



INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

**on the results of the external expert panel (EEP) evaluation  
for compliance with the requirements of the specialized  
accreditation standards of the course (specialty) taught  
at the Marat Ospanov West Kazakhstan  
State Medical University**

**5B110300 «Pharmacy»**

**06-08.12.2016**

Aktobe 2016

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING  
EXTERNAL EXPERT PANEL**

*Addressed to the  
IAAR Accreditation Council*



Independent agency for  
accreditation and rating

**REPORT**

**on the results of the external expert panel (EEP) evaluation  
for compliance with the requirements of the specialized accreditation standards  
of the course (specialty) taught  
at the Marat Ospanov West Kazakhstan State Medical University  
5B110300 «Pharmacy»**

**06-08.12.2016**

**Aktobe, 2016**

Based on the Order of the Independent agency for accreditation and rating (hereinafter – IAAR) no. 56-16-OD as of 18/11/2016 external expert panel evaluated the compliance of the educational activity at the “Marat Ospanov West Kazakhstan State Medical University” (hereinafter – MOWKSMU) with the specialized accreditation standards of IAAR for the following academic programs of the specialty:

**Bachelor degree**

5B110100 «Nursing care»

5B110300 «Pharmacy»

**Residency**

6R113600 «Urology and andrology, including pediatric»

6R112800 «Cardiosurgery, including pediatric»

6R113100 «Maxillo-facial surgery, including pediatric»

6R113000 «Neurosurgery, including pediatric»

6R113300 «Pediatric surgery»

6R112500 «Clinical pharmacology»

The Report of the external expert panel (EEP) contains an assessment of the academic programs' compliance to the IAAR criteria, as well as EEP recommendations for further activity improvements.

**EEP membership:**

1. **Panel Chair** - Botagoz Turdaliyeva, Doctor of Medical sciences, Professor, Kazakh National Medical University named after S.D.Asfendiyarova (Almaty city);
2. **Foreign expert** - Valentina Markova, Ph.D., Saint-Petersburg State Chemical and Pharmaceutical Academy (Saint-Petersburg, Russian Federation);
3. **Expert** - Saule Sydykova, Ph.D. in Medicine, Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);
4. **Expert** - Damir Dubchev, Ph.D. in Medicine, Associate Professor, JSC “Kazakh Medical University of Continuous Education (Almaty city);
5. **Expert** - Alma Shukirbekova, Doctor of Physical sciences, Associate Professor, Astana Medical University” (Astana city);
6. **Expert** - Kuat Abzaliev, Doctor of Medical sciences, Professor, JSC “Kazakh Medical University of Continuous Education (Almaty city);
7. **Expert** - Gulbaran Zaitenova, Doctor of Medical sciences, Professor, JSC “Kazakh Medical University of Continuous Education (Almaty city);
8. **Expert** - Saule Burkitbayeva, Ph.D. in Medicine, Associate Professor, Astana Medical University” (Astana city);
9. **Employer** – Nugmanov Amandyk, Republican State-owned Enterprise on the rights of economic management “State Hospital no. 3” of the Aktobe city (Aktobe city);
10. **Expert** - Jakenova Alissa, Ph.D. in Medicine, JSC “Kazakh Medical University of Continuous Education (Almaty city);
11. **Student** - Abilseit Kulbayev, resident, JSC “Kazakh Medical University of Continuous Education (Almaty city);
12. **Observer from the Agency** - Aigerim Aimurziyeva, Head of the Agency medical projects (Astana city).

## CONTENT

I. INTRODUCTION TO THE MOWKSMU .....	4
II. ANALYSIS OF THE SELF-ASSESSMENT REPORTS .....	6
III. OUTLINE OF THE EEP VISITS .....	6
IV. RECOMMENDATIONS TO THE MOWKSMU on academic programs of the specialty 5B 110300 «Pharmacy»: .....	9
PARAMETERS OF THE SPECIALIZED PROFILE .....	10



## I. INTRODUCTION TO THE MOWKSMU

Republican State Enterprise (hereinafter - RSE) on the rights of economic management "Marat Ospanov West Kazakhstan State Medical University" with the Supervisory Board of the Ministry of Health and Social Development of the Republic of Kazakhstan was incorporated by order of the Ministry of Higher Education of the USSR no. 883 as of 10/08/1957 as the Aktobe State Medical Institute (hereinafter - ASMI). By resolution of the Government of the Republic of Kazakhstan no. 263 as of 25/02/1997 ASMI was renamed to Aktobe State Medical Academy (ASMA). By the Government Resolution of the Republic of Kazakhstan no. 1708 as of 14/11/2000 ASMI was renamed to the RSE on the rights of economic management "Marat Ospanov West Kazakhstan State Medical Academy" (hereinafter – MOWKSMA). By the Government Resolution no. 188 as of 19/02/2009 MOWKSMA was renamed to State-run Enterprise "Marat Ospanov West Kazakhstan State Medical University". State-run Enterprise "MOWKSMU under the Ministry of Health of the Republic of Kazakhstan was reorganized based on the Republic of Kazakhstan Government Decree no. 593 as of May 8, 2012 to RSE on the rights of economic management "MOWKSMU" with the Supervisory Board represented by the Ministry of Health of the Republic of Kazakhstan.

The core scope is educational activities. In addition, the university has a license for medical activities. Certificate of state registration of legal entities no. 1586-1904-01-GP as of September 14, 2012 was issued by the Division of Justice, Department of Justice of Aktobe region.

In total there are 30 running educational programs, including 18 resident programs.

MOWKSMU **mission** is to achieve a high quality of education, research and development on the basis of modern innovative smart technologies in combination with the solution of socially important problems of the practical aspect of public health.

MOWKSMU is a dynamically developing educational, scientific, clinical and cultural center, which includes a wide range of educational and health services, developing partnership relations with customers, academic and clinical centers, providing a high level of training for graduates competitive at the regional, national and international markets.

According to the MOWKSMU mission and vision the following strategic objectives have been identified:

- providing industry with the qualified personnel that meet the needs of society;
- creation of an effective system for the continuous vocational training;
- improving the quality of health research;
- creation of an effective medical science management system and its integration with education and practical public health;
- management system improvement at the Higher Educational Institution's (hereinafter – HEI) clinics;
- quality improvement of health services, reducing the burden of socially significant diseases, women's health, early detection and timely treatment of oncological diseases by improving public health infrastructure to ensure equal access to public health services;
- establishment and effective functioning of the HEI internal quality assurance system.

Guided by the basic program documents, considering the global trends and principles that underpin the long-term development programs of the world's leading scientific and educational schools, the university defined its basic strategic direction for 2016-2020, according to the State Health Development Program of the Republic of Kazakhstan "Densaulyk "for 2016-2019 (the Strategic development plan agreed with and approved by the Ministry of Labor and Social Protection of the Republic of Kazakhstan on 03.11.2016).

University Strategic Development Plan is designed to meet the existing traditions, values and potential of the university, and covers all the areas of university activity, performance levels and development stages and reflects the interests of all categories of staff, students, healthcare professionals, employers, society and the state.

The implementation of a strategic plan is aimed at achieving the HEI's mission and strategic objectives, the improvement of university management system, modernization of medical education and ensuring quality of training and services, strategic human resource management and development of innovations and medical science, material and technical resources of the university, and integration into the international scientific and education space.

In 2006 University activities were certified by the Association of Certification "Russian Register" for compliance with the requirements of ISO 9001: 2000. Effective functioning of the HEI's system of quality management is confirmed by results of the annual inspection and recertification (2009, 2012, 2015) of audits for compliance with ISO 9001: 2008 with respect to:

- educational activities in the field of specialists' training with higher and postgraduate professional education;
- additional professional education in career advancement and personnel retraining with higher and secondary medical and pharmaceutical education;
- military training of HEIs students;
- medical activities, including preventative, counseling, diagnostic, therapeutic, rehabilitation;
- functional and applied science and research developments in the fields of theoretical, experimental, and clinical medicine.

In 2012 the University successfully completed its state certification, and in 2014 the institutional accreditation by the Independent agency for accreditation and rating (IAAR) with involvement of international experts.

In 2014 the clinical bases of the University passed the state accreditation for compliance with the accreditation standards in health care.

MOWKSMU is a proactive participant of the contest prize of the President of Kazakhstan "Altyn Sapa". In 2007 MOWKSMU received a letter of appreciation for participation in competition for the Republic of Kazakhstan President's Award "For achievements in quality". In 2010 the University received the "Appreciation" from the Head of the Presidential Administration for its proactive participation in the competition for the President of the Republic of Kazakhstan "Altyn Sapa" award, in 2013 - from the Minister of Industry and New Technologies of Kazakhstan.

According to the results of a statistical ranking, which was carried out according to the "General Standard Industrial Classification" (GSIC) approved by the Order no. 67 by the Chairman, Agency of statistics as of 20.05.2008 on the basis of the National Business Rating in 2013, the University entered the top 35 largest enterprises of the Republic of Kazakhstan, and in 2014 MOWKSMU entered the top 30 leading enterprises in the country and became the 1<sup>st</sup> (gold) in 3 categories of financial and economic activities, "Assets and liabilities indicators", "Profitability ratios", "Liquidity ratios."

Based on outcomes of 2015 independent rating of Kazakhstan universities conducted by IAAR, the University entered TOP-20 based on the total number of prizes, attended by 55 universities of Kazakhstan, and became 15<sup>th</sup> in the ranking list (11 winning places).

In the European academic ranking (2014) of HEI - ARES European standard – the University received a "BB" rating. This rating is called the "sufficient ranking" - a sufficient level: i.e. the university implements a quality educational and research programs, which are constantly monitored and updated to reflect the accepted standards.

MOWKSMU was entered the directory of medical schools of the World Health Organization (World Directory of Medical Schools, WHO), the International Directory of UNESCO Universities (International Handbook of Universities, UNESCO), directories of the Avicenna Medical School, published by the University of Copenhagen and supported by the

World Federation of Medical Education and the World Health Organisation (The AVICENNA Directories).

MOWKSMU cooperates in the field of medical science, education and practical health care with 35 leading foreign universities on the basis of signed memorandums of understanding, contracts, and agreements on international cooperation, the number of which is increasing annually.

For three years the university has implemented 5 Scientific and Technical Grant schemes under the Ministry of Education and Sciences of the Republic of Kazakhstan (hereinafter – MES RK), the Ministry of Labor and Social Protection of the Republic of Kazakhstan, as well as 11 initiated researches with the university financing, as well as introduced a financial support to students' scientific papers.

## **II. ANALYSIS OF THE SELF-ASSESSMENT REPORTS**

Self-assessment report on the criteria of the specialized accreditation of the academic program for the bachelor degree 5B110300 Pharmacy at the MOWKSMU was presented on 150 pages, of which 12 pages are annexes to the relevant standards.

The content of the self-evaluation report is structured in all specialized accreditation standards of medical specialties of educational organizations, and accompanied by a cross-reference to the relevant standard items.

Specialized self-evaluation reports of the University contain: a statement by the Rector of MOWKSMU, Professor E.Zh. Bekmukhambyetov confirming the accuracy and objectivity of the information and data provided in the reports; a list of members of the internal commission of the MOWKSMU institutional self-assessment; information about the person responsible for self-assessment, i.e. Vice-Rector for educational work, Mr. A.B.Tusupkaliyev.

In order to plan and conduct a specialized self-assessment of the academic program on the specialty 5B110300 "Pharmacy" a commission and a subcommittee on self-evaluation of the academic program on the specialty 5B110300 "Pharmacy" (order no. 12 / 4-1-17 / 501 О / Д as of 08.09.2016).

The self-assessment report of the academic program includes the description of standards and applications according to the relevant standards, confirming the reliability of the submitted data contained in the report. A detailed analysis of the materials is carried out, their content is reflected in the report.

The content of the report is structured in accordance with the standard of specialized accreditation of medical schools and includes a description of strengths, areas for improvement in each standard.

## **III. OUTLINE OF THE EEP VISITS**

The visit of the external expert panel (EEP) to the MOWKSMU was organized on December 6-8, 2016 in accordance with the program coordinated with the chair of the EEP, Ph.D. in medicine, prof. B.S. Turdaliyeva and approved by the rector of the university, Doctor of Medicine, prof. E.Zh. Bekmukhambyetov.

The panel reviewed the regulatory educational-methodological documents on educational disciplines, including standard curricula, work programs, teaching and methodological complexes and other materials provided by the higher education institution.

All the materials requested by the panel were provided to the MOWKSMU on time and in full. In order to obtain objective information on the evaluation of the university's activities, the following methods were used by EEP members: visual inspection, observation, interviewing of

employees of various structural units, teachers, trainees, employers, questioning of faculty and students. MOWKSMU staff assured the presence of all the persons mentioned in the program of the visit. The 3-day EEP visit program was implemented in full.

A preliminary meeting of the IAAR EEP members was held on December 6, 2016. During the organizational meeting they were acquainted with the objectives of the visit, the visit program was specified, the responsibility of the EEP members was distributed. Three main subgroups of the EEP members were identified, those who study academic programs in the fields of Pharmacy (1 group), Nursing care (group 2), 6 residency specialties (group 3). This division is due to the large amount of work of the EEP and the need to visit the departments implementing accredited academic programs. A brief review of the reports on the specialized self-assessment of the MOWKSMU specialties was conducted, key issues were discussed, additional information was identified, which should be requested from the HEI for validation and full awareness of the EEP members during the specialized accreditation procedure.

In accordance with the program of the visit on **December 6**, EEP members held discussions with the university management, members of the Academic Council, teachers, administrative and management personnel, interviewed students and residents. The dean's office of the faculties of dentistry, pharmacy, nursing, public health and medical prophylactic affairs, residencies, admission committee, department of postgraduate professional education, teaching and methodological council, Committee of academic programs for specialties (Pharmacy, Nursing care, general educational disciplines), Department of methodological work, registrar's office, testing department, library, social and psychological support department, youth affairs department, department of professional practice of students and students monitoring of employment, museum. A meeting with students and undergraduate faculty, with employers in the specialty «Nursing care» was conducted. During the visit to the basic units of MOWKSMU, the staff made presentations and answered EEP expert questions. Thus, the Department of academic and methodological work informed about the activities of the department on methodological support of academic programs for the bachelor's and postgraduate programs. The work of AIS Sirius, which is designed to automate the management of processes (educational, administrative, organizational, accounting and analytical) in educational institutions, was demonstrated in detail. It was shown how the State Program for the Development of Education of the Republic of Kazakhstan for 2011-2020 is being implemented, and what important aspects of the program are included in the Strategic Development Plan of the University for 2016-2020. The application role of the Department of academic and methodological work is reflected in the introduction of the integrated teaching methods based on modern principles (PBL, TBL, CBL, "Lectures together", "Standardized patient", etc.) into the learning process.

**On December 7**, the EEP members visited the clinical facilities - the State-owned enterprise "Emergency Hospital", the center of practical skills, 10 departments located at the University's facilities - own clinics and clinics in Aktobe, the museum of the university. For instance, when visiting the emergency medical department, anesthesiology, resuscitation with neurosurgery, Professor M. Biryuchkov responsible for the course told about the conditions, infrastructure, medical care to neurological patients and introduction of telemedicine equipment "Polycom", which allows to conduct video and conferences with medical institutions of the Republic of Kazakhstan. Residents specializing in "Neurosurgery, including pediatric" and the faculty members participate in video conferences held with leading specialists of the Republic of Kazakhstan, of near and far abroad. Telemedicine allows to consult patients from remote areas while having present resident physicians and residents in the specialty of "Neurosurgery, including pediatric".

The head of the department of the surgical profile of internship and postgraduate training with a course of traumatology B.S. Zhakiyev presented information about the peculiarities of the department's work, its equipment and infrastructure, told about the achievements in the field of organ transplantation by the surgeons of the university, and about the successful liver transplantation within the framework of the international medical symposium with the



participation of surgeons from South Korea. On the same day, meetings were held with the heads of the Medical Center, the Center for Practical Skills, the Department for Strategic and International Work, the Head of the Public Relations Department, Evidence Medicine, Continuous Professional Development, Chairs of the Committees on Academic Programs and other units. Members of the EEP noted that practical exercises at the Center for practical skills are carried out using simulation technologies, as the center is equipped with training manikins, models and simulators, high-tech simulators with special computer programs.

The Panel visited the regional children's clinical hospital - the clinical facility of the Department of Pediatric Surgery. The information on the features of the department and its equipping with the necessary visual aids for the educational process is presented: there are phantoms, tables and figures, slides on all the themes of pediatric surgery, video films. In the process of teaching students, modern methods of diagnosis and treatment are widely used: computer and magnetic resonance imaging, angiographs, ultramodern scanners of expert class, remote fluoroscopy apparatus, video endoscopy. Demonstration of the conference hall for the translation of "children's surgery" and communication with invited surgeons of the near and far abroad.

The Panel paid a visit to "Zheldor Pharmacy" LLP Pharmacy No. 9, which is the production facility for students of the specialty "Pharmacies". The pharmacy has the necessary material resources for training students in medicine technology.

Thus, the Panel visited all of the University's own clinical facilities, most of which are accredited. All the clinics of the University, in addition to accompanying the educational process, are designed to optimally meet the needs of the population for preventive, therapeutic and diagnostic, medico-social and medicinal care. Clinics provide medical assistance in the framework of the state order for a guaranteed volume of medical care. The compliance of the University's own clinical databases with regulatory requirements is analyzed based on the results of internal and external audits.

**On December 8**, the scientific and practical center and the departments of basic medical disciplines were visited. EEP visited the scientific and practical center - scientific and educational laboratories: morphological, immunological, biochemical, physiological, hygienic, where fragments of scientific research of undergraduates and doctoral students are performed, classes with students are conducted; members of the panel got acquainted with the equipment of the laboratories of the center. Meetings were also held with the heads of the department of management of scientific and innovative activity, departments of basic medical disciplines.

In accordance with the accreditation procedure, on-line questionnaire survey of teachers and students (including residents) was conducted. As a result of the survey of teachers, which involved 33 people, it was found that 100% of respondents noted that they were satisfied with the content of the academic programs, 100% noted that the university provides an opportunity for continuous development of teachers' potential, and more than 93% can actively apply their own methods. All the interviewed said that the library has the necessary scientific and educational literature. 96.8% of the teachers who participated in the survey, believe that the university is a safe work place. The majority of respondents (96.7%) are confident that their innovative activity is encouraged by the management and are satisfied with the work on upgrading the qualifications of the teaching staff. Majority of respondents are satisfied with the support of the management both in the development of new academic programs and in motivational approaches. In general, for all 65 questions of the questionnaire, the overwhelming majority of the respondents answered positively and consider that this is an actively developing institution with great growth opportunities and conditions for both teachers and employees, and for students. At the same time, a number of respondents (41.9%) are facing problems - a lack of educational audiences, infrequent involvement in training of practitioners (29%), imbalance in the academic load for semesters (38.7%), overcrowded training groups (40.3% %), lack of access to the Internet (32.2%), low discipline of students (53.2%), lack of technical tools in classrooms (38.8%). 43.5% of respondents are partially and completely dissatisfied with the terms of labor

payment, the same opinion about the provision of benefits (rest, sanatorium treatment, etc.) have 46.8% of respondents.

31 students were interviewed. According to the survey results, 94% are satisfied with the relations with the dean's office, more than 94% are satisfied with the level of accessibility and responsiveness of the university administration, the availability of academic counseling (92%), teaching materials (94%), the availability of library resources (96.7%), the corporate environment of the university (92.5%), general quality of the curriculum (96%), teaching methods (90.7%), quality of teaching (94.8%), awareness of various aspects of education (97%), objectivity and fairness of teachers (96%), using effective teaching methods (89.7%). With respect to the qualitative characteristics of teachers, the majority of the interviewed students expressed positive opinion.

For the EEP work comfortable conditions were created with an access to all the necessary information resources. The Panel notes the good level of the MOWKSMU corporate culture, the high degree of openness of the team in providing information to the EEP members.

Recommendations for improving academic programs of accredited specialties of the university, developed by the EEP on the results of the examination, are presented at a meeting with the management on December 8, 2016.

#### **IV. RECOMMENDATIONS TO THE MOWKSMU on academic programs of the specialty 5B 110300 «Pharmacy»:**

1. to improve the development of academic mobility of students to improve the quality of educational services in the specialty "Pharmacy".
2. to perfect pedagogical skill, using the opportunities of the Program of academic mobility of the teaching staff in leading organizations of near and far abroad countries.
3. to activate work on inviting visiting-professors.

## PARAMETERS OF THE SPECIALIZED PROFILE

№	CRITERIA FOR EVALUATION	Comments	Corresponds to	Corresponds in part to	does not match
<b>1.</b>	<b>« MISSION, PLANNING AND ADMINISTRATION »</b>				
1.1	Medical education institution <b>must</b> define its mission and bring it to the attention of stakeholders and the health sector.		+		
1.1.2	The mission statement <b>must</b> contain objectives and educational strategy, allowing preparation of the qualified pharmacist at undergraduate pharmacy education:	На официальном сайте Университета размещена миссия Университета, миссии программы нет. Сотрудниками Университета представлен официальный документ с миссией программы «Фармация» в соответствии со стандартом		+	
	– with an appropriate basis for a further career in any field of pharmacy, including all types of pharmaceutical services, pharmaceutical production, administration and research;				
	– able to fulfill the role and functions of the pharmacist in accordance with the requirements of the health sector and pharmacy;				
	– prepared for post-graduate training, including master's programme, specialization;				
	– with a commitment to lifelong learning, including professional				

	responsibility to support the level of knowledge and skills through performance evaluation, audit, study of their own practice and recognized activities in CPD/CME.				
1.1.3	The medical education <b>must</b> ensure that key stakeholders are involved in the development of the mission.		+		
1.1.4	Mission and objectives of the medical education institution <b>must</b> correspond to the available educational resources, medical education institution opportunities, market requirements, and the ways to support them must be identified and an access to information about the mission, objectives of the medical education institution to the public (the availability of information in the media, Web site of the HEI) must be provided, mission and objectives of the medical education institution are approved by the Advisory and Consultative Council of the YSO/HEI.		+		
1.1.5	Activities of medical education institution should be based on the values that provide the educational program of Pharmacy in terms of adherence to humanistic culture of learning environment by:		+		
	- ensuring cooperation, mutual respect, harmonious relations between the administrative personnel, staff, faculty, students, alumni;				
	- maintaining and growing the professionalism and ethical conduct, encouraging an open communication, the manifestations of leadership among teachers, students and staff				
<b>1.2.</b>	<b>Planning</b>		+		
1.2.1	Medical education institution <b>must</b> have a strategic plan, which includes improving the quality of pharmaceutical education,		+		

	development of science and practice of pharmacy and pharmaceutical manufacturing technology, approved by the consultative and advisory council of medical education institution/HEI.				
1.2.2	When planning it <b>must</b> take into account all the resources (including faculty, staff, teachers, technicians, finance, and others) necessary for high quality implementation of educational programs in pharmacy, and make changes if required.		+		
1.2.3	Medical education institution <b>must</b> establish regular mechanisms for monitoring, evaluation and documentation of progress in achieving the goals and objectives of the strategic plan, in general, and in particular with regard to pharmaceutical education.		+		
<b>1.3</b>	<b>Administration and financing</b>		+		
1.3.1	The medical education institution <b>must</b> comprise an independent unit responsible for the implementation of educational programs in pharmaceutical specialties and reflected in the organizational structure of medical education institution/HEI.		+		
1.3.2	Unit responsible for the implementation of educational programs in pharmaceutical specialties <b>must</b> have a vision of pharmaceutical education, practice and research consistent with the pharmacy profession in modern conditions of development of medicine and public health.		+		
1.3.3	The structural unit responsible for educational programs <b>must</b> be responsible for and has the authority to plan and implement an educational program, including the allocation of resources allocated for the planning and implementation of teaching and learning methods, student evaluation and evaluation of educational program and training courses, in order to ensure the achievement of educational outcomes.		+		

1.3.4	The head of the unit responsible for the implementation of educational programs in pharmaceutical specialties <b>must</b> be the dean (or other head) having pharmaceutical education and with the appropriate qualification, practical and research experience to provide leadership of pharmaceutical education, practice and research.		+		
1.3.5	The dean (or other head) <b>must</b> be responsible for ensuring compliance of the educational program in a specialty “Pharmacy” with the accreditation standards.		+		
1.3.6	Medical education institution <b>must</b> have sufficient financial resources to implement the goals and objectives of the educational program in “Pharmacy”.		+		
1.3.7	The medical education institution <b>must</b> ensure adequate financial, logistical, resource (scientific research, faculty, staff, students, practice site, teachers, library, technology) and administrative support to the unit responsible for the implementation of the educational program in Pharmacy.		+		
<b>1.4</b>	<b>The institutional autonomy and academic freedom</b>		+		
1.4.1	The medical education institution <b>must</b> have institutional autonomy for the development and implementation of policies for which the faculty and administration are responsible, particularly in relation to:		+		
	- the development of educational program;				
	- hire and development of faculty and staff;				
	- development of internal procedures for assessing the quality of education;				
	- use of the resources necessary for the				

	implementation of the educational program.				
1.4.2	The medical education institution <b>should</b> ensure the academic freedom to its employees and students:  - in respect of the current educational program, within which it will allowed reliance on the various points of view in the description and analysis of issues in medicine.		+		
1.4.3	in the opportunities to use the results of new research to improve the study of specific subjects/issues without the extension of the educational program.		+		
<b>1.5</b>	<b>The medical education institution <i>should</i> direct the renewal process to the following questions:</b>		+		
	- adaptation of the provisions of the mission and outcomes of training to the scientific, socio-economic and cultural development of society				
	- initiate the procedures for regular review				
	- review the structure and function.				
	- allocate resources for continuous improvement.				
	- ensure that the process of renewal and restructuring leads to revision of its policy and practices in line with previous experience, current activities and future perspectives.				
	- improving the organizational structure and management principles to ensure efficient operation under changing circumstances and needs, as well as in the long term, to meet the interests of different stakeholder groups.				
	<b>Total</b>		<b>21</b>	<b>1</b>	
<b>2</b>	<b>EDUCATIONAL PROGRAM</b>				
<b>2.1</b>	<b>Objectives of the educational program</b>		+		

2.1.1	The educational program in a specialty “Pharmacy” <b>must</b> have a clear purpose and objectives consistent with the mission of the medical/pharmaceutical educational institution, meeting the demands of potential customers and programs aimed at the formation and development of professional knowledge, skills, attitudes and values of students, based on best practices and research.		+		
2.1.2	The educational program in a specialty “Pharmacy” <b>must</b> include mandatory and optional (elective) courses, which goals and objectives are aimed at the development of student achievement and professional competencies.		+		
2.1.3	The medical education institution <b>must</b> systematically explore demands of potential consumers of the educational program (students, applicants and their parents, employers, teachers, including the partner universities) and use them in the development and improvement of the educational program.		+		
2.1.4	Medical education institution <b>must</b> have an effective mechanism to ensure the achievement and adjustment of the program objectives.		+		
2.1.5	The medical education institution <b>must</b> ensure that the educational program develops students' ability to lifelong learning.		+		
2.1.6	The medical education institution <b>must</b> ensure that the educational program is implemented in accordance with the principles of equality.		+		
2.1.7	The medical education institution <b>must</b> , prior to commencement of each course, provide students with information about the goals, objectives and requirements for each course curriculum, including course content, methods and forms of evaluation.		+		
2.1.8	The medical education institution <b>should</b> use the education program and teaching		+		



	methods based on modern principles of learning that encourage, prepare and support students and ensure that students have responsibility for their own learning process.				
2.1.9	The medical education institution <b>should</b> apply the teaching methods aimed at developing students' critical thinking, decision-making skills related to their future profession.		+		
<b>2.2</b>	<b>Education outcomes</b>		+		
2.2.1	Medical education institution <b>must</b> determine the level of competence necessary for a graduate to begin practice in the field of pharmacy, including:		+		
	- provision of pharmaceutical services in the field of medicines, including the planning and arrangement of pharmaceutical activities, wholesale and retail sales, research, development, production, quality control, standardization, certification, state registration, advertising, use and disposal of old medicines;				
	- quality control and standardization of medicines and medicinal plants at the stages of their development, production, storage and use;				
	- provision the population with efficient, safe drugs used for prevention, diagnosis and treatment, rehabilitation and care;				
	- organization and implementation of the production of medicines of intrapharmacy manufacturing and industrial production;				
	- organization and implementation of drug supply and premedical care to the sick and injured in extreme situations;				
	- development of innovative programs and measures for implementation thereof;				
	- the effective use of information and communication technologies for access to reliable information, to improve provision				

	of people with drugs, work in a unified information network of the health system;				
	- introduction of innovative technologies in the field of medicines.				
	- implementation of scientific and educational activities in the field of pharmaceutical education and science.				
2.2.2	Medical education institution <b>must</b> identify the expected education outcomes that students must demonstrate after graduation, with respect to:		+		
	– their achievements at a basic level in relation to knowledge, skills and attitudes;				
	– an appropriate framework for a future career in any field of pharmacy;				
	– their future roles in the health sector and the pharmaceutical industry;				
	– their subsequent post-graduate training;				
	– their commitment to lifelong learning;				
	– health needs of public health, health system requirements and other aspects of social responsibility.				
2.2.3	The medical education institution <b>must</b> ensure that the student fulfills the obligations in respect of doctors, pharmacists, engineers, teachers, patients and their families in accordance with the Code of Conduct.		+		
2.2.4	The medical education institution <b>should</b> :  identify and coordinate connection of the education outcomes required after completion, with those required in postgraduate training.		+		
2.2.5	determine the results of student involvement in research in the field of pharmacy.		+		
2.2.6	draw attention to the outcomes related to global health.		+		
<b>2.3</b>	<b>The scientific method</b>		+		

2.3.1	The medical education institution <b>must</b> , throughout the educational program, teach students:				
	- the principles of scientific methodology, including analytical and critical thinking;				
	- scientific research methods in pharmacy;				
	- evidence-based medicine, which require the proper competency of the teachers and will be a mandatory part of the educational program and will involve students in the conduct of, or participation in small research projects.				
2.3.2	The medical education institution <b>should</b> include in the educational program the elements of basic or applied research including mandatory or elective analytical and experimental studies, thereby facilitating participation in the scientific development of medicine as professionals and colleagues.		+		
<b>2.4</b>	<b>The basic biomedical disciplines</b>		+		
2.4.1	The medical education institution <b>must</b> identify and include in the educational program the achievements in the basic biomedical <b>disciplines</b> for formation and students' understanding of the scientific concepts and methods in the field of basic biomedical sciences, which are fundamental for the acquisition of scientific knowledge and their application in practice.		+		
2.4.2	The medical education institution <b>must</b> ensure the inclusion in the educational program of basic biomedical disciplines that are essential for the formation and development of professional competence in the field of pharmacy practice of a graduate.		+		
2.4.3	The medical education institution <b>must</b> ensure that the graduates of the educational program are competent in the application of biomedical scientific knowledge in the organization of pharmaceutical production and pharmaceutical care for population.		+		

2.4.4	The medical education institution should in the educational program correct and introduce new achievements of basic biomedical disciplines to better students' understanding of the classification of drugs, the general laws of the pharmacokinetics and pharmacodynamics of drugs, foundations pharmacocontrol and pharmacotherapy, toxicology and environmental hygiene.		+		
<b>2.5</b>	<b>General education disciplines, medical ethics</b>		+		
2.5.1	The medical education institution <b>must</b> determine and include in the educational program the achievement of the behavioral sciences, medical ethics, ensuring that students will be able to demonstrate the application of the principles of ethical thinking, decisions and actions, professional liability in respect of patients and consumers of drugs.		+		
2.5.2	The medical education institution <b>must</b> ensure that the graduates of the educational program are competent in the application of the fundamental principles of behavioral sciences, contributing to the implementation of patient-centered approach that promotes public health and the organization of pharmaceutical care to the population.		+		
2.5.3.	Graduates of an educational program in a specialty "Pharmacy" <b>must be</b> competent in applying the principles of ethical decision-making and professional responsibility.		+		
2.5.4	The medical education institution <b>must</b> determine and include in the educational program the achievements of social sciences, medical jurisprudence, which will provide: knowledge, concepts, methods, skills and attitudes necessary for understanding socio-economic, demographic and cultural conditioning		+		

	causes, dissemination of various diseases that will contribute to the analysis of problems of public health, effective communication, clinical decision making and ethical practices.				
2.5.5	The medical education institution in the educational program <b>should</b> correct and introduce the new achievements of behavioral and social sciences and medical ethics as for scientific, technological and clinical development, current and anticipated needs of society and the health care system, as well as changing demographic and cultural conditions.		+		
<b>2.6</b>	<b>Pharmaceutical disciplines</b> In the educational program the medical education institution <b>must</b> define and introduce the achievements of the pharmaceutical disciplines and ensure that students:		+		
2.6.1	acquire sufficient knowledge and skills, including:		+		
	basic principles of pharmaceutical care to the population;				
	asics of Pharmacy;				
	processes of marketing management in pharmacy, conducting and analyzing market research, pharmaceutical management basics;				
	basic principles of organization of the production process and manufacture of drugs of extemporaneous and industrial production, herbal remedies, medical and cosmetic, parapharmaceutical and veterinary drugs, dietary supplements and natural products;				
	the basic principles and provisions governing the quality of medicines;				
	the general principles of pharmaceutical analysis, the basic methods and techniques of quality research of medicines;				

	The nomenclature of medicinal vegetative raw materials, questions of preparation of medicinal plants on botanical grounds;				
	basic principles of macro- and microscopic, merchandising analysis and standardization of medicinal plants.				
2.6.2	The medical education institution should ensure that students spend at least one third of the program in laboratories, industries, to develop professional skills.		+		
2.6.3	The medical education institution <b>must</b> arrange practical training with appropriate attention to patient safety and consumer of medicines, including supervision of the actions carried out by students in a clinical sites, laboratories and production facilities.		+		
2.6.4	The medical education institution in the educational program should be correct and introduce the new achievements of Pharmaceutical Sciences for scientific, technological and clinical developments, as well as current and expected needs of the community and the health system.		+		
2.6.5	The medical education institution <b>should</b> structure the different components of learning to practical skills in accordance with a specific stage of the educational program (training in the laboratories of the HEI, research institutes, pharmaceutical production, pharmacies and others).		+		
<b>2.7</b>	<b>The structure of the educational program, the content and duration</b>		+		
2.7.1	The medical education institution <b>must</b> describe the content, scope and sequence of courses and other elements of the educational program to ensure compliance with the appropriate ratio between basic biomedical, behavioral, and social and pharmaceutical disciplines.		+		
	The medical education institution <b>should</b> in the educational program:				
2.7.2	ensure the horizontal integration of related		+		

	sciences and disciplines.				
2.7.3	provide vertical integration of pharmaceutical sciences with basic biomedical and behavioral and social sciences		+		
2.7.4	provide an opportunity of elective content (elective subjects) and determine the balance between compulsory and elective part of the educational program, which includes a combination of compulsory elements and electives or special components for choice.		+		
<b>2.8</b>	<b>Management of the program</b>		+		
2.8.1	The medical education institution <b>must</b> have the educational program committee or equivalent that provides a systematic review, development, evaluation and changes to the program.		+		
	The medical education institution <b>should</b> ensure that the structural unit responsible for the educational program:				
2.8.2	takes into account the environment in which graduates will be expected to work and accordingly modify the educational program.		+		
2.8.3	considers the modification of the educational program based on feedback from the community and society as a whole.		+		
2.8.4	The medical education institution <b>must</b> ensure representation of teachers and students in the unit responsible for educational programs.		+		
2.8.5	The medical education institution <b>should</b> plan and implement innovations in educational program through a structural unit responsible for educational programs.		+		
2.8.6	The medical education institution <b>should</b> include representatives from of other relevant stakeholders, in the structural unit of the medical education institutions, responsible for educational programs, including other members of the educational process, representatives from clinical facilities, pharmaceutical industries, graduates of the medical education institutions, health professionals, involved		+		

	in the training or other teachers of departments of the HEI.				
<b>2.9</b>	<b>Connection with medical practice and health care system</b>		+		
2.9.1	The medical education institution <b>must</b> ensure operational link between the educational program and the subsequent stages of training (master's program, specialization, CPD/CME) or practice that the student will start at the end of training, including the definition of health problems and the definition of the required education outcomes, a clear definition of and a description of the elements of the educational program and their connections at various stages of preparation and practice, with due regard to local, national, regional and global environment, and also feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in health care.		+		
<b>2.10</b>	<b>The medical education institution should direct the renewal process to the following matters:</b>		+		
	- adaptation of the educational program model and methodological approaches in order to ensure that they are relevant and appropriate to take into account the current theories in education, adult education methodology, principles of active learning;				
	- adjustment of the elements of the educational program and their relationship in accordance with achievements in biomedical, educational, clinical and pharmaceutical sciences with changing demographics and health/disease pattern of the population and socio-economic and cultural conditions, and the adjustment process shall assure inclusion of the new relevant knowledge, concepts and methods and deletion of obsolete;				
	- modification of the education outcomes of graduates in accordance with documented needs of the post-graduate training environment, including clinical skills, training in public health and participation in patient care in accordance with the responsibilities conferred upon graduates after HEI graduation.				



	<b>Total</b>		<b>52</b>	<b>-</b>	<b>-</b>
<b>3.</b>	<b>EVALUATION OF THE EDUCATIONAL PROGRAM 3.1 Mechanisms for monitoring and evaluation of the program</b>		+		
3.1.1	The medical education institution should have a program relative to the educational program for monitoring the processes and results, including the routine collection of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately, and to identify any areas requiring intervention, and the data collection is a part of the administrative procedures in connection with the admission of students, evaluation of students and completion of training		+		
	The medical education institution <b>must</b> establish and implement mechanisms for evaluating educational programs that:				
3.1.2	are aimed at the educational program and its major components, including a model of the educational program, structure, content and duration of the educational program and the use of compulsory and elective units (see Standard “Educational program”).		+		
3.1.3	focus on student progress.		+		
3.1.4	identify and deal with the problems that include poor achievement of the expected education outcomes, and will involve the collection of information on the education outcomes, including the shortcomings and problems, and used as feedback for events and corrective action plans to improve educational programs and educational program subjects.		+		
	The medical education institution <b>should</b> conduct periodical comprehensive evaluation of educational program focused on:				
3.1.5	the context of the educational process,		+		

	which includes the organization and resources, learning environment and culture of the medical education institution.			
3.1.6	the specific components of the educational program, which includes a description of discipline and teaching and learning methods, clinical rotations, and evaluation methods.		+	
3.1.7	general outcomes to be measured by the results of national examinations for licensing, benchmarking procedure, international exams, career choice and results of postgraduate training.		+	
3.1.8	its social responsibility.		+	
<b>3.2</b>	<b>Feedback of a teacher and student</b>		+	
3.2.1	The medical education institution <b>must</b> systematically collect, analyze and provide teachers and students feedback, which includes information on the process and products of the educational program, and also include information on malpractice or misconduct of teachers or students and/or legal consequences.		+	
3.2.2	The medical education institutions <b>should</b> use the results of feedback to improve the educational program.		+	
<b>3.3</b>	<b>Educational achievements of students and graduates</b>		+	
	The medical education institution <b>must analyze</b> the educational achievements of students and graduates regarding to:			
3.3.1	its mission and education outcomes of the educational program, which includes information on the average duration of study, GPA, pass and failure rates at examinations, success and dismiss rates, student reports about conditions in their courses, the time spent to explore the areas of interest, including the components of choice, as well as interviews with students at the repeat courses, and interviews with students who quit the training program.		+	
3.3.2	educational program.		+	
3.3.3.	Endowments.		+	

3.3.4	The medical education institution <b>should</b> analyze the academic achievement of students with respect to their prior experience and conditions, including social, economic and cultural conditions, as well as the level of training at the time of admission to the medical education institution.		+		
3.3.5	The medical education institution <b>should</b> use the analysis of educational achievements of students to provide feedback to the unit responsible for the selection of students, educational program planning, student counseling.		+		
<b>3.4</b>	<b>Stakeholder Involvement</b>		+		
3.4.1	The medical education institution <b>must</b> involve faculty and students, its administration and management in its program of monitoring and evaluation activities of the educational program.		+		
3.4.2	The medical education institution <b>should</b> to other interested parties, including other members of the academic and administrative staff, members of the public, the competent authorities of the education and health care, professional organizations, as well as those responsible for post-graduate education:		+		
	- provide access to the results of the course and educational program evaluation;				
	- collect and examine feedback from them in pharmaceutical practice of the graduates;				
	- collect and examine feedback from them on an educational program.				
	The medical education institution <b>should</b> :				
3.4.3	provide access to the results of the evaluation of courses and programs;		+		
3.4.4	collect and examine feedback from them in clinical practice of the graduates;		+		
3.4.5	collect and examine feedback from them on an educational program.		+		
<b>3.5.</b>	<b>The medical education institution <i>should</i> base its renewal process on:</b>		+		

	- prospective studies, analysis and results of its own research and literature on the medical/pharmaceutical education.				
	- improving the monitoring and evaluation of the educational program.				
	<b>Total</b>		<b>25</b>		
<b>4.</b>	<b>STUDENTS</b>		+		
	<b>4.1 Policy of admission and selection</b>				
4.1.1	The medical education institution <b>must</b> define and implement a policy of admission, including a clearly defined position on the process of selection of students, which includes the rationale and methods of selection, such as the results of high school, other relevant academic experience and other entrance exams and interviews, evaluation of a motivation to become a pharmacist/pharmaceutical production technologist, including changes in the needs associated with a variety of medical and pharmaceutical practice.		+		
4.1.2	The medical education institution <b>must</b> have policy and introduce the practice of admission of students with disabilities in accordance with existing laws and legal documents of the country.		+		
4.1.3	The medical education institution <b>must</b> have policy and introduce the practice of transfer students from other programs and the medical education institutions.		+		
	The medical education institution <b>should</b> :				
4.1.4	establish a relationship between the selection of students and the mission of the medical education institution, educational program and desired qualities of graduates.		+		
4.1.5	review regularly the admission policy on the basis of the relevant data from the public and professionals in order to meet the health needs of the population and society as a whole, including the consideration of the admission of students based on their gender, ethnicity and language, and the potential need for a special admission policy for students from low-income families and minorities.		+		

4.1.6	use the system to appeal the admission decisions		+		
<b>4.2</b>	<b>Admission of students</b>		+		
4.2.1	The medical education institution <b>must</b> determine the number of students admitted in accordance with the logistics and opportunities at all stages of education and training in accordance with national requirements for human resources of health care. In the case of the medical education institutions do not control the number of admitted students it is necessary to demonstrate their commitment by explaining the whole relationship, paying attention to the consequences of decisions (imbalance between student admission and logistical and academic potential of the medical education institution/HEIE).		+		
4.2.2	The medical education institutions <b>should</b> review regularly the amount and nature of student in the consultation process with relevant stakeholders responsible for the planning and development of human resources in the health sector, with experts and organizations on the global aspects of human resources for health care (such as insufficient and uneven distribution of human resources for health care, migration experts, the establishment of new the medical education institutions).		+		
<b>4.3</b>	<b>Counselling and support for students</b>		+		
	The medical education institution <b>must</b> :				
4.3.1	have a system of academic counselling of their students (advisors), which includes issues related to the selection of elective courses, preparation for residency, career planning, the appointment of academic mentors (tutors) for individual students or small groups of students.		+		
4.3.2	propose a program of support to students, aimed at the social, financial and personal needs, including support for the social and personal problems and events, health problems and financial issues, access to health care, immunization programs and health insurance, as well as financial services assistance in the form of financial		+		

	aid, scholarships and loans.				
4.3.3	allocate resources to support students.		+		
4.3.4	ensure the confidentiality of counseling and support.		+		
	The medical education institution <b>should</b> provide counseling that:				
4.3.5	is based on the monitoring of student progress and is aimed at social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
4.3.6	includes counseling and career planning.		+		
4.3.7	includes a procedure of receiving, reviewing and responding to complaints from students.		+		
<b>4.4</b>	<b>Представительство студентов</b>		+		
4.4.1	The medical education institution <b>must</b> define and implement a policy on student representation and participation in the development, management, evaluation of the educational program and other issues relevant to students (student government, the participation of students in the council of a faculty, the HEI, and other relevant bodies, social activities and local health projects).		+		
4.4.2	The medical education institution <b>should</b> assist and support the student activities and student organizations, including providing technical and financial support for student organizations.		+		
<b>4.5</b>	<b>Graduates</b>		+		
4.5.1	In the higher education institution should have a study system of employment, demand, career support and continuing professional development of graduates.		+		
4.5.2	Data obtained using this system must be used to further improvement of the educational programs.		+		
<b>4.6</b>	<b>The medical education institution <i>should</i> focus the renewal process</b> on adaptation of student admission and selection methods policy subject to the changing expectations and circumstances, human resource needs,		+		

	changes in the system of pre-university education and the needs of the educational program.				
	<b>Total</b>		<b>25</b>		
<b>5</b>	<b>EVALUATION OF THE STUDENTS Methods of evaluation</b>		+		
	The medical education institution <b>must</b> :				
5.1.1	identify, approve and publish the principles, methods and practices used to assess the students, including the number of examinations and other tests, the balance between written and oral examinations, the use of methods of evaluation based on the criteria and reasoning, and special examinations, as well as define the criteria for setting the pass grades, ratings and number of permitted re-tests.		+		
5.1.2	ensure that the evaluation covers the knowledge, skills and attitudes.		+		
5.1.3	use a wide range of evaluation methods and formats, depending on their “assess the utility”, which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of the methods and format of the evaluation.		+		
5.1.4	ensure that the methods and results of the evaluation avoid conflicts of interest.		+		
5.1.5	ensure that the process and methods of evaluation are available for examination by external experts.		+		
	The medical education institutions <b>should</b> :				
5.1.6	document and evaluate the reliability and validity of evaluation methods that require the appropriate quality assurance process of the existing evaluation practices;		+		
5.1.7	adopt new methods of evaluation according to the needs;				
5.1.8	use the system to appeal the evaluation results.				
<b>5.2</b>	<b>The relationship between evaluation and education</b>				
5.2.1	The medical education institution must use the principles, methods and practices of		+		

	evaluation, including academic achievement of students and evaluation of knowledge, skills and professional values which:				
	– are clearly comparable with the methods of learning, teaching and education outcomes;				
	– ensure that students achieve education outcomes;				
	– contribute to learning;				
	– provide an appropriate balance between formative and summative evaluation, to control learning and evaluate the academic progress of the student, which requires the establishment of rules for evaluating progress and their relation to the evaluation process.				
	The medical education institution <b>should</b> :				
5.2.2	regulate the amount and nature of examinations of the various elements of the educational program in order to encourage the knowledge and integrated learning, and to avoid the adverse impact on the learning process and eliminate the need to study too much information and overload of the educational program.		+		
5.2.3	ensure the provision of feedback to students on the basis of the evaluation results.		+		
5.3	<b>The medical education institution should focus the renewal process</b> on the development of evaluation principles and methods of conduct and the number of examinations in accordance with changes in the education outcomes and teaching and learning methods.		+		
	<b>Total</b>		<b>14</b>	<b>-</b>	<b>-</b>
<b>6</b>	<b>ACADEMIC STAFF/TEACHERS</b>		+		
<b>6.1</b>	<b>Policy of staff selection and hire</b>				
6.1.1.	. The medical education institution <b>must</b> provide an educational program with sufficient number of teachers and staff to meet the stated goals and objectives.		+		
6.1.2	The educational program <b>must be</b> staffed with teachers who are entitled to teach and educate pharmaceutical specialties, have practical and/or academic experience in pharmacy/pharmaceutical manufacturing technology included in the program.		+		



	The medical education institution <b>must</b> determine and implement a policy of selection and hire of the staff that:				
6.1.3	defines a their category, responsibilities and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and pharmaceutical sciences for an adequate implementation of educational program, including the balance between medical, non-medical and pharmaceutical, academic staff, full and part-time employment and the balance between academic and non-academic staff.		+		
6.1.4	contains the criteria for scientific, educational, clinical and pharmaceutical advantages of applicants, including the balance between teaching, research and professional qualifications.		+		
6.1.5	identifies and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and pharmaceutical sciences.		+		
	The medical education institutions <b>should</b> take into account criteria below in its policy for the selection and hire of the staff:				
6.1.6	attitude to its mission, the importance of local context, including gender, ethnicity, religion, language and other conditions pertaining to the medical education institution and educational program		+		
6.1.7	The economic opportunities that take into account the institutional conditions for the financing of staff and efficient use of resources		+		
<b>6.2</b>	<b>Policy of development and activity of the staff</b>		+		
6.2.1	The medical education institution <b>must</b> demonstrate a process of continuous development of faculty and staff engaged in the implementation of an educational program in “Pharmacy”, including:		+		

	- conduct and participation in the development activities of the educational and pedagogical activities;				
	- participation in regional and national education meetings;				
	- mentoring of new teachers development in the professional fields;				
	- scientific productivity;				
	- maintenance of existing and development of new and/or developing skills.				
	The medical education institution <b>must</b> define and implement policy staff activity and development that:				
6.2.2	allows for maintenance of a balance between teaching, research and service functions, which include the establishment of time for each activity, considering the needs of the medical education institution and professional development of teachers		+		
6.2.3	ensures duly recognition of the academic activities with appropriate emphasis on teaching, research and professional qualifications and takes the form of rewards, promotion and/or remuneration		+		
6.2.4	ensures that the professional activities and research are used in teaching and learning		+		
6.2.5	ensures sufficient knowledge of each employee of the education program, which includes knowledge of the teaching/learning methods, the total educational program in a specialty "Pharmacy", knowledge of other disciplines and subject areas in order to motivate cooperation and integration.		+		
6.2.6	includes training, development and support of teachers, which involves all teachers, not only newly hired, as well as teachers, drawn from hospitals, laboratories, pharmacies, pharmaceutical industries, pharmaceutical companies		+		
6.2.7	The medical education institutions <b>should</b> apply an evaluation process, which provides an objective		+		

	measurement of the performance of each teacher.  The medical education institutions <b>should</b> :				
	The medical education institutions <b>should</b> :				
6.2.8	take into account the ratio of “teacher-student” depending on the various components of the educational program.		+		
6.2.9	Develop and implement a policy of promoting and motivating employees		+		
<b>6.3.</b>	<b>The medical education institution <i>should</i> focus the renewal process on adaptation of academic staff hiring and formation policy to meet changing needs.</b>		+		
	<b>Total</b>		<b>19</b>		
<b>7</b>	<b>EDUCATIONAL RESOURCES</b>		+		
<b>7.1</b>	<b>Facilities and resources</b>				
	The medical education institution <b>must</b> :				
7.1.1	have sufficient facilities and resources for teachers and students, allowing for adequate implementation of the goals and objectives of the educational program in a specialty “Pharmacy”.		+		
7.1.2	provide a safe environment for staff, students, patients, and include the provision of necessary information and protection against harmful substances, microorganisms, compliance with safety regulations in the laboratory and use of the equipment.		+		
7.1.3	provide students with the professional and scientific literature corresponding to the content of the educational program that encourages and supports research activities.		+		
7.1.4	The medical education institutions <b>should</b> improve the learning environment of students through regular renewal, expansion and strengthening of facilities and resources, to match developments in the practice of teaching.		+		
<b>7.2</b>	<b>Resources for professional training</b>		+		
	The medical education institution <b>must</b> provide the necessary resources to acquire		+		

	by students of adequate practical experience, including:				
7.2.1	sufficient number and categories of production facilities that include clinics, hospitals, research centers, laboratories, production and centers for pharmaceutical skillsdevelopment, provision of necessary equipment for training and rotation in major pharmaceutical disciplines;		+		
7.2.3	monitoring the professional practice of students.		+		
7.2.4	The medical education institutions <b>should</b> examine and evaluate, adapt and improve resources for professional training to meet the needs of the population served, which will include the relevance and quality of training programs regarding production facilities, equipment, number and category of patients, observation as a supervisor and administration.		+		
<b>7.3</b>	<b>Information Technology</b>		+		
7.3.1	The medical education institution <b>must</b> define and implement policy that is aimed at the efficient use and evaluation of appropriate information and communication technologies in the educational program.		+		
7.3.2	The medical education institutions <b>should</b> make available to teachers and students the opportunities to use information and communication technologies:		+		
	- for self-study;				
	- access to information;				
	- carrying out research;				
	- work in the health system.				
7.3.3	The library <b>must</b> contain the necessary learning materials-educational, technical, scientific and reference literature, various periodic medical publications, etc.		+		
7.3.4	The medical education institution/scientific organization <b>must</b> regularly monitor the		+		

	library resources, study and introduce the strategies to meet current and future needs of students.				
7.3.5	The medical education institutions <b>should</b> direct the improvement process to renewal of educational resources according to changing needs, such as student admission, size and profile of academic staff, the educational program.		+		
<b>7.4</b>	<b>Research in the field of medicine and scientific achievements</b>		+		
7.4.1	The medical education institution <b>must</b> :  have research activities in the field of medicine and pharmacy, as well as scientific achievements as the basis for the educational program.				
7.4.2	identify and implement policy that contributes to the relation between research and education.		+		
7.4.3	provide information on the research framework and priorities in the field of scientific research of the medical education institution.		+		
7.4.4	The medical education institutions <b>should</b> ensure that the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in research in the field of medicine and their development.		+		
<b>7.5</b>	<b>Expertise in the field of education</b>		+		
	The medical education institution <b>must</b> :				
7.5.1	have access to expertise in the field of education, where necessary, and carry out expertise which studies the processes, practices and problems of the medical education institution and may involve doctors with research experience in the medical education, psychologists and sociologists in the field of education, which is provided by the department of medical education development of the university, or involving the experts from other national		+		

	and international institutions.				
	The medical education institution <b>must</b> determine and implement a policy of using expertise in the field of education:				
7.5.3	in the development of the educational program.		+		
7.5.4	in the development of teaching methods and evaluation of knowledge and skills.		+		
	The medical education institutions <b>should</b> :				
7.5.5	provide evidence of the use of internal or external expertise in the field of the medical education for the development of employees' potential.		+		
7.5.6	pay due attention to the development of expertise in the evaluation of education and research in the medical education as a discipline that includes the study of theoretical, practical and social issues in the medical education.		+		
7.5.7	assist in the aspirations and interests of employees in research in the medical education.		+		
<b>7.6</b>	<b>Exchange in the field of education</b>		+		
	The medical education institution <b>must</b> define and implement policy for:		+		
7.6.1	cooperation at the national and international levels with other medical education institutions, universities, schools of pharmacy.		+		
7.6.2	transfer and credit of grades, which includes consideration of the scope of the educational program that can be transferred from other educational institutions and which may contribute to the conclusion of agreements on mutual recognition of the elements of the educational program, active coordination of programs between HEIs and the use of a transparent system of credits and flexible course requirements.		+		

	The medical education institutions <b>should:</b>				
7.6.3	contribute to the regional and international exchange of staff (academic, administrative and teaching staff) and students by providing adequate resources.			+	
7.6.5	ensure that the exchange is arranged in accordance with the objectives, taking into account the needs of staff, students, and in compliance with ethical principles.			+	
	<b>Total</b>		<b>29</b>	<b>2</b>	
	<b>TOTAL IN GENERAL</b>		<b>185</b>	<b>4</b>	

