



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## REPORT

**The external expert commission work results on the assessment of the requirements of the primary basic specialized accreditation international standards of the educational program 560001- "Medicine" at International "ALA-TOO" university  
Bishkek, Kyrgyz Republic**

**Date: 28-29th of May. 2019.**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

**External Expert Commission**

*Addressed to  
Accreditation  
Council IAAR*

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## LIST OF SYMBOLS AND ABBREVIATIONS

IAU - International "Ala-Too"University

SES - State educational standard

HPE - higher professional education

IS AMS - automated information system

BD - basic disciplines

HEI - higher educational institution

ECTS - European system of transfer and accumulation of credits

ME and S KR - Ministry of Education and Science of the Kyrgyz Republic

MEP - modular educational programs

MC - modular curricula

EP - educational program

LLC - limited liability company

MD - major disciplines

PC - professional competencies

PTS – Professors and teaching staff

WC- working curriculum

CDMEP-Central Household Education Center-a cycle of disciplines of main educational program

QMS - quality management system

SIW - student's independent work

TC - standard curriculum

EMC - educational and methodical complex

AC- Academic Council

CR - curriculum

## INTRODUCTION

In accordance with the order of the Accreditation and Rating Independent Agency No. 64-19-EA dated 06.05.2019. From May 28-29, 2019 at the International "Ala - Too" University of Kyrgyz Republic, an external expert commission assessed the compliance of the educational program 560001- "General Medicine" with the requirements of international standards for primary basic accreditation of the IAAR (No. 64-18 / 1-OD dated May 25, 2018 G., first edition).

The report of the external expert commission (EEC) contains an assessment of the university's activities within the framework of primary specialized accreditation for compliance with the standards and the IAAR criteria, recommendations of the EEC on further improving the specialized profile parameters.

### **EEC composition:**

- 1. Chairman of the Commission** - Turdalieva Botagoz Saitovna, Doctor of Medical Sciences, Professor, JSC "Kazakh Medical University of Continuing Education" (Almaty);
- 2. Foreign expert** - Irina Sakhelashvili, PhD, European University (Tbilisi, Georgia);
- 3. Employer** - Suyumzhan Toktorovna Mukeyeva, PhD, Association of Family Physicians and Family Nurses of Kyrgyzstan, Kyrgyz Republic (Bishkek);
- 4. Student** - Omkar Sonawane (Omkar Sonavane), International University of Kyrgyzstan (Bishkek);
- 5. The Agency Observer** - Aimurzieva Aigerim Urinbaevna, Head of medical projects of the Agency (Nur-Sultan).

### III IAU PRESENTATION

Institution of Higher Professional Education of the Kyrgyz Republic International "Ala-Too" University (hereinafter - IAU) began its activities in 1996, as a non-profit educational and scientific organization, created in accordance with the Laws of the Kyrgyz Republic "On Education", "On Non-Profit Organizations", Of the Civil Code of the Kyrgyz Republic, the Regulations on the Educational Organization of Higher Professional Education, other regulatory legal acts of the Kyrgyz Republic, the Charter of the IAU, in order to implement professional educational programs of higher, postgraduate and additional professional education. The agreement on the establishment of the International "Ala-Too" University was signed between the Ministry of Education and Science of the Kyrgyz Republic and the International Educational Institution "Sapat".

#### **From the history of the University:**

In 1996 - the International University "Ataturk-Alatoo" was established;

In 2017 - International University "Ataturk-Alatoo" was renamed into International University "Ala-Too" and became its full legal successor, which is reflected in the Charter of the IAU.

Over the years of its development, the International "Ala-Too" University (IAU) has grown into a large educational institution with a highly qualified teaching staff and modern material and technical base.

IAU provides teaching for specialists in technical, economic, medical, natural science and humanitarian areas in Kyrgyz, Russian and English languages of instruction. A multi-level system of teaching specialists within the framework of the IAU is provided by the college, bachelor's, master's, specialty, internship, doctoral studies.

IAU implements a range of scientific and educational services, including:

- programs of educational services (specialty, internship, postgraduate studies) within the framework of the Classifier of specialties of the Kyrgyz Republic in accordance with the content of the State Compulsory Education Standard (hereinafter SES) of the Kyrgyz Republic and the issuance of a state diploma;

- educational services within the framework of the program of international educational programs in accordance with the memorandum of cooperation concluded with foreign universities;

- professional development programs for teachers of schools, colleges and university teachers.

Data on the organizational and legal form of the university and the form of ownership:

- IAU is a legal entity, carries out its activities in accordance with the legislation of the Kyrgyz Republic;

- The certificate of re-registration of a legal entity was obtained from the Ministry of Justice of Kyrgyz Republic - Series No. 0026035. Date: 13.06.2017;

- The charter of the IAU was developed on the basis of the Regulations on the educational organization of higher professional education of Kyrgyz Republic and other regulatory documents, approved in the prescribed manner by the decision of the President of the IEI "Sapat" No. 06-01 / 004 dated May 15, 2017 and agreed by the Ministry of Justice on June 13, 2017.

The Medical Faculty of the MUA was opened by order of the Ministry of Education and Science of the Kyrgyz Republic No. 952/1 dated June 21, 2016. (Protocol No. 1-10-4 dated June 16, 2016) in agreement with the Ministry of Health of the Kyrgyz Republic. The basis for granting the right to conduct educational activities is reflected in the License No. LD160000319, registration No. 16/0220, 2016.

The purpose of creating this faculty is to prepare highly qualified medical personnel with a broad university education, corresponding to the needs of the health care system of Kyrgyzstan.

#### **IV DESCRIPTION OF THE EEC VISIT**

The visit of the external expert commission (EEC) to the International "Ala-Too" university was organized from 28th to 29th May in 2019 in accordance with the program agreed with the chairman of the EEC, Doctor of Medical Sciences, Professor B. Turdalieva. and the Rector of the University, candidate of pedagogical sciences, Associate professor Erdolatov SS, and approved by the director of NU "IAAR", candidate of Judicial sciences, Zhumagulova A.B.

In accordance with the requirements of the standards, the program of the visit consisted meetings with the rector, vice-rectors, heads of structural divisions, deans, heads of departments of the university, teachers, students and employees from various departments, interviews and questioning of teachers and students. A total of 101 people took part in the meetings (Table 1).

**Table 1. Information about employees and students who took part in the meetings with the EEC of the IAAR**

Category of participants	Number
Rector	1
Vice-rector	5
Heads of structural divisions	6
Deans of faculties	4
Heads of departments	2
Students	66
Teachers	17
Total	101

The commission examined the regulatory and educational documents on educational disciplines, including standard curricula, work programs, educational and methodological complexes and other materials provided by the university.

All materials requested by the commission were provided in a timely manner and in full. In order to obtain objective information on the assessment of the university's activities, members of the EEC used the following methods: visual inspection, observation, interviewing employees of various structural units, teachers, students, questioning the teaching staff and students. On the part of the university staff, the presence of all persons indicated in the visiting program is ensured. The EEC visit program has been fully completed.

On May 28th, in 2019, the IAAR EEC members organized a preliminary meeting. During the organizational meeting, the visit program was clarified; the responsibility of the EEC members was distributed. A brief review of reports on the primary specialized self-assessment of the university is carried out. Key issues were discussed, additional information was identified that should be requested from the University Validation and full awareness of the EEC members during the initial specialized accreditation of the educational program.

In accordance with the visit program, on May 28th, EEC members had a meeting with the university leadership, vice-rectors, and deans of faculties, heads of structural divisions and teachers which was followed by a questionnaire. A visual inspection of educational buildings, departments, libraries, a meeting with the teaching staff of the medical faculty, a questionnaire survey of teachers was carried out.

Information about the university, faculties, in particular, about a medical university was provided at the meeting with the rector, vice-rector, heads of structural divisions. Also it was obtained an information on the policy of the University for the Development of the Medical Faculty, on the mission and final learning outcomes, policy and criteria for admission to the management educational program.

Information was provided on the criteria of the standards "Educational program", "Academic staff", "Students", "Educational Resources", in particular, internal regulations, educational program at the meeting with the dean and deputy dean of the faculty.

During the visit to the library, the commission was shown the library's capabilities in print and electronic format. All students have access to the library; it is connected to international databases.

EEC visited the Center of students and Volunteer movement, where student government functions. Medical students are represented in student government.

On May 29, EEC visited the departments, attended classes, exams, the student department, met with students with a subsequent questionnaire, got acquainted with the documentation at the



departments. An oral preliminary review and recommendations were prepared, which were informed to the administrative and managerial personnel of the university.

Visiting the departments, members of the EEC got acquainted with the procedure of the Anatomy Exam. The exam was conducted to assess the practical skills of students, was carried out using dummies, checklists according to the standard methodology in the same way for all students. EEC attended a lesson on genetics, which was conducted as a lecture to students in English using presentation material.

EEC was shown the building of the university, which is being built as a university clinic for 150 beds with an emergency room, an operating and intensive care unit, and a polyclinic. In the strategic plan, it is planned that the university clinic will be built in 2022, the construction matrix is also presented to the commission.

For the work of the EEC, comfortable conditions were created; access to all necessary information resources was organized. The Commission notes the high level of corporate culture, the high degree of team openness in providing information to members of the EEC.

In accordance with the accreditation procedure, an on-line survey of teachers and students of the Medical Faculty was performed.

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

### **1. Standard "Mission and final results"**

- high level language competence of teaching staff and students;
- high level of material and technical provision;
- the policy of the university aimed at the development of the medical faculty.

### **2. Standard "Students"**

- individual approach to students;
- each student is involved in educational circles, clubs and extracurricular activities;
- IAU has agreements with foreign universities for the development of academic mobility of students and teachers;
- all students speak English, which provides great opportunities for using international information resources
- active development of academic mobility of students through international foundations ("Erasmus +", etc.).

### **• 5 Standard "Academic staff / teachers"**

- motivation and stimulation of teaching staff and students for academic activity;
- active work of the teaching staff in international research projects (Erasmus +, Fulbright).

#### **6. Standard "Educational Resources"**

- Equipped modern classrooms for students and offices for teachers;
- Financial support for teachers to participate in conferences, seminars, in publishing publications

### **VIII. UNIVERSITY RECOMMENDATIONS OVERVIEW**

#### ***Standard "Educational program"***

1. Revise the EP and build it on the basis of the discipline integration principle both horizontally and vertically.
2. Develop and implement disciplines aimed at the development of analytical and critical thinking of students, starting with junior courses.
3. Include teaching the discipline on evidence-based medicine in junior courses.
4. Ensure early contact of students with patients and provide for the development of language competence.
5. Include students of the Medical Faculty in Councils, Commissions responsible for educational programs, for the faculty development and the university as a whole.
6. Expand partnership with medical organizations of primary and secondary health care for the possibility of developing clinical skills of students, taking into account the diversity of levels of medical care.

#### ***Standard "Students"***

1. Develop and implement in the admission policy an assessment of the language proficiency level as a mandatory component in the applicants' selection, documenting this process and bring it to potential consumers.
2. Develop and implement a policy for admitting students with disabilities and provide for the necessary resources.

#### ***Standard "Educational resources"***

1. Reveal the teaching staff scientific potential of the faculty, to determine scientific priorities, to establish the available and necessary resources.
2. Develop and implement research projects of employees' / teaching staff of the university, including students.
3. Introduce the educational process the achievements of scientific research, both own and borrowed.

4. Develop and implement a plan for professional development of teaching staff in the field of examination of medical education, train teaching staff in examination methods, introduce documentation of EP examination.

5. Provide for regular replenishment of the library fund based on an assessment of the needs of students and teaching staff.

***Standard "Evaluation of EP"***

1. Develop, approve and implement mechanisms for evaluating and reviewing EP based on annual monitoring with the participation of stakeholders (students, teaching staff, AMP, employers). Areas for improvement

***Standard "Mission and final results"***

1. Involve employers, students, teaching staff in the development and discussion of the EP mission and the final results with documentation of the discussion process.

***Standard "Educational program"***

1. Reflect with syllabuses of disciplines, especially clinical, topics dedicated to the search and critical assessment of scientific evidence.

***Standard "Student Assessment Policy"***

1. Develop and implement methods for assessing the validity, reliability and fairness of methods for assessing academic achievements of students and ensure accessibility for external expertise.

2. Use and observe the principle of integration while developing assessment methods.

***Standard "Students"***

1. Development of close communication with employers to address the issues of an adequate number of students, taking into account the needs of practical health care.

***Standard "Educational Resources"***

1. Develop and implement an advanced training course on the examination of medical education and conduct training seminars for teaching staff.

***Governance and Public Information Standard***

1. Provide for the publication of annual reviews, including quantitative and qualitative indicators of EP implementation on the university's website with mandatory discussion at meetings of advisory bodies with the participation of stakeholders (students, teaching staff, AMP, employers).

## SPECIALIZED PROFILE PARAMETERS

№		ASSESSMENT CRITERIA	Educational organization position			
			strong	satisfactory	suggests improvement	unsatisfactory
	<b>1.</b>	<b>STANDARD "MISSION AND FINAL RESULTS" MISSION AND FINAL RESULTS STATEMENT</b>				
1	1	The medical education organization should define the mission of the educational program of basic medical education and widely inform the public and the health sector about the stated mission		+		
2.	2.	The medical education organization should determine the mission of the educational program based on consideration of the health needs of society, the needs of the medical care system and, accordingly, other aspects of social responsibility.		+		
3	3	The medical education organization should ensure that the main stakeholders are involved in the development (formulation) of the mission of the educational program.		+		
4	4	The medical education organization should ensure that the mission of the educational program corresponds to the mission of the organization and allows the preparation of a competent specialist at the level of basic medical education.		+		
5	5	The mission statement <b>should</b> contain objectives and an educational strategy to prepare a competent professional at the level of basic medical education.		+		
6	6	Mission of the educational program: <input type="checkbox"/> should correspond to the available resources, opportunities and market requirements; <input type="checkbox"/> ways to support it should be identified; <input type="checkbox"/> Access to information about the mission of the educational program for the public should be provided (availability of information on the university website).	+			
7	7	The mission and goals of the educational program should be discussed at the advisory councils / commissions of the university and approved by the advisory council of the university.		+		
8	8	The medical education organization should systematically collect, accumulate and analyze information about its activities in preparation for the implementation of the educational program; conduct an assessment of strengths and weaknesses (SWOT analysis), on the basis of which the leadership of a		+		

		medical education organization, together with an advisory board, should determine policy and develop strategic and tactical plans.				
	<b>2</b>	<b>LEARNING OUTCOMES</b>				
9	9	The medical education organization <b>should</b> determine the final learning outcomes that should be achieved by future students as a result of the training program in relation to: achievements at the basic level in terms of knowledge, skills and attitudes; an appropriate foundation for a future career in any branch of medicine; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; the health needs of the health of society, the needs of the health system and other aspects of social responsibility.		+		
10	10	The medical education organization <b>should</b> determine the final learning outcomes for general and discipline / specialty-specific components that students need to achieve upon completion of the program.		+		
11	11	The medical education organization should determine the final learning outcomes regarding the proper behavior and attitude towards patients and their relatives.		+		
12	12	The medical education organization should have mechanisms to guarantee the proper professional behavior and attitude of students towards students and other medical personnel, teachers, other health workers, compliance with the Code.	+			
13	13	The medical education organization should inform the public about the established final learning outcomes of the program in the relevant specialties.		+		
14	14	The medical education organization should guarantee the continuity between the final learning outcomes of the basic and postgraduate medical education programs.	+			
	<b>3</b>	<b>PARTICIPATION IN THE FORMULATION OF THE MISSION AND THE FINAL RESULTS</b>				
15	15	The medical education organization should determine the mechanisms for involving stakeholders in the formulation of the mission and the final learning outcomes for the educational program.		+		
16	16	The medical educational organization should formulate the mission of the educational program and determine the final learning outcomes of the program, taking into account proposals from other stakeholders, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.			+	
		<b>Total</b>	<b>3</b>	<b>12</b>	<b>1</b>	
	<b>4.</b>	<b>STANDARD "EDUCATIONAL PROGRAM"</b> <b>Content of the basic medical education program</b>				

17	1	The medical education organization should define a model of the educational program, including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modules or a spiral design.			+	
18	2	The medical education organization should ensure that the content of the program meets the requirements of the State Educational Standard of the Kyrgyz Republic and ensure the breadth of training of specialists in accordance with the name of the program and the necessary depth of training in the field determined by the specialty.			+	
19	3	The medical education organization should describe the content, volume and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate relationship between the basic biomedical, clinical, behavioral and social disciplines.			+	
20	4	The medical education organization should provide for mechanisms for providing the possibility of elective content (electives) and determine the balance between the mandatory and elective parts of the educational program, including a combination of mandatory elements and electives or special components of choice;			+	
21	5	The medical education organization should use appropriate teaching and learning methods and guarantee the integration of components in practice and theory, which include didactic classes and experience in helping the patient, as well as independent and active learning.	+			
22	6	The medical education organization should ensure that training will be conducted in accordance with the principles of equality. The medical education organization should use a student-centered approach to teaching, which stimulates, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.			+	
23	7	The medical education organization should provide mechanisms for regular assessment and feedback, informing about the program and the rights and obligations of students, and also include obligations on ethics in the program.	+			
24	8	The medical education organization should provide mechanisms for increasing the independence and responsibility of students regarding their knowledge, skills and development of experience. The medical education institution should recognize gender, cultural and religious characteristics and prepare students for appropriate relationships			+	

25	9	The medical education organization should organize educational programs with due regard to patient safety and autonomy.	+			
26	10	Medical education organization should recognize gender, cultural and religious characteristics and prepare students for appropriate relationships with patients.		+		
27	11	Medical education organization should organize educational programs with due regard to patient safety and autonomy.		+		
	<b>5</b>	<b>SCIENTIFIC METHOD</b>				
28	12	The medical education organization should ensure that students will study and know evidence-based medicine, which should be an integral part of the educational program.				
29	13	Medical education organization should provide for teaching and learning critical assessment of literature, articles and scientific data, the use of scientific developments.			+	
30	14	The educational program should contain disciplines aimed at the development of analytical and critical thinking, such as scientific foundations and methodology of medical research, including clinical research.		+		
	<b>6</b>	<b>BASIC BIOMEDICAL SCIENCES, BEHAVIORAL, SOCIAL SCIENCES AND MEDICAL ETHICS</b> The medical education organization should define and include in the educational program:		+		
19	15	Achievements of basic biomedical sciences to form students' understanding of scientific knowledge; concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
20	16	The medical education organization should determine and include in the educational program achievements that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditioning of the causes, spread and consequences of medical health problems, as well as knowledge about the national system health and patient rights, which will contribute to the analysis of social health problems, effective communication, clinical decision-making and ethical practice, by including disciplines in the field of behavioral sciences in the EP; social sciences; medical ethics; medical jurisprudence.	+			
	<b>7</b>	<b>CLINICAL SCIENCES AND SKILLS</b>		+		
34	17	The medical education organization should define and implement the achievements of clinical sciences in the educational program and ensure that students acquire	+			

		sufficient knowledge, clinical and professional skills in order to take on the appropriate responsibility, including activities related to health promotion, disease prevention and patient care;				
35	18	The medical education organization should provide for at least one third of the educational program in the planned contacts with patients at clinical sites;		+		
36	19	The medical education organization must establish a certain amount of time for teaching the basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.	+			
37	20	The medical education organization should provide mechanisms for the organization of clinical training with appropriate attention to patient safety, including observation of the student's actions in the clinical setting.		+		
38	21	The medical education organization should ensure that each student will have early contact with real patients, including his gradual participation in providing assistance to the patient, including responsibility for the examination and / or treatment of the patient under supervision, which will be carried out in the appropriate clinical bases.		+		
39	22	The medical education organization should structure the various components of teaching clinical skills in accordance with a specific stage of the training program.		+		
40	23	<b>PROGRAM MANAGEMENT AND TEACHING ORGANIZATION</b> The medical education organization should determine the structural unit (s) responsible for the basic educational programs, and having the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, assessment students and evaluation of the educational program and training courses to achieve the final learning outcomes.		+		
41	24	The medical education organization should provide for representation from teachers and students in structures / councils / commissions responsible for educational programs.			+	
42	25	The medical education organization should guarantee training in conditions of various clinical bases, which are characterized by the profile of clinics, various categories of patients, the level of medical care (primary health care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics.			+	
43	26	The medical educational organization should provide mechanisms for introducing innovations into the educational program.		+		



		Totally	<b>3</b>	<b>17</b>	<b>7</b>	
	<b>3.</b>	<b>STANDARD "STUDENT EVALUATION POLICY" ASSESSMENT METHODS</b>				
44	1	The medical education organization should formulate and implement a student assessment policy, including principles, goals, methods and practices for assessing students, including the number of exams and other tests, maintaining a balance between written and oral examinations, using assessment methods based on criteria and reasoning, and special exams (OSKE or Mini-Clinical Exam), as well as determine the criteria for establishing passing points, grades and the number of allowed make-ups		+		
45	2	The medical education organization should use a set of methods and formats of assessment in accordance with their "applicability", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of methods and formats of assessment in relation to the established learning outcomes.		+		
46	3	The medical education institution should study and document the reliability, validity and fairness of assessment methods.			+	
47	4	The medical education organization should use the system of appeal of assessment results based on the principles of fairness and through compliance with the legal process.		+		
48	5	The medical education organization should ensure that the process and methods of assessment are open (accessible) for examination by external experts			+	
		<b>RELATIONSHIP BETWEEN ASSESSMENT AND TEACHING</b>				
49	6	The medical education organization should use the principles, methods and practices of assessment that are compatible with the established learning outcomes and teaching methods.		+		
50	7	The medical education organization should have mechanisms for providing timely, specific, constructive and fair feedback to students based on the results of assessing their knowledge and skills.		+		
51	8	The medical education organization should use the principles, methods and practices of assessment that contribute to integrated learning and involvement in practical clinical work, the achievement of the final learning outcomes and provide interactive professional teaching.			+	
		Totally	<b>0</b>	<b>5</b>	<b>3</b>	
	<b>4.</b>	<b>STANDARD "STUDENTS" RECEPTION POLICY AND SELECTION</b>				
52	1	The medical education organization should determine and implement an admission policy, including the established regulation / rules for the selection process			+	

		for students, which includes the rationale and methods of selection;				
53	2	The medical education organization should have a policy and implement the practice of admitting students with disabilities in accordance with the current laws and regulations of the country;			+	
54	3	The medical education institution should have a policy and implement the practice of transferring students from other programs and medical educational institutions.	+			
55	4	The medical education organization should guarantee the transparency of the selection procedure and equality of access to basic education.	+			
56	5	The medical education organization should develop an appeal procedure against the decision of the selection committee.	+			
		<b>THE NUMBER OF STUDENTS</b>				
57	6	A medical education institution should determine the number of accepted students in accordance with the material and technical and capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for human resources for health care, in the case when medical educational organizations do not control the number of recruited students, then you should demonstrate your commitment, by explaining all relationships, paying attention to the consequences of decisions made (imbalance between the enrollment of students and the material, technical and academic potential of the university).	+			
58	7	The medical education institution should have accessible information about the health needs of society, which includes consideration of a balanced recruitment in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy for recruiting and accepting their groups of small peoples and students from rural areas.		+		
59	8	Medical education organization should determine the number of students through consultation with stakeholders.			+	
		<b>SUPPORT AND CONSULTATION OF STUDENTS</b>				
60	9	The medical education organization should have a system of academic counseling for students.		+		
61	10	The medical education organization should have mechanisms for supporting students, focused on social, financial and personal needs, allocating appropriate resources for social and personal support.	+			
62	11	The medical education organization should guarantee confidentiality in relation to counseling and support.	+			
63	12	The medical education organization should provide for the allocation of resources to support students.	+			

64	13	The medical education organization should provide support in the event of a professional crisis and problem situations.	+			
		<b>STUDENT REPRESENTATION</b>				
65	14	The medical education organization should develop and implement a policy on the representation of students, including in the formulation of the mission and final learning outcomes, participation in the development of the training program, planning working conditions, evaluating the training program, managing the training program, and other issues related to the student, which includes student self-government, participation of student representatives on faculty councils, universities and other relevant bodies, as well as in public activities and local health projects.			+	
		Totally	<b>8</b>	<b>2</b>	<b>4</b>	
	<b>5.</b>	<b>STANDARD "ACADEMIC STAFF / TEACHERS"</b>				
66	1	The medical education organization should develop and implement a policy for recruiting and accepting teachers, employees, determining their category, responsibility and balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper ratio between teachers of medical and non-medical, full-time and part-time faculty and balance between academic and non-academic staff;		+		
67	2	A medical education institution should, in its selection policy, take into account the criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		+		
68	3	The medical education organization should determine and implement a policy of activity and development of employees, which allows to maintain a balance between teaching, scientific and service functions, which include setting time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
69	4	The medical education organization should implement a policy of activity and development of employees, which guarantees recognition of the merit of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;	+			
70	5	The medical education organization should implement a policy of activity and development of employees, which guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other	+			

		disciplines, subject areas in order to stimulate cooperation and integration;				
71	6	The medical education organization should implement a policy for the activities and development of employees, which includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly recruited, but also teachers recruited from hospitals and clinics.		+		
72	7	When selecting staff / teachers, a medical education organization should take into account the attitude to its mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical education organization and educational program;		+		
73	8	The medical education organization should develop and implement a policy for promoting employees / teachers.		+		
		Totally	2	6	0	
	<b>6.</b>	<b>STANDARD "EDUCATIONAL RESOURCES" MATERIAL AND TECHNICAL SUPPORT AND EQUIPMENT</b>				
74	1	The medical education institution should have a sufficient material and technical base for teachers and students, allowing to ensure the adequate implementation of the educational program;	+			
75	2	The medical education organization should provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety rules in the laboratory and when using equipment.		+		
76	3	The medical education organization should provide the necessary resources for the acquisition of adequate clinical experience by students, including the number and categories of clinical bases, which include clinics (for the provision of primary, specialized and highly specialized care), outpatient and polyclinic services (including PHC), primary health care institutions. health care, health centers and other health care providers to the public, and clinical skills centers / laboratories, which allow clinical training to be carried out using the capabilities of clinical sites and to ensure rotation in the main clinical disciplines; a sufficient number and categories of patients; the ability to monitor clinical practice the possibility of observing the clinical practice of students			+	
77	4	The medical education organization should improve the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in teaching practice.	+			

78	5	The medical education organization should determine and implement a policy that is aimed at the effective use and assessment of appropriate information and communication technologies in the educational program.	+			
79	6	The medical education organization should provide library resources, including the fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases.		+		
80	7	The medical educational organization should provide access to educational Internet resources, the functioning of WI-FI on the territory of the educational organization	+			
81	8	The medical education organization should provide teachers and students with opportunities to use information and communication technologies for self-study; access to information; patient management; work in the health care system.	+			
82	9	The medical education organization should provide students with access to relevant patient data and health information systems.		+		
		<b>MEDICAL RESEARCH AND SCIENTIFIC ACHIEVEMENTS</b>				
83	10	A medical education institution should have research activities in the field of medicine and scientific achievements as the basis for an educational program;		+		
84	11	The medical education organization should define and implement a policy that promotes the relationship between research and education;			+	
85	<u>12</u>	The medical educational organization should provide information on the research base and priority areas in the field of scientific research of the medical educational organization.			+	
86	<u>13</u>	The medical education organization should ensure that the relationship between research and education is taken into account in teaching; encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		
		<b>EXPERTISE IN THE FIELD OF EDUCATION</b>				
87	<u>14</u>	A medical education institution should have access to expertise in the field of education, and conduct an examination that studies the processes, practices and problems of medical education and can involve doctors with experience in research in medical education, psychologists and sociologists in the field of education, which is provided by the department for the development of medical education university or by involving experts from other national and international institutions.			+	

88	<u>15</u>	The medical education organization should determine and implement a policy for the use of expertise in the field of education: - in the development of an educational program; - in the development of teaching methods and assessment of knowledge and skills.			+	
89	<u>16</u>	The medical education organization should provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;			+	
90	<u>17</u>	The medical education organization should pay due attention to the development of expertise in the assessment of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;			+	
91	<u>18</u>	Medical education organization should promote the aspirations and interests of employees in conducting research in medical education.			+	
		<b>EXCHANGE IN THE SPHERE OF EDUCATION</b>				
92	19	The medical education organization should define and implement a policy for cooperation at the national and international levels with other medical universities, university faculties;	+			
93	20	A medical education institution should have mechanisms for transferring and offsetting educational loans, which can be facilitated by the conclusion of agreements on the mutual recognition of elements of the educational program and the active coordination of programs between universities and the use of a transparent system of credit units and flexible course requirements.		+		
94	21	Medical education organization should facilitate regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;		+		
95	22	The medical education organization should ensure that the exchange is organized in accordance with the goals set, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
		<b>Total</b>	<b>6</b>	<b>8</b>	<b>8</b>	
	<b>7.</b>	<b>STANDARD "EVALUATION OF THE EDUCATIONAL PROGRAM"</b>				
96	1	A medical education institution should have mechanisms for monitoring the educational program, taking into account the mission, the required end-point learning outcomes, the content of the educational program, the assessment of knowledge and skills, and educational resources.			+	

97	2	The medical education organization should guarantee the participation of interested parties in the evaluation of the program. The medical education organization should provide mechanisms for ensuring transparency of the process and results of the evaluation of the educational program The medical education institution should assess the program regarding the policy of admission of students and the needs of education and the health care system in medical personnel.	+		+	
98	3	Medical education organization should guarantee the participation of interested parties in the evaluation of the program.	+		+	
99	4	The medical education organization should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational program for the management and all interested parties.		+		
		Totally	<b>0</b>	<b>1</b>	<b>3</b>	
	<b>8.</b>	<b>STANDARD "GOVERNANCE AND PUBLIC INFORMATION"</b>				
100	1	Medical education organization should determine the structural unit responsible for educational programs and the achievement of final learning outcomes.	+			
101	2	The structural unit responsible for educational programs should have the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment, evaluation of the educational program and teaching courses.	+			
102	3	Medical education organization should define the responsibilities and duties of the management / staff for basic medical education.		+		
103	4	A medical education institution should have a clear range of responsibilities and authorities to provide educational programs with resources, including a target budget for training, should allocate the resources necessary for the implementation and implementation of the training program and allocate educational resources in accordance with needs.	+			
104	5	The medical education institution should publish accurate, objective, up-to-date information about the specifics of the EP, which should include the programs being implemented, indicating the expected learning outcomes; information on the possibility of qualifying at the end of the EP; information about teaching, learning, assessment procedures; information about passing scores and learning opportunities provided to students; information about the employment opportunities of graduates.		+		
105	6	The medical education institution should publish		+		

		adequate and objective information about the teaching staff of the EP, about cooperation and interaction with partners within the EP.				
106	7	A medical education institution should demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of educational programs.		+		
107	8	Medical education institution should develop a program for quality management, including regular reviews.	+		+	
108	9	The medical education organization should ensure the transparency of the management system and decisions that are published in bulletins, posted on the website of the university are included in the protocols for review and execution.		+		
		<b>Total</b>	<b>3</b>	<b>5</b>	<b>1</b>	
		<b>Total:</b>	<b>25</b>	<b>56</b>	<b>27</b>	

