INDEPENDENT AGENCY FOR ACCREDITATION AND RATING EXTERNAL EXPERT COMMISSION

Addressed to Accreditation Council IAAR

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

Report

of external expert commission on evaluation for compliance with the standards of program accreditation educational program
General Medicine (experimental curriculum)
LLC «Adam University» (Bishkek, Kyrgyz Republic).
from 07 to 09 june 2022

Bishkek **«09» of june 2022**

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(I) LIST OF TERMS AND ABBREVIATIONS

ECTS	European Credit Transfer and Accumulation System;
IAU	International Association of Universities;
Moodle	Electronic educational platform;
PMC	Pakistan Medical Council;
АИС «GAUDI»	Adam University Electronic Management System;
ASA	Adam Student Association;
AMS	Administrative and management staff;
HEI	Higher educational institution;
SOM	School of medicine;
SAM	State Attestation Commission;
ST ESHPE KR	State educational standard of higher professional education of the Kyrgyz Republic;
FSA	Final State Attestation;
IC	Individual curriculum;
OC	Optional course;
TPI	Therapeutic and preventive institution;
MOH KR	Ministry of Health of the Kyrgyz Republic;
MOEaS KR	Ministry of Education and Science of the Kyrgyz Republic;
MSEC	Medical and Social Expert Commission;
MTB	Material and technical base;
RP	Research paper;
SRWOS	Scientific research work of the student;
LRD	Legal and regulatory documents;
STC	Scientific and Technical Council;
EAD	External Affairs Department;
HRD	Human Resources Department;
BEP	Basic educational program;
QAD	Quality Assurance Department;
PC	Professional competences;
ARFAWFC	Admission rules for applicants with foreign citizenship;
GR KR	Government Resolution of the Kyrgyz Republic;
ER	Educational results;
WC	Work curriculum;
SPC	Social and personal competences;
QC	Quality Council;
QMS	Quality management system;
IWS	Individual work of students;
TTH	Tokmak territorial hospital;
AU	LLC «Adam University»;
EMC	Educational and methodological complex;
EMC	Educational and Methodological Council;
ED	Educational Department;
AC	Academic Council;
CC	Career Center;
EC	Experimental curriculum;
GR KR	Government Resolution of the Kyrgyz Republic;

(II) INTRODUCTION

In accordance with the order № 73-22-OD of 25.03.2022 of Independent Agency of Accreditation and Rating (hereinafter - IAAR) from June 07 to June 09, 2022 the external expert commission (EEC) conducted assessment of the education program Diploma in General Medicine for compliance to the standards of specialized accreditation of basic medical and pharmaceutical education IAAR on the basis of WFME/AMSE standards, implemented by LLC «Adam University» (Bishkek, Republic of Kyrgyzstan).

The report of the external expert commission contains the assessment of compliance of the activities within the framework of specialized accreditation with the IAAR criteria, the EEC recommendations on further improvement of the parameters of the specialized profile of the educational program of ENP Medicine.

IAAR expert, EEC chairperson - Chernetski Olga Semenovna, M.D., professor, State University of Medicine and Pharmacy named after N. Testemitanu (Chisinau, Republic of Moldova). N. Testemitanu State University of Medicine and Pharmacy (Chisinau, Republic of Moldova);

IAAR expert - Zhankalova Zulfiya Meirkhanovna, M.D., Ph. S. Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan, Almaty);

IAAR expert - Rysmatova Flora Tashtemirovna, M.D., associate professor, Osh State University (Osh, Kyrgyz Republic);

IAAR expert, employer - Saktanova Tamara Sultanovna representative of International Educational Holding "Gaudeamus" in Kyrgyzstan (Bishkek, Kyrgyz Republic);

IAAR expert, student - Jami Kanatovna Karabalaeva, Ala-Too International University (Bishkek, Kyrgyz Republic);

Observer of the Ministry of Education and Science of the Kyrgyz Republic - Altynbekova Susarkul Shergazievna, chief specialist of the Department of Higher Professional Education of the Ministry of Education and Science of the Kyrgyz Republic (Bishkek, the Kyrgyz Republic);

IAAR Coordinator - Dzhakenova Alisa Satbekovna, Ph.D., Head of Medical Projects of the Agency (Nur-Sultan, Republic of Kazakhstan).

(III) PRESENTATION OF THE ORGANIZATION OF EDUCATION

The title of the educational organization in accordance with the Charter of the University: Limited Liability Company «Adam University» («Adam University» LLC).

Adam University is a non-state institution of higher education, conducting its activities in accordance with the Constitution of the Kyrgyz Republic, the Law of the Kyrgyz Republic «On Education», the regulations and acts, the Memorandum of Association and the Charter, as well as the Development Strategy of the AU for 2020-2025.

The University passed through a number of stages in its formation. The university was organized as the International Training and Retraining Center of Financial and Economic Personnel by Inter-Bishkek business company on March 1, 1994. After state certification, the decision of the collegium of Ministry of Education and Science of the Kyrgyz Republic the university got a new status and was renamed the Bishkek Finance and Economics Academy (November 28, 1997). Due to the expansion of the list of educational services, in accordance with the normative legal documents of the Kyrgyz Republic, on 19.08.2016. The University was renamed to «Adam University».

The University is an active member of various national and international educational organizations such as the Great Charter of Universities, International Association of Universities, Bologna Club of Russia, Association of Universities of the Kyrgyz Republic, etc.

There is a system of collegial governance at the AU, which provides the principals of the AU operates a collegiate management system providing for principles of academic self-governance and autonomy and involving in its work representatives of external stakeholders. The management bodies are: Board of Founders, Board of Trustees, Rectorate, Council, EMC, STC. The organization of the activities of the structural subdivisions of the AU is provided by their heads, on the basis of the legislation of the Kyrgyz Republic, the Regulations on the relevant subdivisions and the relevant job descriptions. The heads of structural subdivisions are personally responsible for the results of the work of these structures.

In accordance with the Strategic Development Plan for 2017-20, the AA is responsible for the implementation of the Strategy for 2017-20. In 2017, in the framework of cooperation with the Investment Promotion and Protection Agency under the BEP of the Kyrgyz Republic, the AU opened a structural unit of the Kyrgyz-Indian Medical Institute to implement the general education program «General Medicine» and received a license for the right to conduct educational activities. In 2018, the structural subdivision of the Kyrgyz-Indian Medical Institute, renamed the International Medical Faculty, to work with applicants from abroad. On the basis of the order №52-OD dated 01.07.2020. MMF is renamed to AU Graduate School of Medicine.

(IV) DESCRIPTION OF THE EEC VISIT

The visit of the external expert commission to Adam University (Bishkek, Republic of Kyrgyzstan) was organized in accordance with the program coordinated with the Chairman of the EEC and approved by the Rector of the University.

Work of EEC was implemented from June 07 to June 09, 2022 in off-line mode.

June 07, 2022 held a preliminary meeting of the EEC IAAR, during this meeting was clarified the program of the visit, distributed the responsibilities of the members of the EEC. A brief review of the report on self-assessment of EC Medicine, declared by the AU for accreditation was conducted, additional information that must be requested from the university for full information of the EEC members during the specialized program accreditation was determined.

In order to obtain objective information to assess the quality of EC Medicine, the following methods were used: visual inspection, work with documents, meetings and interviews with

employees of various departments, teachers, students, employers, questionnaires of teaching staff and students.

In accordance with the program of the EEC visit, there was a meeting with the administration of Adam University: Rector, Associate Professor Sirmbard S.R., Vice-Rector for Academic Affairs Zhamangulov A.A. and Vice-Rector for Science and Development Batyrkanova G.D., who presented major information on all types of university activities, development priorities with an emphasis on medical education, research activities, connection with practical health care.

Also a meeting was held with the management of the Graduate School of Medicine Dean Mambetova Ch.A. and 4 vice-deans for various activities, heads of departments and structural subdivisions. During the meeting, members of the EEC received answers to questions about the organization and implementation of EC in General Medicine, the theoretical and practical training of students, the conditions for the implementation of the program.

In order to obtain objective information about the quality of the educational program declared for accreditation, organization of educational process, provision of educational process and clinical activities, clarification of the content of the self-evaluation report were held meetings with the teaching staff and students.

Information about the categories and number of participants during the meetings

Category	*Amount*
Rector,	1
Vice-chancellors	2
Dean	1
Managers of departments	11
Department lecturers	23
Students	30
Employers	8
Total	71

During the visual inspection of the university, the EEC visited the educational building № 3 of the AU: the High School of Medicine, Library, Anatomy Museum, computer labs, classrooms, canteen, etc. There was also a visit to the Simulation Center and a visit to the practice bases.

At the same time, additional documents certifying the activities of Adam University in the implementation of the EC General Medicine program were examined.

After summarizing and assessing the parameters of the primary program accreditation, the experts met again with the management of the AU, heads of structural subdivisions for announcing the results of the work and making recommendations for further development of certain processes in accordance with the criteria of standards, which will be submitted to the session of the IAAR Accreditation Council.

In accordance with the accreditation procedure an on-line survey of teachers and students was conducted. According to the results of the questionnaire survey of the teachers, which involved 71 people, 100% of the respondents indicated that they were satisfied with the content of the educational program, opportunities for continuous capacity development, professional development, the opportunity to actively apply their own teaching methods in the educational process. In general, the vast majority of respondents answered positively to all questions of the questionnaire and believe that this is an actively developing university with great opportunities for growth and conditions for both teachers and staff, and for students.

A survey of 133 students in the Faculty of General Medicine was conducted. According to the results of the survey 91-93% of respondents are satisfied with the attitude and responsiveness of the management, accessibility of academic advising satisfied/partially satisfied

97% of respondents, teaching materials (95%), accessibility of library resources and quality of services (97%), classrooms (98.5%), clarity of disciplinary procedures (95%), overall quality of curriculum (91%), teaching methods (97%), quality of instruction (96.2%), objectivity and fairness of faculty (89.5%), available research labs (97%), responsiveness to feedback from faculty on academic process (95%).

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

During May 26-28, 2021 within the framework of joint international primary program accreditation by the external expert commission of IAAR and Independent Accreditation Agency Bilim-Standard there was conducted an assessment of conformity of EC «General Medicine» (with 5-year study term) with the IAAR Standards and Guidelines for International Primary Accreditation of Basic Medical and Pharmaceutical Education on the basis of WFME/AMSE (KR). Due to epidemiological situation the external evaluation of EC «General Medicine» was provided by applying a hybrid model.

In accordance with the conclusion of the external expert commission IAAR out of 193 criteria for the general educational program Medicine 108 items were determined as satisfactory, 68 - as requiring improvement. Recommendations for quality improvement were presented for each standard, which formed the base of the operational plan for academic years 2021-22 and the action plan. The decision of IAAR Accreditation Council of June 11, 2021 decided on the international primary program accreditation of BEP EC General Medicine for 1 year (Certificate #AB3620). By the decision of the Accreditation Council of Independent Accreditation Agency Bilim-Standard it was decided to program accreditation of the Bachelor's Degree in General Medicine for a period of 5 years (Certificate No. VU210000428).

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. «Mission and results» Standard

The Evidence Part

The University implements its activities on the basis of the Charter, local legislative acts, strategic development plan developed in accordance with the regulatory and strategic documents adopted in the Kyrgyz Republic.

The Academic Council is actively functioning in Adam University, which was approved by order of the rector and was created to make recommendations on scientific and methodological issues, training and professional development of the teaching staff, improving the educational process and solving personnel issues. The University policy in the field of quality, planning, management and control of the realization of strategic goals is formed and provided by the Quality Council of the AU.

The AU School of Medicine organizes, implements, evaluates and modernizes the medical education program. Initially, the mission of the School of Medicine was to prepare highly qualified specialists in the field of medicine, corresponding to international requirements and standards, who are prepared for continuous self-improvement and professional growth on the basis of international scientific and innovative technologies.

According to the results of the previous accreditation and external evaluation of School of Medicine in 2021 a plan of action was developed, aimed at improving the work of School of medicine and achieving a high level of quality in the implementation of General educational program of General Medicine. One of the important vectors of improvement identified was the adjustment and development of strategic and operational documents of AU School of Medicine. According to the opinion of stakeholders (representatives of health care system, education, faculty and staff, students) the School of Medicine's mission was reformulated:

The protection of public health and ensuring appropriate medical care through the training of highly qualified professionals:

- complying with national and international standards in the field of medical education, capable of facing global health challenges;
- striving for continuous personal improvement and professional advancement based on scientific and innovative technologies;
- guided by high ethical standards in the performance of their professional duties; competitive and in demand in the domestic and foreign labor markets.

Adjustment and approval of the new mission statement was carried out with the involvement of various categories of stakeholders and communicated to all stakeholders - MoH, MoES, academic community, students, employers through: publication on the official website, notification on the university information boards; distribution by e-mail to all departments of the University, teaching staff, students; round tables, meetings with students.

The mission is closely related to the values and guidelines of School of Medicine. In its activities School of Medicine shares the corporate values of Adam University: trust and respect; academic freedom and integrity; quality and commitment to excellence; partnership; innovation.

To implement the curriculum for the specialty of General Medicine the University has material and technical base, corresponding to the current fire regulations and other safety standards, and ensuring the implementation of all types of educational activities provided by the curriculum and extracurricular activities.

AU uses institutional autonomy in the formulation and implementation of measures in the field of quality assurance, development of EP, evaluation of staff recruitment, research, allocation of extra-budgetary resources in the General Medicine program.

The working curriculum based on the model educational curriculum of the specialty, the catalog of elective disciplines, as well as the content of academic disciplines of the educational program within the academic freedom is determined by the university independently. Students are also involved in the process of evaluating educational programs by expressing their opinions and wishes at the end of the course or mastering a particular discipline through an anonymous questionnaire to identify opinions and consider comments, suggestions as direct consumers.

Thus, the mission of School of Medicine of AU corresponds to the Development Strategy of Graduate School of Medicine 2020-2025, promotes the development of innovative technologies, which are available in the world practice of medical education; training specialists oriented to the needs of the market, internationalization of education and harmonization with the leading medical universities of the country.

Analytical part

The analysis of General Educational Program in General Medicine at the AU, Adam should be noted for its compliance with the parameters of the standard "Mission and Results".

The University's passing of the educational activity accreditation procedure confirms the implementation of the EC of General Medicine within the current educational standards of the Republic of Kyrgyzstan, international accreditation standards IAAR, confirmed by documents and evidence, with which the EEC reviewed the self-evaluation report and during the work of the EEC expert commission.

The School of Medicine identified the learning outcomes that students should demonstrate upon completion regarding their achievement at the basic level in terms of knowledge, skills, and abilities; an appropriate foundation for a future career in any branch of medicine; their commitment to lifelong learning; the health needs of society, the needs of the health care system, and other aspects of social responsibility.

Based on the results of the external evaluation of the EEC in the previous accreditation, the University, in particularly the School of Medicine, conducted a great work on the reformulation of the mission, its adaptation to the needs of the labor market, the conditions of the

implementation of the educational program, the principles of internationalization and globalization of medical education. External and internal stakeholders were involved in this process. The University mission, strategic goals, reports are published on the website https://adam.kg.

The EEC members note that at the meetings with focus groups of students and teaching staff on EP Medicine, students and teachers confirmed that the mission is communicated to all beneficiaries and in general, in their own words, could formulate the mission of EP. At the same time, the employers' focus group at the meeting with the EEC members responded that they know about the existence of the mission of the university and EP, that they are posted on the website, but they themselves did not participate in its development.

The University has collegial bodies such as the Academic Council, EMC, Quality Council, etc., which coordinate all the multifaceted activities of the university. However, in the structure of the Academic Council and the EMC no representatives of the students, including those in the field of General Medicine. Also the membership of these and other collegial bodies, presented on the website of the university is not updated (the current School of Medicine management is not included in the composition).

Available in the university material resources are used responsibly with the purpose of worthy implementation of the set mission and goals. EEC members point out that great importance in the university is given to the formation of students' proper behavior in relation to each other, teachers, colleagues, patients and their relatives.

Strong points / best practice

There are no strong points by this standard.

EEC recommendations

1. The university should involve a wider range of stakeholders for the discussion of the mission and the educational program as a whole, such as representatives of professional organizations, health care organizers, representatives of line ministries, employers - October 2022.

EEC conclusions on the criteria: strong - 0, satisfactory - 23, suggest improvement - 1, unsatisfactory - 0.

6.2. Standard «Educational Program»

Evidence Part

Educational activities by specialty "General Medicine" School of Medicine AU is implemented on the basis of 12-year education for foreign citizens in accordance with the State Education Standard 560001 "General Medicine", approved by Decree of the Ministry of Education and Science of the Kyrgyz Republic from 15.09.2015 № 1179/1, based on the model curriculum approved by the Ministry of Education and Science of the Kyrgyz Republic 04.04.2017 with a standard labor content of 60 credits per year, or total labor content of 300 credits with the award of academic degree - family physician.

The content, scope and sequence of courses of the educational program comply with the SES HPE and changes are allowed within the university component. According to the Law on Education, Article 38 - Management of Organizational Organizations and PP KR from "_15_"_September_ 2015, the Order of the Ministry of Education and Science of the Kyrgyz Republic № 1179 from 15.09.2015 and the Order of the Ministry of Education and Science of the Kyrgyz Republic from August 6, 2009 № 824/1 "On approval of regulatory documents on the use of credit technology in higher education institutions of the Kyrgyz Republic". The curriculum has a linear-integrated structure and, taking into account the subjects studied, is

composed by horizontal and vertical directions, which is reflected in the working curricula, teaching materials and syllabuses of disciplines.

In the School of Medicine of the AU developed a provision on EMC and the provision of the modular program.

In the structure of EP Medicine includes curriculum of specialty, academic calendar, EMC and working programs of disciplines and syllabuses, assessment and methodological materials, which are provided to members of the EEC during the visit.

The Educational Program (EP) in Medicine is published by posting various informational materials on the website of the University.

The educational program provides integration of disciplines on linear-spiral integrated model, aimed at the formation of graduate competencies and is presented as one of the possible professionally-oriented models of educational technology and teaching methods. All academic disciplines of the EP are closely interconnected with each other. The interdisciplinary connection is clearly seen in the syllabuses.

The EEC notes the competence-oriented principle of EP construction, according to which the choice of academic disciplines and their content are focused on the achievement of relevant universal and professional competencies with the use of various methods of training - traditional (oral questioning, written questioning combined questioning), at the bedside in the clinic with the participation of a real patient, teaching clinical skills; interactive (case studies, business, role play, brainstorming method, group discussion method, portfolio, testing, Thus, during the 2021-2022 academic year, teachers were trained in the use of interactive teaching methods in medicine, which are used in conducting classes.

Individualization of training is achieved by the possibility to study academic disciplines of choice in the process of teaching each academic module; the possibility of research; academic supervision in the study of disciplines of choice and R&D; interactive training, training on simulators and mannequins. The practical orientation of training is achieved by the introduction of academic disciplines in the EP, the task of which is to teach algorithms and practical skills in emergency care, nursing, medical, therapeutic and diagnostic manipulations; the introduction of new learning technologies.

Every year the catalog of elective disciplines is formed, which consists of disciplines separately for each course of the specialty. The catalog is placed on the web-site of the University https://adam.kg/ky/students/info/.

Continuity of medical education is provided by coordination of educational programs of higher education and educational training programs of higher qualification, providing the opportunity to continue education in residency, postgraduate studies, in the system of additional professional education.

The fundamentality of medical education is provided by the formation of students in the process of studying humanitarian, natural-science, professional disciplines on the basis of systematic approach of natural-science thinking, understanding of the holistic picture of the world, the phenomena occurring at different hierarchical levels of matter organization.

Thus, teaching and learning methods are consistent with the content and learning outcomes (Regulations on teaching and learning materials, Regulations on the organization of the educational process, BEP.).

The academic policy of School of Medicine AU guarantees compliance with the principles of equality in the implementation of the educational program. The university respects the constitutional rights of all citizens. The educational and training process is based on mutual respect for human dignity regardless of social status, nationality and religion.

The educational program is evaluated by stakeholders: students, faculty, stakeholders.

Analytical part

During the visit, the experts conducted a detailed analysis of the accredited EP for compliance with the requirements of the modern education market, principles and methods of

organization of educational, research and educational processes, focused on meeting the interests of students and all participants in the educational process of EP. The content and form of EP, decisions made by the management of EP are coordinated with the strategic documents of the university and regulatory legal documents of the Kyrgyz Republic. The university has at its disposal budgetary funding and is able to attract funds from commercial activities of the university for the implementation, improvement and training of teaching staff within the framework of EP.

The management of School of Medicine AU and EP not only states the involvement of stakeholders in the development of educational programs and evaluation of its effectiveness, but also involves them in the work, which is confirmed at meetings with focus groups. There is work with employers to optimize, quality employment and motivation of future graduates.

The basics of scientific methodology are instilled in university students from the first years of study. Thus, according to the SOSE 2019 module "Basic scientific methods and management" is introduced in the educational program, which includes the disciplines "scientific management", "biostatistics and evidence-based medicine".

Despite the fact that the self-assessment report does not demonstrate the operational link between the EP and academic disciplines, at the focus group meetings, students were able to give an answer in what way, which disciplines and in which courses allow them to prepare for these stages. Also, during the interviews students were able to explain to the EEC members how the catalog of elective disciplines is formed, how their choice and the formation of an individual educational trajectory takes place.

At the same time, the Commission notes that the report and the answers during the visit do not reflect how the stakeholders are informed when the content of the EP is changed, and where the changes made in the EP are published, which the university should take into account in the future.

Also, the members of the EEC draw the attention of the management of EP to the improvement of work on making changes in the content of EP, taking into account the latest achievements of science and technology in the field of medicine, scientific research, as during the interview students found it difficult to answer such questions and could not give examples of specific disciplines, lectures, classes.

Strong points / best practice

There are no strong points by this standard.

EEC recommendations

1. Responsible for the development, implementation of EP General Medicine to improve the inclusion in the educational program of innovations, scientific and technological developments, elements of fundamental or applied research-January 2023.
2. Include elements of complementary medicine in the EP, including non-traditional and traditional medicine or alternative methods - January 2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 36, suggest improvement - 5, unsatisfactory - 0.

6.3. Student Assessment Standard

Evidence Part

The policy and procedure of assessment of students in Adam University is conducted in accordance with external and internal regulations of the Kyrgyz Republic and consists of current assessment, interim control and final assessment.

Before the discipline, all students are given a syllabus of disciplines, which reflects the rules of the educational process, a list of practical skills, the rules and criteria for assessing knowledge. The evaluation system is reflected in the work programs, syllabuses. The validity of the assessment in the UA is determined by external review of the educational program as a whole.

The procedure of current assessment of students' learning achievements is carried out on practical, laboratory classes by oral questioning, testing, evaluation of written work, analysis of clinical cases, essays, evaluation of the IWS.

To check the written exams, a system of external experts is implemented, who, based on the results of inspections of written works, give expert opinions on the compliance of assessment materials to the expected results on disciplines, as well as recommendations to improve the course and improve the system of evaluation.

The emergence of the simulation training center allows to form and specify the system of assessment of clinical and manual skills.

Current and intermediate control of the student's mastery of each discipline is carried out within the modular-rating system operating in the AU, which consists of two modules, reflected in the academic schedule. According to the results of the modules there is an intermediate certification in writing.

According to the results of intermediate certification of the student: credit labor input discipline in the credits, a differentiated assessment in the 200-point system, which characterizes the quality of the development of student knowledge and skills in this discipline, as well as the corresponding estimate on a 5-point scale adopted in the educational system of the KR.

As part of the final final exam, students must pass the following stages of exams: bedside manner (OSCE); interdisciplinary testing; oral examination.

Forms of final assessment are determined by the curriculum of the EP "General Medicine": exam, final exam. The assessment strategy is determined by the results of the educational program and is aimed at determining/assessing the acquired competencies, which is developed by departments with the participation of the Dean's Office of SOM. The number and nature of examinations, various elements of the educational program are defined and fixed in curricula, working programs of academic disciplines (modules).

AU provides feedback to students on the results of assessment, for the implementation of which the instructor can use the tools of the educational portal Moodle University. The educational element "Assignment", of this portal, allows instructors to add communicative assignments, collect student work, evaluate them and provide feedback. Students submit any digital content (files), spreadsheets, audio or video files. When grading an assignment, the instructor leaves feedback in the form of comments, uploads files with corrected student responses or audio feedback.

Each of the students has the right to appeal the grade received, which is spelled out in section 5 "Appeal procedures for written exams", Regulations on the procedure and consideration of complaints and suggestions of students and AU staff. The appeal is held the day after the results of the exam for a given discipline are announced, based on the student's statement.

To determine the level of satisfaction with a particular discipline at the end of the session, students fill out an online questionnaire. The results of the surveys are discussed in the structural units, at the meeting of the EC, and in accordance with the results of the survey measures are taken to adjust the assessment materials.

Since 2018 at the AU implemented an automated system of information management of the educational process http://46.101.181.32/ru/admin/login/?next=/ru/admin/, the electronic platform Moodle and AIS "GAUDI" operates, to which all parties of the educational process have access in accordance with their position and assigned roles.

Informational system of AU allows you to record the progress and attendance of students, their grade point average and the accumulated number of credits at the end of the interim certification. To record the progress of students and assess the knowledge and skills of the student in the UA apply electronic and paper examination records.

Analytical part

The AU defines and approves the methods and practices used to evaluate students, including the number of examinations and other tests, the balance between written and oral exams, and the criteria for establishing passing grades, grades, and the number of retakes allowed.

Assessment covers knowledge, skills. However, the university does not use a wide range of assessment methods and assessment formats. The process and methods of assessment are not available for examination by external experts, as it is necessary to have access to the information systems of the university with the provision of a login and password.

Adam University has a system of appealing the results of assessment. Each of the students has the right to appeal in accordance with internal regulations.

At the same time, the university has no documented system for assessing the reliability and validity of assessment methods. During the visit, the experts were not provided evidence to assess the reliability and validity of assessment methods. The internal and one external review was provided on the evaluation of the educational program as a whole, not on the evaluation methods. In addition, in order to assess the validity and reliability of the tests offered to students, a computer program must be purchased to calculate these indicators, allowing them to determine the level of the tests offered.

During the interviewing, the AUP and teaching staff could not explain the usefulness of the proposed methods of assessment, it turned out that no new methods of assessment are used. It should be noted that in the self-assessment report written about the 200-point system for evaluating students and the 5-point scale adopted in the educational system of the Kyrgyz Republic. During the interview, the teaching staff of the departments informed the experts of the EEC about the 15-point grading scale prescribed in the syllabuses of the studied disciplines.

External experts also found a complete lack of understanding of formative and summative assessment, especially - evaluation of the progress of the student. That is, the university did not establish and bring to the attention of the teaching staff the rules of progress evaluation and their attitude to the evaluation process.

During the accreditation of the HEI members of the expert commission were also guided by the recommendations of the previous EEC of 2021. For this standard the experts revealed the non-compliance with the fourth recommendation according to the submitted report, namely:

No technical and substantive examination of the assessment tools, as well as documentation of the assessment of the reliability and validity of the assessment methods used.

In general it can be summarized that the Student Assessment Standard meets the requirements for the IAAR Standards for accreditation of medical health care organizations.

Strong points / best practice

There are no strong points by this standard.

Recomendations

1. Introduce a broader range of methods and formats for assessing students - November 2022.
2. To ensure the quality of student assessments, implement methods to determine the reliability and validity of assessments - March 2023.
3. Develop and implement criteria for "usefulness" of assessment methods and

formats - November 2022.

4. Implement methods for assessing student progress by examining the analysis conducted and ensuring a balance between summative and formative assessments - February 2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 11, suggest improvement - 4, unsatisfactory - 0.

6.4. Standard «Students»

Adam University determines and implements the policy of admission of students on the basis of internal and external NLA RK.

In accordance with the Admission Rules of the AU for the specialty General Medicine, conducted internal entrance examinations in the subjects of chemistry and biology in the programs of secondary general education, in the form of testing and oral interview in English language on the motivation to become a doctor. Applicants are allowed to the entrance examinations on the basis of documents certifying the completion of secondary education, taking into account the National Qualifying Entrance Examination of the country of origin. Program of entrance tests and tests is developed by the relevant departments, discussed in the department, after the provision of external review and pass the procedure approved by the rector.

Documents on the education of applicants issued by foreign organizations of education, pass the procedure for the compliance of the level of education in the Ministry of Education and Science of the Kyrgyz Republic for 1 (first) semester.

In accordance with the Admission Rules of the AU and the Regulation on Inclusive Education of Persons with Disabilities in the UA for the specialty of Medicine, they are accepted on the basis of the conclusion of the Medical Expert Committee of the Ministry of Health of the Kyrgyz Republic.

The university has a policy and implements the practice of transferring students from other medical educational organizations and other educational programs. The transfer procedure is carried out on the basis of NLAs approved at the national level.

Restoration / transfer of students is carried out in the period of winter and summer vacations according to the approved schedule of the educational process for the current academic year and the availability of vacancies in the academic groups of the AU. The transfer of students in the first and last year of study at the AU is not carried out. Applicants from Pakistan are admitted with a threshold score of at least 60% NEET (National Eligibility Entrance Test).

To attract applicants, SOM of AU jointly with its partner "EDU-Medicine" conducts career guidance activities and advertising both nationally and internationally.

In order to organize and conduct entrance exams, the Chairman of the Admissions Committee approves the composition of examination and attestation commissions.

Table 1. Number of admissions during the reference period

Academic year	2018-2019	2019-2020	2020-2021	2021-2022
Permissible amount	300	300	600	600
Accepted amount	13	300	484	79

During the 2021-2022 academic year the university created a Personal account of the student, where the student can get information about the individual educational trajectory (semester and annual curriculum, list of disciplines, the results of milestone and interim control, grades history, the number of accumulated credits, choose elective / elective courses), see the documents governing the educational activities of the student, the necessary forms for

applications and training schedule of his academic group or teaching staff. At the AU, there are services of the Central Committee and the Internal Affairs Department, assisting in inviting faculty members from foreign universities for permanent work and attracting leading scholars of the Kyrgyz Republic and international organizations to conduct guest lectures.

Student support is aimed at the social, financial and personal needs of the student. The process of providing support to students is carried out by the established from 2019 service of the Dean's assistants and the Association of Students Adam with IG, concerning the development of the student's personality, his creative abilities. SOM of AU has developed an Adaptation Program for students with IG in the 1st year, which assists first-year students in navigating and adapting to the conditions of UA and the country as a whole.

A "System of Discounts and Benefits" has been developed and approved by the AU Board of Founders. In order to protect the health of students at the AU, a Medical Center has been organized and operates.

To provide material support and incentives for students, the AU provides discounts and benefits on tuition fees for full orphans and persons with disabilities. Support is also provided for successful students at 10% to 40% of the annual tuition cost. Students who are actively involved in community life are given discounts in tuition from 5% to 30%. Financial resources are annually allocated to organize and ensure the participation of students in conferences, seminars, symposiums, sports and recreational and cultural events.

SOM provides constant advice to students on improving academic performance and creates conditions for the personal, social and professional development of the student.

UA has developed a Regulation on Student Government, which specifies the rights and responsibilities of the Chair and members of the SP, which also protects and defends the rights of students, representing them at various levels. This allows a more objective approach to the issue of transparency and openness of the educational process.

In 2019, the Adam Student Association was created, which is also aimed at supporting students, providing assistance in different areas needed by students.

In order to support the student activities, SOM of AU observes the following principles: equality in rights; participation in the decision-making process; freedom of expression and assembly.

Analytical part

The university has defined and implemented an admission policy that pays special attention to the admission of students with disabilities. The university has established a policy of transferring students from other programs and medical educational organizations.

In the self-evaluation report, the AU identified the number of students admitted for each year of the reporting period, but did not provide supporting evidence for these numbers. The university has more than 800 students and is taught by 83 faculty members. The main clinical base in Tokmok accepts only 40 students per day. It becomes clear that the number of clinical bases and material and technical equipment also does not correspond to the reported number of students.

The university has a well-designed student support program, provides confidentiality regarding counseling and support for students. Counseling addresses students' social, material, and personal needs, which include academic support, support for personal problems and situations, health problems, financial issues, and counseling and career planning. During the interview process, students identify their future majors before they graduate, which means they have a complete picture of their future careers.

Adam University promotes and supports student activities and student organizations, and EDU-Medicine provides technical and material support to student organizations.

The recommendations of the previous EEC Commission also included: "Provide a clear justification for the number of students accepted in accordance with the available human,

informational and logistical resources of the university," which has not been implemented by the university to date.

It should be noted that the fifth recommendation of the previous EEC for this standard: "Every year after the entrance examinations to conduct feedback with the first-year students to identify the degree of satisfaction with the process of entrance exams, adaptation to the university and life in Kyrgyzstan, satisfaction with the provided conditions for living and learning" also was not provided in the form of supporting documents, which also indicates its non-implementation.

Thus, the standard Students meets the requirements of the IAAR Standards for accreditation of medical health organizations.

Strong points/ best practice

There are no strong points by this standard.

EEC Recomendations

1. To analyze and rationalize the number of students accepted for training in accordance with the available resources - August 2022.
2. 2. Discuss the number and scope of students to be admitted with stakeholders responsible for human resource planning and development in the countries of student arrival and with experts and organizations on aspects of human resource development in health care - June 2022.

EEC conclusions on the criteria: strong - 0, satisfactory - 14, suggest improvement - 2, unsatisfactory - 0.

6.5 The Academic Staff/Teachers Standard

Evidence part

The processes of personnel selection and recruitment for the EP General Medicine are implemented in accordance with the regulatory documents of the Kyrgyz Republic (Labor Code of the Kyrgyz Republic, State Educational Standard of Higher Professional Education of the Kyrgyz Republic General Medicine) and AU regulations (AU Personnel Policy, AU Regulations, Standard Qualification Requirements for Positions, Regulations on the time standards for work planning, Ethical Code of Conduct for faculty, staff and students of Adam University). The purpose of the personnel policy is to create a unified initiative team, whose members enjoy mutual trust and respect, are able to effectively solve operational and strategic tasks in conditions of high uncertainty facing the AU, based on continuous quality improvement and innovation.

Structural units of AU have a high level of autonomy in the selection of personnel within the requirements established by regulatory documents. Planning of the AU SOM faculty is carried out in accordance with the strategic objectives, taking into account the student body and the approved admission plans for the next academic year. Planning the needs of the teaching staff serves as a reference point for the development and adoption at the end of each academic year of the draft staffing schedule, which includes all categories of positions necessary for the effective work of the general education program of General Medicine.

The draft staffing schedule of EP General Medicine is implemented on the basis of the calculation and distribution of teaching load hours of the teaching staff of each program/department, methodological, scientific and organizational workload. The calculation is based on the Regulations on the norms of time for work planning, teaching and methodological workload and formed study streams and groups.

According to the calculation of hours the teaching load is distributed among the structural subdivisions of the AU: 1) social, humanities, language disciplines - Department of Humanities disciplines; 2) natural sciences - disciplines - Department of Mathematics and Natural Sciences;

3) biomedical and clinical sciences - SOM AU.

All teachers of the University have basic education and constantly improve their qualifications. According to the Rules of internal labor regulations faculty and medical staff of clinics have such rights at least once every five years at the expense of the university, a sabbatical leave for scientific activities with preservation of pedagogical length of service, moral and material encouragement for achievements in educational activities in the form of state awards, honorary titles, prizes and personal scholarships.

An open competition to fill vacant positions shall be held when recruiting for vacant positions. The proportion of full-time teaching staff from their total number, including the cycles of basic and major disciplines of the SES is not less than 65%. The total number of teaching staff for the academic year 2021-2022 is 87 people.

The ongoing personnel policy helps to maintain a balance between medical and non-medical faculty and between full-time and part-time faculty (AU Personnel Policy). The number of trainees per faculty member is about 1:8.

In the recruitment process special attention is paid to the following indicators: professional competencies; formal education; previous work experience; experience of informal education (trainings, seminars, etc.), demonstrating the activity of candidates, the desire for development and learning; level of English language skills; level of digital skills; communication and leadership qualities. These requirements are regulated by such documents as: "Job descriptions of employees", "Standard qualification requirements for positions", "Internal regulations", "Regulations on the order of substitution of positions".

The recruitment of faculty is based on the volume of teaching, learning, research and organizational workload, which is distributed by the structural units according to the professional competencies and types of activities necessary to solve the strategic tasks of the AU SOM. Persons with experience in pedagogical and clinical activities, working in AU clinical bases, are admitted out of competition.

The qualitative characteristics of the teaching staff are determined by the proportion of personnel with scientific titles, which reflects the integration of the teaching process and scientific research. Of the total number of full-time faculty members registered as of 01.04.2022, 40.2% have research degrees, of which 8% are Doctors and 32.2% Candidates of Sciences. 14 people are clinical mentors in clinical bases of AU. The provision of the specialty "Medicine" teaching staff with academic degrees meets the licensing requirements.

The annual teaching load of the teaching staff in the fields of professional activity is set within the annual norm of working time and approved by the Chairman of the Board - Rector of the University on the basis of the decision of the Academic Council / University Board (according to the Regulations on the professional activity of the teaching staff of SOM AU.

Information on the implementation of research work in the educational process is reflected in the regular reports of the departments of the University.

The most effective methods of motivation of young teachers are special programs of training young teachers in new teaching technologies (on the basis of KSMA, KSMIIPK, leading universities and medical organizations of the country and abroad), joint research and organization of publications of young teachers with leading professors of the university, as well as allocated to young scientists material resources (including extra-budgetary) for participation in conferences, professional development programs, etc.

For employees with different life situations there are measures of material support of the trade union committee and administration.

Analytical part

The university has developed and implemented a policy of recruitment and admission of teaching staff, which defines the required experience, criteria of scientific, educational,

pedagogical and clinical achievements, including the balance between teaching, scientific activities and qualification of specialists, their responsibility, the duty of employees.

The main objectives of the personnel policy are the selection of highly qualified specialists; provision of professional growth through a system of continuous professional development and professional competence; maintenance of an optimal age composition of the departments; provision of conditions for the development of teaching materials, scientific production; responsibility and balance of the teaching staff for the adequate provision of the educational program, including the proper balance between medical and non-medical faculty, as well as At the same time, there is no Regulation on Personnel Policy in the AU SOM, which should prescribe the distribution of time for each type of activity depending on the qualifications of the teacher (teaching, therapeutic, specialization).

Teaching work of the teaching staff is carried out in accordance with the teaching load, and organized in such a way that teachers have the opportunity to engage in all types of activities - methodological, scientific, educational, social, etc.

The scientific work of teachers is carried out in accordance with the plans of scientific work of departments and courses, individual plans of teachers, the annual work plans of the department. There is a low activity of participation in scientific forums, conferences and no scientific publications in journals registered Web of Science, Scopus.

The teaching work of the teaching staff is carried out in accordance with the teaching load, and is organized in such a way that teachers have the opportunity to engage in all types of activities - methodological, scientific, educational, social, etc.

The scientific work of the teaching staff is carried out in accordance with the plans of scientific work of departments and courses, individual plans of teachers, the annual work plans of the department.

In interviews, the teaching staff told the members of the EEC about the incentives for scientific activities, publication of educational and methodological literature, academic mobility, professional development. During the reporting period, highly qualified specialists from practical health care, who have the highest and first qualification categories and academic degrees, were involved in teaching the profile disciplines.

EEC experts also note that according to the results of interviews with the teaching staff of students, analysis of the content of syllabuses, active learning and teaching methods are used in the educational process, such as TBL, PBL, RBL, project-oriented learning, etc.

The information provided by the university on this standard allows us to conclude that the qualitative and quantitative composition of the university teaching staff can provide the full organization and conduct the educational process.

Strong points/ best practice

There are no strong points by this standard.

EEC recommendations

1.In order to develop the capacity of staff in the field of medical education to finalize the Regulation on personnel policy with the allocation of time for each type of activity of the teaching staff, considering the professional qualifications of the teacher - October 2022.

2. to ensure the active involvement of teaching staff in research activities, including participation in projects, scientific forums and publications - May 2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 9, suggest improvement - 3, unsatisfactory - 0.

6.6. Standard "Educational Resources"

In accordance with the license requirements, the AU has a material and technical base to ensure the educational activities of the program General Medicine.

The material-technical base of the AU for the implementation of the considered program consists of the academic building, simulation center, clinical bases, scientific library with a reading room, laboratories, canteen, sports grounds, etc.

In order to consolidate and deepen knowledge, development by students of necessary practical skills in the specialty at the pre-diploma level of training of specialists in accordance with the order of the Ministry of Health of KR from September 29, 2018 № 680 UA concluded cooperation agreements with the following clinics: Territorial Hospital of Tokmok; LLC "Zodruz" Bishkek; LLC "Cardiac Center" Bishkek. For academic year 2021-2022 the list of clinical bases is expanded by such institutions as: medical center "Al-Kausar", medical center "Sunlight". There are also additional cooperation agreements with a number of organizations: IHiHT NAN KR; IF-TPiM NAN KR; City Polyclinic (contracts from 2018, -19 and 20 years); "Bonetskiy Laboratory"; RPL M3 KR; Chui.obl. hospital; BN-ICTO ; National State Hospital.

At the meeting with the management of the university, it was noted that in 2022 the AU purchased the "Plaza" clinic, which was visited by EEC experts. Currently, the clinic is in the process of being equipped and prepared for the teaching process.

The main clinical base of the AU is Tokmakskaya territorial hospital, which is 50 km far from the University and has 225 beds in the surgical, traumatological, intensive care, cardiological, obstetrical-gynecological, pediatric departments, etc.

There are laboratories (chemistry, physics, biology, normal physiology, histology, cytology, embryology, microbiology, virology, immunology, biochemistry), rooms equipped for the development of practical skills and abilities in specialty training, including a simulation center. There are rooms for cytology, histology and embryology laboratories with an area of 60 square meters, rooms for normal and pathological anatomy classes, anatomy museum with an area of more than 100 square meters, the AU Museum of Anatomy equipped with "Pirogov's Table".

Development of digitalization and application of information and communication technologies in the educational process of AU is based on the Concept of digital transformation "Digital Kyrgyzstan 2019-2023" (from 14.12.2018, №2). In order to successfully organize the educational process of SOM students a base of computer and office equipment was formed - 85 personal computers, 15 laptops, 60 tablets and 3 servers (7 computer classes equipped with multimedia equipment and 1 class of office systems), lecture classes and classrooms for practical classes are equipped with screens, projectors, computers to demonstrate visual learning materials. There are Wi-Fi Internet access points in the AU buildings, and all personal computers are connected to a local area network with Internet access at speeds up to 80Mb/s.

AU provides an educational platform Moodle. On this platform for each discipline placed teaching materials.

The AU constantly updates its scientific library with medical materials. The AU library fund consists of 30,847 printed units. The electronic library contains 18,600 books and other electronic resources. For the academic year 2021-2022 the teaching staff of SOM prepared methodical recommendations on biochemistry, normal physiology, normal anatomy, and a manual on the history of medicine, a workbook on histology, publications on the Latin language, etc. Students who do not have the equipment to access online resources are provided with personal tablets with a set of information.

SOM faculty performs research in accordance with the scientific direction "Environment and Health" in various medical, socio-medical, educational and other areas.

Analytical part

Adam University has the resources for the implementation of EC General Medicine and shows interest in improving this process, which is expressed in the expansion of the network of clinical bases, creation and equipping of training laboratories, creation of a simulation center, increasing the fund of specialized literature, etc.

However, the existing clinical bases do not fully provide conditions for practical training of students, for mastering practical skills in diagnosis and treatment of patients. In the partner medical centers visited by EEC, the premises for working with students are poorly adapted for the learning process, and the number of patients, the range of their diseases, the low availability of diagnostic methods do not contribute to the development of clinical skills. The clinical base of Tokmak territorial hospital, with which the EEC got acquainted virtually, is 50 km away from the AU, students visit the base 2 times a week, which indicates the lack of access of students to patients and to diagnostic methods of research.

In accordance with the data provided by the university, the number of training hours spent by students on clinical bases is clearly insufficient for practical activities and mastering of practical skills. So, when studying clinical module Respiratory system, out of total number of class hours-80, only 8 hours are provided for clinical bases, Cardiovascular system-8 out of 112, Propedevtika pediatrics-8 out of 80, etc.

The EEC also noted a discrepancy between the profile of the clinical base and the clinical discipline studied. For example, the study of pediatric infections is declared on the basis of the Sun-Light Clinic, Bishkek. According to the website of this medical center , its profile is dermatovenerology, dermatocosmetology, gastroenterology, etc., and its capacity does not allow to provide rotation and clinical activities of course students, moreover training in English.

Another example: at AU, 120 hours (4.5 semester hours) are scheduled for practice as an emergency and critical care paramedic. The existing clinical bases, their structure and the type of medical care they provide do not allow for this type of internship, which was noted by both the students and the SOM administration.

The AU has opportunities for independent work of students as access to information and communication technologies, educational resources, library, use of Internet.

A policy of cooperation with foreign universities with which agreements on cooperation have been signed has been defined and implemented at AU. The EEC noted that among them there are no medical universities or educational centers. This is one of the main obstacles in ensuring the academic mobility of teaching staff and students, both outgoing and incoming.

Strong points/ best practice

There are no strong points by this standard.

EEC recomendations

1. Expand categories of clinical bases with an emphasis on quality indicators and availability of rotation of students to various diagnostic methods and types of medical care (outpatient, emergency, hospital, etc.) - June 2023.
2. Expand collaboration and partnership with international medical educational organizations - May 2023.
3. Plan and ensure academic mobility of faculty and students regionally and internationally - June 2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 20, suggest improvement - 10, unsatisfactory - 0.

6.7. Standard "Evaluation of an educational program"

In order to monitor and evaluate the educational program at Adam University, internal and external quality assessments are used. External assessment uses the following tools - institutional

and program accreditation. In internal assessment, students/faculty assessment, self-assessment of educational units/faculty/University Adam; internal audit by units; internal control of departments/departments; current, interim and final attestation of students; rating of AU.

Internal monitoring and evaluation of the EP is carried out with the participation of stakeholders involved in this process: students, faculty, employers. Students participate throughout the process of monitoring and evaluation of EP through the certification of acquired knowledge at the initial, intermediate and final stages of each discipline. Students have opportunities to express satisfaction through anonymous questionnaires. For the collection of complaints and suggestions there is an anonymous box on the website of the university in the English version for foreign students. The opportunity to make suggestions for improvement is carried out through direct participation in the collegial bodies of the university: SOM, EMC, SC and RS. In order to evaluate and improve the educational process, systematically study feedback from the teaching staff, as well as from outside - from employers, through participation in various surveys, multilateral meetings and participation in advisory bodies.

Assessment of the quality of mastering the basic educational program includes current knowledge control, interim and final state certification of students. Before conducting control and evaluation of students' knowledge, the assistants of the Dean of SOM AU conduct control of academic progress, class attendance, analyze the causes of failure of individual students and contribute to their elimination; are in constant communication with parents on the issues of student's education at the university.

The quality of education is closely related to the conditions of the teaching staff, their satisfaction with the process of teaching activity at the AU, which is evaluated annually using the questionnaire to assess the satisfaction of the teaching staff. The results of the evaluation of the satisfaction of the teaching staff in the context of the educational process for 2021 is 80%.

In the process of monitoring and evaluation of the GEP the administrative and managerial staff of the AU is actively involved.

Improvement of the quality of educational activities and the GEP is ensured through strategic planning (AU Development Strategy 2020-2025), although the strategy was approved and signed by the end of 2021. Systematic analysis of the implementation of the Strategic Plan allows timely assessment and initiation of corrective actions in the educational process. Each structural unit of AU at the end of the academic year submits a report on the implementation of the plan. Based on the annual activity reports of all structural units, the AU administration consistently assesses the potential for quality assurance and continuously identifies opportunities for improvement, which, in turn, serve as the basis for the development of action plans for continuous improvement.

The AU implements a policy of informational openness on the website, where the organizational and legal documents and local normative acts regulating the activities of the AU and educational programs, educational standards, working curricula and programs of courses offered to students for study are publicly available.

Analytical part

Adam University does not conduct a comprehensive evaluation of the educational program, its monitoring. At the time of the EEC visit, no supporting documents were provided.

The university collects, analyzes and provides feedback to faculty and students.

The AU conducts an analysis of the academic achievements of students regarding their grades, the frequency of passing and failing exams, cases of expulsion, the time spent studying areas of interest, including elective components, as well as interviews with students in repeat courses.

However, the university does not use the analysis of students' academic achievements to provide feedback to the structural units responsible for the selection of students, planning the educational program, advising students.

The university has no program to monitor the educational process. There is no well-established system of monitoring the quality of the educational process aimed at improving the educational program. There is no single body or structure of the university responsible for monitoring and analysis of the educational process from the time of admission of an applicant to the present time. There is no connection and interaction of structures among themselves. There is no supporting material on the monitoring and analysis of the educational process as a whole.

The AU does not provide access to the results of the evaluation of the course and the educational program for representatives of the public, authorized bodies for education and health, professional organizations, associations, as well as persons responsible for postgraduate education.

According to the existing recommendations of the previous EEC, four of the existing seven have not been implemented, the implementation of which should be accelerated in addition to the recommendations of the current EEC

1) In the group of monitoring the GEP to include the teaching staff from among the teachers of general educational program " Genral Medicine" with appropriate training and a sufficient level of competence in the field of methodology of medical education.

2) Develop regulations to analyze the results of assessment of students' learning achievements, monitoring and revision of the GEP on a regular basis.

4) Analyze the results of assessment and develop measures for the use of feedback to adjust the comprehensive assessment of students' knowledge.

7) Analyze and determine the range of stakeholders, including partner organizations, professional associations and representatives of the health care system of the Kyrgyz Republic and the countries of origin of students who will participate in discussions in the development, revision and implementation of GEP along with the students.

Thus, the standard of evaluation of the educational program meets the requirements for the IAAR Standards for accreditation of medical health care organizations.

Strong points/ best practice

There are no strong points by this standard.

Recommendations*:*

1.To implement a comprehensive assessment of the educational program and its monitoring in accordance with the educational resources - Deadline July 2022.

2. Use the analysis of students' academic achievements to provide feedback to the structural units responsible for the selection of students, planning the educational program, advising students. Deadline August 2022.

3. To establish a single body or structure of the university responsible for monitoring and analysis of the educational process from the time of enrollment of an applicant to the present time. Deadline - August 2022.

4. To provide access to the results of course and educational program evaluation for representatives of the public, authorized bodies for education and health, professional organizations, Associations, as well as persons responsible for postgraduate education. Deadline is July 2022.

5. To develop regulations for analysis of the results of assessment of students' learning achievements, monitoring and revision of educational program on a regular basis. Deadline - August 2022.

6. To analyze and develop measures for the use of feedback for the adjustment of comprehensive assessment of students' knowledge. Deadline - August 2022.

7. Analyze and identify stakeholders, including partner organizations, professional associations and representatives of the health care system of the Kyrgyz Republic and the countries of origin of students who will participate in discussions in the development, revision and implementation of the GEP along with the students. The deadline is August 2022.

EEC conclusions on the criteria: strong - 0, satisfactory - 23, suggest improvement - 1, unsatisfactory - 0.

6.8. Standard "Management and Administration"

Evidence part

The AU is a higher education institution operating in accordance with the Constitution of the Kyrgyz Republic, the Law "On Education", the Regulations on the non-state higher education institution, other regulations, as well as the Memorandum of Association and the Charter of the AU.

The AU has a system of collegial governance, which ensures the principles of academic self-governance and autonomy and the involvement of representatives of external stakeholders in the work of the AU.

The governing bodies are: General Meeting of the Founders (section 1.2) / Participants of the Limited Liability Company "Adam University"; the Founders Council (section 2) - the supreme governing body of the AU (section 6.3). The work of the Founders' Council is managed by the Chairman (clause 6.4), elected by the Founders' Council from the Founders; Rector - the executive body of the AU (clause 6.6). The Rector is hired and dismissed by the Board of Founders (clause 6.3). The Rector carries out the current management of the AU and is accountable to the Founders' Council (clause 6.7. of the Charter).

The order of formation of the Academic Council, its competence, quantitative and qualitative composition, distribution of powers between the Council and AU management bodies are determined by the Regulations on the Academic Council, approved by the Founders' Council (cl. 6.12.).

The AU Department ensures the work of structural subdivisions, expert, project groups and other bodies established at the AU, including: Quality Council; Educational and Methodological Council; Scientific and Technical Council; Educational and Methodological Council of SOM; Adam Students Association; Student Government and other bodies.

The Charter of the UA defines the management structures and their functions, relations with the university and other departments. The structure and functions of SOM, which is a part of AU, are defined in the Regulation about SOM: SOM is an independent educational and scientific structural subdivision with the status - faculty.

The powers, duties and rights of the structural subdivisions and their personnel are established by the internal regulations and job descriptions developed and approved in the established order.

The Dean is in charge of direct management of SOM activities. The Dean is appointed by the order of the Rector of the AU from among persons who have a scientific degree, experience in teaching-methodological and organizational work in an educational institution.

In order to implement the tasks and ensure the effectiveness of the SOM activities, the structural subdivisions of the AU, such as the Academic Department, Accounting Department, Lawyer, the DHD, the Department of Laboratory Support, which includes: Simulation Center, Laboratory of General and Medical Biology, Genetics, Microbiology Laboratory, Laboratory of Cytology, Histology, Embryology, Physiology Laboratory, Biochemistry Laboratory, Physics Laboratory, Chemistry Laboratory, Anatomy Museum.

In the governing structures are determined academic governing bodies such as the Academic Council of the AU, Scientific and Technical Council of the AU, Educational and Methodological Council of the AU, Educational and Methodological Council of the SOM - whose composition includes representatives of academic staff, students, representatives of health sector, education.

The AU, within its governing structures, establishes the structural units by defining the responsibilities of each, as well as including students in their membership.

Adam Students Association is the supreme body of the student government, which was formed upon the initiative of the students of SOM AU to implement the goals aimed at addressing important issues of the life of students, development of their social activities, support and realization of initiatives. Chairman of Student Government is a member of Academic Council of AU, Educational and Methodological Council of SOM, Quality Council.

Currently SOM AU involves representatives of the Ministry of Education and Science and the Ministry of Health of the Kyrgyz Republic to actively participate in the implementation of the educational policy, conduct consultations on the practical application of the changes made.

SOM AU ensures transparency of the management system and decisions made. The main source of information about AU activities, management decisions and their implementation is the AU website. All public documents are posted on the AU website.

Faculty members, students, other categories of employees and the public have free access to information in various areas of AU activities. The AU website provides information about SOM plans, faculty regulations, curriculum, areas of study, cost of tuition, forms of financial support, and other information of public interest.

The management staff at the AU as a whole is represented by the following administrative positions: at the AU level - the Rector and Vice Rectors; at the SOM faculty level - the Dean and Deputy Deans; at the academic unit level - departmental and program directors.

The structures of the academic quality system function within the AU at all levels and in all areas of study:

- at the AU level, the Rector, who determines quality strategy, policies, goals, and priorities and oversees their application across the AU; the rector, who ensure planning, maintenance, monitoring, improvement, and implementation of the academic program development plan by following procedures and systemic processes;

- At SOM level the academic quality is coordinated by Dean and Deputy Deans, with the control of academic quality assurance through the following structures: ESM of AU, Quality Council, EMC of UA, EMC of SOM, which carry out their activities on the basis of appropriate regulations approved at EMC of AU.

At the same time, the following functions are divided: Associate Dean for Educational Work - to control academic progress of students, to control educational-methodical work of departments and SOM, Associate Dean for Organizational Work - to organize educational work, activities of associate deans, to analyze social-psychological problems of students, Associate Dean for Therapeutic Work - the introduction of this position is considered in plans for future development of AU. The assistant deans directly conduct work with students on the educational part, the study and solution of arising problems of students in the process of adaptation.

The responsibility of the academic management with respect to the development and management of the GEP is defined in the Regulations of the SOM.

The AU development strategy for 2020-2025 has clear indicators for each strategic task. The work plan of the AU and SOM structural unit is developed on the basis of the AU Development Strategy, the SOM Development Strategy for 2020-2025, taking into account the necessary current adjustments.

The instruments of constant monitoring of changes in the current situation in the national market of educational services are introduced. Global trends are taken into account through participation in educational events (national and foreign conferences, seminars, internships, webinars, etc.), as well as research and conferences, round tables on topical issues with the involvement of foreign experts.

Ongoing monitoring of the implementation of operational plans is carried out at weekly scheduled meetings, meetings of the SOM and AU, EMC, STC and EC.

The Dean's report on the execution of the work plans, in general for the SOM, with an analysis of the achievement of indicators is considered at the end of each academic semester at the meeting of the SOM EMC, Quality Council. At the end of the academic year, the Dean's final

report is submitted to the Academic Council of the EC. At the same time, the framework for the following academic year is established. At the end of each month, the vice-deans of instruction and the therapeutic work, together with the academic department, the information department, and the heads of the departments and programs monitor the instructional, teaching and methodological work, research and organizational and methodological work, and the recommendations and proposals are discussed at the Academic Council of the EC.

Based on the financial plan, the AU allocates the resources necessary to implement the SOM educational program and distributes resources according to their needs. Of these, the salary fund is not less than 90%.

The SOM AU has a governance system that promotes mission and goals, maintains institutional effectiveness and integrity, and creates and sustains an environment for learning, research, therapeutic work, and creative activities. Transparency of the management system is realized through information support of the process of preparation, making and implementation of the decision.

The main structural subdivisions - deaneries, departments, centers, divisions, departments, laboratories, etc. perform certain functional duties (in accordance with the Regulations) and between which there are horizontal and vertical connections. The supreme body of corporate governance is the Board of Directors .

The University has the necessary autonomy to determine the priority areas of spending.

Every year the analysis of financing of the educational program by all expense items is carried out, which allows researching and evaluating all aspects and results of cash flows, the level of relations connected with cash flows, as well as the financial condition of the university. To implement the educational program, financial resources are directed to all types of activities and expenditure items: payroll, material and technical support of the educational process (purchase of manuals, devices, equipment, consumables), maintenance, current, major repairs, and utilities.

The annual execution of the financial and economic activity plan based on the results of the fiscal year is submitted to the Board of Directors.

The University has the opportunity, in accordance with the regulatory documents, to independently allocate financial resources to achieve the final results of training; to remuneration of teaching staff, to support students.

Analytical part

SOM of AU in accordance with the Charter is an institution of higher education that implements educational programs of higher medical education. In 2021 SOM AU passed the procedure of international accreditation of educational programs, during which a number of recommendations were formulated to improve educational programs (https://adam.kg/ky/docs/licenses/).

The EEC notes that the university identified management structures, structural units and their functions, which include academic staff, students, representatives of practical health care and pharmacy, which is confirmed by the submitted documents, the results of interviews of different focus groups, from the SOM management to employers.

In the documents presented to the commission and on the website of HEI the information about the current system of QMS is reflected, in the normative documents the responsibility of academic management in relation to development and management of educational program (conducted by results of final attestations of students, state attestations, assessment of key indicators of educational activity of Program of HEI development at the end of the calendar year.)), but during the interview the EEC experts did not manage to get full information about the work of the QMS, which needs to be improved.

The university independently carries out financial and economic activities, developing a plan of financial and economic activities. Financial autonomy of the university correlates with the principles of responsibility to society for the quality of all activities of professional training,

research, services, effective management of funds and property. This policy does not contradict the legislation of the Kyrgyz Republic and ensures the institutional autonomy of the university. Control of compliance with the principles of efficiency, effectiveness, priority, transparency and accountability of the funding system is carried out during the audit, the results of which for the reporting period are posted on the website. Given the frequent outflow of staff and understaffing of the department of clinical disciplines, it can be assumed that there is insufficient autonomy in the allocation of resources and ranking of remuneration depending on the achievement of final learning outcomes and activity in research projects and independent research work.

Departments implementing the educational program General Medicine are understaffed, since there is not yet a graduate course.

Written appeals relating to issues of academic activity of the university are registered in the office. In addition, on the website of the university on the blog of the rector there is an opportunity to apply and get an answer and explanatory information.

Strong points/ best practice

There are no strong points by this standard.

EEC Recommendation

1. Provide sufficient autonomy in the allocation of resources, including remuneration of teachers on the achievement of final learning outcomes - February 2023.
2. To implement and develop a certified Quality Management System in the university - January 2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 15, suggest improvement - 2, unsatisfactory - 0.

6.9. The " Permanent update " standard

Evidence part

The process of renewal at the University is carried out through the implementation of the mission, vision of the university, based on improving the quality of education in the university through the introduction of innovation in education, science and practice; as well as on improving the student recruitment policy and personnel policy; strengthening educational resources; improving processes of monitoring and evaluation of programs; management structure of the University.

Adam University is constantly improving and updating the content of its processes, organizational approaches and infrastructure. By 2025 SOM of AU should complete the formation of the main material and technical base, allowing to achieve education and research activities, recognized not only at the national but also at the international level.

SOM development strategy is aimed at continuous strengthening of the connection between scientific and educational activities, which is conducive to the acquisition of knowledge and training of students for their effective participation in medical research and scientific progress. The development strategy provides a constant analysis and evaluation of the quality system of educational and medical activities of the university, monitoring the feedback from students, faculty, employers and modernization of communication system in the university.

While training specialists in the field of medicine SOM strives to organize educational and research processes on the basis of international scientific and innovative technologies, including achievements in the field of biomedical, clinical, behavioral and social sciences. For this purpose there are defined scientific directions of work of departments and faculty of the University. SOM staff are involved in the study of new trends in health care.

In order to systematize the processes of quality management, including processes of constant renewal, in September 2021 in the UA a new structure was created - Department of quality assurance. Department coordinates the work on continuous review and improvement of

all aspects of the structural units, including a comprehensive approach to the improvement of General educational program of General Medicine. To improve the quality assurance system, additional staff training and work on the certification of the internal quality system of the UA based on the requirements of ISO 9001:2015 is provided.

Revision and updating activities are included in the strategic and operational work plans at all levels: university, structural units, individual plans of the teaching staff.

The university allocates financial resources for continuous improvement, taking into account the needs within the development of EEP Medicine. The University allocated financial resources for the purchase of the Plaza Clinic for the development of clinical activities, for staffing the Anatomical Museum, the fund of educational specialized medical literature. Constant updating and improvement of educational programs provides also creation and equipping of Simulation center, which is an integral part of modern medical education. In order to ensure the fulfillment of the requirements of the State Educational Standards of the Republic of Kazakhstan for the development of practical skills of the students, the consistent purchase of medical and laboratory equipment in accordance with the requests of the departments is carried out.

The leading direction of Adam University is its internationalization, which provides for optimization and diversification of the contingent of foreign students, attraction of foreign experts for expertise and evaluation of educational program, development of international cooperation for academic mobility of teachers and students, as well as for attraction of international experts to participate in the implementation of EEP in General Medicine.

The processes of updating the educational program and its improvement take into account the knowledge and skills acquired by the teaching staff at training events (seminars, master classes, conferences), introduction of innovative educational technologies, renovation of classroom fund, material and technical base.

Academic freedom in drawing up educational programs, the availability of elective disciplines allows the University to make appropriate adjustments to educational programs, which provides opportunities for the development of elective disciplines taking into account changing conditions of external and internal environment: demographic situation, structure of population morbidity and cultural conditions, the needs of society in health care.

Analytical part

Through the analysis of the submitted documents, the results of interviews and questionnaires, the EEC members conclude that the University is a dynamic, socially responsible organization that allocates resources for continuous improvement.

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

The university seeks to adjust the elements of the educational program with the advances in biomedical, behavioral, social and clinical sciences, changes in the demographic situation and the health status/ morbidity structure of the population. However, attention should be paid in the future to the setting of clearer emphases for the students in the EP Medicine, namely the inclusion of new scientific knowledge, concepts, methods and technologies. The university should base its renewal process on prospective research and analysis and on the results of its own research, evaluation and literature on medical education.

The university emphasizes the quality and applied nature of the programs, using the best practices and experience of the partners, in connection with which a special place in its development is occupied by international activities. Currently, the university cooperates with more than 50 universities in different countries. However, the EEC did not note among these universities educational organizations in the field of medical education and research activities, in connection with which the AU university was recommended to expand international cooperation with organizations of medical profile.

Recruitment policy, formation of academic staff, renewal of educational resources, improvement of organizational structure and management principles adapted to the changing needs of all stakeholders. For the period since the previous accreditation the composition of SOM and other structural subdivisions of the University was renewed in order to modernize and optimize all types of activities.

Thus, according to this standard in general, it can be stated that the administration and staff of the University are working on continuous renewal and continuous improvement.

Strong points / best practices according to the "Continuous Update" standard

There are no strong points by this standard.

EEC Recommendations

1. Recommend that the university incorporate into the educational process contemporary educational theories and methodologies of adult learning - during the academic year 2022-2023.

EEC conclusions on the criteria: strong - 0, satisfactory - 13, suggest improvement - 1, unsatisfactory - 0.

(VII) REVIEW OF SIGNIFICANT POINTS/BEST PRACTICES FOR EACH STANDARD

7. 1 "Mission and Results" Standard

No strengths were identified for this standard.

7.2 Standard "Educational program"

No strengths were identified for this standard.

7.3 Standard "Student Assessment"

No strengths were identified for this standard.

7.4 Standard "Students"

No strengths were identified for this standard.

7.5 Standard "Academic Staff/Teachers"

No strengths were identified for this standard.

7.6 Standard "Educational Resources"

No strengths were identified for this standard.

7.7 Standard "Evaluation of educational program"

No strengths have been identified for this standard.

7.8 "Management and Administration" Standard

No strengths were identified for this standard.

7.9 Standard "Continuous Update"

No strengths have been identified for this standard.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

8.1 «The Mission and Results» Standard

1. Recommend to the University to attract a wider range of stakeholders to discuss the mission and the educational program as a whole, such as representatives of professional organizations, health organizers, representatives of line ministries, employers - October 2022.

8.2 Standard "Educational program"

1. responsible for development, implementation of OP Medicine improve the work on inclusion of innovations, scientific and technological developments, elements of fundamental or applied research into the educational program - January 2023.

2. Include in the OP elements of complementary medicine, including non-traditional and traditional medicine or alternative methods - January 2023.

8.3 Student Assessment Standard

1. Introduce a broader range of methods and formats for student assessment - November 2022.

2. Implement methods to determine the reliability and validity of assessments to ensure quality of student assessments-March 2023.

3. Develop and implement criteria for "usefulness" of assessment methods and formats - November 2022.

4. Implement methods for assessing student progress by examining analysis and balancing summative and formative assessments - February 2023.

8.4 Student Standard.

1. Analyze and justify the number of students enrolled according to educational resources - August 2022.

2. Discuss the number and population of admitted students with relevant stakeholders responsible for human resource planning and development in the countries of student arrival, also with experts and organizations on human resource aspects of health care - June 2022.

8.5 Academic Staff/Teachers Standard.

1. To develop the capacity of staff in the field of medical education to finalize the Regulation on personnel policy with the allocation of time for each type of activity of the faculty taking into account the professional qualifications of the faculty - October 2022.

2. to ensure the active involvement of teaching staff in research activities, including participation in projects, scientific forums and publications - May 2023.

8.6 Educational Resources Standard

1. Expand categories of clinical bases with emphasis on quality indicators and availability of rotation of students to various diagnostic methods and types of medical care (outpatient, emergency, hospital, etc.) - June 2023.

2. Expand collaboration and partnership with international medical educational organizations - May 2023.

3. To plan and ensure the academic mobility of faculty and students regionally and internationally - June 2023.

8.7 Standard "Evaluation of educational program"

1.Carry out a comprehensive evaluation of the educational program and its monitoring in accordance with educational resources - Deadline July 2022.

2. use analysis of students' academic achievements to provide feedback to the structural units responsible for the selection of students, planning of the educational program, advising students. Deadline August 2022.

3. To assign a single body or structure of the university responsible for monitoring and analysis of the educational process from the time of enrollment of an applicant to the present time. Deadline - August 2022.

4. To provide access to the results of course and educational program evaluation for representatives of the public, authorized bodies for education and health, professional organizations, Associations, as well as persons responsible for postgraduate education. Deadline is July 2022.

5. To develop regulations for analysis of the results of assessment of students' learning achievements, monitoring and revision of educational program on a regular basis. Deadline - August 2022.

6. To analyze and develop measures for the use of feedback for the adjustment of comprehensive assessment of students' knowledge. Deadline - August 2022.

7. To analyze and identify the range of stakeholders, including partner organizations, professional associations and representatives of the health care system of the Kyrgyz Republic and the countries of origin of students who will participate in discussions in the development, revision and implementation of the PLO along with the students. The deadline is August 2022.

8.8 «Management and Administration» Standard

1. Provide sufficient autonomy of resource allocation, including remuneration of teachers on achievement of learning outcomes - February 2023.

2.To develop and implement a certified Quality Management System in the university - January 2023.

8.9 The Standard " Permanent Renewal"

1. To recommend the university to include in the educational process modern educational theories and methodology of adult learning - during the academic year 2022-2023.

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANIZATION

During the work of the IAAR EEC meetings were held with the administration of the University, heads of departments, teaching staff, students, major employers, studied the documents of the educational organization, Internet resources, the results of which can be judged on the process of improvement in the University in general, and on EC Medical Business in particular, since the previous accreditation in 2021.

The EEC notes that most of the recommendations have been implemented by the University, which concerns the definition of the mission and strategic development of SOM, improvement of educational resources, etc., but the Commission found that there are significant reserves concerning the quality and evaluation of the educational program, clinical bases, implementation of research activities, human resources policy.

In the recommendations of the EEC in the current accreditation the emphasis is placed on improving the evaluation of students and evaluation of the educational program, the inclusion in the educational program of innovation, scientific and technological developments, expansion of clinical bases in the quality aspect, which will maintain the educational process at a high level as part of integration into the global community in the field of medical education.

Annex 1. Assessment Table " THE PARAMETERS OF THE FIRST PROGRAMME ACCREDITATION OF EC in General Medicine".

№ П\П	№ П\П	№ crit.	ASSESSMENT CRITERIA	The position of the educational organization			
				Strong	Satisfactory	Suggest improvement	unsatisfactory
		1. 1.1	**"MISSION AND RESULTS" Mission definition**				
1	1	1.1.1	The medical educational organization must define its mission and convey it to stakeholders and the health care sector.		+		
2	2	1.1.2	The mission statement should include goals and an educational strategy to produce a competent physician at the basic medical education level;		+		
3	3	1.1.3	with appropriate foundations for further careers in any field of medicine, including all types of medical practice, administrative medicine, and research in medicine		+		
4	4	1.1.4	Capable of completing the role and functions of a physician in accordance with established health sector requirements		+		
5	5	1.1.5	prepared for postgraduate education		+		
6	6	1.1.6	with a commitment to lifelong learning that includes the professional responsibility to support knowledge and skill levels through performance assessment, auditing, learning from one's own practice, and recognized activities in the NDP/NMO.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral, and social sciences.		+		
8	**8**	1.1.8	The medical education organization should ensure that the mission statement includes aspects of global health and reflects major international health issues.		+		
		1.2	**Participation in mission statement**				
9	9	**1.2.1**	The medical education organization must ensure that key stakeholders are involved in the development of the mission of the EP.		+		
10	10	1.2.2	The medical education organization should ensure that the stated mission is based on the views/suggestions of other relevant stakeholders.			+	
		1.3	**Institutional Autonomy and Academic Freedom**				
			A medical education organization should have the institutional autonomy to develop and implement policies for which the administration and faculty are responsible with respect to:		+		
11	11	1.3.1	The development and formulation of an educational program;		+		
12	12	1.3.2	Usage of allocated resources which are necessary for the implementation of the educational program.		+		
			A medical education organization should guarantee academic freedom to its employees and students:				

13	13	1.3.3	With regard to the current educational program, which will be allowed to draw on different perspectives in describing and analyzing questions about medicine;		+		
14	14	1.3.4	Possibility of applying the results of new research, to improve the study of specific disciplines/issues without expanding the educational program.		+		
		1.4	**Learning outcomes**				
			expected learning outcomes that students are expected to exhibit upon completion, relatively:		+		
15	15	1.4.1	achievement at a basic level in terms of knowledge, skills, and abilities;		+		
16	16	1.4.2	The appropriate foundation for a future career in any branch of medicine;		+		
17	17	1.4.3	their future roles in the health care sector;		+		
18	18	1.4.4	in its subsequent postgraduate training;		+		
19	19	1.4.5	their commitment to lifelong learning;		+		
20	20	1.4.6	the health needs of society, the needs of the health care system, and other aspects of social responsibility.		+		
21	21	1.4.7	The medical education institution must ensure that the student fulfills obligations to physicians, faculty, patients and their relatives in accordance with appropriate standards of conduct.		+		
			The medical educational organization should:				
22	22	1.4.8	Identify and coordinate the relationship of the final learning outcomes required at completion to those required in postgraduate education;		+		
23	23	1.4.9	identify the results of student involvement in conducting research in medicine;		+		
24	24	1.4.10	to focus on the end results associated with global health;		+		
Total	***24***				**23**	**1**	
		2	**EDUCATIONAL PROGRAM**				
		2.1	**Model of the educational program and teaching methods**				
25	1	2.1.1	A medical education organization must define an educational program that includes an integrated model based on disciplines, *organ systems, clinical problems, and diseases, a model based on a modular or spiral design.*		+		
26	2	2.1.2	The medical educational organization must identify teaching and learning methods used that encourage, prepare, and support students to take responsibility for their learning process.		+	+	
27	3	2.1.3	The medical educational organization must ensure that the educational program develops students lifelong learning abilities.		+		
28	4	2.1.4	The medical educational organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
29	5	2.1.5	Medical educational organization should use teaching and learning methods based on modern adult learning theory			+	
		2.2	**Scientific method**				
			The medical educational organization must teach students throughout the curriculum:				
30	6	2.2.1	principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7	2.2.2	scientific methods of research in medicine;		+		
32	**8**	2.2.3	evidence-based medicine,		+		

			which require appropriate teaching competence and will be a mandatory part of the educational program.				
33	9	2.2.4	The medical educational organization should incorporate elements of scientific research into the educational program to build scientific thinking and apply scientific research methods.		+		
34	10	2.2.5	The medical education institution should encourage the involvement of students in conducting or participating in research projects		+		
		2.3	**Basic Biomedical Sciences**				
			The medical educational organization must define and include in the educational program:				
35	11	2.3.1	achievements of the basic biomedical sciences, to build students' understanding of scientific knowledge;		+		
36	12	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The medical educational organization should in the educational program adjust and introduce new advances in the biomedical sciences for:				
37	13	2.3.3	scientific, technological and clinical developments;		+		
38	14	2.3.4	the current and anticipated demands of society and the health care system.		+		
		2.4	**Behavioral and social sciences and medical ethics**				
			The medical educational organization must identify and incorporate achievement into the educational program:				
39	15	2.4.1	*behavioral sciences;*		+		
40	16	2.4.2	*social sciences;*		+		
41	17	2.4.3	*medical ethics;*		+		
42	18	2.4.4	*medical jurisprudence,* *that will provide the knowledge, concepts, methods, skills, and attitudes necessary to understand the socioeconomic, demographic, and cultural determinants of the causes, spread, and consequences of health problems, as well as knowledge of the national health care system and patient rights, which will facilitate analysis of community health problems, effective communication, clinical decision making, and ethical practice.*		+		
			The medical educational organization should in the educational program adjust and introduce new developments in the behavioral and social sciences and also medical ethics for:				
43	19	2.4.5	scientific, technological and clinical developments;		+		
44	20	2.4.6	the current and anticipated requirements of society and the health care system;		+		
45	21	2.4.7	changing demographic and cultural conditions.		+		
		2.5	**Clinical Sciences and Skills**				
			The medical education organization must identify and implement clinical science advances in the educational program and ensure that students:				
46	22	2.5.1	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities that include activities related to health promotion, disease prevention, and patient care;		+		
47	23	2.5.2	*conduct a reasonable portion (one-third) of the program in scheduled patient contacts, including consideration of purpose, appropriate numbers, and their sufficiency for training in appropriate clinical bases;*			+	

48	24	2.5.3	conduct health promotion and prevention activities.		+		
49	25	2.5.4	*The medical education organization must set a certain amount of time to teach basic clinical disciplines including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.*		+		
50	26	2.5.5	*The medical education institution should provide clinical training with appropriate attention to patient safety, including observation of the actions the student performs in the clinical base setting.*		+		
			The medical education organization should adjust in the educational program and bring in new advances in clinical sciences for:				
51	27	2.5.6	scientific, technological and clinical developments;		+		
52	28	2.5.7	the current and expected needs of society and the health care system.		+		
53	29	2.5.8	*The medical education institution should ensure that each student has early contact with real patients, including his or her gradual involvement in patient care, which includes responsibility for the examination and/or treatment of the patient under observation in the appropriate clinical settings.*		+		
54	30	2.5.9	The medical education organization should structure the various components of clinical skills training according to the specific stage of the training program.		+		
		2.6	**Structure of the educational program, content and duration**				
55	31	2.6.1	The medical educational organization must describe the content, scope, and sequence of courses and other elements of the educational program to ensure that the appropriate balance between the basic biomedical, behavioral, and social and clinical disciplines is maintained.		+		
			The medical educational organization should be in the educational program:				
56	32	2.6.2	to ensure the horizontal integration of related sciences and disciplines;		+		
57	33	2.6.3	ensure vertical integration of the clinical sciences with the basic biomedical and behavioral and social sciences;		+		
58	34	2.6.4	provide opportunities for elective content (electives) and determine the balance between the compulsory and elective parts of the educational program, including a combination of compulsory elements and electives or special elective components;		+		
59	35	2.6.5	Identify the relationship with complementary medicine, which includes non-traditional, traditional, or alternative practices.			+	
		2.7	**Program Management**				
60	36	2.7.1	The medical education institution should identify a structural unit responsible for educational programs that, under the direction of academic leadership, has the responsibility and authority to plan and implement an educational program, including allocation of assigned resources to plan and implement teaching and learning methods, student assessment and evaluation of the educational program and courses of study to ensure achievement of final learning outcomes.		+		
61	37	2.7.2	The medical educational organization must guarantee representation from faculty and students in the structural unit responsible for the educational programs.		+		

62	38	2.7.3	The medical educational organization should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.			+	
63	39	2.7.4	The medical education institution should include representatives from other relevant stakeholders in the structural unit of the medical education institution responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education institutions, health professionals involved in the learning process or other university faculty members.		+		
		2.8	**The connection to medical practice and the health care system**				
64	40	2.8.1	The medical educational organization should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD/NMO) or practice that the student will undertake upon graduation, including the identification of health problems and the definition of required learning outcomes, a clear definition and description of elements of the educational program and their relationships at various stages of training and practice, with due consideration for local, national, regional, and global health issues, as well as the development and implementation of the educational program.		+		
			The medical educational organization should ensure that the structural unit responsible for the educational program:				
65	41	2.8.2	considers the specifics of the environment in which graduates will have to work and modify the educational program accordingly;		+		
			Total 41		**36**	**5**	
		3.	**STUDENT ASSESSMENT**				
		3.1	**Evaluation methods**				
			The medical educational organization must:				
66	1	3.1.1	Define, approve, and publish the principles, methods, and practices used to evaluate students, including the number of examinations and other tests, the balance between written and oral exams, the use of criterion-based and reasoning-based grading methods, and special exams (OSCE or Mini Clinical Examination), and the criteria for setting passing scores, grades, and number of retakes allowed;		+		
67	2	3.1.2	Ensure that the assessment covers knowledge, skills, and attitudes toward learning;		+		
68	3	3.1.3	*use a wide range of assessment methods and formats depending on their "utility score," which includes a combination of validity, reliability, impact on learning, acceptability, and effectiveness of the assessment methods and format;*			+	
69	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
70	5	3.1.5	ensure that the evaluation process and methods are open (available) for examination by external experts;		+		
71	6	3.1.6	to use the system of appealing the results of the assessment.		+		

			The medical educational organization should:				
72	7	3.1.7	*document and assess the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;*			+	
73	8	3.1.8	to implement new methods of assessment in accordance with the need;			+	
74	9	3.1.9	Use the system to appeal assessment results.		+		
		3.2	**The relationship between assessment and learning**				
			A medical education organization must use assessment principles, methods, and practices that include student learning achievement and assessment of knowledge, skills, and professional values attitudes that:				
75	10	3.2.1	clearly comparable to the methods of learning, teaching, and learning outcomes;		+		
76	11	3.2.2	ensure that students, achieve the ultimate learning outcomes;		+		
77	12	3.2.3	contribute to student learning;		+		
78	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage learning and assess student academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.			+	
			The medical educational organization should:				
79	14	3.2.5	*regulate the amount and nature of testing of the various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid the negative impact on the learning process and the need to learn too much information and overload the educational program;*		+		
80	15	3.2.6	guarantee the provision of timely, specific, constructive, and fair feedback to students based on assessment results.		+		
			Total 15		**11**	**4**	
		4.	**STUDENTS**				
		4.1	**Admissions and Selection Policy**				
			The medical educational organization must:				
81	1	4.1.1	*Define and implement an admissions policy, including a clearly established provision for the student selection process;*		+		
82	2	4.1.2	Have a policy and practice of admitting students with disabilities in accordance with current national laws and regulations;		+		
83	3	4.1.3	Have a policy and implement a practice of transferring students from other programs and medical educational organizations.		+		
			The medical educational organization should:				
84	4	4.1.4	Establish a relationship between student selection and the mission of the medical educational organization, the educational program, and the desired quality of graduates;		+		
85	5	4.1.5	Periodically review admission policies, based on appropriate input from the public and professionals, to meet the health needs of the community and society at large, including consideration of student enrollment by gender, ethnicity, and language, and the potential need for special admission policies for students from low-income and minority backgrounds;		+		

86	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	**Student Recruitment**				
87	7	4.2.1	The medical education organization must determine the number of students admitted in accordance with the logistical and capacity at all stages of education and training, and the decision to recruit students involves the need to regulate the national requirements for health human resources, in case medical education organizations do not control the number of students recruited, then should demonstrate their commitment, by explaining all the relationship, paying attention to the consequences			+	
88	8	4.2.2	The medical education organization should periodically review the number and enrollment of students in consultation with relevant stakeholders responsible for workforce planning and development in the health sector, as well as with experts and organizations on global aspects of health human resources (such as insufficient and unequal distribution of health human resources, migration of doctors, opening of new medical schools) and regulate in order to meet the			+	
		4.3	**Counseling and support for students**				
			The medical educational organization must:				
89	9	4.3.1	*have a system of academic advising their students, which includes issues related to the choice of electives, preparation for postgraduate studies, career planning, the appointment of academic mentors (mentors) for individual students or small groups of students;*		+		
90	10	4.3.2	*Offer a support program for students that addresses social, financial and personal needs, which includes support for social and personal problems and events, health and financial issues, access to health care, immunization programs and health insurance, and financial aid services in the form of financial aid, scholarships and loans;*		+		
91	11	4.3.3	Allocate resources to support students;		+		
92	12	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The medical education organization should provide counseling that:				
93	13	4.3.5	is based on monitoring the student's progress and addresses the social and personal needs of students, including academic support, support for personal problems and situations, health problems, and financial issues;		+		
94	14	4.3.6	includes counseling and career planning.		+		
		4.4	**Student representation**				
95	15	4.4.1	The medical education organization must define and implement a policy for student representation and their appropriate participation in the development, management and evaluation of the educational program, and other matters pertinent to students.		+		
96	16	4.4.2	*The Medical education organization should promote and support student activities and student organizations, including providing technical and financial support to student organizations.*		+		
			Total 16		**14**	**2**	
		5.	**ACADEMIC STAFF/TEACHERS**				
		5.1	**Selection and recruitment policy**				
			A medical education organization must define and				

			implement a selection and hiring policy that:				
97	1	5.1.1	determines their categorization, responsibilities, and balance of academic staff/teachers of the basic biomedical sciences, behavioral and social sciences, and clinical sciences to adequately implement the educational program, including the appropriate balance between medical and non-medical faculty, full-time and part-time faculty, and the balance between academic and non-academic staff;		+		
98	2	5.1.2	contains criteria on the scientific, pedagogical, and clinical merit of applicants, including the proper balance between pedagogical, scientific, and clinical qualifications;		+		
99	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers of the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			A medical education organization should consider criteria such as the following in its selection and hiring policies:				
100	4	5.1.4	*attitudes toward their mission, the significance of local conditions, including gender, ethnicity, religion, language, and other conditions relevant to the medical educational organization and educational program;*		+		
101	5	5.1.5	*economic opportunities that take into account the institutional conditions for funding employees and the efficient use of resources.*		+		
		5.2	**Development policy and employee activities**				
			A medical education organization must define and implement an employee performance and development policy that:				
102	6	5.2.1	allows for a balance between teaching, research, and service functions, which includes setting time for each type of activity, taking into account the needs of the medical educational organization and the professional qualifications of teachers;			+	
103	7	5.2.2	guarantees recognition in academic merit, with appropriate emphasis on teaching, research, and clinical qualifications, and takes the form of awards, promotions, and/or rewards;		+		
104	8	5.2.3	*ensures that clinical activities and research are used in teaching and learning;*			+	
105	9	5.2.4	*ensures that each staff member has sufficient knowledge of the educational program, which includes knowledge of teaching/learning methods and the general content of the educational program, and other disciplines? and subject areas to encourage collaboration and integration;*			+	
106	10	5.2.5	*includes faculty training, development, support, and evaluation that involves all faculty, not only newly hired faculty, but also faculty drawn from hospitals and clinics.*		+		
			The medical education organization should:				
107	11	5.2.6	consider the teacher-student ratio depending on the different components of the educational program;		+		
108	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total 12		**9**	**3**	
		6.	**EDUCATIONAL RESOURCES**				
		6.1	**Material and technical base**				

			The medical education organization must:				
109	1	6.1.1	have sufficient facilities for faculty and students to ensure adequate implementation of the educational program;			+	
110	2	6.2.2	*provide a safe environment for employees, students, patients, and caregivers, including providing necessary information and protection from harmful substances, microorganisms, and following safety regulations in the laboratory and when using equipment.*		+		
111	3	6.1.3	The medical education organization should improve the learning environment for students by regularly updating, expanding, and strengthening the facilities, which should be consistent with developments in teaching practice.		+		
		6.2	**Resources for clinical training**				
			The medical education organization must provide the necessary resources for students to have an adequate clinical experience, including, sufficient:				
112	4	6.2.1	number and categories of patients;		+		
113	5	6.2.2	*the number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary care facilities, health centers, and other community health care providers, and clinical skills centers/laboratories that allow clinical training to take advantage of clinical bases and provide rotation in core clinical disciplines;*			+	
114	6	6.2.3	observation of clinical practice of students.		+		
115	7	6.2.4	*The medical education organization should examine and evaluate, adapt and improve resources for clinical training to meet the needs of the population served, which will include appropriateness and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.*		+		
		6.3	**Information Technologies**				
116	**8**	**6.3.1**	The medical education organization must identify and implement policies that address the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
117	9	6.3.2	The medical education institution must provide access to online or other electronic media		+		
			The medical education organization should provide opportunities for faculty and students to use information and communication technology:		+		
118	10	6.3.3	for a self-study;		+		
119	11	6.3.4	access to information;		+		
120	12	6.3.5	patient management;		+		
121	13	6.3.6	work in the health care system.		+		
122	14	6.3.7	The medical education institution should optimize student access to relevant patient data and health information systems.			+	
		6.4	**Medical research and scientific advances**				
			The medical educational organization must:				
123	15	6.4.1	have research activities in the field of medicine and scientific achievement as the basis for the educational program;			+	
124	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
125	17	6.4.3	provide information about the research base and priority		+		

			areas in the field of scientific research of the medical educational organization;				
126	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The medical education organization should ensure that the relationship between research and education:				
127	19	6.4.5	is considered in teaching;		+		
128	20	6.4.6	encourage and prepare students to participate in and develop scientific research in medicine.		+		
		6.5	**Expertise in the field of education**				
			The medical education organization must:				
129	21	6.5.1	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices and problems of medical education and may involve physicians with expertise in medical education research, psychologists and sociologists in education, or through the involvement of experts from other national and international institutions.			+	
			The medical education organization must define and implement a policy on the use of educational expertise:				
130	22	6.5.2	in the development of educational program;		+		
131	23	6.5.3	in development of methods of teaching and assessment of knowledge and skills.			+	
			The medical educational organization should:				
132	24	6.5.4	provide evidence of the use of internal or external medical education expertise to develop employee capacity;			+	
133	**25**	6.5.5	*to devote proper attention to the development of expertise in educational assessment and research in medical education as a discipline that includes the study of theoretical, practical, and social issues in medical education;*			+	
134	26	6.5.6	to promote the aspirations and interests of employees in research in medical education.		+		
		6.6	**Exchange in the field of education**				
			The medical education organization must define and implement a policy for:				
135	27	6.6.1	cooperation with other medical universities at the national and international scale;			+	
136	28	6.6.2	*transfer and netting of educational credits, which includes consideration of the limits of the scope of an educational program that can be transferred from other educational organizations and which can be facilitated by agreements on mutual recognition of educational program elements, and the active coordination of programs between medical educational organizations and the use of a transparent system of credit units and flexible course requirements.*		+		
			The medical education organization should:				
137	29	6.6.3	facilitate the regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
138	30	6.6.4	ensure that the exchange is organized according to purpose, with consideration for the needs of employees, students, and with respect for ethical principles.		+		
			Total 30		**20**	**10**	
		7.	**EDUCATIONAL ASSESSMENT**				
		7.1	**Program monitoring and evaluation mechanisms**				
			The medical education organization must				

139	1	7.1.1	have a process and outcome monitoring program that includes the collection and analysis of data on key aspects of the educational program to ensure that the educational process is being conducted appropriately and to identify any areas that require intervention, and data collection is part of the administrative procedures for student admissions, student evaluations, and graduation.		+		
140	2	7.1.2	monitor that relevant assessment results have an impact on the curriculum		+		
			The medical education organization must establish and implement mechanisms for evaluating the educational program that:				
141	3	7.1.3	are directed to the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;		+		
142	4	7.1.4	are aimed at the progress of the student;		+		
143	5	7.1.5	identify and address problems that include inadequate achievement of expected learning outcomes, and will assume that the information received about the learning outcomes, including identified deficiencies and problems, will be used as feedback for activities and corrective action plans, to improve the educational program and discipline curricula;		+		
			The medical education organization should periodically conduct a comprehensive evaluation of the educational program aimed at:				
144	*6*	*7.1.6*	*on the context of the educational process, which includes the organization and resources, the learning environment, and the culture of the medical educational organization;*		+		
145	7	7.1.7	*to the specific components of the educational program, which include descriptions of the discipline and methods of teaching and learning, clinical rotations, and assessment methods;*		+		
146	8	7.1.8	*on overall outcomes, which will be measured by national examinations, international examinations, career choices, and postgraduate study outcomes;*		+		
147	9	7.1.9	*The medical education organization should rely on social responsibility/accountability.*		+		
		7.2	**Teacher and student feedback**				
148	10	7.2.1	The medical education organization must systematically collect, analyze, and provide feedback to faculty and students that includes information about the process and products of the educational program, and also includes information about bad practices or inappropriate behavior by faculty or students with and/or legal consequences.		+		
149	11	7.2.2	The medical education organization should use the results of the feedback to improve the educational program.		+		
		7.3	**Students' academic achievements**				
			The medical education organization should conduct an analysis of students' academic achievements in relation to:				
150	12	7.3.1	*its mission and learning outcomes of the educational program, which includes information on average length of study, grade point average, pass and fail rates, successful completion and dropout rates, student reports*		+		

			on course conditions, time spent studying areas of interest, including elective components, and interviews with students in repeat courses, and interviews with students who leave the program of study;				
151	13	7.3.2	educational program;		+		
152	14	7.3.3.	resource availability.		+	+	
			The medical education organization should analyze the academic achievements of students in relation to:				
153	15	7.3.4	of their previous experiences and conditions, which include social, economic, and cultural conditions;		+		
154	16	7.3.5	the level of training at the time of admission to the medical education institution.		+		
			The medical education organization should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
155	17	7.3.6	student recruitment;		+		
156	18	7.3.7	educational program planning;		+		
157	19	7.3.8	student advising.		+		
		7.4	**Stakeholder engagement**				
			The medical education organization must involve in its program of monitoring and evaluation of the educational program:				
158	20	7.4.1	faculty and students;		+		
159	21	7.4.2	its administration and management.		+		
			The medical education organization should for other stakeholders, including other academic and administrative staff, members of the public, authorized education and health authorities, professional organizations, and those responsible for postgraduate education:				
160	22	7.4.3	provide access to the results of course and educational program evaluations;		+		
161	23	7.4.4	gather and study feedback from them on the clinical practice of graduates;		+		
162	24	7.4.5	gather and study feedback from them on the educational program.		+		
			Total 24		**23**	**1**	
		8.	**MANAGEMENT AND ADMINISTRATION**				
		8.1	**Management**				
163	1	8.1.1	*The medical education organization must define management structures and functions, including their relationship to the university, if the medical education organization is part of or affiliated with the university.*		+		
			The medical education organization should, in its management structures, define structural units with the establishment of the responsibilities of each structural unit and include in their composition:				
164	2	8.1.2	representatives of academic staff;		+		
165	3	8.1.3	students;		+		
166	4	8.1.4	*other stakeholders, including representatives of the Ministry of Education and Health, the health sector, and the public.*		+		
167	5	8.1.5	*The medical education organization should ensure the transparency of the management system and decisions made, which are published in bulletins, posted on the HEI website, included in the protocols for review and execution.*		+		
		8.2	**Academic Guideline**				

168	6	8.2.1	The medical education organization must clearly define the responsibilities of academic leadership with respect to the design and management of the educational program.		+		
169	7	8.2.2	The medical education organization should periodically evaluate academic leadership regarding the achievement of its mission and learning outcomes.		+		
		8.3	**Training budget and resource allocation**				
			The medical education organization must:				
170	8	8.3.1	have clear responsibilities and authority to provide an educational program with resources, including a dedicated tuition budget;		+		
171	9	8.3.2	assign the resources necessary to carry out the educational program and distribute educational resources according to their needs.		+		
172	10	8.3.3	The system of financing medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, accountability, separation and independence of all levels of budgets.		+		
			The medical education organization should:				
173	11	8.3.4	to provide sufficient autonomy in the allocation of resources, including decent remuneration for teachers in order to achieve the end results of learning;			+	
174	12	8.3.5	in the distribution of resources, take into account scientific advances in the field of medicine and public health problems and their needs.		+		
		8.4	**Administrative staff and management**				
			A medical education organization should have an appropriate administrative staff, including their number and composition according to qualifications, in order to:				
175	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
176	14	8.4.2	guarantee proper management and allocation of resources.		+		
177	15	8.4.3	The medical education organization should develop and implement an internal quality assurance program for management, including consideration of needs for improvement, and conduct regular management review and analysis.			+	
		8.5	**Interaction with the health sector**				
178	16	8.5.1	*A medical education organization must have meaningful interaction with the health care sector, with the allied health sectors of society and government, including information sharing, collaboration, and organizational initiatives that promote the provision of qualified physicians in accordance with the needs of society.*		+		
179	17	8.5.2	The medical education organization should formalize collaboration with partners in the health sector, which includes entering into formal agreements defining the content and forms of collaboration and/or establishing a joint contract and establishing a coordinating committee, and conducting joint activities.		+		
			Total 17		**15**	**2**	
		9.	**CONSTANT UPDATING**				
			The medical education organization must as a dynamic and socially responsible institution:				
180	1	9.1.1	initiate procedures for regular review and revision of content, outcomes/competencies, assessment and		+		

			learning environment, structure and function, document and address deficiencies;				
181	2	9.1.2	provide resources for continuous improvement.		+		
			The medical education organization should:				
182	3	9.1.3	base the renewal process on prospective studies and analyses and on the results of their own research, evaluation, and medical education literature;		+		
183	4	9.1.4	guarantee that the renewal and restructuring process leads to a review of its policies and practices in accordance with prior experience, current activities and future perspectives; guide the renewal process on the following issues		+		
184	5	9.1.5	Adapting the mission statement and outcomes to the scientific, socioeconomic, and cultural development of society.		+		
185	6	9.1.6	Modification of the final learning outcomes of graduates to meet the documented needs of the postgraduate training environment to include clinical skills, public health training, and involvement in patient care in accordance with the responsibilities of graduates after graduation from the MPO.		+		
186	7	9.1.7	Adaptation of the model educational program and methodological approaches to ensure that they are relevant and appropriate and takes into account modern theories in education, adult learning methodology, the principles of active learning.			+	
187	8	9.1.8	Adjustment of the elements of the educational program and their relationship to advances in the biomedical, behavioral, social, and clinical sciences, to changes in demographics and population health/disease patterns and socioeconomic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts, and methods are included and that outdated ones are eliminated.		+		
188	9	9.1.9	Development of assessment principles, and methods of administration and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
189	10	9.1.10	Adapting enrollment policies and student selection methods to meet changing expectations and circumstances, human resource needs, changes in pre-degree education, and the needs of the educational program.		+		
190	11	9.1.11	Adapting recruitment and academic staffing policies to meet changing needs.		+		
191	12	9.1.12	Updating educational resources to meet changing needs, such as student enrollment, number and profile of academic staff, and educational program.		+		
192	13	9.1.13	Improve the process of monitoring and evaluating the educational program.		+		
193	14	9.1.14	Improve organizational structure and management principles to ensure effective operations in the face of changing circumstances and needs, and, in the long run, to meet the interests of various stakeholder groups.		+		
			Total 14		**13**	**1**	
			TOAL IN AMOUNT 193		**162**	**31**	

Annex 2. PROGRAM OF THE VISIT TO THE EDUCATION ORGANIZATION

AGREED
Rector of
Adam University

_____ Sirmbard S.R.
« » may 2022

APPROVED
General Director
НУ «Independent Agency for Accreditation and Rating»

_____ Jumagulova A.B.
« » may 2022

PROGRAM
OFFLINE VISIT OF THE EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO ADAM UNIVERSITY
(INTERNATIONAL PRIMARY PROGRAM ACCREDITATION
OF THE EDUCATIONAL PROGRAM OF EC «GENERAL MEDICINE»)

Date of appointment: June 07-09, 2022

Bishkek, 2022

Date and time	EEC's activities with target groups	Position and First Name, Last Name, Last Name of target group participants	Location
		6.06.2022	
17.00-18.00	EEC pre-meeting	*IAAR External Experts*	Bishkek, Hotel Hayat
		Day 1: June 7, 2022	
9.00-9.30	Distribution of responsibilities of experts, solving organizational issues	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
09.30-10.00	Meeting with the rector	Rector - Svetlana Rustamovna Sirmbard, Associate Professor	Room 201, Building 3, Adam University (155A 7-April St.)
10.00-10.40	Meeting with Vice Rectors	Vice-rector for academic affairs - Azat Aitbekovich Zhamangulov, PhD in Physics and Mathematics, Associate Professor Vice-rector for science and development - Batyrkanova Gulnara Dzhenbekovna, PhD in Economics, Associate Professor	201 Auditorium, Building 3, Adam University (155A 7-April St.)

10.40-11.20	Meeting with the heads of structural divisions	Head of Quality Assurance Department - Gulmira Esengulovna Sarbagysheva PhD in Economics, Associate Professor Head of Training Department - Suerkulova Nurkyz Temirkulovna Head of Career Center - Klimova Altynay Klimovna Human Resources Department Head - Tashmatova Elnura Shaykhidinovna Head of Information Department - Suerkulova Zamira Temirkulovna Head of Library - Imanalieva Nurgul Bayakanovna Acting Head of External Relations - Ayturgan Jomartovna Samanchieva Chief Accountant - Alchieva Burul Karagulovna Lawyer - Asel Ashimov Asanakunova Head of household - Mamytov Aman Piyizbekovich	Room 201, Building 3, Adam University (155A 7-A St.)
11.20-11.30	Technical break		
11.30-12.10	Meeting with the SOM administration	Dean of the School of Medicine, PhD in medicine, associate professor Mambetova Cholpon Avalovna Deputy Dean for Academic Work at the Graduate School of Medicine - Jazgul Mukhtarovna Tashtanova Deputy Dean for Methodological Work at the School of Medicine - Gulia A. Boobekova Deputy Dean for Organizational Work at the School of Medicine - Gulniza Sartalieva Deputy Dean for Therapeutic Work of the School of Medicine, PhD in medicine, associate professor - Bayborieva Aizada Alikova	Room 201, Building 3, Adam University (155A, 7-Apri St.)
12.10-12.50	Meeting with heads of departments and GP	Head of the Department of Humanities - Abdykadyrova Maya Baisalovna PhD in Pedagogy, associate professor The head of the department of morphological and physiological disciplines - Jolueva Parishta Tokoevna PhD in medicine, associate professor	Room 201, Building 3, Adam University (155A, 7-Apri St.)

		The head of the Department of Mathematical and Natural Sciences - Muratalieva Venera Jenishbekovna Ph.-M., associate professor The head of the department of laboratory support - Domashov Ilya Anatolievich. Responsible for the block of surgery - Berkulov Daniyar Abdysatarovich, teacher Responsible for the block of microbiology and medical biology - Usonkulova Gulzat Baktyiarovna, Ph.D., assistant professor Responsible for the biochemistry block - Ermekova Dinara Urmatovna, assistant professor Responsible for pediatrics - Alieva Dinara Usenovna, senior teacher Responsible for anatomy block - Turdakhunova Asia Aitbekovna, teacher	
12.50-13.00	The EEC's activity	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
13.00-14.00	Lunch break (EEC members only)		
14.00-14.15	The EEC's activity	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
14.15- 16.00	Visual inspection of the infrastructure of the University, the BEP	1. building (55 Molodaya Gvardiya Blvd.): − Library − Computer labs − Laboratory classrooms 2. block (186 Chui ave.): - Simulation rooms 3. block (155A 7-April St.): - Library - Dining Hall - Infirmary - Anatomical Museum - Computer labs	1. building (55 Molodaya Gvardiya Blvd.) 2. building (186 Chui Avenue) 3. building (155A, 7-April St.)

		- Labs	
16.00-16.30	Technical break		
16.30-17.15	Meeting with the Faculty and teaching Staff of the General Program	Teaching staff of the " General Medicine" program (Annex 1 List of the Faculty for interviews)	Room 201, Building 3, Adam University (155A, 7-Apri St.)
17.15-18.00	Questionnaire survey of the teaching staff (in parallel)	*Teaching staff of the " General Medicine" program (Annex № 2 List of the teaching staff for the questionnaire)*	The link is sent to the instructor's email address persona
17.15 - 18.00	EEC activities (discussion of the results and summing up the results of the first day)	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
Day 2: June 8, 2022			
09.00-09.30	The EEC's activity	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
9.30 – 12.00	Attendance at practice bases (clinical sites, teaching and clinical centers)	1. Tokmok Territorial Hospital (online visit) 2. Dr. Gromov Center; 3. Sunlight Medical Center; 4. Al Kausara Medical Center; 5. Adam University Medical Center "Plaza Clinic	1. Connect to the Zoom conference https://us02web.zoom.us/j/5332046823 Conference ID: 533 204 6823 ***(only for EEC)*** 2. Bishkek, 160a Kassym Tynystanov Street Sunlight Medical Center; 3. Bishkek, 248 Moskovskaya str. Al Kausara" medical center; 4. Bishkek, 5a Baitik Baatyr str. Plaza Clinic" Adam University Medical Center 4. Bishkek, №187 Isa Akhunbaeva str.
12.00-13.00	Working with documents (documents must be uploaded to the cloud) and attending scheduled classes of faculty	https://drive.google.com/drive/folders/1TJBOOZ6Hzz2XXtvXUlA2h-M0UxfjOqPB?usp=sharing	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
13.00-14.00	Lunch break (EEC members only)		
14.00-14.30	The EEC's activity	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)

14.30-15.30	Meeting with students of the EP	*EP students* *(Annex № 3. List of EP students for interviews)*	Room 201, Building 3, Adam University (155A, 7-Apri St.)
15.30-16.40	Questionnaire survey of students (in parallel)	Students of EP (Annex № 4 List of Students of EP for the survey)	The link is sent to the email of the student personally
15.30-15.40	Technical break		
15.40-16.00	The EEC's activity	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
16.00-16.40	Meeting with employers	*Employers (Appendix № 5 List of employers for interviews)*	Room 201, Building 3, Adam University (155A, 7-Apri St.)
16.40-18.00	EEC activity (discussion of the results and summarizing the results of 2 days). Discussion of parameters.	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
		Day 3: June 9, 2022	
09.00-12.00	EEC's development and discussion of recommendations	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
12.00-12.10	Technical break		
12.10-13.00	EEC activity (collegial agreement and preparation of verbal preliminary feedback on the results of the EEC visit)	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
13.00-14.00	Lunch break (EEC members only)		
14.00-16.30	Работа ВЭК обсуждение, принятие решений путем голосования	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)
16.30-17.00	Final EEC meeting with the university administration	*Management of the University, structural divisions*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)

17.00-18.00	EEC activity, Discussion of the results of the quality assessment of the educational process	*IAAR External Experts*	Room 316, Conference Room, Building 3, Adam University (155A 7-April St.)