



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

Addressed to the
IAAR Accreditation Council

REPORT

**on the results of the external expert panel (EEP) evaluation
for compliance with the requirements of the specialized
accreditation standards of the courses (specialties):**

**5B110300 “Pharmacy” (bachelor degree)
Republican State Enterprise on the rights of economic
management
“State Medical University of the Semey city**

27-29.06.2016

Semey city, 2016

Based on the Order of the Independent agency for accreditation and rating (hereinafter – IAAR) no. 31-16-OD as of 16/06/2016 external expert panel evaluated the compliance of the 5B110300 “Pharmacy” (bachelor degree) educational program of the **Republican State Enterprise on the rights of economic management “State Medical University of the Semey city”** with the specialized accreditation standards of IAAR.

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

EEP membership:

1. **Panel Chair** – Botagoz Turdaliyeva, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);
2. **Foreign expert** – Ion Bologan, Second-level doctorate degree in medicine, Kishinev State University of Medicine and Pharmacy (Kishinev city, Moldova);
3. **Foreign expert** – Irina Zhuravel, Second-level doctorate degree in Chemical sciences, Professor, National Pharmacy University (Kharkov city, Ukraine);
4. **Expert** – Botagoz Torlanova, Doctoral degree in pharmaceutical sciences, Acting Professor, Department of Pharmaceutical production technologies, South Kazakhstan State Pharmaceutical Academy (Shymkent city);
5. **Expert** – Saule Sarsenbayeva, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);
6. **Expert** – Gulzhakhan Omarova, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);
7. **Expert** – Saule Sydykova, Doctoral degree in Medicine, Associate Professor, Kazakhstan Russian Medical University (Almaty city);
8. **Expert** – Marat Assimov, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);
9. **Expert** – Zoya Ligay, Second-level doctorate degree in medicine, Professor, Kazakhstan Russian Medical University (Almaty city);
10. **Employer** – Gulzhan Mussinova, Doctoral degree in Medicine, Polyclinic no. 6 of the Semey city (Semey city);
11. **Employer** – Nailya Almeneva, Director of the Republican Publican Association Branch “National Medical Association” in Eastern Kazakhstan region (Semey city)
12. **Student** – Gulmira Mukasheva, resident of the radiation therapy course (specialty), JSC “Kazakh Medical University of Continuous Education” (Almaty city);
13. **Observer from the Agency** – Aigerim Aimurziyeva, Head of the medical projects, IAAR (Astana city);

CONTENT

I. INTRODUCTION OF THE STATE MEDICAL UNIVERSITY OF THE SEMEY CITY.....	4
II. ANALYSIS OF THE SELF-ASSESSMENT REPORTS.....	6
III. DESCRIPTION OF THE EEP VISIT on the specialty 5B110300 “Pharmacy”.....	7
IV. RECOMMENDATIONS TO THE SEMEY STATE MEDICAL UNIVERSITY on the specialty 5B110300 “Pharmacy” (bachelor degree).....	9
PARAMETERS OF THE SPECIALIZED PROFILE.....	10



Independent agency for
accreditation and rating

I. INTRODUCTION OF THE STATE MEDICAL UNIVERSITY OF THE SEMEY CITY

The history of the State Medical University of the Semey city begins in 1952, when the Semipalatinsk State Medical Institute was incorporated. Later, by the Governmental Decree of the Republic of Kazakhstan No. 199 as of February 19, 2009, the Republican State-owned Enterprise "Semipalatinsk State Medical Academy" was reorganized into the Republican State Enterprise on the rights of economic management "State Medical University of Semey city" (Certificate of state re-incorporation of a legal entity no. 2064 -1917-27-GP as of 27.05.2009. Series B No. 0311105).

More than 4,000 students receive higher professional education at the University under the bachelor's and postgraduate programs.

It was one of the first HEI in the country which commenced education in the state, Russian and English languages. The mode of study is full-time, daytime.

Since 2007, new faculties have been opened, separate departments have been merged, new structural units (hereinafter – SU) have been created, such as the Educational and Methodological Center (hereinafter – EMC), the Clinical Training Center (hereinafter – CTC), the Office of the Registrar (hereinafter – OR), Center of Medical Education (hereinafter – CME), Quality Management System department (QMS), the Committee for Youth Affairs (hereinafter – CYA), the dean's office for postgraduate and supplementary education (hereinafter – PSE), and the Center for Organizational and Personnel Work (COPW), etc.

In order to introduce the process approach in HEI, a landscape map of processes, process maps, Provisions on types of activities and structural subdivisions, Job descriptions, Regulations of typical procedures for management of the university processes have been developed.

The “Alma-mater” alumni association is working, which, together with the university administration, has established the medal "Kurmetty tulek" (Honorary University graduate). The Association provides support to gifted students; from the Association's fund orphans receive a scholarship, free comprehensive meals in the student canteen.

Organizational and managerial structures of the University, which carry out a coordinating role in the educational process: the Academic Council of the University and faculties (hereinafter – AC), the Educational and Methodological Council (hereinafter – EMC), the Supervisory Board, the Board of Trustees, the Council of Wise Men "Akyрман", Student Self-Government (SSG), Parents' committees.

The university management ensures the future of the HEI through the implementation of the Strategic Program for the development of the RSE on the rights of economic management "State Medical University of the Semey city" for 2011-2015 as a research university, in which the Mission, Vision, as well as through the Policy and the Quality Objectives are defined.

The University's vision is to enter the "Top 600 Universities in the World" and "Top 200 Asian Universities" by 2020.

To achieve the Mission, new educational technologies are widely introduced in the educational process of the HEI: Problem-based learning (PBL), Team-based learning (TBL), Case Based learning (CBL), Project-Oriented learning (POL), Objective structured practical examination (OSPE).

Achievements of the University:

The QMS of the University has been certified three times: in 2005 (by certification body SGS (Kazakhstan) “Medeu Consulting”, certificate No. SN05 / 0671); in 2009 ("Total Quality Certification Services International" (KAZAKHSTAN, certificate No.KZ172-QC), in 2013 ("Certification Center InterCert" LLP, certificate No. KZ.7500207.07.03.00077 as of June 25, 2013.

In February 2012, the University received the Certificate of Excellence from the European Foundation for Quality Management (EFQM). In November 2013, the university successfully passed the 4th level of EFQM.

In July 2012, the university received an award from the Asian Network for Quality (ANQ). The award was received from the association Asian Education leadership awards in the nomination "The best educational institution in the field of health care", Dubai, United Arab Emirates.

In order to further develop the organization based on the criteria of the European Model EFQM commencing from 2014-2015 academic year an innovation management system is being implemented based on the CEN / TS 16555-1: 2013 standard. In 2014, the HEI for the first time took part in the International competition "Quality Innovation". The project, headed by Professor Khaybullin T.N. "Informing the population about the manifestations of cerebral stroke and its risk factors" became a finalist of the international contest "Quality Innovation in 2014".

In 2014, the State Medical University of the Semey city became the third among medical HEIs in Kazakhstan, according to the European Scientific and Industrial Chamber, which published Academic Ranking of World Universities-European Standard ARES-2014.

The HEI successfully completed the procedure of institutional accreditation by the IAAR in May 2014, and in May 2015 - specialized accreditation procedure on 18 educational programs by the IKAGAE, including 5 bachelor degree programs, 4 master degree programs, 2 doctoral studies, 7 – Residency programs.

The university has a high status of a research center in the field of medicine, biology, biochemistry, etc. The use of advanced experience of foreign HEIs and harmonization of educational programs is carried out through the implementation of academic mobility of the faculty, joint scientific projects. The efficiency of foreign trips of the faculty is both in improving the qualifications of the teachers, and in the possibility of transferring the acquired experience at the level of the department, school and university, in developing and enhancing the scientific interests of teachers aimed at improving the quality of the subjects taught. So the faculty of the Department of "Pharmacology and Evidence-Based Medicine" from 2013 to 2015 has been implementing a joint scientific project "Study of eye medicinal forms using mucoadhesive polymers of non-ionic nature" with the School of Pharmacy of the University of Reading (Great Britain). Heads of the project: Doctor of medical sciences, professor, head of the Pharmacology Department M.N. Musin and Professor V. Khutorianskiy; project is implemented by Ozhmukhametova E.K., PhD doctoral student.

The quarterly scientific and practical medical journal "Science and Health Care", founded in 1999, and the newspaper "Medicine for All" are published in the State Medical University of the Semey city in accordance with the Law of the Republic of Kazakhstan "On Mass Media" and the Articles of Association of the State Medical University of Semey city.

By the initiative of the rector T. Rakhypbekov the Medical Scientific and Educational Consortium "Zerde" was opened, which united the efforts of more than 20 medical and educational institutions of the East Kazakhstan region. Main strategic areas of activity: improvement of the quality of training of medical personnel; introduction of nuclear technologies in medicine; integration of innovative projects. Development of the regional and republican innovative potential is facilitated by the Nuclear Medicine cluster established in 2009 under the leadership of the Semey State Medical University with two subsidiaries: the regional oncological dispensary in Semey and the Research Institute of Radiation Medicine and Ecology.

The Ethics Committee, which was registered in accordance with international standards in the office for the protection of human research of the US Department of Human Services and Health Services in Rockville, USA, IORG0004829, IRB00005756, was established in the university. Teachers of the university take an active part in the implementation of the programs "Effective Perinatal Care" and "Early Childhood Care" of WHO, UNICEF and UNFPA.

For information and technological support of the main processes of the vital activity of the HEI (educational, scientific, managerial, etc.), the university is constantly improving and updating the information and computer facilities. Internet access is provided through a local network, organized through a high-speed DSL channel from JSC "Kazakhtelecom". There is an Internet portal (www.ssmu.kz) functioning. The library of the University is one of the largest libraries in the city of Semey: its fund has about 600 thousand copies.

The university has an extensive infrastructure, which includes administrative and educational buildings, clinical facilities, laboratories, auxiliary premises, dormitories: four own educational buildings in the city of Semey, an educational building in Pavlodar city (on the rights of economic management); four own dormitories (3 - in Semey, 1 - in Pavlodar); MC, etc.

Mentoring work with students is carried out by the Council of Curators, the Parents Council, the Council of Wise Men "Akylman", educational work is also carried out through the Committee for Youth Affairs. Its membership includes the bodies of the Student's Union, the Alliance of Students, the youth wing of the "Zhas Otan" party, more than 20 circles of interests. The members of the Student's Union are members of the university administration and the academic council of the university. Traditionally, the University takes prizes in the city show of amateur performances. The Club of the Cheerful and sharp-witted (humor contest club) team "Academy" (the Kazakh league) is functioning.

Over the years, more than 25,000 specialists have left the university walls, including 3 academicians of the National Academy of Sciences of the Republic of Kazakhstan, 11 deputies of the Supreme Council of the USSR, the Council of the Kazakh SSR, and the Parliament of the Republic of Kazakhstan. Many graduates are well-known public and political figures, deserved doctors of the Republic of Kazakhstan and Russia, public figures of the Republic of Kazakhstan. Six graduates are rectors of medical HEIs. 14 people became heads of regional departments of public health services. Graduates of the university work and are in demand in Pakistan, India, Palestine, Sudan, Morocco, Jordan, Israel, the USA, Belgium, Germany, Syria and Russia, which indicates the high level of qualification of trained specialists.

In February 2012 the State Medical University of Semey city was recognized as having passed the state certification for compliance with the requirements of the State Compulsory Educational Standards of the Republic of Kazakhstan, the qualification requirements set when licensing educational activity, and the requirements of the regulatory legal acts in the field of education, and recommended for certification for a period of 5 years.

The Semey State University preserves the fundamental traditions of Kazakhstani education and at the same time actively participates in the system of the Bologna process, in the European and world educational and scientific space.

II. ANALYSIS OF THE SELF-ASSESSMENT REPORTS

A self-assessment report is presented in accordance with the criteria for the specialized accreditation of educational programs in the bachelor's degree 5B110300 "Pharmacy" according to 7 standards on 130 pages of typewritten text.

The reports include a description of the standards and the corresponding appendices. The university reports contain the statement of the Rector Rakhypbekov T.K., validating the reliability of the information and data contained in the report, as well as the list of members of the internal commission for self-assessment according to the criteria of the specialized accreditation of the educational program for the bachelor degree 5B110300 "Pharmacy", indicating the responsibility of each member of internal commissions and information about the person responsible for conducting self-evaluation of educational programs.

Self-assessment of the educational program on the specialty of bachelor degree 5B110300 "Pharmacy" was carried out on the basis of the order of the Rector - Professor Rakhypbekov T.K. no. 258-a as of 07.09.2015. Working groups for drafting of the report, the team of the Semey State Medical University together with the departments for the period of self-assessment carried out a certain work: the necessary information was collected in accordance with the standards for the accreditation of the educational program on specialty 5B110300 "Pharmacy"; a thorough analysis of the materials is carried out, and its content is reflected in the report. The content of the self-assessment report of educational programs is structured in accordance with the Standard for the Specialized Accreditation of Medical HEIs and includes a description of strengths, areas for improvement in each standard.

III. DESCRIPTION OF THE EEP VISIT on the specialty 5B110300 "Pharmacy".

The visit of the external expert panel to the Semey State Medical University was organized in accordance with the program coordinated with the chairman of the EEP and approved by the university rector.

A preliminary meeting of the members of the External Expert Panel of the IAAR was held on 27.06.2016. During the organizational meeting, the visit program was clarified; the responsibilities of EEP members were assigned. A brief review of the reports on the special self-assessment of the State Medical University of Semey city was carried out, additional information was identified which should be requested from the university to fully inform the EEP members when conducting specialized accreditation of the educational program 0511030 "Pharmacy" (bachelor's degree).

In order to obtain objective information on the evaluation of the university's activities, the following methods were used by the EEP members: visual inspection, observation, interviewing of employees of various structural units, teachers, trainees, graduates, employers, questioning of faculty and students.

On June 28, 2016 EEP visited departments engaged in training of personnel on the specialty "Pharmacy" (bachelor's degree).

As part of the specialty assessment, members of the EEP visited the Department of Pharmacology and Evidence-Based Medicine (Head of the Department Ph.D. Tuleutayeva Raikhan), the Department of Biochemistry and Chemical Disciplines (Head of the Department Professor Tupbergenov Salavat), Center for Forensic Medicine, and externship facilities as per the programme.

Head of the Department of Pharmacology and Evidence-Based Medicine, Tuleutayeva Raikhan presented a history of the department, data on the teaching staff, students' population, achievements of the teaching staff and students published using UML as scientific proceedings of the department. A detailed SWOT-analysis of the department's activity was presented and further plans for its development and possibilities for improving the work were announced.

At the Department of Pharmacology there is a sufficient number of study rooms equipped with modern multimedia stations. Also there are specialized rooms, equipped and decorated as the university began international cooperation: the Japanese and Indian room, the room of Peace and Harmony.

In the process of accreditation procedure EEP attended a practical lesson on "Pharmacotherapy" with students of the third year of study. The lesson was conducted using TVL + CBL technology, with the integrated assessment in several parameters. Students demonstrated teamwork skills, creative thinking, theoretical readiness, ability to work with the sites of the Kazakhstan National Medicinal Formulary and the National Center for Drug Expertise, the ability to use Clinical protocols for diagnosis and treatment in the process of studying pharmacotherapy.

EEP members asked students questions about mastering practical skills in the specialty, organization of the educational process, methods of knowledge and skills assessment throughout the current and final examinations.

When visiting the **Department of Biochemistry and Chemical Disciplines**, the Head of the Department Professor Tapbergiyenov Salavat presented the history of the department, teaching staff, achievements, conducted master classes, keynote lectures, scientific and practical work. The Panel visited training laboratories, where classes are held on the technology of medicines, biological, pharmaceutical, organic, inorganic, physical and colloidal, analytical chemistry. All premises have sufficient training space, comply with hygienic standards, are equipped with laboratory facilities that fully comply with requirements of training sessions, practical skills training, Students' academic and research work and research of employees.

EEP visited the field internship "Analytical diagnostics and forensic chemical examination" on the basis of the **Center for Forensic Medicine**, where the Panel met with the head of the Pathological Anatomy department, Doctor of medical sciences Shabdarbayeva Daria. During the visit, the Panel

interviewed students, selectively studied the Center's documentation, the software of classrooms, laboratory equipment, visited the training premises prepared for the reception of practical skills based on OSPE / Objective Structural Clinical Exam technology. The Department in the educational process makes extensive use of innovative technologies for the presentation of material and assessment of practical skills. The staff conducts extensive research work together with international institutions (Japan, Nagasaki, etc.), to which students of the Students' Scientific Society are invited.

When visiting **Drugstore № 14 "Romat" LLP**, the Panel assessed the conditions for conducting the third-year students' practical training in organization and economics of pharmacy. Students' internship is supervised by the leading experts of the pharmacy "Romat", (part-timers in the department of public health); students enjoy all the conditions created for effective work, and provided with all necessary materials.

When visiting the **hygienic laboratory of the State Medical University of Semey city** (head of the department of hygienic disciplines, Doctorate in medical sciences, associate professor Tokanova Sholpan), the members of the EEP attended the occupational hygiene class where the 3rd year students determined hygienic indices of the production environment (lighting, dust, etc.). The laboratory is equipped with a liquid chromatograph, which is used for educational and scientific purposes.



Independent agency for
accreditation and rating

IV. RECOMMENDATIONS TO THE SEMEY STATE MEDICAL UNIVERSITY on the specialty 5B110300 “Pharmacy” (bachelor degree)

1. to intensify and improve vocational guidance work on attracting graduates to the specialty "Pharmacy".
2. to improve the system of monitoring the quality of education.
3. to intensify the work on strengthening the human resources through training in the master degree and PhD-doctorate studies for teachers of the profile departments of the specialty "Pharmacy" within the framework of the target program.



Independent agency for
accreditation and rating

PARAMETERS OF THE SPECIALIZED PROFILE

№	Criteria	Comments	Satisfied	Satisfied partially	Not satisfied
1.	« MISSION, PLANNING AND ADMINISTRATION »				
1.1	Medical education institution must define its mission and bring it to the attention of stakeholders and the health sector.		+		
1.1.2	The mission statement must contain objectives and educational strategy, allowing preparation of the qualified pharmacist at undergraduate pharmacy education:	<p style="text-align: center;">На официальном сайте Университета размещена миссия Университета, миссии программы нет.</p> <p style="text-align: center;">Сотрудниками Университета представлен официальный документ с миссией программы «Фармация» в соответствии со стандартом</p>			
	– 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 must ensure that key stakeholders are involved in the development of the mission.		+		
1.1.4	Mission and objectives of the medical education institution must 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		+		

1.2.	Planning				
1.2.1	Medical education institution must 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 must 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 must 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.		+		
1.3	Administration and financing				
1.3.1	The medical education institution must 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 must 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 must 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 must 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) must be responsible for ensuring compliance of the educational program in a specialty “Pharmacy” with the accreditation standards.		+		
1.3.6	Medical education institution must have sufficient financial resources to implement the goals and objectives of the educational program in “Pharmacy”.		+		
1.3.7	The medical education institution must 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.		+		
1.4	The institutional autonomy and academic freedom				
1.4.1	The medical education institution must 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 should 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.		+		
1.5	The medical education institution should direct the renewal process to the following questions:				
	- 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.		+		
	Total		31	0	
2	EDUCATIONAL PROGRAM				
2.1	Objectives of the educational program				
2.1.1	The educational program in a specialty “Pharmacy” must 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” must 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 must 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 must have an effective mechanism to ensure the achievement and adjustment of the program objectives.		+		
2.1.5	The medical education institution must ensure that the educational program develops students' ability to lifelong learning.		+		
2.1.6	The medical education institution must ensure that the educational program is implemented in accordance with the principles of equality.		+		
2.1.7	The medical education institution must , 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 should 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 should apply the teaching methods aimed at developing students' critical thinking, decision-making skills related to their future profession.		+		
2.2	Education outcomes				
2.2.1	Medical education institution must 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 must 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 must 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 should: 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.		+		
2.3	The scientific method				
2.3.1	The medical education institution must , 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 should 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.		+		
2.4	The basic biomedical disciplines				
2.4.1	The medical education institution must identify and include in the educational program the achievements in the basic biomedical disciplines 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 must 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 must 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 pharmacotherapy, toxicology and environmental hygiene.				
2.5	General education disciplines, medical ethics				
2.5.1	The medical education institution must 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 must 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” must be competent in applying the principles of ethical decision-making and professional responsibility.		+		
2.5.4	The medical education institution must 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 should		+		

	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.				
2.6	Pharmaceutical disciplines In the educational program the medical education institution must 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,		+		
	номенклатуру лекарственного растительного сырья, вопросы заготовки лекарственных растений по ботаническим признакам;				
	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 must 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 should 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).		+		
2.7	The structure of the educational program, the content and duration				
2.7.1	The medical education institution must 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 should 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.				
2.8	Management of the program				
2.8.1	The medical education institution must have the educational program committee or equivalent that provides a systematic review, development, evaluation and changes to the program.		+		
	The medical education institution should 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 must ensure representation of teachers and students in the unit responsible for educational programs.		+		
2.8.5	The medical education institution should plan and implement innovations in educational program through a structural unit responsible for educational programs.		+		
2.8.6	The medical education institution should 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.		+		
2.9	Connection with medical practice and health care system				
2.9.1	The medical education institution must 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.				
2.10	The medical education institution should direct the renewal process to the following matters:				
	- 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.				
	Total				
3.	EVALUATION OF THE EDUCATIONAL PROGRAM 3.1 Mechanisms for monitoring and evaluation of the program				
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 must 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 should 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.		+		
3.2	Feedback of a teacher and student				
3.2.1	The medical education institution must 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 should use the results of feedback to improve the educational program.		+		
3.3	Educational achievements of students and graduates				
	The medical education institution must analyze 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 should 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 should 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.		+		
3.4	Stakeholder Involvement				
3.4.1	The medical education institution must 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 should 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 should :				
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.		+		

3.5.	The medical education institution should base its renewal process on:				
	- 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.		+		
	Total		25	0	
4.	STUDENTS				
	4.1 Policy of admission and selection				
4.1.1	The medical education institution must 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 must 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 must have policy and introduce the practice of transfer students from other programs and the medical education institutions.		+		
	The medical education institution should:				
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		+		
4.2	Admission of students				
4.2.1	The medical education institution must 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 should 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).		+		
4.3	Counselling and support for students				
	The medical education institution must :				
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 should 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.		+		
4.4	Representation of students				
4.4.1	The medical education institution must 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 should assist and support the		+		

	student activities and student organizations, including providing technical and financial support for student organizations.				
4.5	Graduates n				
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.		+		
4.6	The medical education institution should focus the renewal process 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.				
	Total		19	1	
5	EVALUATION OF THE STUDENTS Methods of evaluation				
	The medical education institution must:				
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 should:				
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.		+		
5.2	The relationship between evaluation and education				
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 should:				
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	The medical education institution should focus the renewal process 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.		+		
	Total		14	1	
6	ACADEMIC STAFF/TEACHERS Policy of staff selection and hire				
6.1.1.	The medical education institution must provide an educational program with sufficient number of teachers and staff to meet the stated goals and objectives.		+		
6.1.2	The educational program must be 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 must 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 should 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		+		
6.2	Policy of development and activity of the staff				
6.2.1	The medical education institution must 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 must 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 should apply an evaluation process, which provides an objective measurement of the performance of each teacher. The medical education institutions should :		+		
	The medical education institutions should :				
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		+		
6.3.	The medical education institution <i>should</i> focus the renewal process on adaptation of academic staff hiring and formation policy to meet changing needs.			+	

	Total		20	1	
7	EDUCATIONAL RESOURCES Facilities and resources				
	The medical education institution must :				
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 should improve the learning environment of students through regular renewal, expansion and strengthening of facilities and resources, to match developments in the practice of teaching.		+		
7.2	Resources for professional training				
	The medical education institution must 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 skills development, 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 should 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.				
7.3	Information Technology				
7.3.1	The medical education institution must 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 should 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 must 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 must 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 should 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.		+		
7.4	Research in the field of medicine and scientific achievements				
7.4.1	The medical education institution must : 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 should 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.		+		
7.5	Expertise in the field of education				
	The medical education institution must :				
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 must 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 should :				
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.		+		
7.6	Exchange in the field of education				
	The medical education institution must 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 should:				
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.		+		
	Total		29	0	
	TOTAL IN GENERAL		205	3	