INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

Standards and Guidelines
for International Accreditation
of Basic Medical and
Pharmaceutical Education Programmes
(based on WFME/ AMSE/ ESG)

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Recommended by the Expert Council for Medical Education of
Independent Agency for Accreditation and Rating

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These standards and guidelines have been developed in accordance with the standards of basic medical education (WFME, 2015), harmonised with the standards of basic medical education (WFME, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and define the requirements for the preparation and conduct of the procedure for the international accreditation of basic medical education regardless of the status, organisational and legal form, departmental subordination and form of ownership of the educational organisation.

Foreword

1. DEVELOPED AND INTRODUCED - by Non-Profit Institution "Independent Agency for Accreditation and Rating"

2. APPROVED AND CAME INTO EFFECT by Order of General Director of Non-Profit Institution "Independent Agency for Accreditation and Rating" No.150-22-OD dated December 21, 2022.

3. These standards and guidelines have been developed in accordance with the standards of basic medical education (WFME, 2015), harmonised with the standards of basic medical education (WFME, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

4. THIRD EDITION

CONTENT

INTRODUCTION

These standards are developed in accordance with the standards of basic medical education (WFME, 2015, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and define the requirements for the preparation and conduct of the procedure for accreditation of educational programmes of basic medical and pharmaceutical education, regardless of status, organisational and legal form, departmental subordination and form of ownership of the EO

The IAAR Standards and Guidelines for International Specialised/Programme accreditation (based on the WFME/AMSE/ESG standards) consist of two parts: "Procedure for conducting international accreditation of educational programmes of basic medical and pharmaceutical education" and "Standards of international accreditation of educational programmes of basic medical and pharmaceutical education". The document defines the procedure for accreditation and regulatory requirements for the main provisions of the standards of international accreditation of educational programmes of basic medical and pharmaceutical education.

The procedure for conducting international accreditation of educational programmes of basic medical and pharmaceutical education is carried out according to the approved stages given in the first part of this Manual.

Changes and additions are being made to the current standards of accreditation in order to further improve it. Amendments and additions to the standards and guidelines are carried out by IAAR. In case of initiating changes and additions to the current standard by educational organisations and other interested organisations, suggestions and comments are sent by them to the IAAR. IAAR studies and conducts an examination of the proposals and comments received from the initiators for their validity and expediency. Changes and additions to the current standards and guidelines for accreditation after their approval are approved by the order of the General Director of the IAAR in a new edition with changes or in the form of a leaflet to the current standards and guidelines.

I. THE PROCEDURE OF INTERNATIONAL ACCREDITATION OF EDUCATIONAL PROGRAMMES OF BASIC MEDICAL AND PHARMACEUTICAL EDUCATION

Goals and Objectives of the International Accreditation

The purpose of the international accreditation (hereinafter - accreditation) is to assess and recognise the high quality of the activities of the EO (hereinafter - EO) and the educational programmes implemented (hereinafter - EP) in accordance with international accreditation standards in accordance with international standards for quality improvement in medical education (WFME/ AMSE/ ESG).

The procedure of accreditation serves the general purpose of assessing the quality of the activities of the EP EO for compliance with international accreditation standards. When conducting international accreditation, the specific legislation of the respective countries is taken into account.

The standards and procedures of international accreditation comply with the basic principles and documents of the Bologna Process: professionalism and accessibility of assessment; voluntariness; independence; objectivity and professionalism; transparency, reliability and relevance of information on accreditation procedures; collective decision-making, dissemination of information about positive and negative results.

The Procedure for Conducting International Accreditation

The procedure for conducting international accreditation includes the following steps:

1. Application for accreditation.

Submission of EO application for specialised/programme accreditation with copies of title documents and permits attached.

Consideration of the IAAR application of the EO.

2. Conclusion of an agreement between the EO and IAAR.

Acceptance of the IAAR decision on the beginning of the procedure of specialised/programme accreditation of the EO. The schedule of the visit to the EO, the conditions and financial issues of accreditation are determined by the agreement between the IAAR and the EO.

At the request of the EO, IAAR can organise training to explain the criteria and procedure for specialised/programme accreditation to the internal experts of the EO at special seminars on the theory, methodology and technology of specialised/programme accreditation. This seminar procedure is not a mandatory component of the accreditation process.

3. Preparation of a self-assessment report

The EO independently organises and conducts a self-assessment of the EP in order to establish compliance with international accreditation standards, and also prepares a self-assessment report in accordance with section II of this Manual.

The EO is provided with guidelines and methodological materials for the preparation of a self-assessment report.

The EO sends the self-assessment report and all applications to the IAAR at least eight (8) weeks before the visit to the EEC. IAAR sends the experts a self-assessment report for review at least 6 (six) weeks before the visit after the internal examination for compliance with the requirements.

The expert studies the self-assessment report of the EP for compliance with international standards of the IAAR, prepares and sends a review to the IAAR within 10 (ten) calendar days. In

case of non-compliance with the requirements of the IAAR, the review is sent to the expert for revision. In case of repeated non-compliance, IAAR has the right to suspend this expert from participating in the work of the EEC.

Based on the analysis of the self-assessment report EP, the IAAR has the right to make one of the following decisions:

▪ "develop recommendations on the need to finalise the materials of the self-assessment report";

▪ "to conduct an external expert assessment";

▪ "to postpone the accreditation period due to the impossibility of carrying out the procedure of specialised/programme accreditation due to the non-compliance of the self-assessment report with the criteria of these standards".

4. EEC site visit to EO

In case of continued accreditation, IAAR forms an External Expert Commission, which is approved by the General Director of IAAR. External evaluation of the EP for compliance with international IAAR standards is carried out by an External Expert Commission during a visit to EO.

The composition of the EEC is formed depending on the volume of external evaluation. The EEC consists of independent experts, including foreign experts with experience in teaching and expert work on quality assurance, representatives of the community of employers and students.

In case of continued accreditation, the IAAR will coordinate with the EO the timing of the accreditation of the EP and the Programme of the visit of the EEC.

The programme of the EEC visit is being developed by the IAAR Coordinator and the Chairman of the EEC with the participation of the EO. The agreed programme of the visit of the EEC is approved by the General Director of the IAAR at least 2 (two) weeks before the visit to the EO. The structure and content of the programme is developed taking into account the specifics of the EO and EP according to the recommended sample of the visit programme of the EEC (Appendix 1).

The Head of the EO appoints a coordinator for interaction with the IAAR coordinator for planning and organising the visit (Appendix 2).

The duration of the commission's visit is usually 3-5 days. During the visit, the EO creates conditions for the work of the EEC in accordance with the Service Agreement:

- represents an office for the work of the EEC with the provision of a workplace for each member of the EEC;

- submits an electronic and paper version of the self-assessment report for each of the commission members;

- provides the necessary modern electronic office equipment in agreement with the representative of IAAR and the number of members of the EEC;

- organises a visual inspection of infrastructure and resources, meetings, questionnaires, interviews and other types of work of the EEC in accordance with the programme of the EEC visit;

- provides the requested information;

- organises photography of the work of the EEC.

The results of the visit to the EO are reflected in the report on the results of the external evaluation.

The draft EEC report is reviewed by the IAAR and sent for approval to the EO. In case of identification of actual inaccuracies by the EO, the Chairman coordinates with the members of the EEC and makes the necessary changes to the EEC report. In case of disagreement with the comments of the EO to the EEC report, the Chairman, together with the IAAR coordinator, prepares an official response with justification.

The report contains a description of the visit of the EEC, a brief assessment of the compliance of the activities of the EO in the context of the international standards of the IAAR, the recommendations of the EO on improving the activities of the EO and ensuring the quality of the

EP, recommendations to the Accreditation Council. Proposals to the Accreditation Council contain a recommendation on accreditation (including the recommended period of accreditation) or non-accreditation.

The EEC report, including recommendations, is developed by the members of the EEC collectively.

5. IAAR decision-making

The basis for making a decision on the organisation of education in the field of healthcare by the Accreditation Council are the reports of the EEC on the assessment of the EP and the report on the self-assessment of the EP.

The Chairman of the external expert commission speaks to the Accreditation Council following the results of the visit of the external expert commission.

The exclusive competence of the IAAR Accreditation Council includes making decisions on accreditation or refusal of specialised/programme accreditation. The composition of the Accreditation Council is determined in accordance with the Regulations on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make a decision that does not comply with the recommendations of the EEC.

The Accreditation Council has the right to make one of the following decisions:

- to accredit for a period of **1 (one) year** – if the criteria are met in general, but if there are some shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 30% to 60%, lack of strong criteria);

- to accredit for a period of **3 (three) years** – if the criteria are met in general, but if there are some minor shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 15 to 30%, if there are strong criteria);

- to accredit for a period of **5 (five) years** – if the criteria are met in general and there are positive results (when evaluating criteria requiring improvement of up to 15%, if there are strong criteria);

- to accredit for a period of **7 (seven) years** – when the criteria are met in general and there are examples of best practice translation (when assessing those requiring improvement of up to 5%, and strong criteria of at least 15%);

- **refusal of accreditation** – in the presence of significant shortcomings (when evaluating at least one criterion as "unsatisfactory" or requiring improvement of 60% or more).

If the Accreditation Council makes a positive decision, the IAAR sends an official letter to the EO with the results of the decision and a certificate of accreditation of the EO, signed by the Chairman of the Accreditation Council and the General Director of the IAAR in the EO. Further, the decision on the accreditation of the EO EP is sent to the authorised body in the field of education of the relevant country and posted on the IAAR website. The Report of the external expert commission is also posted on the IAAR website.

After receiving the certificate of accreditation, the EP EO publishes a self-assessment report on its website.

If the Accreditation Council makes a negative decision, the IAAR sends an official letter to the EO about the decision.

In accordance with the established procedure, in accordance with the Service Agreement and the Regulations on the Appeals and Complaints Commission, the EO may appeal to the IAAR against the decision of the Accreditation Council. In case of doubt about the competence of the external expert commission and Agency representatives, or a gross violation committed by members of the external expert commission, the EO can send a complaint to the IAAR.

6. Follow-up procedures

If the IAAR Accreditation Council makes a positive decision, the EO submits to IAAR an Action Plan for Improving and Improving Quality within the framework of the recommendations of the external expert commission (hereinafter - Plan), which is signed by the first head and

stamped, and also enters into a Service Agreement with IAAR. The Contract and the Plan are the basis for post-accreditation monitoring.

In accordance with the Regulations on the post-accreditation monitoring procedure, the EO must prepare interim reports according to the Plan. Interim reports are sent to the IAAR before the expected date of post-accreditation monitoring.

Post-accreditation monitoring of the EP is carried out in accordance with the Regulations on the procedure for post-accreditation monitoring of the EO and (or) the EP.

In case of non-fulfillment of the Plan and requirements put forward by the IAAR for post-accreditation monitoring, as well as the lack of information about changes carried out in the EO, the Accreditation Council has the right to make one of the following decisions:

− "temporarily suspend the accreditation status of the EP";

− "revoke the certificate of accreditation of the EP of the EO, which may entail the cancellation of all previously achieved results of accreditation."

If the EO refuses to conclude a contract with the IAAR for post-accreditation monitoring, the AU has the right to decide on revocation of the certificate of accreditation.

The EO has the right to submit an application no earlier than 1 (one) year after the refusal to accredit her EP EO or revocation of her accreditation.

External Expert Commission (Group of Experts on External Evaluation)

External evaluation of the organisation of education by an external expert commission (a group of experts on external evaluation), consisting of independent experts with experience in teaching and expert activities on quality assurance, a representative of employers and students.

The EEC is formed on the basis of the order of the General Director of the IAAR from among the certified representatives of the academic, professional and student community included in the database of IAAR experts. Foreign experts may be attracted from partner accreditation agencies.

In order to exclude a conflict of interest, IAAR sends an official letter on the composition of the EEC to the EO 14 (fourteen) calendar days before the visit.

The EO has the right to notify the IAAR by an official letter of the existence of a conflict of interest with justification within 3 (three) working days. IAAR replaces the Expert if necessary.

All EEC members sign a Commitment Statement on the absence of a conflict of Interest and the Code of Ethics of an external IAAR expert during each visit.

The expert is obliged to notify the IAAR Coordinator of any connection with the EO or self-interest that may lead to a potential conflict related to the external evaluation process.

Each member of the EEC must perform his functions and duties efficiently. Failure to comply and refusal without a reasonable reason is considered a violation of the Code of Ethics of an external IAAR expert and may lead to exclusion from the IAAR expert database.

The information about the EO received during the external evaluation is presented as confidential and is not subject to disclosure.

The members of the EEC should not announce or comment on the recommended terms of accreditation before the decision of the Accreditation Council is made.

The External Expert Commission consists of:

- **The Chairman** of the External Expert Commission, responsible for coordinating the work of experts, preparing and orally presenting preliminary conclusions formed during the visit to the educational organisation, as well as responsible for preparing the final report on the results of the external evaluation of the EO and/or EP (cluster of programmes).

- **External experts** - representatives of the academic community responsible for assessing the compliance of the accredited EO and/or EP with the standards of international accreditation of the IAAR.

- **An external expert** - a representative of the professional community (employer), who must assess whether the accredited EO and/or EP (cluster of programmes) and the professional competencies of its graduates meet the requirements of the labor market.

- **An external expert** - a representative of the student community responsible for assessing the compliance of the accredited EO and/or EP with the needs and expectations of students (for each cluster, 1 representative of the student community).

IAAR appoints a coordinator from among its staff responsible for coordinating the work of the expert group. The educational organisation, for its part, appoints an authorised person responsible for the process of international accreditation of the EO of basic medical and pharmaceutical education.

II. SELF-ASSESSMENT REPORT

The Self-assessment Report (hereinafter - SAR) is one of the main documents of the international accreditation of EP.

Basic Principles of SAR Preparation

1. Structuring: strict compliance of the presented material with the sections of the document.

2. Readability: the text of the document should be easy to read in terms of printing, semantic and stylistic features of the text.

3. Analyticity: analysis of advantages and disadvantages, analysis of the dynamics of the development of EO and (or) EP (cluster of programmes).

4. The objectivity of the assessment.

5. Validity: providing facts, data, information as arguments for conclusions.

The features of the training programme that are not described in the manuals should be included in the relevant part of the documents.

During the accreditation of a cluster of programmes, aspects common to all programmes are described once in the introductory section to avoid repetition.

The final document should be well structured, numbered (including appendices).

SAR Format

The structure of the self-assessment report should meet the criteria of the IAAR standards and guidelines. All statements, judgments, assumptions of the report should be supported by the necessary documents in the main part of the text and appendices (Appendix 3. Structure of the self-assessment report).

The report should be written in the following format: the font type is Times New Roman, the font size is 12, the space between the lines is 1.5, the paragraph interval before and after the titles is no more than 6 pt, an automatically editable embedded table of contents and page numbers should be given at the beginning of the report. The report is printed in A4 format with portrait orientation, landscape orientation is also possible in applications.

The first appendix to the report should contain a text confirming the reliability, exhaustive nature and accuracy of all the data provided, signed by the head of the EO and the executors who compiled the report with the contact details of the report compilers for further consultations, if necessary: "I, [full name of the head of the EO], confirm that in this self-assessment report [name of the EO] containing [the number of pages of the main part of the report, i.e. without appendices] pages, absolutely reliable, accurate and exhaustive data are provided that adequately and fully characterise the activities of the EO."

The volume of the self-assessment report should not exceed 70-80 pages of the main text. The Self-assessment Report is separately accompanied by a package of documents in the form of appendices (in a separate file not exceeding 100 pages). Graphic images must first be compressed to a resolution of 96 dots per inch before being exported to the application text. To reduce the volume of applications, it is recommended that in the text of the self-assessment report, as much as possible, indicate links to supporting documents located on the electronic resources of the EO.

The SAR must be submitted in English [1] - officially in electronic format, unless otherwise agreed.

The report and its appendices are submitted to the IAAR in electronic form at the email address iaar@iaar.kz, and also on paper in 1 (one) copy in each of the selected languages.

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[1] Large documents may be submitted in their original language, provided they are accompanied by a short summary in English.

SAR Content

The SAR should include an introduction, three main sections and appendices.

It is recommended that the introduction include information about the conditions and organisation of self-assessment, its goals and objectives.

The first section provides general information about the organisation of education:

- brief information;
- organisational and legal support of activities;
- organisational structure and management system;
- interaction with educational, research, professional organisations at the local, regional and national levels;
- international activities;
- number of students (annual);
- dynamics of the contingent of students of different forms of education over the past 3-5 years.

The second section includes an analysis of the compliance of the activities of the educational organisation and (or) the accredited EP with the standards of international accreditation.

The text of the section should be organised according to the order specified in the manual. The SAR must provide answers to all the basic questions and include all the necessary documentary evidence in the appendices.

The third section of the report should include general conclusions and a conclusion on the self-assessment process, giving grounds for applying for an external quality assessment procedure.

The educational organisation should provide information about the achievements of the EP during the last 3-5 years according to each standard. It is also assumed that the report will indicate problems and areas requiring improvement that were identified using SWOT analysis.

The SAR should be submitted on behalf of the head of the EO and should be signed by him.

The main provisions and conclusions of the report should be brought to the attention of all participants in the self-assessment process; published on the Internet resource of the educational organisation.

The final section of the self-assessment report should consist of a completed table titled "Conclusion of the Self-Assessment Commission." It is important to ensure that the completion of the table is objective and based on the information provided in the self-assessment report. To ensure the accuracy and reliability of the material presented in the report, all individuals responsible for the self-assessment should participate in filling out the table. This will help to ensure that the table is comprehensive and reflects the collective input and assessment of the group. By completing this table, the self-assessment commission can provide a clear and concise summary of the findings and conclusions of the self-assessment process, which can be used to guide future actions and decisions.

The external expert commission also fills in this table, and the results of comparing information according to these tables are taken into account when discussing the results of accreditation during the visit of the EEC to the EO.

The evaluation table "Conclusion of the Self-Evaluation Committee" has following positions for assessment:

▪ **"Strong"** is characterised by a high level of indicators of one criterion of international accreditation. This position of this criterion makes it possible to serve as an example of good practice for dissemination among other EOs.

▪ **"Satisfactory"** is determined by the average level of indicators of one criterion of international accreditation and means compliance with the criterion.

▪ **"Suggests improvement"** is characterised by a low level of performance of one criterion of international accreditation.

▪ **"Unsatisfactory"** means that indicators of EO or EP does not meet the criterion of international accreditation.

III. STANDARDS OF INTERNATIONAL ACCREDITATION OF EDUCATIONAL PROGRAMMES OF BASIC MEDICAL AND PHARMACEUTICAL EDUCATION

Scope of Application

These standards define the regulatory requirements for the main provisions of the standards of international accreditation of educational programmes of basic medical and pharmaceutical education during the procedure of accreditation of the EP, regardless of its status, organisational and legal form, forms of ownership and departmental subordination.

These standards can also be used:

a) educational organisations for internal self-assessment and external evaluation of EP;

b) to develop appropriate regulatory documentation.

Regulatory References

This standard uses references to the following regulatory documents:

1. World Federation for Medical Education: BASIC MEDICAL EDUCATION WFME GLOBAL STANDARDS FOR QUALITY IMPROVEMENT The 2015 Revision

2. World Federation for Medical Education: BASIC MEDICAL EDUCATION WFME GLOBAL STANDARDS FOR QUALITY IMPROVEMENT The 2020 Revision

3. Guidelines on the use of ECTS (European Credit Transfer and Accumulation System), approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015.

4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)

5. EFN (The European Federation of Nurses Associations) Competency Framework Adopted at the EFN General Assembly, April 2015, Brussels

Terms and Definitions

The following terms and definitions are used in this standard:

3.1 Accreditation is a procedure of assessment by the accreditation agency of the quality level of the EO as a whole or its individual educational programmes, during which the compliance of the EO or educational programme with certain criteria and standards is recognised;

3.2 European Credit Transfer and Accumulation System – ECTS is student-centered system for the accumulation and transfer of credits, based on the principles of transparency of the processes of study, teaching and evaluation. Its purpose is to facilitate the planning, implementation and evaluation of educational programmes and student mobility by recognising academic achievements, qualifications and study periods.

3.3 The quality of the educational programme is the compliance of the level of competence of students and graduates with the requirements of educational standards and additional requirements established by the educational organisation;

3.4 Competencies – the qualifications framework defines competencies as an opportunity to use knowledge, skills and personal, social and/or methodological abilities in work or educational situations, as well as for professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and independence;

3.5 ECTS credits – express the amount of training based on the established learning outcomes and associated labor costs. 60 credits correspond to the results of training and the corresponding labor costs of a full-time academic year or its equivalent, which usually includes a number of educational elements for which credits are awarded (based on the results of training and labor costs). Credit units are usually expressed in integers.

3.6 Module is an element of a course in a system in which each course has the same number of credits or a multiple of them.

3.7 Assessment methods are a set of written, oral and practical tests/exams, projects, speeches, presentations and portfolios that are used to assess the student's progress and confirm the achievement of learning outcomes within the educational element (part of the course/module).

3.8 An educational programme is a set of educational elements that lead to the assignment of a degree to a student after successful fulfillment of all requirements.

3.9 Qualification – a degree, diploma or other official document issued by a competent authority attesting to the successful completion of a recognised educational programme.

3.10 Learning outcomes is a statement about what the learner will know, understand and be able to do at the end of the learning process. The achievement of learning outcomes should be evaluated according to an established procedure based on clear and transparent criteria. Learning outcomes are correlated with specific educational elements and programmes in general. They are also used in the European and National Qualifications Frameworks to describe the level of individual qualifications.

3.11 Quality assurance is a process or a set of processes adopted at the national and international levels to ensure the quality of educational programmes and assigned qualifications. Quality assurance presupposes the existence of an educational environment in which the content of educational programmes, training opportunities and logistical support correspond to the stated goal. Quality assurance is often viewed in the context of a continuous cycle of change (i.e., provision and improvement).

3.12 Student–centered learning is an approach to learning characterised by innovative teaching methods that are aimed at developing learning in the interaction of teachers and students and are focused on the serious perception of students as active participants in their own learning, contributing to the transfer of skills such as problem solving, critical and analytical thinking.

Designations and Abbreviations

These standards use abbreviations and designations in accordance with the normative documents specified in paragraph 2. In addition, the following designations and abbreviations are used in these standards:

AC – Accreditation Council;
HEI – higher education institution;
EEC – External Expert Commission;
IAAR – Independent Agency for Accreditation and Rating
RW – research work
CME – continuing medical education
CPD – continuous professional development
NQS – national qualifications system
EO – educational organisation
EP – educational program
SAR – self-assessment report
OSCE – objective structured clinical examination
TS – teaching staff;
MM – mass media;
ECTS - European Credit Transfer and Accumulation System;
ESG - Standards and guidelines for quality assurance in the European Higher Education Area.
QF-EHEA – Qualifications Framework for the European Higher Education Area;
WFME- World Federation for Medical Education.

General Provisions

The main objectives of the implementation of the standards of the international accreditation of educational programmes of basic medical and pharmaceutical education:

- implementation of an accreditation model harmonised with the international practice of the quality assurance of education;

- assessment of the quality of education for improving the competitiveness of the system of higher and postgraduate education in the field of healthcare;

- encouraging the development of a quality culture in medical educational institutions

- promoting the improvement and continuous improvement of the quality of public health services in accordance with the requirements of a rapidly changing external environment;

- accounting and protection of the interests of society and consumer rights by providing reliable information about the quality of EP;

- use of innovation and scientific research;

- public announcement and dissemination of information on the results of the accreditation of the EO in the field of healthcare.

1. STANDARD "MISSION AND OUTCOMES"

1.1 Mission Definition

The organisation of education must:

1.1.1 define the mission of the EP and bring it to the attention of stakeholders and the health sector.

1.1.2 in its mission to reflect the goals and educational strategy that allow to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for a further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed to lifelong learning.

1.1.3 ensure that the mission includes research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health issues.

Approximate subject of assessment:

✓ *Provide a description of the institutional mission, the mission of the educational programme and the expected learning outcomes and submit the relevant published documents.*

✓ *Provide a summary of how the mission and expected learning outcomes are communicated to stakeholders.*

✓ *Describe the procedure for developing and accepting a mission. It is assumed that the academic staff, administration, employees of structural units, students, and other interested parties should take part in the development of the mission.*

✓ *Describe how the mission statement guides the educational programme and ensures quality.*

✓ *Describe how the expected learning outcomes are related and correspond to the stated mission of the educational programme and the institutional mission.*

✓ *Provide brief information about career opportunities of graduates who have completed the educational programme.*

✓ *Describe which educational strategies and approaches, teaching methods form responsibility and develop the ability of students to learn throughout their lives.*

✓ *How is the periodic review and analysis of the processes used to develop and revise the mission and objectives, and to formulate policies and the process of communicating its mission*

and objectives to stakeholders carried out.

✓ *How and in what documents the role and functions of a specialist in the country's healthcare system are described, what are the requirements for their qualifications.*

✓ *What are the requirements for graduates who have completed this programme to continue their studies at the postgraduate level (specialisation, master's degree, PhD programmes, specialised doctoral studies, etc).*

✓ *How are the scientific achievements of biomedical, behavioral and social sciences reflected in the mission?*

✓ *Whether the opinion of stakeholders and the health sector in the field of sanitary and epidemiological welfare of the population on the preservation and improvement of their health, supervision in the field of consumer protection is reflected in the training of public health specialists.*

✓ *How is an appropriate basis provided for further career in the field of ensuring the sanitary and epidemiological well-being of the population, including state control and supervision in the field of health and/or scientific research in the field of prevention and protection of public health*

✓ *How does the EO ensure that the mission of the EP to train public health specialists includes the achievements of medical research in the field of sanitary and epidemiological well-being of the population.*

✓ *How are aspects of global health and occupational medicine taken into account in the mission?*

1.2 Institutional Autonomy and Academic Freedom

The organisation of education must:

1.2.1 have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational programme and the allocation of resources necessary for the implementation of the educational programme.

1.2.2. provide academic freedom for employees and students to implement an educational programme and use the results of new research to improve the study of specific disciplines/issues without expanding the EP.

Approximate subject of assessment:

✓ *It is necessary to identify the main stakeholders and provide a description of how the EO involves representatives of the main stakeholders in the formulation of the mission and expected results of the educational programme.*

✓ *Which groups besides the main stakeholders does the EO consult with?*

✓ *How does the EO consult with these stakeholder groups and how does it involve them in the process of improving the formulation of mission and goals?*

✓ *Indicate to what extent consultations with stakeholders have affected the mission.*

1.3 Learning Outcomes

The organisation of education must:

1.3.1. determine the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility

1.3.2. ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives

1.3.3. publish expected learning outcomes of the EP

1.3.4. identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate studies.

1.3.5. provide for the possibility of students to participate in research in the relevant field of health.

1.3.6. pay attention to intended learning outcomes related to global health.

Approximate subject of assessment:

✓ *What learning outcomes (knowledge, skills, attitudes/professional values and abilities) are required of students at the time of completion of the educational programme?*

✓ *Describe, regarding the learning outcomes, how and when they are evaluated and the measures taken to improve.*

✓ *Fill in the table 1.3. with the competencies of graduates, the learning outcomes of the EP and their assessment.*

✓ *Please fill in the following table showing the general expected competencies of graduates, where each competency is related to learning outcomes and their measurement.*

General competencies	Learning outcomes for each competence	Evaluation of learning outcomes

✓ *Describe how learning outcomes were developed for the EP as a whole and for individual modules and disciplines?*

✓ *How are learning outcomes used as a basis for content development and delivery, as well as learning evaluation and course evaluation.*

✓ *How are learning outcomes related to the subsequent training of graduates and the commitment to lifelong learning?*

✓ *How are the learning outcomes related to the existing and emerging needs of the society in which graduates will work?*

✓ *How the learning outcomes relate to the relevant national regulatory standards or requirements and the employer.*

✓ *Which stakeholders were involved in the development of learning outcomes?*

✓ *Describe and submit a document regulating the appropriate standards of behavior of the student.*

✓ *Provide in the form of a list or table the professional qualities that students should develop during their studies under this educational programme.*

✓ *Describe the process by which the list of desirable qualities and behavior of the student was developed, as well as the groups responsible for consideration and approval (for example, faculty teachers, a commission or a structural unit for the development of an educational programme, student self-government).*

✓ *Describe the method by which the list of desired qualities and behavior of the student is brought to the students, teachers, doctors at clinical bases.*

✓ *Describe where in the educational programme students learn about professional qualities and the importance of their achievement and manifestation. Give examples of formal teaching methods and efforts by which students form professional behavior and the attitude expected of them.*

✓ *Briefly describe the methods used to assess students' achievements of relevant professional qualities, behavior and attitudes to learning. Describe the way in which the identified deficiencies are corrected.*

✓ *How is the formation of ethical relations of students with doctors in the clinic, teachers, patients and their relatives ensured?*

✓ *Describe any formal activity by which the EO identifies positive and negative effects on the professional behavior of students, especially in clinical settings. Summarise any mechanisms*

by which medical students, teachers can report observed cases of unprofessional behavior and specify the person(s) to whom the unprofessional behavior is reported.

✓ *Describe whose functional responsibilities include responsibility for ensuring that professional behavior complies with the appropriate norms and canons of professional behavior established by the EO and maintained at all clinical bases for clinical training of students. Describe any policy or procedure (agreements) establishing shared responsibility for appropriate learning conditions in a clinical setting. Describe any mechanisms (for example, joint commissions of the clinical base and the EO) that exist to strengthen the appropriate learning environment.*

✓ *Describe and provide a copy of any formal or informal policies and procedures to address the occurrence of inappropriate treatment of students, including opportunities to report such incidents and identify mechanisms for their investigation. Describe any available evidence, in the form of documents, that this policy is effective.*

✓ *Specify how the learning outcomes are interrelated with postgraduate training.*

✓ *How does EO evaluate and receive information about the competencies of its graduates?*

✓ *How does the EO determine in the programme the results of training for the implementation of research by students?*

✓ *How are the problems of global health and occupational medicine reflected in the expected learning outcomes?*

1.4 Participation in the Formulation of Mission and Learning Outcomes

The organisation of education must:

1.4.1. ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes

1.4.2. ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders

Approximate subject of assessment:

✓ *It is necessary to identify the main stakeholders and provide a description of how the EO involves representatives of the main stakeholders in the formulation of the mission and results of the educational programme.*

✓ *Which groups besides the main stakeholders does the EO consult with?*

✓ *How does the EO consult with these stakeholder groups and how does it involve them in the process of improving the formulation of mission and goals?*

✓ *Indicate to what extent consultations with stakeholders have affected the mission.*

2. STANDARD "EDUCATIONAL PROGRAMME"

2.1 Educational Programme Model and Teaching Methods

The organisation of education must:

2.1.1. define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, the qualification obtained as a result of mastering the programme

2.1.2. use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process

2.1.3. ensure that the EP is implemented in accordance with the principles of equality.

Educational organisation should:

2.1.4. develop learners' lifelong learning abilities

Approximate subject of assessment:

✓ *Specify the academic degree awarded upon completion of this educational programme.*

✓ *Provide a brief description of the content of the educational programme.*

✓ *Specify the year in which the current educational programme was first implemented and the year in which the last revision was carried out.*

✓ *Describe the process of planning the revision of the educational programme, indicate who is involved in the process of reviewing the programme and which structural units, advisory bodies or commissions, other interested parties are involved in this process.*

✓ *Specify what changes and additions were made to the training programme during the last revision.*

✓ *Describe what principles and approaches, educational strategies that promote integrated learning are used in the development of an educational programme?*

✓ *Is the educational programme model integrated?*

✓ *How is the use of modern principles and teaching methods in this training programme confirmed?*

✓ *What principles underlie the choice of educational methods and experience used in the programme? How were these principles derived?*

✓ *How does the content of the EP related to the progress in knowledge change?*

✓ *Describe the practice and the teaching methods used, and the contributing factors.*

✓ *What teaching and learning methods, including clinical training, are used in practice to implement the educational programme?*

✓ *How will the educational programme and the teaching and learning methods used, the learning environment, develop students to actively take responsibility for their learning?*

✓ *Describe the types and relevance of methods of involving students in the learning process to promote self-directed/independent learning and the development of lifelong learning abilities and skills.*

✓ *Specify how the EO predicts that these methods will prepare students and develop students' abilities to learn throughout their lives.*

2.2 Scientific Method

The organisation of education must:

2.2.1. throughout the training programme, to instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine

2.2.2. include the results of modern scientific research in the EP

Approximate subject of assessment:

✓ *How are the principles of scientific method and medical research considered in the EP?*

✓ *What components of the educational programme form students' scientific approach and skills in the use of evidence-based medicine, the ability to analytical and critical thinking?*

✓ *Are the appropriate teaching methods used in the program: tasks to solve a patient's problem, problem-oriented training, practical classes in evidence-based medicine, good pharmaceutical practice with special tasks, project research, independent performance of clinical situational tasks?*

✓ *Present one or more examples where the educational programme pays attention to the development of the following skills and knowledge among students: evidence-based critical judgment skills, patient problem solving skills, knowledge and understanding of social needs and health care needs.*

✓ *What special opportunities for students are available in the EO to involve students in research projects?*

✓ *How are the elements/components of elective analytical and experimental research included in the training programme?*

✓ *Describe the existing opportunities and results of student participation in research.*

✓ *What is the practice of the EO to support students and involve them in research work during training?*

✓ *Describe what scientific methods of research in nursing are used in the training of bachelors of nursing?*

✓ *How does the EO provide teaching and training in evidence-based nursing?*

2.3 Basic Biomedical Sciences

The organisation of education must:

2.3.1. identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge

2.3.2. change the educational programme, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system

Approximate subject of assessment:

✓ *What basic biomedical sciences are included in the educational programme?*

✓ *Describe the process used to select the learning content of the educational programme.*

✓ *Specify the basic disciplines included in the educational programme (Table 2.3 must be filled in).*

Table 2.3 Basic disciplines

Core basic sciences	Year of study/course			Number of credits/hours			Teaching and learning methods	Evaluation methods
	1	2	3	Lectures	Practical lesson	Laboratory classes		

✓ *How is the selection and allocation of time for the basic biomedical disciplines included in the educational programme carried out?*

✓ *How are they integrated with clinical disciplines at various stages of the educational programme?*

✓ *Describe the process that ensures the consideration and introduction of new achievements of basic biomedical sciences into the educational programme?*

2.4 Behavioral, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence

The organisation of education must:

2.4.1. identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP

2.4.2. change the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context

Approximate subject of assessment:

✓ *What behavioral and social sciences, medical/pharmaceutical ethics and medical jurisprudence are included in the curriculum?*

✓ *Please filled in table 2.4*

Table 2.4 Behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence (example)

Behavioral and Social Sciences	Year of study/course					Number of credits/hours		Teaching methods	Evaluation methods
	1	2	3	4	5	Lectures	Practical lessons		

✓ *How is the choice of behavioral and social sciences determined and time allocated for them?*

✓ *How does the educational programme provide that the contribution of these sciences and disciplines contributes to the understanding of socio-economic, demographic and cultural causes, the spread and consequences of medical health problems, as well as knowledge about the national health system and patient rights, allows an analysis of the health needs of the community and society, promotes effective communication, clinical decision-making, compliance with ethical norms in practice?*

✓ *What is the process by which the EO adapts behavioral sciences, social sciences and ethics and introduces them into the curriculum?*

2.5 Medical/Pharmaceutical Sciences and Skills

The organisation of education must:

2.5.1. identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities;

2.5.2. ensure that students spend a sufficient part of the programme in planned contacts with patients, consumers of services in appropriate clinical/industrial conditions and gain experience in health promotion and disease prevention

2.5.3. determine the amount of time allocated to the study of the main clinical/specialised disciplines

2.5.4. organise training with appropriate attention to the safety of the learning environment and patients, including monitoring of the actions performed by the student in the conditions of clinical/industrial bases

2.5.5. change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health system

2.5.6. ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility:

- in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions;

- in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical facilities);

- in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions

2.5.7. structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training programme

Approximate subject of assessment:
✓ *Describe what specific learning outcomes (knowledge, skills and attitudes/professional values) and abilities are established to ensure the clinical competence of graduates of the educational programme of the EO?*
✓ *Describe the mechanisms used for the initial selection of various categories of patients, groups of consumers for subsequent inclusion in the training programme in accordance with the objectives of training and the results of training in clinical training.*
✓ *Provide information about patient categories, consumer groups, the level of responsibility of the student, and specify the training bases for each required training rotation.*
✓ *The objectives of the training and the results of the training programme should be known to all students of the EO, teachers and other employees responsible for the training of students and evaluation. How is this implemented?*
✓ *What specific profile disciplines are included and how is the involvement of students in vocational training determined to acquire relevant experience (knowledge, skills and attitudes/professional values)?*
✓ *In which core disciplines are all students required to gain practical experience?*
✓ *What types of practices (inpatient/outpatient care, work in a clinic/public health, rural/urban, specialised/general, centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical institutions, pharmacies, analytical laboratories, pharmaceutical companies) are available for acquiring such experience?*
✓ *How is the student's time distributed according to various parameters of professional practice?*
✓ *Please fill in Table 2.5*

Table 2.5 Profile disciplines

Profile disciplines	Year of study/course					Number of credits/hours			Teaching methods	Evaluation methods	Training base
	1	2	3	4	5	Lectures	Practical lesson	Production practice			

✓ *How are the allocated amount of time included and determined in the training programme for the main core disciplines?*
✓ *Provide information on academic rotations in the main core disciplines (Table 2.5.1)*

Table 2.5.1 Training rotations

Profile disciplines	Number of weeks	Number of hours	Learning outcomes	Training base

✓ *Describe the practice of involving students in the provision of medical/practical assistance under the supervision of a teacher and/or mentor/mentor,*

✓ *How is compliance with the principles of safety of the learning environment ensured for the student, for the patient, the consumer of the service, the client?*

✓ *Describe the process that ensures the consideration and introduction of new achievements of specialised sciences into the training programme?*

✓ *What special opportunities do students have for early and subsequent direct participation in practical activities in the profession being mastered?*

✓ *What special opportunities are provided to students for early and subsequent direct participation in providing medical care to patients, acquiring relevant experience working with the population, experience working with other healthcare professionals? How such a practice is provided for in the training programme.*

✓ *How are the various components of practical training structured according to a specific stage of the training programme?*

✓ *In accordance with the training programme, provide a list of skills included in the programme, training conditions (clinical skills centers, in clinic conditions, outpatient clinics, centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical institutions, pharmacies, analytical laboratories, pharmaceutical companies), description of skill levels, teaching methods, training and evaluation.*

2.6 Structure of the Educational Programme, Content and Duration

The organisation of education must:

2.6.1. describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/profile disciplines

2.6.2. envisage horizontal integration of related sciences and disciplines;

2.6.3. envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioral and social sciences

2.6.4. provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP

2.6.5. determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population

Approximate subject of assessment:

✓ *It is necessary to provide information about the structure, duration (hours/weeks of the semester/academic year), the content of the educational programme, indicating the mandatory elements and components of choice, the relationship between basic, behavioral and social and profile disciplines and to compile a summary in the form of academic disciplines/modules and their duration.*

✓ *Which disciplines (if any) are elective? How is the elective component determined?*

✓ *Specify the relationship between lectures, teaching in small groups, seminars, laboratory classes, training rotations.*

✓ *What are the basic principles, approaches and educational strategies, methods of teaching and assessment of knowledge that contribute to and ensure the integration of the elements of the educational programme (horizontally / vertically)? Provide a brief description of the integration practice.*

✓ *Submit a resume in the form of academic topics/subjects and the duration (hours/weeks) of the semester/academic year according to the elements of the educational programme. Indicate whether the issues of health promotion, preventive medicine, alternative/non-traditional medical practice are reflected in the EP.*

✓ *As in the EP, the training of public health specialists determines the relationship with occupational medicine, which includes aspects of the impact of the environment and man-made production loads, the social situation on the health of the population.*

2.7 Programme Management

The organisation of education must:

2.7.1. define procedures for the development, approval and revision of the EP

2.7.2. identify a committee under the management of academic leadership responsible for planning and implementing the EP to ensure the achievement of expected learning outcomes

2.7.3. ensure the representation of teachers, students, representatives from other interested parties, including representatives from clinical, industrial bases, graduates of EO, healthcare professionals involved in the learning process in the composition of the EO committee responsible for EP

2.7.4. through the committee responsible for the EP to plan and implement innovations in the EP

Approximate subject of assessment:

✓ *Describe the terms of reference and the composition of the structural unit of the EO responsible for the EP? Describe what powers does this unit have to resolve conflicts related to the principles of education and to determine the contribution of specific disciplines to the curriculum?*

✓ *Who is responsible for determining the content of the EP?*

✓ *How is the content of the curriculum determined?*

✓ *Describe what methods for studying and evaluating the educational programme are used by teachers and relevant departments to improve the educational programme.*

✓ *Describe how teachers who are studying are involved in the process of managing the EP.*

✓ *Present the composition of the department's employees and their powers and responsibilities in the process of planning, developing, implementing and evaluating the training programme, introducing innovative technologies and also in the allocation of allocated resources.*

✓ *What mechanisms does the structural unit of the EO responsible for the EP have for introducing innovations in teaching, training, evaluation and in the educational programme?*

✓ *Provide information about such practices and mechanisms, and if there is a plan for the introduction of innovative technologies and the results of the assessment of their adaptation and integration into the educational programme. Information on the introduction of educational technologies and an assessment of their effective use for teaching and evaluating practical skills should be provided separately.*

✓ *Describe other types of innovative technologies that contribute to improving the learning of students, including e-Learning.*

✓ *How are other relevant stakeholders involved in the EP management process?*

✓ *Is there a practice of receiving feedback from graduates, mentors, mentors/specialists involved in training.*

✓ *Provide a list of representatives of other relevant stakeholders and how they contribute to the management and improvement of the educational programme.*

2.8 Communication with Medical/Pharmaceutical Practice and Healthcare System

The organisation of education must:

2.8.1. ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin at the end of training

2.8.2. take into account the specifics of the conditions in which graduates will have to work and accordingly modify the EP

Approximate subject of assessment:

✓ *What is the relationship between the bachelor's degree programme and the subsequent stage of preparation for practical activity?*

✓ *What specific disciplines are taught in the last year of the EP?*

✓ *Describe, if there is, the practice of mutual representation as part of the structural units of the EO responsible for the EP and subsequent levels of education and training?*

✓ *Describe the existing practice of studying the conditions and requirements for the postgraduate training of your graduates. How and with whom is the feedback on the study of the conditions of postgraduate training carried out?*

✓ *Describe the process of studying and analysing the feedback received for the modification of the educational programme?*

3. STANDARD "ASSESSMENT OF STUDENTS"

3.1 Assessment Methods

The organisation of education must:

3.1.1. define and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes

3.1.2. ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior

3.1.3. use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format

3.1.4. ensure that the evaluation process and methods are open (accessible) for examination by external experts

3.1.5. ensure that assessment methods and results avoid conflicts of interest and uses a system of appealing the results of students' assessment

3.1.6. ensure the openness of the evaluation procedure and its results, to inform students about the criteria and evaluation procedures used

3.1.7. provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involve external examiners

Approximate subject of assessment:

✓ *Describe the student assessment policy developed by the EO, describing the assessment methods. How the policy is communicated to all stakeholders.*

✓ *Describe the process of developing and approving documents issued to students, which provide information about the evaluation policy, evaluation methods, including evaluation criteria, the timing of intermediate and final exams, exam criteria, the weight and criteria for student progress, the appeal procedure, the number of allowed retakes and conditions for retaking the exam.*

✓ *How are decisions made about the number of evaluations and the timing of their implementation?*

✓ *How are the standards (passing scores) for summative assessment established?*

✓ *How is there a balance between summative and formative assessment, written and oral examinations, assessment methods based on criteria and reasoning, and special examinations such as the Objective Structured Clinical Examination (OSCE) or the Objective Structured Practical Examination (OSPE)?*

✓ *Who is responsible for the formation and implementation of the student assessment policy? Describe the composition of the relevant committees and the scope of their powers and responsibilities.*

✓ *Who is responsible for planning and implementing the evaluation quality assurance system?*

✓ *What steps are planned and implemented to ensure the quality of the assessment?*

✓ *How are individual assessments analysed to ensure their quality?*

✓ *How is the competence of employees and teachers involved in assessing the knowledge and skills, values, behavior and abilities of students ensured, what special training does the EO offer?*

✓ *Describe the practice of attracting external examiners and the selection criteria for their inclusion in the examination commission.*

✓ *Describe the mechanisms for ensuring the reliability and validity of the assessment methods used.*

✓ *How are new assessment methods studied, tested and implemented, and how is their validity and reliability ensured?*

✓ *What mechanisms exist for filing an appeal and the procedure for reviewing the application?*

✓ *How and with what regularity is the evaluation system reviewed?*

3.2 The Relationship between Assessment and Learning

The organisation of education must:

3.2.1. use evaluation principles, methods and practices that are comparable with the intended educational outcomes and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, provide an appropriate balance of formative and final assessment for the direction of learning and decision-making about academic performance

3.2.2. envisage opportunity to adjust the number and nature of exams to encourage both knowledge acquisition and integrated learning

3.2.3. provide timely, specific, constructive and fair feedback to students based on the assessment results

Approximate subject of assessment:

✓ *Present a table showing the comparability of learning outcomes and assessment methods and also the teaching and learning methods used.*

✓ *Describe a centralised system for ensuring policy implementation through multiple coordinated assessments that correspond to the learning outcomes of the educational programme.*

✓ *How is the assessment integrated and coordinated across a range of learning outcomes and the educational programme as a whole?*

✓ *Clear mechanisms and transparency should be established to inform students about the requirements and rules of assessment and assessment of progress.*

✓ *Describe the existing practice of assessing the student's academic progress and the established rules.*

✓ *How are assessment practices and methods compatible with learning outcomes and teaching methods?*

✓ *Present a table including various elements of the educational programme, indicating the number and nature of exams.*

✓ *Describe to what extent the integrated assessment of various elements of the educational programme is provided?*

✓ *How are assessments used to guide and determine the progress of students between successive stages of the programme?*

✓ *How are students evaluated to determine who needs additional help?*

✓ *What support systems are offered to students with identified needs?*

✓ *What information is provided to students and other stakeholders regarding the content, style and quality of assessments?*

✓ *Describe the practice of providing feedback to students based on the evaluation results, including assessing the progress and achievement of learning outcomes by students in clinical rotations.*

✓ *Provide evidence that the learning outcomes (knowledge, skills, values/behavior) set in the educational programme have been achieved.*

✓ *How are the evaluation results used to evaluate teaching and the educational programme in practice?*

✓ *How are comments collected from students, teachers and other interested parties about the assessment system?*

✓ *Submit (if available) summary data on the results of the final state exams of graduates who completed this educational programme and their enrollment in postgraduate training programmes for the past 5 years.*

4. STANDARD "STUDENTS"

4.1 Admission and Selection Policy
The organisation of education must:

4.1.1. define and implement an admission policy based on the principles of objectivity and including a clear statement about the selection process of students

4.1.2. have a policy and implement the practice of admitting persons with disabilities

4.1.3. have a policy and implement the practice of transferring students from other educational institutions, including foreign ones

Educational organisation should:

4.1.4. establish a link between the selection and the mission of the educational organisation, the educational programme and the desired quality of graduates; periodically review the admission policy

4.1.5. use the system of appeal of decisions on admission of students

Approximate subject of assessment:

✓ *How is the correspondence between the selection policy, admission and the mission of the EP determined?*

✓ *How does the selection and admission policy comply with regulatory/government requirements?*

✓ *Describe the policy and academic (if there are non-academic) criteria that are set for admission to the EP?*

✓ *Briefly describe the process of selecting students, starting with the acceptance of the application and then the selection for the interview, the interview process, decision-making and enrollment in the EO. For each stage of the selection, describe the meaning and criteria on the basis of which decisions are made by individual responsible persons or groups for the admission of students to the EO.*

✓ *Are there any additional requirements at the institutional or state levels?*

✓ *Fill in the following tables 4.1, 4.1.1, 4.1.2, 4.1.3*

Table 4.1 Passing score for admission to the EO (if this technique is used)

Years	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
Passing score					

Table 4.1.1 Number of accepted students

Years	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..

Number of applicants					
Number of enrolled students					

Table 4.1.2 The number of enrolled students for the first year and the total number of students enrolled in this educational programme

Number of students	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
First year					
General					

Table 4.1.3 The number of enrolled students for the first year and the total number of students expelled under this educational programme

Number of students	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
First year					
General					

✓ *Which body is responsible for the policy of selection and admission of students and what are its powers?*

✓ *What methods of selection and admission of students to the EO does this body use?*

✓ *Describe the policy and practice of admitting students with disabilities in accordance with the current laws and regulations of the country?*

✓ *How is the student selection and admission policy communicated to interested parties?*

✓ *What is the policy and practice for transferring students in the EO?*

✓ *How is the correspondence between the policy of selection, admission of students and the mission of the EO determined?*

✓ *How and with what regularity is the policy of selection and admission of students reviewed?*

✓ *Fill in Table 4.1.4*

Table 4.1.4 Information about students in this educational programme

Categories of students	Academic year							Итого
	1	2	3	4	5	6	7	
Expelled								
Expelled for academic reasons								
Transferred to another EO								
Transferred from another EO								
Repeat academic year								
Repeated completion of required clinical rotations or disciplines								
Academic leave								

✓ *Describe how the methods used for the selection of students allow you to check their suitability and ability to practice in various fields of medicine?*

✓ *To what extent do they correspond to social obligations and needs in the field of public health protection?*

✓ *How does the admissions committee assess the results of its policy in relation to the subsequent academic achievements of students?*

✓ *Describe the procedures for filing an appeal? How are the appeal procedures brought to the attention of applicants and other interested parties?*

4.2 Recruitment of Students

The organisation of education must:

4.2.1. determine the number of accepted students in accordance with the possibilities of the organisation of education at all stages of the educational programme

4.2.2. periodically regulate the number and contingent of accepted students, taking into account the opinions of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole

4.2.3. envisage opportunity to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole

Approximate subject of assessment:

✓ *Specify the number of accepted students and any distribution of them into different categories.*

✓ *How is the number of accepted students determined in relation to the material, technical and educational potential of the EO?*

✓ *Describe what mechanisms exist to regulate the number of accepted students and the corresponding quotas?*

✓ *How is the relationship between the number of students (including foreign students) and the resources, capabilities and infrastructure available for their proper training ensured?*

✓ *How are equality and diversity ensured in the admission of students?*

✓ *How is the need for human resources of healthcare assessed, and which of the stakeholders is consulted by the EO regarding changes in the number and composition of accepted students? Briefly describe the existing practice of EO.*

4.3 Counseling and Supporting Students

The organisation of education must:

4.3.1. have a system of academic counseling of students

4.3.2. offer students a support programme aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support

4.3.3. have a feedback system with students to assess the conditions and organisation of the educational process

4.3.4. provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)

4.3.5. take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory

4.3.6. provide academic counseling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning

Approximate subject of assessment:

✓ *Describe the practice of the EO regarding the student counseling service. What other student support programmes exist in the EO?*

✓ *What additional support programmes provided by other organisations do students have access to?*

✓ *Describe the existing mechanisms for identifying and allocating resources to support students?*

✓ *How is confidentiality regarding counseling and support of students ensured?*

✓ *Describe the opportunity provided for personal counseling of students and comment on its accessibility, confidentiality and effectiveness.*

✓ *Describe what mechanisms exist in the EO to identify students in need of psychological, social, material, academic support?*

✓ *Is there a programme to support the student's health, how is such a programme supported?*

✓ *Describe the practice of advising students on planning their professional career, and what mechanisms exist for such support.*

✓ *How do academic, personal support and consulting services meet the needs of students? How are these services recommended and communicated to students and staff?*

✓ *How do student organisations cooperate with the university management to develop and implement these services? How are services regularly reviewed with student representatives to ensure relevance, accessibility and confidentiality?*

✓ *How appropriate are these services from a procedural and cultural point of view? How is the feasibility of services assessed in terms of human, financial and physical resources?*

✓ *How does the EO bring to the attention of students information about student support services?*

✓ *What are the mechanisms for evaluating the activities of the student support service?*

✓ *What conditions does the EO create to ensure the personal development and education of students?*

✓ *Is it possible to provide students with documents confirming the received qualification (diploma) and provide the opportunity to receive a European supplement to the diploma at the request of the student (Diploma Supplement)?*

4.4 Representation of Students

The organisation of education must:

4.4.1. develop and implement a policy of representation of students and their proper participation in the definition of the mission, development, management and evaluation of the educational programme and other issues related to students

4.4.2. envisage an opportunity to encourage and provide assistance and support to student activities and student organisations

Approximate subject of assessment:

✓ *Describe the policy of the EO regarding the appropriate participation and contribution of students in solving issues related to the educational programme?*

✓ *What is the policy of the EO in relation to the contribution of students to the solution of other issues related to the student body?*

✓ *What contribution did the students make to the development and implementation of these policies?*

✓ *What practical mechanisms does the EO have to promote the principles of student self-government and participation in the activities of the management bodies of the EO?*

✓ *Describe the existing mechanisms for providing technical and financial support to student organisations?*

5. STANDARD "ACADEMIC STAFF/FACULTY"

5.1 Selection and Recruitment Policy

The educational organisation must develop and implement a personnel selection and recruitment policy that:

5.1.1. determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff.

5.1.2. takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions

5.1.3. defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences

5.1.4. in the selection and recruitment policy, envisages an opportunity to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organisation, as well as significant features of the region

Approximate subject of assessment:
✓ *What are the requirements for the qualifications of teachers for hiring a public organisation?*
✓ *Are there any institutional or government policies or requirements that affect the decisions of the EO regarding recruitment?*
✓ *Describe what policy is implemented by the EO to ensure that the profile of the teaching staff corresponds to the range and balance of teachers of basic disciplines, behavioral and social sciences and specialised disciplines required to perform the EP.*
✓ *What is the ratio between teachers of specialised and non-core disciplines and between full-time and part-time teachers?*
✓ *What are the requirements for the qualification of teachers for employment in the EO?*
✓ *Are there any institutional or government policies or requirements that affect the decisions of the EO regarding recruitment?*
✓ *How often does the EO revise its list of priorities for the formation of personnel?*
✓ *Describe what mechanisms are used to determine the needs for staff and teachers, taking into account specific local conditions.*
✓ *How does the EO propose to improve recruitment practices to achieve its mission and learning outcomes, and how are economic opportunities being considered?*
✓ *How will such an improvement in practice, as well as economic and resource support, affect the improvement of scientific, teaching and clinical qualifications of employees?*
✓ *Fill in tables 5.1, 5.1.1*

Table 5.1 Staff of teachers of departments of basic disciplines

Disciplines	Full-time					Part-timers	The number of part-time practitioners with at least 10 years of experience
	Professor	Docent / associate professor	Assistant/Assistant Professor	Laboratory assistant	Vacant bids		

Table 5.1.1 Staff of teachers of specialised disciplines

Disciplines	Full-time					Part-timers	The number of part-time practitioners with at least 10 years of experience
	Professor	Docent / associate professor	Assistant/Assistant Professor	Laboratory assistant	Vacant bids		

✓ *How did the EO achieve the required number and characteristics of its teaching staff?*
✓ *How do the number and characteristics of academic staff relate to the development, implementation and quality assurance of the EP?*

5.2 Employee Activity and Development Policy

The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:

5.2.1. maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications

5.2.2. provision of sufficient knowledge by individual employees of the entire educational programme, as well as training and advanced training of teachers, their development and evaluation

5.2.3. taking into account the ratio of "teacher-student" depending on the various components of the educational programme

5.2.4. a staff career development

Approximate subject of assessment:
✓ *Describe what policy does the EO pursue regarding ensuring proper recognition and decent remuneration of teachers in the academic, research, clinical and managerial fields?*
✓ *Are there any additional institutional or government policies or regulations in this area?*
✓ *What mechanisms exist to develop and support the potential of teachers and evaluate their activities?*
✓ *What information does the EO provide to new and current teaching staff and how is it provided?*
✓ *What professional development programmes of teaching staff exist in the EO or are planned, within which teachers could improve their skills and receive an objective assessment of their teaching activities?*
✓ *What kind of introductory training does the EO provide for teachers?*
✓ *How does the EO prepare academic staff, including mentors in clinical institutions, for the introduction of new educational programmes?*
✓ *How are teachers encouraged to participate in professional development programmes?*
✓ *Describe the teacher capacity-building programme for the educational programme and the capacity-building plan.*
✓ *What information does the EO provide to new and current teachers about promoting or ensuring continuous professional development?*
✓ *How does the EO assume administrative responsibility for the implementation of the policy of continuous professional development of teaching staff?*
✓ *Describe how the ratio of the number of teaching staff and students in relation to the various components of the educational programme is taken into account in the personnel policy?*
✓ *Briefly describe the existing promotion (career growth) policy of teaching staff and its implementation mechanisms.*
✓ *Describe how changes are being made to the policy for the promotion of teaching staff. How do teachers receive information about their capabilities and requirements, taking into account the specifics of the departments' activities, and how are they appointed to positions?*

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6. STANDARD "EDUCATIONAL RESOURCES"

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6.1 Material and Technical Base

The organisation of education must:

6.1.1. have sufficient material and technical base to ensure adequate implementation of the educational programme, as well as create a safe learning environment for staff, students, patients and their relatives

6.1.2. improve the learning environment by regularly updating and expanding the material and technical base to comply with changes in educational practice

Approximate subject of assessment:

✓ *Give a brief description of each element of the material and technical base available to support the various components of the educational programme.*

✓ *How does the EO check the adequacy of educational resources for the educational programme?*

✓ *What mechanisms exist to provide feedback from students and teachers about the available material and technical base and to analyse the needs for educational resources?*

✓ *What powers does the EO have in order to allocate resources to eliminate the identified shortcomings?*

✓ *Describe the security system: how is the responsibility for ensuring safe learning and a safe environment for students distributed during classes and out-of-school hours at the university and at clinical training bases.*

✓ *Describe existing and proposed initiatives to prepare for natural and other disasters and emergencies, including planning activities, mandatory training and availability of resources, for students, teachers and staff of the EO.*

✓ *Describe the mechanisms for ensuring a safe environment in classrooms, laboratories and when using equipment? How are the available instructions and safety rules brought to the attention of employees studying?*

✓ *What mechanisms are used to update and strengthen the material and technical base and ensure their compliance with modern technologies in training?*

✓ *How does the EO determine the adequacy of the physical infrastructure (space and equipment) provided for theoretical and practical training specified in the educational programme?*

✓ *Please indicate what plans are in place to improve the material and technical base in accordance with the identified needs and priorities.*

6.2 Resources for Practical Training

The organisation of education must:

6.2.1. provide the necessary resources to provide students with appropriate clinical/practical experience, including:

• quality and categories of patients/consumers of services

• the number and categories of clinical/production bases, which include:

• observation of the practice of students

6.2.2. evaluate, adapt and improve the conditions of clinical/practical training to meet the needs of the population

Approximate subject of assessment:

✓ *Give a brief description of the material and technical base that the EO has for practical training of students in hospitals, outpatient clinics, municipal clinics, primary health care facilities, educational laboratories, sanitary and epidemiological examination centers, territorial*

departments of sanitary and epidemiological control, including transport, disinfection organisations and medical and preventive institutions, pharmacies, analytical laboratories, pharmaceutical companies.

✓ *Provide a description of the training /production bases (full name, since when it has been used as a training base of the EO, the bed fund, departments, the number of visits, the security of the employees of the EO).*

✓ *Describe how the EO checks the adequacy of the material and technical base, the number and profile of patients, consumer groups, etc. to ensure adequate practical training of students?*

✓ *What opportunities are required and provided to students to acquire practical skills?*

✓ *What mechanisms exist to eliminate deficiencies?*

✓ *It is necessary to describe the practice and existing mechanisms by which it is guaranteed that teachers have identified all the types, categories and degrees of complexity of practical skills for training the student in accordance with the results of training and have selected appropriate bases (clinics, polyclinics, family medicine centers, centers of sanitary and epidemiological examination, territorial departments of sanitary and epidemiological control, including in transport, disinfection organisations and medical institutions, pharmacies, analytical laboratories, pharmaceutical companies) in accordance with the level of responsibility expected from the student. Teachers should monitor and ensure that the objectives of the educational programme are fulfilled, and students have achieved the expected learning outcomes.*

✓ *Describe how the students' practice is monitored?*

✓ *Describe how the EO adapts and improves the use of the material and technical base for training, including training laboratories and branch institutions, taking into account changing needs?*

✓ *Describe the effectiveness of laboratory skills and technologies, standardised and real conditions for mastering learning outcomes?*

✓ *What is the basis for the policy of using standardised and real patients?*

✓ *How does the EO provide students with adequate access to institutions offering assistance in the required range of general and specialised practice conditions?*

✓ *How does the EO attract teachers, supervisors, mentors, mentors in the required range of general and specialised practices?*

✓ *How does the EO ensure the consistency of teaching the curriculum in the conditions of educational bases, including the centers of sanitary and epidemiological examination, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical and preventive institutions, pharmacies, analytical laboratories, pharmaceutical companies?*

✓ *Fill in Tables 6.2.1, 6.2.2 depending on the EP profile.*

Table 6.2.1 Characteristics of clinical bases

№	Name of the base/branch and date of conclusion of the contract	Legal address	Bed fund (if available)	Name of clinical disciplines	Number of study groups or clinical rotations	Number of study rooms/classrooms

Table 6.2.2 Characteristics of production bases

№	Types, name of practices	Year of study					How is the practice distributed in the semester (in parallel with the study of disciplines / separately, in separate terms)	Production base	The position of the head from the practice base
		1	2	3	4	5			

6.3 Information Technology

The organisation of education must:

6.3.1. develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies

6.3.2. provide access to websites or other electronic media

6.3.3. envisage an opportunity to provide teachers' and students' access to relevant patient data and healthcare information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with healthcare information systems

Approximate subject of assessment:

✓ *Describe the existing policy regarding the use of information and communication technologies in the training programme?*

✓ *Describe the composition of the committee or unit responsible for the formulation and implementation of information and communication technology policy?*

✓ *Is there any institutional or government policy regarding information and communication technologies?*

✓ *What powers does it have to allocate resources for the introduction of information and communication technologies into the training programme?*

✓ *Describe the mechanisms for evaluating the relevant information and communication technologies used in the educational programme?*

✓ *Describe how access to modern and high-quality information resources is provided to support the educational programme (access to bibliographic databases MEDLINE, EMBASE, access to e-books and reference materials, access to electronic journals).*

✓ *Are there special training programmes for teachers and students on the use of information and communication technologies?*

✓ *What sources of information and resources are required by students, teachers and researchers? How are they provided? How is their adequacy assessed?*

✓ *How does the EO ensure that all students and teachers have access to the necessary information?*

6.4 Medical/Pharmacy Research and Scientific Achievements

The organisation of education must:

6.4.1. use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational programme

6.4.2. formulate and implement a policy that promotes the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education

6.4.3. envisage that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health

Approximate subject of assessment:

✓ *Briefly describe the research base and ongoing research programmes.*

✓ *Describe the mechanisms that ensure the relationship between scientific research and the educational programme?*

✓ *What mechanisms exist to confirm that the achievements and results of scientific research are reflected in the educational programme of the EO and in teaching?*

✓ *Describe the initiatives and existing practices aimed at involving students in conducting*

scientific research in medicine.
   ✓ *Fill in Tables 6.4, 6.4.1 (if this information is available)*

Table 6.4 Main directions of scientific research of the EO (within the framework of the educational programme)

Name of the topic of scientific projects/programmes	The customer and the source of financing	Full name of the head	Deadlines for execution	Co-executing organisations, including foreign ones	Number of local (country) publications	Number of publications in the near and far abroad	The number of copyright certificates, pre-patents, patents, and other security documents	Number of implemented scientific and technical developments

Table 6.4.1 Information on the participation of students currently studying in scientific research

Name of scientific projects/research	Participation of students (number)	Published Articles (number)	Participation in local, international conferences/presentations (number)

6.5 Expertise in the Field of Education

The organisation of education must**:**

6.5.1. have access to the educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement the policy of expertise in the development, implementation and evaluation of the educational programme, the development of teaching methods and evaluation

6.5.2. demonstrate evidence of the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education and promoting the interests of personnel in conducting research in education

Approximate subject of assessment:
   ✓ *Describe the existing practice of conducting expertise in medical/pharmaceutical education. How are the priority areas of research determined and are they aimed at the needs of educational programmes?*
   ✓ *Has the structural unit responsible for conducting such expertise and research in the field of education been identified? Describe the structure and authority of such a unit.*
   ✓ *Describe the existing policy aimed at providing an appropriate educational programme for the implementation?*
   ✓ *What practice does the EO have in involving psychologists, sociologists and/or external experts in conducting research in medical/pharmaceutical education, developing an educational programme, teaching methods and evaluation methods?*
   ✓ *Does the EO have access to the internal expertise of medical/pharmaceutical education or any other expertise in the field of education? Describe the use of such expertise to develop the potential of employees.*
   ✓ *What practice does the EO have in developing expertise in the study and evaluation of*

education and in research in medical/pharmaceutical education as a discipline?

✓ *What mechanisms exist to support employees in their interests of medical/pharmaceutical education research?*

✓ *What evidence can the EO provide of the use of internal or external expertise in the field of nursing education for the development of the potential of employees?*

✓ *How attention is paid to the development of expertise in the assessment of education and in research in nursing education as a discipline that includes the study of theoretical, practical and social issues in nursing education;*

✓ *Whether the aspiration and interests of employees in conducting research in nursing education are being promoted.*

6.6 Exchange in the Field of Education

The organisation of education must**:**

6.6.1. formulate and implement a policy on national and international cooperation with other educational organisations, including the mobility of staff and students, as well as the transfer of educational credits

6.6.2. promote the participation of teachers and students in academic mobility programmes at home and abroad and allocate appropriate resources for these purposes

Approximate subject of assessment:

✓ *What is the policy of the EO regarding cooperation with other EO?*

✓ *Give a brief description of the existing types of cooperation with other public organisations and describe their nature.*

✓ *What is the policy and practice of the EO regarding the transfer and offsetting of educational loans?*

✓ *Describe the existing activities aimed at developing regional and international cooperation with other EO.*

✓ *Describe the practice and provide information on the exchange of students and teachers, and on conducting joint scientific research.*

✓ *What powers does the EO have to allocate resources for international cooperation?*

7. STANDARD "PROGRAMME EVALUATION"

7.1 Monitoring and Evaluation Mechanisms of the Programme

The organisation of education must**:**

7.1.1. have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and academic performance of students

7.1.2. develop and apply an educational programme evaluation mechanism that reviews the programme, its main components, students' academic performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP

7.1.3. periodically evaluate the programme, comprehensively considering the educational process, components of the educational programme, expected learning outcomes and social responsibility

Approximate subject of assessment:

✓ *How does the EO evaluate its programme?*

✓ *Is there an independent group that monitors data on the implementation of the programme, the development of learning outcomes and ensures that the identified problems are presented to the appropriate body?*

✓ *What data is collected for the study and evaluation of the educational programme?*

✓ *What mechanisms are used to identify problems and determine the achievement of learning outcomes?*

✓ *How are the goals, quality assurance methods and follow-up actions defined in the EO? How do quality assurance goals and methods become publicly available?*

✓ *How is the responsibility for the implementation of the quality assurance system distributed between the administration, academic staff and auxiliary educational staff?*

✓ *How are resources allocated to ensure quality?*

7.2 Feedback from the Teacher and the Student

The organisation of education must**:**

7.2.1. systematically conduct, analyse and respond to feedback from teachers and students

7.2.2. use the feedback results to improve the educational programme

Approximate subject of assessment:

✓ *Are student and graduate surveys conducted?*

✓ *How is feedback collected and analysed, including information about the process and learning outcomes of the educational programme?*

✓ *Is feedback provided to teachers and students about unfair practices or inappropriate behavior of teachers or students with and/or legal consequences.*

✓ *How the EO uses feedback results to improve the educational programme?*

✓ *With what regularity is the evaluation of EP and the educational environment carried out?*

✓ *Are the results of the surveys of teaching staff and students taken into account in the assessment and revision of the EP?*

7.3 Educational Achievements of Students

The organisation of education must**:**

7.3.1. analyse the progress of students and graduates in accordance with the mission and expected learning outcomes, the training programme and the availability of resources

7.3.2. analyse the progress of students and graduates taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational programme, counseling students

Approximate subject of assessment:

✓ *What statistical data on students' and graduates' academic achievements are collected and analysed, and how are they used in relation to the mission and learning outcomes, educational programme, and resource availability?*

✓ *Monitoring of which individual parameters of students' academic achievements is carried out during the course?*

✓ *How are the results of this monitoring used in the process of selecting students, planning an educational programme and advising students?*

✓ *Not all questions are intended to disclose all the criteria of the standard.*

7.4 Stakeholder Engagement

The organisation of education must**:**

7.4.1. involve key stakeholders in the monitoring and evaluation of the educational programme

7.4.2. provide interested parties with access to the results of the evaluation of the programme, collect and study feedback from them on practical activities of the graduates and feedback about the educational programme

Approximate subject of assessment:

✓ *How are the teaching staff and students, as well as the staff of the administration and management of the EO involved in the process of monitoring and evaluation of the educational programme?*

✓ *How does the EO communicate the results of the evaluation of the programme to stakeholders?*

✓ *To what extent are other stakeholders involved in the process of monitoring and evaluating and improving the training programme?*

✓ *What mechanisms (formal and informal) have been created to ensure proper collection and study of feedback on the practice of graduates and taking into account the views of other stakeholders?*

✓ *How does the EO attract external stakeholders?*

✓ *How does the EO encourage teachers and students to participate in the evaluation of the programme and its subsequent improvement?*

8. STANDARD "GOVERNANCE AND ADMINISTRATION"

8.1 Governance
The organisation of education must:

8.1.1. define structural units and their functions, including relationships within the university

8.1.2. define committees in the management structure, their responsible composition, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions

Approximate subject of assessment:

✓ *Describe the management structure, its components and their functions.*

✓ *Describe the relationship between the EO and the university if the EO is a part or a branch of the university.*

✓ *Describe the representation and functions of academic staff, students and other stakeholders in various management structures and committees.*

✓ *What processes and committee structures regulate teaching, learning and research at the institution?*

✓ *What management mechanisms exist to verify the effectiveness of the EO?*

✓ *How are risks identified and reduced?*

✓ *To what extent and in what way do students and teachers participate in the decision-making and activities of the EO?*

✓ *What social or cultural restrictions exist on the participation of students in the management of the EO?*

8.2 Academic Leadership
The organisation of education must:

8.2.1. describe the responsibilities of the academic leadership in defining and managing the educational programme

8.2.2. periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes

Approximate subject of assessment:

✓ *Describe the academic management structure of the EO with an indication of responsibility for individual sections of the educational programme.*

✓ *How is the activity of the academic leadership of the EO studied and evaluated regarding the achievement of the mission, goals and learning outcomes?*

8.3 Educational Budget and Resource Allocation

The organisation of education must:

8.3.1. have a clear distribution of responsibility and authority to provide resources for the educational programme, including a dedicated educational budget

8.3.2. allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs

8.3.3. provide for the ability to have the right to independently allocate resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of health and public health problems and their needs

Approximate subject of assessment:

✓ *What mechanisms exist to study the needs, allocation and distribution of educational resources?*

✓ *What kind of autonomy does the EO have in the allocation of resources? Describe the existing policy and practice of the EO.*

✓ *How is the appropriate allocation of resources ensured to achieve the mission and expected learning outcomes?*

✓ *Describe the system of financing the EO.*

✓ *How is the budget allocation related to the mission of the EO?*

8.4 Administrative Staff and Management

The organisation of education must:

8.4.1. have administrative and professional staff to implement the educational programme and related activities, ensure proper management and allocation of resources

8.4.2. ensure the participation of all departments of the educational organisation in the processes and procedures of the internal quality assurance system

Approximate subject of assessment:

✓ *What administrative functions are provided by the employees of the EO?*

✓ *Give a description of the administrative staff structure to support these functions.*

✓ *How the number of administrative staff is set in relation to the programme and other activities.*

✓ *Does the administrative and management unit of the EO have a programme to ensure the quality of management?*

✓ *How is the quality assurance programme review and management analysis carried out?*

✓ *How does the organisational structure and decision-making process support the effective activity of the EO?*

✓ *What is the reporting structure for the administration regarding teaching, learning and research?*

8.5 Interaction with the Health Sector

The organisation of education must:

8.5.1. carry out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign

8.5.2. give an official status to cooperation, including the involvement of employees and students, with partners in the health sector

Approximate subject of assessment:

✓ *Describe the relationship of the EO with the health services with which it interacts, regarding its mission and educational programme, provision of resources, training/practice bases*

and teaching staff.

✓ *What formal mechanisms exist to ensure that the EO constructively interacts with the health sector?*

✓ *Give a description of any kind of joint responsibility of the EO and organisations of the healthcare system.*

8.6 Informing the Public

The organisation of education must:

8.6.1. publish complete and reliable information about the educational programme and its achievements on the official website of the educational organisation and in the media

8.6.2. publish objective information on employment and demand for graduates on the official website

Approximate subject of assessment:

✓ *What information does the EO provide about its activities, including the proposed programmes and admission criteria for them, the expected learning outcomes for these programmes, the qualifications assigned, teaching, training, assessment procedures indicating passing points, learning opportunities provided to students?*

✓ *What information is provided by EO about the employment of graduates?*

9. STANDARD "CONTINUOUS RENEWAL"

The organisation of education must:

9.1.1. as a dynamic and socially accountable institution initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme, rectify documented deficiencies, allocate resources for continuous renewal

9.1.2. base the process of renewal on prospective studies and analyses in the field of health care and the results of self-study, assessment and literature on medical/pharmaceutical education

The organisation of education must ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives, provide an opportunity to address the following issues in its process of renewal:

9.1.3. adaptation of mission statement to the scientific, socio-economic and cultural development of the society

9.1.4. modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter. The modification includes clinical skills, public health training and involvement in patient care appropriate to responsibilities encountered upon graduation

9.1.5. adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant

9.1.6. adjustment of curricular elements and their relationships in keeping with developments in the basic biomedical, clinical, behavioural and social sciences, hygienic, pharmaceutical sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded

9.1.7. development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods

9.1.8. adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational programme

9.1.9. adaptation of academic staff recruitment and development policy according to changing needs

9.1.10. updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational programme

9.1.11. refinement of the process of programme monitoring and evaluation

9.1.12. development of the organisational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders

Approximate subject of assessment:
✓ *How is the quality assurance system used to update EP and EO activities, and therefore to ensure constant updates?*
✓ *Are regular reviews and revisions of the content, results/competencies of the EP provided for in the EO procedure?*
✓ *Describe recently conducted and planned activities aimed at ensuring timely response of EP EO to changing conditions.*
✓ *Does the EO allocate resources for continuous improvement of the EP?*
✓ *What is the EP update process based on?*
✓ *Does the content of EP reflect the latest achievements of science in a specific discipline?*

VI. APPENDICES

Appendix 1. Recommended Form of the Site Visit Programme

AGREED
Rector _____
(name of the EO)

_____ **Full name**
«___» _____ 202_

APPROVED
**General Director of NPI
"Independent
Agency for Accreditation and
Rating"**
_____ **Zhumagulova A.B.**
«___» _____ 202_

VISIT PROGRAMME OF IAAR EXTERNAL EXPERT COMMISSION
To _____
name of the EO

Date of visit: ___ _____202__
Arrival day: _____ 202___
Departure day: _____ 202___

Accredited EP
(in case of programme accreditation)

Cluster 1	EP
	EP
	EP
Cluster 2	EP
	EP
	EP
Cluster 3	EP
	EP
	EP

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
		«__» _____ *202__*	
During the day	Arrival of EEC members		Hotel
16.00-18.00	Preliminary meeting of the EEC (distribution of responsibility,	*External experts of IAAR*	Hotel

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
	discussion of key issues and the programme of the visit)		
18.00-19.00	Dinner (EEC members only)	*External experts of IAAR*	
Day 1	*Day 1: "__" _____ 202__*		
9.00-9.30	Discussion of organisational issues with experts	*External experts of IAAR*	Main building, office for EEC
9.30-10.00	Meeting with the head of the EO	Director *(Full management)*	Director's office at EO
10.00-10.30	Meeting with deputy heads of EO (vice-rector, deputy director, vice-presidents)	*Position, full name*	Main building, Conference office
10.30-11.15	Meeting with heads of organisational units of EO	*Position, full name (or Appendix №)*	Main building, Conference office
11.15-11.30	Coffee break with internal discussion	*EEC members only*	EEC office
11.30-12.45	Visual inspection of the EO (in the case of programme accreditation, only objects under the accredited EP)	*Position, full name*	Along the route
13.00-14.00	Lunch (EEC members only)	*Lunch break*	
14.00-14.15	EEC work		EEC office
14.15-15.00	Meeting with the heads of the accredited EP	*Position, full name (or Appendix №)*	Main building, Conference office
15.00-15.45	Meeting with heads of departments of accredited EP	*Position, full name (or Appendix №)*	Main building, Conference office
15.45-16.00	Coffee break with internal discussion	*EEC members only*	
16.00-17.00	Meeting with teachers of accredited EP	*Lists of teachers (Appendix №)*	1-cluster: course lecture room 1 2-cluster: course lecture room 2 3-cluster: course lecture room 3
17.00-18.00	Survey by teachers (in parallel)	*Teaching staff of accredited EP*	Computer room №513-519
17.00-18.00	EEC work (discussion of the results and summing up the results of 1 day)		EEC office
18.00-19.00	Dinner (EEC members only)		
Day 2	*Day 2: "__" _____ 202__*		

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
09.00-09.30	EEC work (discussion of organisational issues)		EEC office
09.30-12.30	Visiting the graduating departments of EP (in the case of programme accreditation)	*Position, full name*	Academic building №5 Academic building №2
09.30-12.30	Attendance at classes	*According to the schedules of accredited EP*	Academic buildings №2, 5
12.30-13.00	Work of EEC (exchange of views)		EEC office
13.00-14.00	Lunch (EEC members only)	***Lunch break***	
14.00-15.00	Meeting with students	*Students of accredited EP (Appendix No._)*	1-cluster: course lecture room №1 2-cluster: course lecture room №2 3-cluster: course lecture room №3
15.00-16.00	Student survey (in parallel)	*Students of accredited EP*	Comp.cl. №513-519
15.00-16.00	Meeting with employers	*Representatives of state and financial institutions, heads of industrial enterprises and organisations (Appendix No._)*	Course lecture room №1
16.00-16.30	Coffee break with internal discussion	*only EEC members*	EEC office
16.30-17.00	Meeting with EP alumni	*Graduates - representatives for each EP (Appendix No_)*	Course lecture room №1
17.00-18.00	EEC work (discussion of the estimated parameters of profile, discussion of the results and summarising conclusions 2 days)	*only EEC members*	EEC office
18.00-19.00	Dinner (EEC members only)		
		Day 3: "__" _____ 202__	
09.00-09.30	EEC work (discussion of organisational issues)		EEC office
09.30-12.30	Visiting practice bases, branches of departments (clinical bases, educational and clinical centers)	*Full name, practice base*	Visiting practice bases, branches of departments (clinical bases, educational and clinical centers)
12.30-13.00	EEC work (collegial agreement and preparation of oral preliminary review on results of visit by EEC)		EEC office

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
13.00-14.00	Lunch (EEC members only)	*Lunch break*	
14.00-16.30	EEC work		EEC office
16.30-17.00	Final meeting of EEC with management of the EO	*Heads of the university and structural divisions*	Main building, conference office
18.00-19.00	Dinner (EEC members only)		
According to the schedule		*Departure of the EEC members*	
		«__» _____ 202__	
According to the schedule		*Departure of the EEC members*	

Appendix 2. Direction of interaction with the EO coordinator

The coordinator is appointed by the head of the EO. The coordinator does not have to be the head of the working group on the preparation of the self-assessment of the EP.

The Coordinator interacts with the IAAR Coordinator on planning and organising a visit to the EO.

To ensure maximum efficiency of the accreditation procedure, the coordinator of the EO contributes to:
- coordination of the process of preparing the self-assessment report of the EP;
- ensuring timely submission of the self-assessment report to IAAR;
- assistance in the timely coordination of the programme of the visit of the EEC;
- ensuring the organisation of visits to facilities according to the visit programme, including the provision of transport;
- ensuring meetings of EEC members with the target groups of the EO during the visit of the EEC;
- organisation of the approval of the EEC report for the presence of actual inaccuracies.

The EO Coordinator facilitates the provision of the necessary additional information about the EP at the request of the members of the external expert commission.

Appendix 3. Recommended Structure of the Self-Assessment Report

The report should be submitted according to the following structure:

Title page with the name of the EO and the Accreditation Body (1 page) *See Appendix 4 below.*

Statement confirming the reliability and accuracy of the submitted data, signed by the first head of the EO *(usually given in Appendix 1 of the self-assessment report)* **(1 page)**

Contents (with an automatically editable table of contents) **(1 page)**

Designations and Abbreviations (1-2 pages)
A list of designations and abbreviations used in the text of the Self-Assessment Report is provided.

I. Introduction (1 page)

1.1 Education Organisation Profile (1-2 pages)
The basis for the external assessment, the result of the previous accreditation (the Accreditation body, the accreditation standards according to which the external assessment was carried out and the status of accreditation) in the case of reaccreditation are indicated.
A brief description of the methods used in the development of the Self-assessment Report of the EO is reflected (appointment of a working group, involvement of stakeholders, etc.).
The following tables are also included in this section.

Table 1

GENERAL INFORMATION ABOUT THE ORGANISATION OF EDUCATION
(example)

Full name of the EO	
Contact Information	
Founders	
Year of foundation (name, renaming (when implemented)	
Current accreditation status:	
Location / registration	
Rector / Head of EO	
License (title document)	
Number of students (total, in terms of forms of study: full-time, part-time)	
Date of submission of the self-assessment report	
Name of contact person for preparation of the report	

Levels of education implemented by the university in accordance with the NQF (for example, 6,7,8) and QF-EHEA (for example, 1,2,3 cycles)	
The output of the IAAR Standard according to which the assessment is carried out	
Information about the group that conducted the self-assessment	

Tasble 2

INFORMATION ABOUT THE EDUCATIONAL PROGRAMME(S) UNDERGOING INTERNATIONAL ACCREDITATION (example)

PART I	*Samples*
Educational programme / Educational programmes	*"Public health" (programme code)* *"Medicine" (programme code)*
Level / Period of study	*Undergraduate / ___ years*
Structural unit (head)	*Faculty / Department "Name"* *Head name, position, academic degree, title*
Main departments (heads of departments)	*Department of "Public Healthcare"* *Head name, position, academic degree, title*
Dates of the external site visit	*Day month Year.*
Person in charge of accreditation (tel./fax / e-mail)	*Name, position, academic degree, title* *Contact details*
Number of ECTS credits	
Duration of study, form of study	Number of semesters, form of study (full-time, distance, mixed)
Training start date	winter semester / summer semester
Date of introduction of the educational programme	Day month Year
Previous accreditation	Date, duration, accreditation agency
Requirements for applicants	Requirements according to state and EO documents
Further education opportunities (upon completion of the programme)	List the levels and titles of the EP
Goals and objectives of the EP	
Brief description of the EP	Briefly describe structure of EP
Learning outcomes	List final learning outcomes
Specialisation	Direction of training
Additional characteristics	
Number of admitted students	The number of students currently studying at the university
Cost of education	In local currency
Employability	Possible career directions

1.2 Presentation of EO, EP EO (1-2 pages)

A brief history, information about the types of activities of the EO, the directions of educational services, indicating quantitative data on the levels of education, information about the position and status of the EO in the national and international educational space is provided.

The uniqueness of the internal quality assurance system functioning in the EO is noted.

The information about the accredited EP of the EO is provided.

1.3 Previous Accreditation (1-2 pages)

A brief description of the results of the previous accreditation is provided with an analysis and the degree of implementation of each recommendation of the EEC.

II. Main part. Compliance with the Standards of Accreditation of Basic Medical and Pharmaceutical Education (70-80 pages)

The evidentiary and analytical material developed based on the results of the self-assessment of the EP of the EO for compliance with the criteria of each standard of specialised/programme accreditation is presented. The result of the analysis of the current state of the EP EO is reflected, material is presented on the effectiveness of the functioning of the internal quality assurance system and the effectiveness of its mechanisms, achievements for the last 5 years in accordance with the criteria of standards.

Each Standard is drawn up as follows:

It contains evidentiary and analytical materials on the compliance of the EP EO with the criteria of this standard, thus consistently reflects the results of self-assessment.

Justifications of the positions of the EO EP (strong, satisfactory, suggests improvement, unsatisfactory) are given in accordance with the evaluation of the criteria by the EP self-assessment working group. In the case of the assessment "suggests improvement" and "unsatisfactory", the proposed measures to strengthen the position are indicated.

At the end of each section, the conclusions of the EO working group on the standard are given, for example, "According to the standard "……" (name of the Standard), the EP (name) has ___ "strong" positions, ____ "satisfactory" and ___ "suggesting improvement" positions.

III. SWOT ANALYSIS (1-3 pages)

The analysis of strengths and weaknesses, opportunities and threats identified during the self-assessment of the EP EO for compliance with the standards of specialised/programme accreditation is given.

IV. Conclusion of the Self-Assessment Commission (7-8 pages)

The evaluation table "Parameters of the EP profile" (section "Conclusion of the Self-Assessment Commission") is provided with a note on the compliance of the EP with the criteria (strong/ satisfactory/ suggest improvements/ unsatisfactory) of the evaluation table, considered as the conclusions of the self-assessment working group.

Table 3

Conclusion of the Self-Assessment Commission

№ p/p	№ sub/p	№ crit.	ASSESSMENT CRITERIA	Strong	Satisfactory	Suggests improvement	Unsatisfactory
spanning: Assessment Indicators							

№ p/p	№ sub/p	№ crit.	ASSESSMENT CRITERIA	Strong	Satisfactory	Suggests improvement	Unsatisfactory
1. STANDARD "MISSION AND OUTCOMES"							
1.1 Mission Definition							
The organisation of education must:							
1	1	1.1.1.	define the mission of the EP and bring it to the attention of stakeholders and the health sector				
2	2	1.1.2.	in its mission to reflect the goals and educational strategy that allow to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for a further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed to lifelong learning				
3	3	1.1.3.	ensure that the mission includes research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health issues				
1.2 Institutional Autonomy and Academic Freedom							
The organisation of education must:							
4	4	1.2.1.	have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational programme and the allocation of resources necessary for the implementation of the educational programme				
5	5	1.2.2.	provide academic freedom for employees and students to implement an educational programme and use the results of new research to improve the study of specific disciplines/issues without expanding the EP				
1.3 Learning Outcomes							
The organisation of education must:							
6	6	1.3.1.	determine the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility				
7	7	1.3.2.	ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives				
8	8	1.3.3.	publish expected learning outcomes of the EP				
9	9	1.3.4.	identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate studies				

10	10	1.3.5.	provide for the possibility of students to participate in research in the relevant field of health			
11	11	1.3.6.	pay attention to intended learning outcomes related to global health			
1.4 Participation in the Formulation of Mission and Learning Outcomes						
The organisation of education must:						
12	12	1.4.1.	ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes			
13	13	1.4.2.	ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders			
			Total by Standard			
2. STANDARD "EDUCATIONAL PROGRAMME"						
2.1 Educational Programme Model and Teaching Methods						
The organisation of education must:						
14	1	2.1.1.	define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, the qualification obtained as a result of mastering the programme			
15	2	2.1.2.	use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process			
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality			
17	4	2.1.4.	develop learners' lifelong learning abilities			
2.2. Scientific Method						
The organisation of education must:						
18	5	2.2.1.	throughout the training programme, to instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine			
19	6	2.2.2.	include the results of modern scientific research in the EP			
2.3 Basic Biomedical Sciences						
The organisation of education must:						
20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge			
21	8	2.3.2.	change the educational programme, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system			
2.4. Behavioral, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence						
The organisation of education must:						
22	9	2.4.1.	identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP			
23	10	2.4.2.	change the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context			
2.5. Medical/Pharmaceutical Sciences and Skills						
The organisation of education must:						
24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities			
25	12	2.5.2.	ensure that students spend a sufficient part of the programme in planned contacts with patients, consumers of services in			

			appropriate clinical/industrial conditions and gain experience in health promotion and disease prevention				
26	13	2.5.3.	determine the amount of time allocated to the study of the main clinical/specialised disciplines				
27	14	2.5.4.	organise training with appropriate attention to the safety of the learning environment and patients, including monitoring of the actions performed by the student in the conditions of clinical/industrial bases				
28	15	2.5.5.	change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health system				
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility: - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions				
30	17	2.5.7.	structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training programme				
**2.6. Structure of the Educational Programme, Content and Duration**						
	The organisation of education must:						
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/profile disciplines				
32	19	2.6.2.	envisage horizontal integration of related sciences and disciplines				
33	20	2.6.3.	envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioral and social sciences				
34	21	2.6.4.	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP				
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population				
	2.7. Programme Management						
	The organisation of education must:						
36	23	2.7.1.	define procedures for the development, approval and revision of the EP				
37	24	2.7.2.	identify a committee under the management of academic leadership responsible for planning and implementing the EP to ensure the achievement of expected learning outcomes				
38	25	2.7.3.	ensure the representation of teachers, students, representatives from other interested parties, including representatives from clinical, industrial bases, graduates of EO, healthcare professionals involved in the learning process in the composition of the EO committee responsible for EP				
39	26	2.7.4.	through the committee responsible for the EP to plan and implement innovations in the EP				
	2.8. Communication with Medical/Pharmaceutical Practice and Healthcare System						
	The organisation of education must:						

40	27	2.8.1.	ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin at the end of training				
41	28	2.8.2.	take into account the specifics of the conditions in which graduates will have to work and accordingly modify the EP				
			Total by Standard				
3. STANDARD "ASSESSMENT OF STUDENTS"							
3.1. Assessment Methods							
The organisation of education must:							
42	1	3.1.1.	define and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes				
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior				
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format				
45	4	3.1.4.	ensure that the evaluation process and methods are open (accessible) for examination by external experts				
46	5	3.1.5.	ensure that assessment methods and results avoid conflicts of interest and uses a system of appealing the results of students' assessment				
47	6	3.1.6.	ensure the openness of the evaluation procedure and its results, to inform students about the criteria and evaluation procedures used				
48	7	3.1.7.	provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involve external examiners				
3.2. The Relationship between Assessment and Learning							
The organisation of education must:							
49	8	3.2.1.	use evaluation principles, methods and practices that are comparable with the intended educational outcomes and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, provide an appropriate balance of formative and final assessment for the direction of learning and decision-making about academic performance				
50	9	3.2.2.	envisage opportunity to adjust the number and nature of exams to encourage both knowledge acquisition and integrated learning				
51	10	3.2.3.	provide timely, specific, constructive and fair feedback to students based on the assessment results				
			Total by Standard				
4. STANDARD "STUDENTS"							
4.1. Admission and Selection Policy							
The organisation of education must:							
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement about the selection process of students				
53	2	4.1.2.	have a policy and implement the practice of admitting persons with disabilities				
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign ones				
55	4	4.1.4.	establish a link between the selection and the mission of the educational organisation, the educational programme and the desired quality of graduates; periodically review the admission policy				
56	5	4.1.5.	use the system of appeal of decisions on admission of students				
4.2. Recruitment of Students							
The organisation of education must:							

57	6	4.2.1.	determine the number of accepted students in accordance with the possibilities of the organisation of education at all stages of the educational programme				
58	7	4.2.2.	periodically regulate the number and contingent of accepted students, taking into account the opinions of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole				
59	8	4.2.3.	envisage opportunity to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole				

4.3. Counseling and Supporting Students

The organisation of education must:

60	9	4.3.1.	have a system of academic counseling of students				
61	10	4.3.2.	offer students a support programme aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support				
62	11	4.3.3.	have a feedback system with students to assess the conditions and organisation of the educational process				
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)				
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory				
65	14	4.3.6.	provide academic counseling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning				

4.4. Representation of Students

The organisation of education must:

66	15	4.4.1.	develop and implement a policy of representation of students and their proper participation in the definition of the mission, development, management and evaluation of the educational programme and other issues related to students				
67	16	4.4.2.	envisage an opportunity to encourage and provide assistance and support to student activities and student organisations				
			Total by Standard				

5. STANDARD "ACADEMIC STAFF/FACULTY"

5.1. Selection and Recruitment Policy

The educational organisation must develop and implement a personnel selection and recruitment policy that:

68	1	5.1.1.	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff				
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions				
70	3	5.1.3.	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences				
71	4	5.1.4.	in the selection and recruitment policy, envisages an opportunity to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organisation, as well as significant features of the region				

5.2. Employee Activity and Development Policy

The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:

72	5	5.2.1.	maintaining a balance of opportunities between teaching,				

			research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications			
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational programme, as well as training and advanced training of teachers, their development and evaluation			
74	7	5.2.3.	taking into account the ratio of "teacher-student" depending on the various components of the educational programme			
75	8	5.2.4.	a staff career development			
			Total by Standard			
6. STANDARD "EDUCATIONAL RESOURCES"						
6.1. Material and Technical Base						
The organisation of education must:						
76	1	6.1.1.	have sufficient material and technical base to ensure adequate implementation of the educational programme, as well as create a safe learning environment for staff, students, patients and their relatives			
77	2	6.1.2.	improve the learning environment by regularly updating and expanding the material and technical base to comply with changes in educational practice			
6.2. Resources for Practical Training						
The organisation of education must:						
78	3	6.2.1.	provide the necessary resources to provide students with appropriate clinical/practical experience, including: • quality and categories of patients/consumers of services • the number and categories of clinical/production bases, which include: • observation of the practice of students			
79	4	6.2.2.	evaluate, adapt and improve the conditions of clinical/practical training to meet the needs of the population			
6.3. Information Technology						
The organisation of education must:						
80	5	6.3.1.	develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies			
81	6	6.3.2.	provide access to websites or other electronic media			
82	7	6.3.3.	envisage an opportunity to provide teachers' and students' access to relevant patient data and healthcare information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with healthcare information systems			
6.4. Medical/Pharmacy Research and Scientific Achievements						
The organisation of education must:						
83	8	6.4.1.	use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational programme			
84	9	6.4.2.	formulate and implement a policy that promotes the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education			
85	10	6.4.3.	envisage that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health			
6.5. Expertise in the Field of Education						
The organisation of education must:						
86	11	6.5.1.	have access to the educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement the policy of expertise in the development, implementation and evaluation of the educational			

			programme, the development of teaching methods and evaluation				
87	12	6.5.2.	demonstrate evidence of the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education and promoting the interests of personnel in conducting research in education				
6.6. Exchange in the Field of Education							
The organisation of education must:							
88	13	6.6.1.	formulate and implement a policy on national and international cooperation with other educational organisations, including the mobility of staff and students, as well as the transfer of educational credits				
89	14	6.6.2.	promote the participation of teachers and students in academic mobility programmes at home and abroad and allocate appropriate resources for these purposes				
			Total by Standard				
7. STANDARD "PROGRAMME EVALUATION"							
7.1. Monitoring and Evaluation Mechanisms of the Programme							
The organisation of education must:							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and academic performance of students				
91	2	7.1.2.	develop and apply an educational programme evaluation mechanism that reviews the programme, its main components, students' academic performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP				
92	3	7.1.3.	periodically evaluate the programme, comprehensively considering the educational process, components of the educational programme, expected learning outcomes and social responsibility				
7.2. Feedback from the Teacher and the Student							
The organisation of education must:							
93	4	7.2.1.	systematically conduct, analyse and respond to feedback from teachers and students				
94	5	7.2.2.	use the feedback results to improve the educational programme				
7.3. Educational Achievements of Students							
The organisation of education must:							
95	6	7.3.1.	analyse the progress of students and graduates in accordance with the mission and expected learning outcomes, the training programme and the availability of resources				
96	7	7.3.2.	analyse the progress of students and graduates taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational programme, counseling students				
7.4. Stakeholder Engagement							
The organisation of education must:							
97	8	7.4.1.	involve key stakeholders in the monitoring and evaluation of the educational programme				
98	9	7.4.2.	provide interested parties with access to the results of the evaluation of the programme, collect and study feedback from them on practical activities of the graduates and feedback about the educational programme				
			Total by Standard				
8. STANDARD "GOVERNANCE AND ADMINISTRATION"							
8.1. Governance							
The organisation of education must:							
99	1	8.1.1.	define structural units and their functions, including relationships within the university				
100	2	8.1.2.	define committees in the management structure, their responsible				

			composition, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions				

8.2. Academic Leadership

The organisation of education must:

101	3	8.2.1.	describe the responsibilities of the academic leadership in defining and managing the educational programme				
102	4	8.2.2.	periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes				

8.3. Educational Budget and Resource Allocation

The organisation of education must:

103	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational programme, including a dedicated educational budget				
104	6	8.3.2.	allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs				
105	7	8.3.3.	provide for the ability to have the right to independently allocate resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of health and public health problems and their needs				

8.4. Administrative Staff and Management

The organisation of education must:

106	8	8.4.1.	have administrative and professional staff to implement the educational programme and related activities, ensure proper management and allocation of resources				
107	9	8.4.2.	ensure the participation of all departments of the educational organisation in the processes and procedures of the internal quality assurance system				

8.5. Interaction with the Health Sector

The organisation of education must:

108	10	8.5.1.	carry out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign				
109	11	8.5.2.	give an official status to cooperation, including the involvement of employees and students, with partners in the health sector				

8.6. Informing the Public

The organisation of education must:

110	12	8.6.1.	publish complete and reliable information about the educational programme and its achievements on the official website of the educational organisation and in the media				
111	13	8.6.2.	publish objective information on employment and demand for graduates on the official website				
			Total by Standard				

9. STANDARD "CONTINUOUS RENEWAL"

The organisation of education must:

112	1	9.1.1.	as a dynamic and socially accountable institution initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme, rectify documented deficiencies, allocate resources for continuous renewal				
113	2	9.1.2.	base the process of renewal on prospective studies and analyses in the field of health care and the results of self-study, assessment and literature on medical/pharmaceutical education				

The organisation of education must ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives, provide an opportunity to address the following issues in its process of renewal:

114	3	9.1.3.	adaptation of mission statement to the scientific, socio-economic and cultural development of the society				
115	4	9.1.4.	modification of the intended educational outcomes of the graduating students in accordance with documented needs of the				

			environment they will enter. The modification includes clinical skills, public health training and involvement in patient care appropriate to responsibilities encountered upon graduation				
116	5	9.1.5.	adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant				
117	6	9.1.6.	adjustment of curricular elements and their relationships in keeping with developments in the basic biomedical, clinical, behavioural and social sciences, hygienic, pharmaceutical sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded				
118	7	9.1.7.	development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods				
119	8	9.1.8.	adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational programme				
120	9	9.1.9.	adaptation of academic staff recruitment and development policy according to changing needs				
121	10	9.1.10.	updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational programme				
122	11	9.1.11.	refinement of the process of programme monitoring and evaluation				
123	12	9.1.12.	development of the organisational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders				
			Total by Standard				
			GRAND TOTAL ACCORDING TO ALL STANDARDS				

Appendices to the self-assessment report (issued as a separate file in accordance with the requirements of standards and guidelines for international accreditation of basic medical education programmes or applications can be made in the form of hyperlinks in the text of the self-assessment report).

Appendix 4. Example of the title page

Name of the EO

<div align="right">

APPROVED
Rector
_____ Full name
sign
«_____» _____ 20_____

</div>

seals

SELF-ASSESSMENT REPORT

**on the educational programme
"Name of the programme" of
"Name of the educational institution"
or
for the cluster of educational programmes
"Name of the programmes" of
"Name of the educational institution"**
prepared for
the Independent Agency for Accreditation and Rating (IAAR)

City, year

Appendix 5. Functions and responsibilities of the members of the EEC

Functions of the Chairman:
▪ participation in the development of the programme of the visit to the EO and responsibility for its implementation, leadership and coordination of the work of the members of the EEC, preparation of the final report of the EEC with recommendations for improving the quality of the EP and recommendations for the Accreditation Council;
▪ interaction with the IAAR coordinator prior to conducting an external evaluation on the organisation and visit and programme approval;
▪ setting the agenda and holding meetings;
▪ ensuring the participation of members of the expert commission at meetings with various target groups, as well as monitoring compliance by experts with the main purpose of the external assessment and visit to the EO;
▪ ensuring collegial discussion of the evaluation table of parameters by the entire composition of the EEC in accordance with international standards IAAR;
▪ holding a final meeting with the members of the EEC to coordinate recommendations on the accreditation of the EP;
▪ Presentation of the results of the visit to the EO and the main provisions of the EEC report at the meeting of the Accreditation Council. In case of his absence for a valid reason, the presentation of the results of the visit to the EO is carried out by one of the members of the EEC.

Duties of the Chairman
Before the visit:
▪ get acquainted with the data of the EO and EP;
▪ study the EP self-assessment report and write a review according to the requirements of the IAAR;
▪ take part in the development of the programme of the visit of the EEC;
▪ officially present all the members of the EEC at a preliminary meeting, inform the purpose of the visit, discuss the programme of the visit and the self-assessment report of the EP.

During the visit:
▪ to hear the opinions of the members of the EEC on the self-assessment of the EP and identify areas that require clarification;
▪ distribute responsibilities among the members of the EEC;
▪ speak at meetings with target groups;
▪ hold a final meeting with the members of the EEC to agree on recommendations;
▪ to provide oral feedback on the results of the visit of the EEC, to familiarise with the draft recommendations of a general nature in time for the final meeting with the management of the EO.

After the visit:
▪ to prepare a draft report on the results of the visit of the EEC and coordinate it with the members of the EEC;
▪ send a draft report on the results of the EEC visit for consideration by the IAAR;
▪ if there are actual inaccuracies identified after the approval of the EEC report with the EO, make the necessary changes to the EEC report and coordinate them with the EEC members;
▪ in case of disagreement with the comments of the EO to the EEC report, prepare together with the IAAR coordinator an official response with justification in the EO;
▪ To prepare a report of the EEC for submission to the Accreditation Council for consideration.

Functions of an external expert

▪ assessment of the completeness and reliability of the results of the self-assessment of the EP in accordance with international standards IAAR;

▪ preparation for each meeting with the target groups of the EO with the definition of key issues in accordance with international standards IAAR;

▪ preparation of a report on the results of an external evaluation of the EP for compliance with international IAAR standards;

▪ development of recommendations for improving the quality of EP;

▪ development of recommendations for the Accreditation Council for Accreditation in accordance with the level of preparedness of the EO for accreditation of educational programmes of basic medical and pharmaceutical education.

Responsibilities of an external expert
Before the visit:

▪ study all documentation, including the self-assessment report and any other available information (Standards, legal acts in the field of education, the relevant country where accreditation is carried out, IAAR websites, EO, etc.);

▪ keep in touch with IAAR and the Chairman of the EEC;

▪ prepare a review (except for employers and students) for compliance with international accreditation standards according to IAAR requirements;

▪ discuss with the IAAR Coordinator and Chairman a visit to the EO;

▪ coordinate with the IAAR coordinator the details of the trip;

▪ participate in the preliminary meeting of the EEC.

During the visit:

▪ actively participate in all meetings and discussions, contribute to the work of the EEC;

▪ perform duties within the EEC related to the direction of the assessment;

▪ inform the IAAR Coordinator and the Chairman of any doubts and questions that arise during the work of the EEC;

▪ to continue working as part of the EEC during the entire period of the visit;

▪ to speak at meetings in agreement with the Chairman of the EEC;

▪ document the received data;

▪ provide the Chairman of the EEC with the necessary documentation on the data obtained during the external evaluation;

▪ conduct interviews with target groups;

▪ attend various types of classes, training facilities, practice base, etc. according to the programme of the visit of the EEC;

▪ participate in conducting online surveys of teachers and students aimed at identifying the degree of satisfaction with the educational process;

▪ receive through the IAAR Coordinator and the Chairman additional information necessary to analyse the prospects of the EP.

After the visit:

▪ participate in the preparation of the EEC report;

▪ destroy confidential materials received during the visit;

▪ not to disclose the results of the external evaluation of the EP until the official decision of the AC is made..

Appendix 6. Preparation of an External Expert Commission for

The purpose of the visit to the educational organisation of the external expert commission of the Independent Accreditation and Rating Agency is to assess the quality of the EP according to the international standards of accreditation IAAR and develop recommendations on accreditation for consideration by the Accreditation Council. To achieve the goal, the following tasks are defined:

▪ control of completeness and reliability of the results of self-assessment of the EP;

▪ conducting an assessment in accordance with international IAAR standards developed on the basis of ESG;

▪ development of the EEC report on the results of the EP assessment;

▪ preparation of recommendations for improving the quality of the EP;

▪ preparation of recommendations for the Accreditation Council for Accreditation in accordance with the level of preparedness of the EO and EP for accreditation.

Materials considered by the EEC before the visit to the EO

The following methodological and regulatory documentation is sent to the members of the external expert commission:

- Regulatory documents concerning the external audit of the EO, EP;

- Standards and Guidelines for International IAAR Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/AMSE/ESG);

- Self-assessment report submitted within the framework of the accredited EP;

- Information about the composition of the expert commission;

- Schedule of the visit to the EO;

- Additional information about the EO, EP (at the request of members of the external expert commission).

Review of the self-assessment report of the accredited EP

After receiving the self-assessment report (SAR) of the EP accredited by IAAR, copies of the SAR are sent to the expert commission no later than 6 weeks before the date of the visit.

Each member of the expert commission must carefully study the SAR and write a review (except for the employer and the student) in accordance with the requirements of the IAAR.

Preliminary meeting of the EEC

The preliminary meeting is held in order to coordinate and distribute the responsibilities of the members of the EEC by the Chairman, discuss the programme of the visit, the self-assessment report of the EP to identify key points and issues requiring additional information. The preliminary meeting of the EEC is held according to the programme the day before the visit to the EO. Only EEC members are present at the meeting. The preliminary meeting provides for consideration of the following issues:

- Does the SAR provide sufficient information on all aspects specified in this Manual at the EO level?

- What additional information about EO and EP should be provided?

- Is the specifics of EO and EP sufficiently reflected?

- Have the strategic goals been achieved?

- Are the mechanisms of strategic management of the EO and the management of the EP clearly defined?

- What are the main areas of issues that should be taken into account during the visit in particular?

The Chairman of the external expert commission and its members should discuss their impressions on the results of the information received prior to the visit, in order to identify any

additional documentation they would like to access, and the main structure and strategy of the visit should also be determined.

Recommendations for planning the work of the EEC

The EO submits a preliminary schedule of events planned during the visit to the IAAR and the Chairman of the expert commission for consideration.

The plan of activities during the visit should be well drawn up to improve the efficiency of the work schedule. The planned meeting should provide an opportunity to cross-check the facts presented in the self-assessment report.

The work schedule should include meetings with the management of the EO and its departments, employees, students, graduates and representatives of professional associations.

When planning a visit, it should be provided that the expert commission needs sufficient time to hold group meetings at which the members of the expert commission can review the evidence presented, formulate and discuss preliminary conclusions, as well as resolve issues on the main structure and agenda of the next meetings and interviews with key employees and stakeholders of the EO and EP. The expert group should also have sufficient time for individual meetings with employees and students of the EO.

The schedule of the visit of the EO by the expert group for external evaluation should also include information about the participants of the EO EP.

In order to make the most effective use of the time allocated for the visit, the expert group can be divided into small subgroups for meetings and interviews in the EO.

Meetings and interviews during the visit

During meetings and interviews with EO representatives, the expert group verifies the information provided by the EO in the self-assessment report. It is expected that the scheduled meetings should provide an opportunity for cross-checking the facts.

The results of the meetings and interviews serve as the basis for evaluating the EP. For this purpose, each member of the expert commission receives reference tables with verification criteria.

Meeting with management

The meeting with the management staff is aimed at obtaining general information about the activities of the EO, quality assurance policies and mechanisms, compliance with regional and national quality assurance requirements.

During the interaction, the parties discuss the participation of all stakeholders (administrative bodies, teachers, students and employers) in determining the goals and development strategy of the EO in the field of education.

Meetings with the management of departments

Interviews with the heads of departments are aimed at discussing issues related to the development and implementation of EP and the processes that ensure their implementation, as well as research activities and general management.

The optimal number of participants in group discussions is from ten to twenty people.

Meetings with students

Students are a valuable source of information, and the opinions of students should be compared with the information provided by the teaching staff.

From interviews with students, the expert group receives information about the workload, the level of professional competence of teachers, the systematicity and consistency of the EP, the clarity of goals and objectives, the development of curricula, as well as the material resources available for the implementation of the educational process.

Interviews with students should be conducted in a favorable environment, at meetings organised for interviews only with students. The optimal number of students for the meeting is no

more than twenty people. Students invited to the interview should be familiar with the programme accreditation considered.

It is recommended that the selection of candidates for interviews from among the students be carried out by members of the expert commission.

Meetings with the teaching staff

During meetings and interviews with the teaching staff, issues related to the implementation of the educational process, quality assurance, as well as research, mobility, resources and funding are discussed.

Topics/questions that were previously discussed at meetings with students are also raised. The preferred number of participants is 15-25 people.

Meeting with graduates

Graduates are a very important source of information. The opinions of graduates provide information about satisfaction with the level of education, the realisation of expectations for promotion and salary increases, employment opportunities and opportunities for further education.

Interviews should be conducted in the absence of teaching staff so that respondents can express their opinions. The optimal number of group members is up to 25 people. The group should include graduates of this EP EO.

Meeting with employers

The key issues that should be discussed during meetings with employers are the level of competence of graduates of the EO, the demand for graduates in the regional labor market. The meetings also discuss the problems of cooperation and interaction with an educational institution in the field of management, coordination of the content of the EP and quality assessment.

Teachers should not participate in this meeting. The group of employers should include representatives of organisations that regularly hire graduates of the EO. If possible, the employer organisations should not be represented by former students of the EO. The optimal number of group members is 15-25 people.

Summing up and preparing recommendations

Summing up the results in accordance with the evaluation table "Parameters of the EP profile" is carried out on the basis of an individual external assessment collectively.

The evaluation table "Parameters of the EP profile" is the final document for summarising the work of the EEC.

The evaluation table "EP Profile Parameters" allows the EEC to determine the position of the EO, which is evaluated according to each criterion as follows:

▪ **"Strong"** is characterised by a high level of indicators of the accreditation standard for basic medical and pharmaceutical education. This position of the standard allows us to serve as an example of good practice for dissemination among other public organisations.

▪ **"Satisfactory"** is determined by the average level of indicators of the accreditation standard for basic medical and pharmaceutical education.

▪ **"Suggests improvement"** is characterised by a low level of indicators of the standard of accreditation of basic medical and pharmaceutical education.

▪ **"Unsatisfactory"** means that the indicators of the EP EO do not meet the standard of accreditation of the EP of basic medical and pharmaceutical education.

Based on the collegial decision of the EEC, based on the results of the assessment, it prepares a report with recommendations on accreditation for the AC and on improving the quality of the EO EP.

The EEC recommends one of the following decisions to the Accreditation Council:

▪ to accredit the EP EO and (or) for a period of 1/3/5/7 years;

▪ not to accredit EP EO.

In case of compliance with the IAAR Standards, the EEC makes a recommendation to improve the quality.

In case of non-compliance of the EP EO with the IAAR Standards, the EEC recommends determining the measures necessary to bring the EP EO into compliance with the IAAR Standards.

Final meeting of the members of the external expert commission with representatives of the EO

The chairman of the external expert commission should clearly and concisely present the key issues that are important for the effective implementation of the EP, indicate the advantages and disadvantages of the EP EO under consideration, suggest alternative ways to solve the identified problems and recommendations on the action plan aimed at improving the quality of educational activities.

The conclusions of the review should not be mentioned. The results of the audit are also not discussed.

Workplace of the external expert commission

During the visit to the EO, it should provide a separate workplace for the expert commission for panel meetings and review sessions. During the entire visit, only members of the expert commission should have access to the premises.

The room for the expert commission should be spacious and separate from other rooms, also have a large desk for documents, a desk for collegial work, an international telephone, a computer with Internet access and a printer.

All documentation related to the external evaluation process, including the list of teachers, EP, work programmes, student papers, research documents, catalogs, leaflets, etc. should be collected in the specified working room.

Appendix 7. Responsibilities of the IAAR Coordinator within the framework of the international accreditation procedure for educational programmes of basic medical and pharmaceutical education

Before the visit:
▪ provide normative and methodological materials on the organisation and conduct of the self-assessment of the EO developed by IAAR;

▪ keep in touch with the EO and participate in meetings on the accreditation procedure;

▪ advise the EO on the accreditation procedure, including on self-assessment and the preparation of a self-assessment report;

▪ carry out technical proofreading of the self-assessment report for completeness and applicability (if important omissions are found, request missing materials from the EO coordinator);

▪ Instruct external experts on the requirements of international accreditation.

▪ Provide external experts with regulatory and methodological materials (developed by IAAR) defining the activities of the external expert commission.

▪ provide the necessary information in a timely manner, including a self-assessment report to the members of the EEC for study and review;

▪ send, if necessary, recommendations to the EO on finalising the self-assessment report based on expert reviews;

▪ coordinate the time frame of the EEC visit to the EO;

▪ organise a visit to the EEC (accommodation, meals, transfer, etc.);

▪ provide the EEC with an approved visit program;

▪ send the composition of the EEC to the EO to exclude a conflict of interest 14 calendar days before the visit;

▪ act as the main contact person and maintain communication between the EEC, EO and IAAR;

▪ to organise information support for the preliminary meeting of the members of the external expert commission before the visit to the EO.

During the visit:
▪ regulate the activities of the EEC, provide the necessary methodological materials;

▪ to create a favorable psychological climate for the work of the EEC;

▪ monitor the integrity of the accreditation process and ensure compliance with IAAR requirements.

After the visit:
▪ send the draft of the EEC report to the EO in order to prevent factual inaccuracies in the content of the report;

▪ Ensure timely transfer of materials to the AC Secretary;

▪ send the report of the EEC to the EO after the decision of the AC on the accreditation of the EP of the EO (in case of a positive decision of the AC on accreditation, provide a request for an Action Plan to implement the recommendations of the EEC);

▪ inform the members of the EEC about the decision of the AC;

▪ to provide feedback on the accreditation procedure of the EP of the EO (online survey of the members of the EEC and the EO after the decision on accreditation).