elective disciplines, compiled taking into account the opinions of healthcare organizations, is updated and expanded annually. Regularly conducted SWOT-analysis of the internal and external environment of the university contributes to the implementation of priority areas for the strategic development of ATSMU, taking into account established traditions, values and corporate culture.

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

ATSMU on an ongoing basis allocates the necessary resources for the development and implementation of the educational program, the organization of university clinics, a new campus, and the improvement of logistics at existing clinical bases.

Analytical part

The "Continuous Improvement" standard complies with the requirements of the IAAR accreditation.

The mission and main directions of the Strategic Development Plan of ATSMU declare the development and strengthening of the material and technical base to improve the educational environment, to ensure the implementation of educational programs and the quality of clinical training of specialists. Renewal of educational resources at the university is carried out based on the needs of the university, identified by analyzing the adequacy of educational resources necessary for the implementation of educational programs, taking into account the recruitment of students and academic staff, monitoring feedback from consumers of services to determine the degree of consumer satisfaction.

The process of updating educational programs is based on prospective research and analysis, on the results of one's own experience, a strategic analysis of one's domestic and foreign policy (requirements and expectations of stakeholders), and a study of the needs of the labor market. The main principle of assessing students at the university is continuous monitoring of the learning process in order to assess and improve the quality of education.

ATSMU has an internal quality assurance system aimed at achieving high-quality results in the training of specialists, taking into account the needs of the labor market and social forecast. It is based on the principles of systematic self-assessment of the educational activities of the university and is

aimed at the further development of the university. The university management seeks to prevent emerging problems and their causes by improving the internal control and risk management system based on regular SWOT analysis of the internal and external environment of the university.

The university regularly works to strengthen material assets and educational resources, improve the pedagogical and professional competencies of the academic staff, and improve the educational program and teaching methods.

In order to improve the renewal of educational resources, the priority is the further development of international cooperation with foreign universities, the further development of innovative teaching technologies, and the increase in the scientific activity of teaching staff and students.

An important factor in effective continuous improvement is the adequate perception by the university management of criticism from the teaching staff. According to a survey conducted during the EEC, 64% of respondents answered "good", 18% - "very good".

Strengths according to the standard.
No strengths were identified for this standard.

Recommendations for 1-790102 “Pediatrics”.
There are no any recommendations.

Conclusions of the EEC according to the criteria:
strengths – 0;
satisfactory – 14;
suggest improvement – 0;
unsatisfactory – 0.

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

Standard 1 "Mission and learning outcomes"
No strengths identified for this standard

Standard 2 "Educational program"
No strengths identified for this standard

Standard 3 " Assessment of Learners"
No strengths identified for this standard.

Standard 4 "Learners"
No strengths identified for this standard.

Standard 5 "Academic personal/ Trainers"
No strengths identified for this standard.

Standard 6 "Educational Resources"
ATSMU has good interaction with the practical healthcare sector, which creates a favorable learning environment in terms of ensuring the availability of clinical training for students.

Standard 7 "Assessment of the educational program"
No strengths identified for this standard.

Standard 8 "Management and Administration"

No strengths identified for this standard.

Standard 9 "Continuous improvement"
No strengths identified for this standard.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

For MEP 1-790102 "Pediatrics":

According to the standard "Mission and learning outcomes":

1. The developers of the EP ensure that all interested parties are informed about the content of the mission of the EP by posting it on the university website and by other means - May 2022.
2. The EP developers should ensure the participation of all stakeholders in the development and / or adjustment of the EP mission and reflect their opinions and proposals (employers) - by September 2022.

According to the "Educational program" standard

1. The developers of the EP are recommended to revise the curriculum to ensure the real integration of fundamental disciplines as part of the training modules - by September 2022.
2. The developers of the EP should include in the curriculum and / or the content of the disciplines and in the system for assessing educational achievements the fulfillment by students of elements of scientific research on an ongoing basis - by September 2022.
3. Head of the EP is recommended to introduce knowledge of medical law and the legislative framework of practical healthcare and drug provision into the curriculum and/or educational content by September 2022.
4. Head of the EP to take the necessary measures to increase the planned contacts of students with patients in the specialized clinical disciplines of the 2022-2023 academic year.

According to the standard *"Assessment of Learners"*

1. Head of the EP to introduce, at the level of summative assessment, an assessment of practical skills using a wide range of methods - by September 2022.
2. Head of the EP to implement the psychometric analysis of control and measuring equipment on an ongoing basis - by September 2022.
3. Head of the EP To increase the number of test tasks per examinee to at least 90 per discipline in basic and profile disciplines - by September 2022.

According to the *"Learners"* standard
There are no any recommendations.

According to the "*Academic personal / Trainers"* standard
There are no any recommendations.

According to the *"Educational Resources"* standard
There are no any recommendations.

According to the *"Assessment of the educational program"* standard
There are no any recommendations.

According to the *"Management and administration"* standard
There are no any recommendations.

According to the *"Continuous Improvement"* standard

There are no any recommendations.

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

There are no any recommendations.

(X). RECOMMENDATION TO THE ACCREDITATION BOARD

The members of the EEC came to the unanimous opinion that EP 1-790102 "Pediatrics" implemented by the State Educational Institution "Avicenna Tajik State Medical University " is recommended for accreditation for a period of 5 years.

(XI) Annex 1. Assessment table "Conclusion of the external expert commission"

№ П\П	№ П\П	№ крит.	CRITERIA FOR ASSESSMENT	Position of the educational organization			
				Strong	Satisfactory	Assumes improvement	Unsatisfactory
		1. **1.1**	**"MISSION AND RESULTS"** **Mission Definition**				
1	1	1.1.1	The medical education organization **must** define its mission and the mission of the EP and bring it to the attention of stakeholders and the **healthcare sector.**			+	
			The mission statement **should** contain **the objectives and educational strategy** to prepare a competent physician at the level of **basic medical education:**				
2	2	1.1.2	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, **administrative medicine** and scientific research in medicine		+		
3	3	1.1.3	able to fulfill the role and **functions of a doctor in accordance with the established requirements of the health sector**		+		
4	4	1.1.4	prepared for **postgraduate** education		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study of own practice and recognized activities in the CPD/CME.		+		
6	6	1.1.6	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		1.2	**Participation in the formulation of the mission**				
8	**8**	**1.2.1**	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.			+	
9	9	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other relevant stakeholders.			+	
		1.3	**Institutional autonomy and academic freedom**		+		
			A medical education organization should have institutional autonomy to develop and implement policies for which the administration and teaching staff are responsible for:		+		
10	10	1.3.1	development and compilation of an educational program;		+		
11	11	1.3.2	use of allocated resources necessary for the implementation of the educational program.		+		
			A medical education organization **should** guarantee academic freedom to its staff and students:		+		
12	12	1.3.3	in relation to the current educational program, which will be allowed to rely on different points of view in the description and anal-		+		

			ysis of issues in medicine;				
12	12	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	**Learning Outcomes**				
		1.4.1	The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:		+		
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;				
14	14		an appropriate basis for a future career in any branch of medicine;				
15	15		their future roles in the health sector;				
16	16		their subsequent postgraduate training;				
17	17		their commitment to lifelong learning;				
18	18		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.				
19	19	1.4.2	The medical education organization **must** ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20	20	1.4.3	The medical education organization **should** determine and coordinate the connection of the final learning outcomes required upon completion with those required in postgraduate education		+		
21	21	1.4.4	The medical education organization **should** determine the results of the involvement of students in research in medicine;		+		
22	22	1.4.5	The medical education organization **should** pay attention to global health outcomes;		+		
23	23	1.4.6	A medical education organization **should** use the results of graduate competency assessment as a feedback tool to improve the educational program.		+		
			Total		20	3	
		2	**EDUCATIONAL PROGRAM**				
		2.1	**Educational program model and teaching methods**				
24	1	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.			+	
25	2	2.1.2	The medical education organization **must** determine the teaching and learning methods used that stimulate, prepare and support students to take responsibility for their educational process.		+		
26	3	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.		+		
27	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	Medical education organization should use teaching and learning methods based on modern adult learning theory.		+		
		2.2	**Scientific method**				
		2.2.1	The medical education organization must teach students throughout the entire program of study:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	**8**		evidence-based medicine,		+		
32	9		which require the appropriate competence of teachers and will be a mandatory part of the educational program.		+		

33	10	2.2.2	The medical education organization should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods.		+		
34	11	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.		+		
			Basic Biomedical Sciences				
			The medical education organization must determine and include in the educational program:				
35	12	2.3.1	achievement of basic biomedical sciences, to form students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The medical education organization should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of society and the health care system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical education organization must determine and include in the educational program the achievement of:		+		
39	16		behavioral sciences;		+		
40	17		social sciences;		+		
41	18		medical ethics;		+		
42	19		*medical jurisprudence,* *which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and the rights of the patient, which will contribute to the analysis of problems community health, effective communication, clinical decision making and ethical practice.*			+	
		2.4.2	*The medical education organization **should** adjust and introduce new achievements in the behavioral and social sciences and also medical ethics in the educational program for:*		+		
43	20		*scientific, technological and clinical developments;*		+		
44	21		*current and expected needs of society and the health system;*		+		
45	22		*changing demographic and cultural conditions.*		+		
		2.5	**Clinical Sciences and Skills**				
			The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	*acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;*		+		
47	24	2.5.2	conduct a reasonable part (one third) of the program in planned contact with patients, including consideration of the purpose, the appropriate number and their sufficiency for training in appropriate clinical sites;			+	
48	25	2.5.3	work on health promotion and prevention.		+		
49	26	2.5.4	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The medical education institution should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		

			The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of society and the health care system.		+		
53	30	2.5.8	The medical education institution should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+		
54	31	2.5.9	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
		2.6	**The structure of the educational program, content and duration**				
55	32	2.6.1	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral, social and clinical disciplines.		+		
			The medical education organization follows in the educational program:		+		
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide an opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components;		+		
59	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		2.7	**Program management**				
60	37	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and assessment of the educational program and training courses to ensure that the learning outcomes are achieved.		+		
61	38	2.7.2	The medical education organization **must** guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	39	2.7.3	The medical education organization **should**, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
63	40	2.7.4	The medical education organization **should include** representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others faculties staff of university.		+		
		2.8	**Relationship with medical practice and healthcare system**				
64	41	2.8.1	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, CPD/CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of		+		

			required learning outcomes, a clear definition and description of the elements of the educational program and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to / from the health sector and participation of teachers and students in the work of a team of specialists in the provision of medical care.				
			The medical education organization should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program;		+		
66	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total		40	3	
		3.	**ASSESSMENT OF STUDENTS**				
		3.1	**Assessment Methods**				
			The medical education organization **must**:				
67	1	3.1.1	define, approve and publish the principles, methods and practices used for student assessment, including the number of examinations and other tests, maintaining a balance between written and oral examinations, the use of criteria-based and reasoning-based assessment methods and special examinations (OSCE or Mini Clinical Exam), as well as define criteria for establishing passing scores, grades, and the number of retakes allowed;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the assessment process and methods are open (available) for review by external experts;		+		
72	6	3.1.6	use a system for appealing the results of the evaluation.		+		
			The medical education organization **should**:				
73	7	3.1.7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;			+	
74	8	3.1.8	implement new assessment methods as needed;		+		
75	9	3.1.9	use the system to appeal the results of the evaluation.		+		
		3.2	**Relationship between assessment and learning**				
			A medical education organization **should** use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve learning outcomes;			+	
78	12	3.2.3	promote student learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.		+		
			The medical education organization should:				

80	14	3.2.5	regulate the number and nature of reviews of various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;			+	
81	15	3.2.6	Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
			Tatal		11	4	
		4.	**STUDENTS**				
		4.1	**Admission and selection policy**				
			The medical education organization **must**:				
82	1	4.1.1	define and implement an admissions policy, including a clearly defined policy on the student selection process;		+		
83	2	4.1.2	have a policy and implement the practice of accepting students with disabilities in accordance with the laws and regulations in force in the country;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
			The medical education organization should:				
85	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	review admission policies periodically, based on relevant input from the public and professionals, to meet the health needs of the population and society as a whole, including consideration of student enrollment based on gender, ethnicity and language, and the potential need for special admission policies for students from low-income families and national minorities;		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	**Student recruitment**				
88	7	4.2.1	The medical education organization **must** determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce, in the case when medical educational institutions do not control the number of students recruited, then it is necessary to demonstrate their obligations by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the material, technical and academic potential of the university).		+		
89	8	4.2.2	The medical education institution **should** periodically review the number and cohort of accepted students in consultation with relevant stakeholders responsible for planning and development of human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources for health care, migration of doctors, opening of new medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	**Student counseling and support**				
			*The medical education organization **must**:*				
90	1	4.3.1	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for postgraduate education, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		

91	2	4.3.2	offer a student support program focused on social, financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, and financial services; financial assistance in the form of material assistance, scholarships and loans;		+		
92	3	4.3.3	allocate resources to support students;		+		
93	4	4.3.4	ensure confidentiality regarding advice and support.		+		
			The medical education organization should provide counseling that:		+		
94	5	4.3.5	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and professional career planning.		+		
		4.4	**Student Representation**				
96	7	4.4.1	The medical education institution **must** define and implement a policy of student representation and their appropriate participation in mission definition, development, management and evaluation of the educational program, and other matters relevant to students.		+		
97	8	4.4.2	The medical education organization **should** provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
			Total		17		
		5.	**ACADEMIC PERSONAL / TRAINERS**				
		5.1	**Selection and recruitment policy**				
			The medical education organization **must** determine and implement a staff selection and admission policy that:				
98	1	5.1.1	determines their category, responsibility and balance of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, teachers working for full-time or part-time, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			A medical education organization should take into account criteria such as:				
101	4	5.1.4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
102	5	5.1.5	economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.		+		
		5.2	**Development Policy and Employee Activities**				
			A medical education organization must determine and implement a policy for the activities and development of employees, which:				
104	6	5.2.1	allows you to maintain a balance between teaching, scientific and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical education or-		+		

			ganization and the professional qualifications of teachers;				
105	7	5.2.2	guarantees the recognition of merit in academic work, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;		+		
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
108	10	5.2.5	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired teachers, but also teachers drawn from hospitals and clinics.		+		
			The medical education organization **should**:				
109	11	5.2.6	take into account the "teacher-student" ratio depending on the various components of the educational program;		+		
110	12	5.2.7	develop and implement employee promotion policies.		+		
			Total		12		
		6.	**EDUCATIONAL RESOURCES**				
		6.1	**Material and technical base**				
			The medical education organization **must**:				
111	1	6.1.1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.2.2	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
113	3	6.1.3	The medical education organization **should** improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		
		6.2	**Clinical Training Resources**				
			The medical education institution **must** provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	the number and categories of patients;		+		
115	5	6.2.2	the number and categories of clinical sites, which include clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical disciplines;	+			
116	6	6.2.3	observation of clinical practice of students.		+		
117	7	6.2.4	The medical education institution **should** study and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will include relevance and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.		+		
		6.3	**Information Technology**				
118	**8**	**6.3.1**	The medical education organization **must** define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		

119	9	6.3.2	The medical education organization **must** provide access to network or other electronic media		+		
			A medical education organization **should** provide teachers and students with opportunities to use information and communication technologies:				
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	patient management;		+		
123	13	6.3.6	work in the healthcare system.		+		
124	14	6.3.7	The medical education organization **should** optimize student access to relevant patient data and health information systems.		+		
		6.4	**Medical research and scientific achievements**				
			The medical education organization **must**:				
125	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for the educational program;		+		
126	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education organization;		+		
128	18	6.4.4	use medical research as the basis for the curriculum		+		
			The medical education organization **should** ensure that the relationship between research and education:		+		
129	19	6.4.5	taken into account in teaching;		+		
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and its development.		+		
		6.5	**Expertise in the field of education**				
			The medical education organization **must**:				
131	21	6.5.1	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education, and may involve physicians with experience in medical education research, educational psychologists and sociologists, or through the involvement of experts from other national and international institutions.		+		
			The medical education organization must determine and implement a policy on the use of expertise in the field of education:		+		
132	22	6.5.2	in the development of an educational program;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.		+		
			The medical education organization should:		+		
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
135	**25**	6.5.5	give due attention to the development of expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
136	26	6.5.6	to promote the aspiration and interests of employees in conducting research in medical education.		+		
		6.6	**Exchange in education**				
			The medical education organization **must** define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
138	28	6.6.2	*transfer and offset of educational loans, which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of*		+		

			programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.				
			The medical education organization **should**:				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.		+		
			Total	**1**	29		
		7.	**ASSESSMENT OF THE EDUCATIONAL PROGRAM**				
		7.1	**Program monitoring and assessment mechanisms**				
			The medical education organization **must**				
141	1	7.1.1	have a program for monitoring processes and results, including the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out in an appropriate way and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with admission students, student assessment and completion of training.		+		
142	2	7.1.2	ensure that assessment relevant results influence the curriculum		+		
			A medical education organization must establish and apply mechanisms for evaluating an educational program that:				
143	3	7.1.3	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;		+		
144	4	7.1.4	focused on student progress;		+		
145	*5*	*7.1.5*	identify and address issues that include underachievement of expected learning outcomes, and will assume that information received on learning outcomes, including gaps and problems identified, will be used as feedback for activities and corrective action plans to improve educational outcomes. programs and curricula of disciplines;		+		
			A medical education organization **should** periodically conduct a comprehensive assessment of the educational program aimed at:		+		
146	*6*	*7.1.6*	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
147	7	7.1.7	on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
148	8	7.1.8	on overall outcomes, which will be measured by national examination results, international examinations, career choices and postgraduate study outcomes;		+		
149	9	7.1.9	A medical education organization **should** rely on social responsibility/accountability.		+		
		7.2	**Teacher and student feedback**				
150	10	7.2.1	The medical education organization **should** systematically collect, analyze and provide feedback to teachers and students, which includes information about the process and products of the educational program, and also include information about unfair practices or inappropriate behavior of teachers or students with and / or legal implications.		+		
151	11	7.2.2	The medical education organization **should** use the results of the feedback to improve the educational program.		+		
		7.3	**Academic achievements of students**				

			The medical education organization **should analyze** the educational achievements of students regarding:				
152	12	7.3.1	*its mission and the final learning outcomes of the educational program, which includes information on the average duration of study, academic performance scores, the frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the conditions of study in the courses completed, about the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;*		+		
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	provision of resources.		+		
			The medical education organization **should** analyze the educational achievements of students regarding:		+		
155	15	7.3.4	their previous experiences and conditions, including social, economic, cultural conditions;		+		
156	16	7.3.5	the level of training at the time of admission to a medical educational institution.		+		
			A medical education organization **should** use the analysis of students' educational achievements to provide feedback to structural units responsible for:		+		
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning;		+		
159	19	7.3.8	student counseling.		+		
		7.4	**Stakeholder Engagement**				
			The medical education organization **should**, in its monitoring program and activities for the evaluation of the educational program, involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The medical education organization **should** for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as persons responsible for postgraduate education:		+		
162	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total		24		
		8.	**MANAGEMENT AND ADMINISTRATION**				
		8.1	**Management**				
165	1	8.1.1	The medical education organization **must** determine the management structures and functions, including their relationship with the university, if the medical education organization is part of or affiliated with the university.		+		
			A medical education organization **should** determine structural divisions in its management structures with the establishment of the responsibility of each structural division and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	other stakeholders, including representatives of the ministry of education and health, the health sector and the public.		+		
169	5	8.1.5	The medical education organization **should** ensure the transparency of the management system and decisions made, which are pub-		+		

			lished in bulletins, posted on the website of the university, included in the protocols for review and execution.				
		8.2	**Academic leadership**				
170	6	8.2.1	The medical education organization **must** clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		
171	7	8.2.2	The medical education organization **should** periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
		8.3	**Training budget and resource allocation**				
			The medical education organization **must**:				
172	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;		+		
173	9	8.3.2	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.		+		
174	10	8.3.3	The system of financing a medical education organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			The medical education organization **should**:				
175	11	8.3.4	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;		+		
176	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.		+		
		8.4	**Administrative staff and management**				
			A medical education organization **must** have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The medical education organization **should** develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	**Engagement with the health sector**				
180	16	8.5.1	A medical education organization **should** have a constructive interaction with the health sector, with related sectors of the health of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
181	17	8.5.2	The medical education organization **should** be given an official status of cooperation with partners in the health sector, which includes the conclusion of official agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.		+		
			Total		17		
		9.	**CONTINUOUS IMPROVEMENT**				
			The medical organization of education should, as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and eliminate deficiencies;		+		

183	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization **should**:				
184	3	9.1.3	base the update process on prospective studies and analyzes and on the results of their own research, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring results in a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to:		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduate learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation from MOO.		+		
188	7	9.1.7	Adapting the educational program model and methodological approaches to ensure that they are appropriate and relevant and take into account modern theories in education, adult learning methodology, principles of active learning.		+		
189	8	9.1.8	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioural, social and clinical sciences, with changes in the demographic situation and the state of health/morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion new relevant knowledge, concepts and methods, and the exclusion of obsolete ones.		+		
190	9	9.1.9	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
191	10	9.1.10	Adapting student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-university education system, and curriculum needs.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as student enrolment, number and profile of academic staff, educational program.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the educational program.		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long run, to meet the interests of various stakeholder groups.		+		
			Total		14		
			TOTAL IN GENERAL	**1**	**184**	**10**	