



Eurasian Centre for Accreditation and Quality
Assurance in Higher Education and Health Care

**ECAQA QUALITY PROFILE AND CRITERIA
EVALUATION FORM
FOR BASIC MEDICAL EDUCATION
(GENERAL MEDICINE)**



ALMATY 2017

**EURASIAN CENTRE FOR ACCREDITATION AND QUALITY
ASSURANCE IN HIGHER EDUCATION AND HEALTH CARE**

**ECAQA QUALITY PROFILE AND CRITERIA EVALUATION FORM
FOR BASIC MEDICAL EDUCATION (GENERAL MEDICINE)**

Name of the institution: _____

Date of the ECAQA's EEC evaluation: _____

ECAQA's External Expert Commission Member: _____

ALMATY 2017

1. **DEVELOPED** by Non-profit Entity «Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care».
2. **APPROVED AND INTRODUCED** by the Order #5 February 7, 2017 of the Director General, Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care.
3. In this document, the Provisions of the Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from April 9, 2016) has been introduced.

The Quality profile and criteria evaluation form based on the Standards for Quality Improvement in Basic Medical Education of ECAQA.

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GENERAL PROVISION

ECAQA Quality Profile and Criteria Evaluation Form is intended to use by the External Expert Commission (EEC) for the external programme's evaluation of health professions education and to serve as basis for the drafting of the Site-visit Report. This form is based on the ECAQA Standards for Programme accreditation of health professions education and includes relevant criteria for evaluation fulfillment of standards for programme accreditation.

The Standards for Programme accreditation of Health Professions Education based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG/Part I) and the World Federation for Medical Education Global Standards for Quality Improvement in Basic Medical Education with specification according to institutional needs and national health care system priorities.

ECAQA's ECC Members develop a list of strengths, areas of partial or substantial non-compliance with accreditation standards, and any areas in transition and prepare preliminary draft of the Site-visit Report that includes the summary of findings and conclusions based on the review of the programme self-evaluation report and database, other institutional and programme's documents, and interviews with students, faculty, administrative staff, alumni, and employers.

The possible conclusion of the ECC's discussion on higher education institution is in compliance with the ECAQA's Standards for Programme accreditations are the following:

Standard is fulfilled	this means that the higher education institution meets this standard and fulfillment demonstrated during external evaluation;
Standard is partly fulfilled	this means that the higher education institution meets partly this standard, it is not fulfilled as required and appropriately demonstrated during external evaluation;
Standard is not fulfilled	this means that the higher education institution does not meet this standard and the seriousness of the problem is to be reflected in the summary of the higher education institution's external evaluation report.

Programme accreditation on "General Medicine" carried out according to the following Standards:

1. MISSIONS AND OUTCOMES;
2. EDUCATIONAL PROGRAMME;
3. ASSESSMENT OF STUDENTS;
4. STUDENTS;
5. ACADEMIC STAFF/FACULTY;
6. EDUCATIONAL RECOUSES;
7. PROGRAMME EVALUATION;
8. GOVERNANCE AND ADMINISTRATION;
9. CONTINUOUS RENEWAL.

Standard: 1 MISSION AND OUTCOMES

Standards 1: Programme's Mission and outcomes includes: the mission statement; institutional autonomy and academic freedom; educational outcomes; stakeholders' participation in formulation of mission and outcomes.

It is expected that the higher education institution should demonstrate the following:

- Mission and Outcomes are appropriate to higher education and consistent with the HEI's Charter, that reflect the traditions and vision and relate to external and internal context and focus on the students learning and other outcomes as well as institutional improvement;
- Mission is clearly defined and developed through collaborative participation by staff/faculty and principal and other relevant stakeholders, and addressed to the needs of society and health care needs;
- Mission is formally approved and published, periodically evaluated and widely known by the staff/faculty students and stakeholders;
- Mission and outcomes are accepted and supported by academic leadership, administrative staff, faculty, and students.
- Mission provides basis on which the institution determines its priorities and evaluating its compliance with established standards of accreditation;

ECAQA CRITERIA EVALUATION FORM

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
1.1	Mission				
1.1.1	The higher education institution defines educational programme's mission and outcomes and makes it known to its constituency and the health sector it serves. The mission statement and vision are compatible with the vision and mission of the higher education institution				
1.1.2	The higher education institution outlines in its educational programme's mission the aims and the educational strategy resulting in a medical doctor				
	– competent at a basic level				
	– with an appropriate foundation for future career in any branch of medicine				
	– capable of undertaking the roles of doctors as defined by the health sector				
	– prepared and ready for postgraduate medical education				
	– committed to life-long learning				
1.1.3	The higher education institution considers that the mission encompasses the health needs of the community, the needs of the health care delivery system and other aspects of social accountability.				
1.1.4	The higher education institution ensures that the mission encompasses medical research attainment and aspects of global health.				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
1.2	Institutional Autonomy and Academic Freedom				
1.2.1	The higher education institution has institutional autonomy to formulate and implement policies for which its faculty/academic staff and administration are responsible, especially regarding design of the curriculum and use of the allocated resources necessary for implementation of the curriculum.				
1.2.2	The higher education institution ensures academic freedom for its staff and students in addressing the actual curriculum and in exploring the use of new research results to illustrate specific subjects without expanding the curriculum.				
1.3	Educational Outcomes				
1.3.1	The higher education institution defines the intended educational outcomes that students should exhibit upon graduation in relation to:				
	– their achievements at a basic level regarding knowledge, skills, and attitudes				
	– appropriate foundation for future career in any branch of medicine				
	– their future roles in the health sector				
	– their subsequent postgraduate training				
	– their commitment to and skills in life-long learning				
	– the health needs of the community, the needs of the health care delivery system and other aspects of				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	social accountability				
1.3.2	The higher education institution ensures appropriate student conduct with respect to fellow students, faculty members, other health care personnel, patients and their relatives				
1.3.3	The higher education institution makes the intended educational outcomes publicly known				
1.3.4	The higher education institution – specifies and co-ordinates the linkage of acquired outcomes by graduation with acquired outcomes in postgraduate training				
	– specifies intended outcomes of student engagement in medical research				
	– draws attention to global health related intended outcomes				
1.4	Participation in Formulation of Mission and Outcomes				
1.4.1	Mission and outcomes are formulated and defined with participation of principal stakeholders. The higher education institution defines its principal stakeholders in the checklist.				
1.4.2	The mission and outcomes are brought to the attention of all stakeholders who have been defined by the higher education institution				

Recommendations:

ECC's Member Name:

Signature:

Date of evaluation:

Standard: 2 EDUCATIONAL PROGRAMME

Standards 2: Educational Programme includes: framework of the programme and instructional methods; scientific methods; basic biomedical sciences; behavioral and social sciences and medical ethics; clinical sciences and skills; curriculum structure, composition and duration; programme management; linkage with medical practice and the health sector.

It is expected that the higher education institution should demonstrate the following:

- educational programme are consistent with mission and outcomes and serve to their achievement;
- institution provides the planning, provision, monitoring, research and evaluation, improvement and quality assurance and integrity of the educational programme, and awarding academic degrees;
- through the system of academic administration and the participation of the faculty, institution demonstrates the effectiveness of the system of academic monitoring, ensuring quality of all educational programme
- educational programme demonstrates the sequence of objectives, structure and content of programs, policies and procedures for admission of students, teaching methods and teaching quality and academic level of learning and achievement of students as well as adequate resources to support and improve of educational programme;
- institution develops, approves, manages and regular cycle reviews the educational programme in accordance with institutional policy, which is implemented by the respective structural units, faculty, and takes into account the stated mission and outcomes and available resources and facility.

ECAQA CRITERIA EVALUATION FORM

	Standard: 2 EDUCATIONAL PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.1	Framework of the Programme				
2.1.1	The higher education institution				
	– defines the overall curriculum				
	– uses a curriculum and instructional/learning methods that stimulate, prepare and support students to take responsibility for their learning process				
	– ensures that the curriculum is delivered in accordance with principles of equality				
2.1.2	The higher education institution ensures that the curriculum prepares the students for life-long learning				
2.1.3	The higher education institution ensures that the educational programme has a clearly formulated set of learning outcomes, conducive to the development of competences in public health and which are responsive to changing environment, health needs and demands of populations				
2.1.4	The higher education institution ensures that learning and teaching are student-centred with students encouraged and supported in taking responsibility for self-directed learning in order to encourage a culture of life-long learning				
2.1.5	The qualification resulting from a programme is clearly specified and communicated, and refers to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. (ESG 1.2)				
2.1.6	The higher education institution's programmes provides students				

	Standard: 2 EDUCATIONAL PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. (ESG G 1.2)				
2.1.7	<p>The higher education institution's programme</p> <ul style="list-style-type: none"> – is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; – is designed by involving students and other stakeholders in the work; – benefits from external expertise and reference points; – is designed so that they enable smooth student progression; – defines the expected student workload, e.g. in ECTS; – includes well-structured placement opportunities where appropriate; – and is subject to a formal institutional approval process. (ESG G 1.2) 				
2.2	Scientific Method				
2.2.1	<p>The higher education institution teaches throughout the curriculum</p> <ul style="list-style-type: none"> – the principles of scientific method, including analytical and critical thinking 				
	– medical research methods				
	– evidence-based medicine				
2.2.2	The higher education institution includes elements of original or advanced research in the curriculum				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMME</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.3	Basic Biomedical Sciences				
2.3.1	The higher education institution identifies and incorporates in the curriculum the contributions of the basic biomedical sciences to create understanding of				
	– scientific knowledge fundamental to acquiring and applying clinical science				
	– concepts and methods fundamental to acquiring and applying clinical science				
2.3.2	The higher education institution adjusts and modifies in the curriculum the contributions of the biomedical sciences to the				
	– scientific, technological and clinical developments				
	– current and anticipated needs of the society and the health care system				
2.4	Behavioural and Social Sciences, Medical Ethics and Jurisprudence				
2.4.1	The higher education institution identifies and incorporates in the curriculum the contributions of the: behavioural sciences, social sciences, medical ethics, medical jurisprudence, changing demographic and cultural contexts				
2.4.2	The higher education institution adjusts and modifies in the curriculum the contributions of the behavioural and social sciences as well as medical ethics and medical jurisprudence to				
	– scientific, technological and clinical developments;				
	– current and anticipated needs of the society and the health care system				

	Standard: 2 EDUCATIONAL PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	– changing demographic and cultural contexts				
2.5	Clinical Sciences and Skills				
2.5.1	The higher education institution identifies and incorporates in the curriculum the contributions of the clinical sciences to ensure that students				
	– acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibility after graduation				
	– spend a reasonable part of the programme in planned contact with patients in relevant clinical settings				
	– experience health promotion and preventive medicine				
	– specify the amount of time spent in training in major clinical disciplines				
2.5.2	The higher education institution organises clinical training with appropriate attention to patient safety				
2.5.3	The higher education institution adjusts and modifies in the curriculum the contributions of the clinical sciences to the				
	– scientific, technological and clinical developments				
	– current and anticipated needs of the society and the health care system				
2.5.4	The higher education institution ensures that every student has early patient contact gradually including participation in patient care				
2.5.5	The higher education institution structures the different components of clinical skills training according to the stage of the study programme				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMME</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.6	Programme Structure, Composition and Duration				
2.6.1	The higher education institution describes the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between different subjects				
2.6.2	The higher education institution ensures in the curriculum horizontal integration of associated sciences, disciplines and subjects and allows optional (elective) content and defines the balance between the core and optional content as part of the educational programme				
2.7	Programme Management				
2.7.1	The higher education institution has curriculum committee, which under the governance of the academic leadership (the dean) has the responsibility and authority for planning and implementing the curriculum to secure its intended educational outcomes and in its curriculum committee ensure representation of staff and students				
2.7.2	The higher education institution plans and implements innovations in the curriculum through its curriculum committee and includes representatives of other stakeholders in its curriculum committee				
2.7.3	The higher education institution has processes for the design and approval of their programmes. (ESG 1.2)				
2.8	Linkage with medical practice and the health sector				
2.8.1	The higher education institution ensures operational linkage between the educational programme and the subsequent stages of education or practice after graduation				
2.8.2	The higher education institution ensures that the curriculum				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMME</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	committee – seeks input from the environment in which graduates will be expected to work, and modifies the programme accordingly				
	– considers programme modification in response to opinions in the community and society				

Recommendations:

ECCo's Expert Name

Signature

Date of evaluation

Standards 3: ASSESSMENT OF STUDENTS

Standards 3: Assessment of Students includes: assessment methods and relation between assessment and learning.

It is expected that the higher education institution should demonstrate the following:

- assessment of students reflects that graduates or students who have completed the course/training program, have the knowledge, skills and attitudes, competencies, consistent with the outcomes of higher educational programme;
- assessment of students is a major component of assessment of institutional effectiveness, which additionally demonstrates the created by institution an environment for teaching, learning and achieving other aspects of the mission and vision of the institution, strategic objectives and plans.
- assessment of students is characterized as one of the elements of teaching-learning-assessment cycle of academic achievements of four stages: development of clearly stated learning outcomes: knowledge, skills, attitudes and professional values, and competencies expected of students to complete the course and complete courses at the institution;
- curriculum development of disciplines/courses and internships that provide opportunities for students to achieve their learning outcomes; assessment of students on key learning outcomes;
- use the results of this assessment to improve teaching and learning.
 - the assessment of students is an integral part of the institution activity, and requires confirmation that the use of results of assessment of educational achievements of students to improve the learning is permanent.

	Standards 3: ASSESSMENT OF STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
3.1	Assessment methods				
3.1.1	The higher education institution				
	– defines, states and publishes the principles, methods and practices used for assessment of its students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes				
	– ensures that assessments cover knowledge, skills and attitudes				
	– uses a wide range of assessment methods and formats according to their assessment utility				
	– ensures that methods and results of assessments avoid conflicts of interest				
	– ensures that assessments are open to scrutiny by external expertise				
	– uses a system of appeal of assessment results				
3.1.2	The higher education institution evaluates and documents the reliability and validity of assessment methods, incorporates new assessment methods where appropriate and encourages the use of external examiners				
3.2	Relation between Assessment and Learning				
3.2.1	The higher education institution uses assessment principles, methods and practices that				
	– are clearly compatible with intended educational outcomes and instructional methods				
	– ensure that the intended educational outcomes are met by the students				

	Standards 3: ASSESSMENT OF STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	– promote student learning				
	– provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress				
3.2.2	The higher education institution – adjusts the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning				
	– ensures timely, specific, constructive and fair feedback to students on basis of assessment results				

Recommendations:

ECCø Expert Name

Signature

Date of evaluation

Standard 4: STUDENTS

Standard 4: Students includes: admission policy and selection; student intake size and nature; student counselling and support services; student representation policy.

It is expected that the higher education institution should demonstrate the following:

- in keeping with its mission, medical education institution determines admissions policy, which complies with the requirements of legislation relating to equality of educational opportunity and ethical aspects;
- policy and procedures for admission are clear, consistent with the mission and outcomes, formally published and available to all students and all stakeholders
- institution systematically determines the needs of students in learning and then creates the conditions for their satisfaction
- student services of institution governed by principles that reflect the mission and special character of the institution, and provide academic support to students, advice on careers, health care, financial support and personal development of students
- medical institution involves student representatives in the activities of the deliberative bodies of the institution and promotes student self-government.

ECAQA CRITERIA EVALUATION FORM

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.1	Admission policy and selection				
4.1.1	The higher education institution formulates and implements an admission policy based on principles of objectivity, including a clear statement on the process of selection of students				
4.1.2	The higher education institution has policy and implements a practice for admission of disabled students				
4.1.3	The higher education institution has a policy and implements a practice for transfer of students from other national or international programmes and institutions				
4.1.4	The higher education institution states the relationship between selection and the mission of the school, the educational programme and desired qualities of graduates				
4.1.5	The higher education institution periodically reviews the admission policy and uses a system for appeal of admission decisions				
4.2	Student intake				
4.2.1	The higher education institution defines the size of student intake and relates it to its capacity at all stages of the programme				
4.2.2	The higher education institution periodically reviews the size and nature of student intake in consultation with other stakeholders and regulates it to meet the health needs of the community and society				
4.3	Student Counselling and Support				
4.3.1	The higher education institution has a system for academic counselling of its student population				

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.3.2	The higher education institution offers a programme of student support, addressing social, financial and personal needs				
4.3.3	The higher education institution allocates resources for student support and ensures confidentiality in relation to counselling and support				
4.3.4	The higher education institution provides academic counselling that is based on monitoring of student progress and includes career guidance and planning				
4.3.5	The higher education institution provides to students the documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed. (ESG G 1.4)				
4.4	Student Representation				
4.4.1	The higher education institution formulates and implements a policy on student representation and appropriate participation:				
	– in mission statement				
	– design of the programme				
	– management of the programme				
	– evaluation of the programme and other matters relevant to students				
4.4.2	The higher education institution encourages and facilitates student activities and student organisations				

[illegible]

Standard 5: ACADEMIC STAFF/FACULTY

Standard 5: Academic staff/faculty includes: recruitment and selection policy; staff activity and development.

It is expected that the higher education institution should demonstrate the following:

- institution develops a faculty which is corresponded to the fulfillment of institution's mission and outcomes;
- academic staff qualifications are appropriate to the field and level of their assignment;
- qualification of teachers is confirmed by their academic degree, research experience, creative activities, professional experience and credentials
- institution uses an open and clear process and criteria for the selection and appointment of faculty and guarantees equal opportunities of employment, consistent with legal requirements and any other selection criteria;
- institution makes clear the responsibility of faculty, assessment of activities, and promotion and tenure;
- institution provides faculty equal opportunities for continuous professional development in their careers, which are consistent and contribute to achieving the mission and outcomes;
- faculty accept the responsibility that the content and teaching methods meet established academic and professional standards and expectations
- educational strategies and methods of teaching and learning, including innovative technology, consistent with abilities and learning needs of students and serve to the mission and outcomes of academic programmes;
- research and creative achievements of students are encouraged and valued accordingly by faculty.

ECAQA CRITERIA EVALUATION FORM

	Standard 5: ACADEMIC STAFF/FACULTY	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
5.1	Recruitment and Selection Policy				
5.1.1	The higher education institution formulates and implements a staff recruitment and selection policy which				
	– outline the type, responsibilities and balance of the academic staff/faculty of the basic biomedical sciences, the behavioural and social sciences and the clinical sciences required to deliver the curriculum adequately, including the balance between medical and non-medical academic staff, the balance between full-time and part-time academic staff, and the balance between academic and non-academic staff				
	– address criteria for scientific, educational and clinical merit, including the balance between teaching, research and service functions				
	– specify and monitor the responsibilities of its academic staff/faculty of the basic biomedical sciences, the behavioural and social sciences and the clinical sciences				
5.1.2	The higher education institution takes into account in its policy for staff recruitment and selection criteria such as relationship to its mission, including significant local issues and economic considerations				
5.2	Staff activity and staff development				
5.2.1	The higher education institution formulates and implements a staff activity and development policy which				
	– allow a balance of capacity between teaching, research				

	Standard 5: ACADEMIC STAFF/FACULTY	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	and service functions				
	– ensure recognition of meritorious academic activities, with appropriate emphasis on teaching, research and service qualifications				
	– ensure that clinical service functions and research are used in teaching and learning				
	– ensure sufficient knowledge by individual staff members of the total curriculum				
	– include teacher training, development, support and appraisal				
5.2.2	The higher education institution takes into account teacher-student ratios relevant to the various curricular components and designs and implements a staff promotion policy				

Recommendations:

ECCø Expert Name:

Signature:

Date of evaluation:

In the context of this standard should visit and analyze all types of lessons as well as conduct questionnaire of teachers

1. LECTURE EVALUATION

General information

Topic _____
Discipline _____
Group, course, faculty _____
Date and time of conducting _____
Number of students on lecture / total number of students in group _____
Name, scientific degree, academic status, position of teacher _____

Evaluation criteria

Lecture content and structure:

1. Lecture Objectives.
2. Structure of lecture, consistency and connection of its elements.
3. Scholarly, fundamentality, deepness of content of lecture material, its compliance to course program, current level of science and practice development. Using of materials obtained by teacher during science research work.
4. Consistency, clarity and validity of educational material presenting.
5. Availability of subject and interdisciplinary connections during of educational material presenting.
6. Reflection of content of future professional activity in educational material. Orientation to student involving into research.
7. Conclusion of lecture. Establishment of connections with further lecture, session, laboratory lessons.

Pedagogical aspects. Methods of learning:

8. Level of teacher competencies in discipline, relevant theoretical disciplines, areas of professional activity.
9. Level of speaker ability of teacher.
10. Degree of dependence of teacher from his/her notes, outlines and records.
11. Level of communication skills of teacher (pedagogical tact, ability to establish appropriate relationship with students, emotional state etc.).
12. Variety of used methods and learning resource facilities. Using of method of activation of students cognitive abilities. Ability to adapt material for different types of perception, manage educational activity and work attitude of students.
13. Using of visual and technical facilities.

Educational activity of students:

14. Level of involvement of students in lecture:
 - high (active). Involvement of students in discussion process supplied by teacher, demonstration of initiative (questioning teacher etc.);
 - medium (performing). Recording, answers on questions of reproductive character;
 - low (passive). Absence of educational activity, non-involvement in learning process
15. Discipline and attendance of students.

Summary and suggestions

2. SESSION EVALUATION

General information

Topic_____

Discipline_____

Group, course, faculty_____

Date and hour of conducting_____

Number of students on lecture / total number of students in group_____

Name, scientific degree, academic status, position of teacher

Evaluation criteria

Session content and structure:

1. Objectives of session.
2. Structure of session, consistency and connection of its elements.
3. Scholarly, fundamentality, deepness of content of session material, its compliance to course program, current level of science and practice development. Using of materials obtained by teacher during science research work.
4. Availability of subject and interdisciplinary connections of educational material presenting.
5. Reflection of content of future professional activity in educational material. Orientation on student involving into research
6. Variety of tasks for students, creation of opportunities for independent choice of type of activity.
7. Organization of individual, group work.

Educational activity of students:

8. Level of involvement of students in session:
 - research (creative). Implementation of tasks of creative character not solved in science and/or practice. Analysis of sources on topic of lesson has been found independently;
 - partly-searching. Inclusion of students in consideration of questions of divergent character, using of additional sources recommended by teacher;
 - reproductive. Answers on questions of convergent character or retelling of textbook;
 - passive. Absence of educational activity, non-involvement in learning process.
9. Discipline and attendance of students.

Summary and suggestions

3. LABORATORY SESSION EVALUATION

General information

Topic_____

Discipline_____

Group, course, faculty_____

Date and hour of conducting_____

Number of students on lesson / total number of students in group_____

Name, scientific degree, academic status, position of teacher

Evaluation criteria

Laboratory lesson content and structure:

1. Objectives of laboratory session (special and basic competencies).

2. Structure of lesson, consistency and connection of its elements.
3. Reflection of content of future professional activity in educational material. Orientation on student involving into research
4. Availability of subject and interdisciplinary connections during account of educational material.
5. Variety of tasks for students, creation of opportunities for independent choice of activity type
6. Availability of necessary facilities, methodical guides, handouts materials etc.
7. Organization of individual, group work.
8. Conclusion of lesson. Establishment of connections with further lecture, sessions, laboratory sessions.
9. Students' reflection. Their orientation on understanding of work on laboratory session, assessment of their performance and errors.

Teacher's Competencies. Methods of learning:

10. Level of competency of teacher in discipline, relevant theoretical disciplines, areas of professional activity.
11. Level of teacher's communication skills (pedagogical skills, ability to establish appropriate relationship with students, empathy, emotional state etc.).
12. Variety of used methods and facilities for learning.
13. Level of management skills of teacher (orientation of students in essence and sequence of implemented tasks).
14. Using of method of activation of cognitive skills of students, development of cognitive needs and motives. Ability of students to manage educational activity and work attitude of students, operatively solve arising difficulties.
15. Using of visual and technical facilities.

Educational activity of students:

16. Level of involvement of students in work:
 - high (active). Interesting of students in successful implementation of tasks, necessary work mood during whole lesson, self-control of work quality;
 - medium (performing). Absence of interest and diligence in implementation of tasks;
 - low (passive). Absence of educational activity, non-involvement in learning process
17. Discipline and attendance of students.

Summary and suggestions

Standard 6: EDUCATIONAL RESOURCES

Standard 6: Educational Resources includes: physical facilities; clinical training resources; effective use of information and communication technologies; research and scholarship; educational expertise and educational exchange.

It is expected that the higher education institution should demonstrate the following:

- has sufficient and appropriate physical facilities, information resources, education and information technologies and resources for clinical training, research that institute uses to achieve the mission and outcomes;
- plans and allocates resources to the development of libraries, information resources and technologies;
- ensures appropriate access to the library and information resources;
- uses information technology for effective planning, management, evaluation their programs and services;
- provides clinical training resources based on agreements between the higher education institution and health care organizations with responsibilities of each party on the courses, and HEI may also have university clinic;
- has policy contributing to facilitate and develop researches and education;
- has expertise in higher education, research in medical education and improvement of teaching and learning methods.

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
6.1	Physical Facilities				
6.1.1	The higher education institution has sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately				
6.1.2	The higher education institution ensures a learning environment, which is safe for staff, students, patients and their relatives				
6.1.3	The higher education institution improves the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices				
6.2	Clinical training resources				
6.2.1	The higher education institution ensures necessary resources for giving the students adequate clinical experience, including sufficient number and categories of patients, clinical training facilities and supervision of their clinical practice				
6.2.2	The higher education institution evaluates, adapts and improves the facilities for clinical training to meet the needs of the population it serves				
6.3	Information Technology				
6.3.1	The higher education institution formulates and implements a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology				
6.3.2	The higher education institution ensures access to web-				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	based or other electronic media				
6.3.3	The higher education institution enables teachers and students to use existing and exploit appropriate new information and communication technology for				
	– independent learning				
	– accessing information				
	– managing patients				
	– working in health care delivery systems				
	– optimising student access to relevant patient data and health care information systems				
6.4	Medical Research and Scholarship				
6.4.1	The higher education institution uses medical research and scholarship as a basis for the educational curriculum				
6.4.2	The higher education institution formulates and implements a policy that fosters the relationship between medical research and education				
6.4.3	The higher education institution describes the research facilities and priorities at the institution				
6.4.4	The higher education institution ensures that interaction between medical research and education				
	– influences current teaching;				
	– encourages and prepares students to engage in medical research and development				
6.5	Educational Expertise				
6.5.1	The higher education institution has access to educational				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	expertise where required				
6.5.2	The higher education institution formulates and implements a policy on the use of educational expertise in curriculum development and development of teaching and assessment methods				
6.5.3	The higher education institution demonstrates evidence of the use of in-house or external educational expertise in staff development				
6.5.4	The higher education institution pays attention to current expertise in educational evaluation and in research in the discipline of medical education				
6.5.5	The higher education institution allows staff to pursue educational research interest				
6.6	Educational Exchanges				
6.6.1	The higher education institution formulates and implements a policy for <ul style="list-style-type: none"> – national and international collaboration with other educational institutions, including staff and student mobility; 				
	– transfer of educational credits				
6.6.2	The higher education institution facilitates regional and international exchange of staff and students by providing appropriate resources				
6.6.3	The higher education institution ensures that exchange is purposefully organised, taking into account the needs of staff and students, and respecting ethical principles				

Recommendations:

ECCø Expert Name:

Signature:

Date of evaluation:

QUESTIONS FOR THE INTERVIEW WITH LEADER AND ADMINISTRATIVE STAFF ABOUT INSTITUTION'S PHYSICAL FACILITIES (BUILDINGS, CLASSROOMS AND LECTURE ROOMS/AUDITORIUMS)

1. Describe the main sources of funding, give a brief description of results of financial activity for the last 5 years, and evaluate the adequacy of resources to sustain of institution activity in terms of mission for the future.
2. Describe the processes of institution financial resources management and evaluate the effectiveness with respect to the mission of the institution and its objectives of individual programs.
3. Provide a plan for continuous improvement and for the development of resources in accordance with the strategic objectives of the institution.
4. Evaluate the effectiveness and transparency of the procedures for accounting and planning.
5. Give a general description of buildings: the number of academic buildings, classrooms, training areas, clinics, research centers, and their total usable area, including at one student; evaluate their compliance with the institution mission and strategic objectives, as well as sanitary and epidemiological norms.
6. Briefly evaluate the technical equipment of the audience, teaching and research laboratories, training areas, parks and clinics and research centers.
7. Reflect the total number of computer classes, reading rooms, multimedia, lingua-phone, and scientific-methodical cabinet with the number of seats.
8. Briefly describe the printing, publishing base, and its effectiveness.
9. Present plans on expanding and developing the material-technical base of the institution.
10. Describe the conditions of language teaching (language laboratory), access to resources, involvement of students and academic staff in the process of learning languages.
11. Evaluate the significance of language resources for the institution's mission and objectives of individual programs.
12. Some impact on improving the quality of the educational process is supporting service (additional resources) of the institution. The level of administrative support can be determined by questioning or survey, interviews.

QUESTIONS FOR THE INTERVIEW WITH THE ADMINISTRATION, ACADEMIC STAFF AND STUDENTS OF INSTITUTION ABOUT ADMINISTRATION SUPPORT

1. Describe the maintenance services for teachers and students in the learning process.
2. Evaluate the qualification of administrative staff and its ability to react to the changing needs.
3. Describe additional services provided for teachers and students in the educational process.
4. Analyze the frequency and results of a survey of academic staff and students about the compliance of technical facilities of teaching to current requirements.
5. Evaluate the contributions of administrative support to the mission of the institution, quality assurance programs and personal development of students.

The quality of learning activities of students and teaching activity of academic staff depends on the level of equipment of classrooms and social conditions. This problem is useful to explore by interview educational process participants.

QUESTIONS FOR THE INTERVIEW WITH ACADEMIC STAFF AND STUDENTS ON WORKPLACES' CONDITIONS

1. Whether audiences equip with the necessary technical training aids and equipment?
2. Whether classrooms have quality board to conduct the required records? Whether markers / chalk and dusters are always in the audience?
3. Whether the lighting in the classroom is good? What are the conditions of temperature? Whether acoustics of the classes favors to lessons?

4. How often do you have to face lack of classrooms? Whether disruption of studies is for this reason?
5. Is it convenient for academic staff and students address the issue of using of audiences in the learning process?
6. Whether institution has auditorium, suitable for type of activities, recreation of academic staff and students? How is recreation of teachers organized?
7. Whether the need to move within a working / school day from one building to another, how often? How much time is spent on these transitions? How does this affect your quality of teaching / learning activity?
8. What is the state of sport, cultural and health base of institution, whether effectively it is used for personal and physical development of students and academic staff?
9. Does students' health support?
10. Whether institution has buildings and campuses required number of cafeterias and buffets? Are you satisfied with the level of service in it? What is the quality of food in it?
11. Are the prices in these cafeterias acceptable?
12. If you live in campus, do you satisfy the conditions of room? Whether campus has facilities to prepare for classes? Is it safe to stay in a campus?

QUESTIONS FOR THE INTERVIEW WITH ACADEMIC STAFF AND STUDENTS ABOUT LIBRARY AND RESEARCH CENTERS

1. Give general characteristic of libraries and research centers and evaluate their role in the institution's mission and individual programs objectives.
2. Analyze the availability of educational, methodical and scientific literature on general, basic and profile disciplines of educational program and professional programs (including the Kazakh language).
3. Indicate the number of annual subscriptions to the profile of institution (both domestic and foreign); evaluate level of their adequacy and efficiency of use.
4. Describe procedures used to adequately provide students with necessary information and access to the resources of the library at off-hour time.
5. Describe interlibrary communication.
6. What would you like to see your library in the future?

QUESTIONS FOR THE INTERVIEW WITH ACADEMIC STAFF AND STUDENTS ABOUT THE LIBRARY RECOURCES AND SERVICES

1. How effectively does your library work? How often do you get rejections, ordering in it literature? Does the collective of libraries and institution's administration take measures to address such situations?
2. How effective your needs in the literature, located in the library collections outside the city/region/country are provided by institution?
3. Whether regularly book funds of library are replenished?
4. Do you use mostly institution library / private library / other libraries in the city?
5. Whether your needs in scientific and methodical literature are taking into account?
6. Whether the fund of periodicals is enough in your opinion?
7. What are the disadvantages of service in the library you could note? What advantages are noted in the library of your institution?
8. Whether the conditions necessary to complete work in the reading rooms are established? Whether seats in it are enough in your opinion?
9. Is there any possibility to use full-text databases?
10. How intensive do you use Internet resources in preparing for sessions, research, etc.?

QUESTIONS FOR INTERVIEW WITH ACADEMIC STAFF, STUDENTS AND STAFF ABOUT INFORMATION AND TECHNICAL SUPPORT

1. Existing resources: the total number of computers and their relation to the of students contingent, including number of computers of the new generation. How often computer equipment is updated?
2. Evaluate importance of the Internet lines, online catalogs, e-recourses, e-textbooks, unique information network and educational TV
3. Evaluate the effectiveness of a website that supports the mission, objectives and goals of the institution.
4. Evaluate the degree of implementation of information technologies in educational process and their effectiveness. Describe the specific skills and qualities that developed at students through the use of information technology.
5. Describe the effectiveness of use of information technology in institution governance.
6. Indicate the budget for information technology for learning (percentage of total funding/budget).
7. Describe how intensive computer equipment is used, to address of which problems of the educational process is directed.
8. Describe the availability of computer technology for academic staff and students.
9. The time table of the computer classes; whether these classes are available in off-hour time.
10. Describe how information and communication technologies (ICTs) have used during sessions in the computer classes.
11. Describe how a range of subjects on which classes are conducted using a PC and ICT is wide (indicate for cycles of subjects: general education, basic, professional, and the humanities, biomedical sciences, technical disciplines, etc.).
12. Whether the academic staff has training on using information and communication technologies (ICT) and new equipment in the educational process?
13. Does each faculty / department have enough computers, copiers, printers, and scanners, fax machines, etc.?
14. Whether these funds are outdated or modern enough?
15. How often these facilities/computers are broken? How efficiently its repair is carried out?
16. Do you have the difficulties for copy of documentary information (such as copying, printing, scanning, etc.)?
17. Does the training on using computers have organized for academic staff, support staff, students?
18. Are there opportunities for teaching staff and students the necessary consultations on the use of PCs and other hardware? Does the institution have required methodological literature on the use of PCs in the educational process, the science research work and others?
19. Are there enough computer equipped work places?

Standard 7: PROGRAMME EVALUATION

Standard 7: Program evaluation includes: mechanisms for programme monitoring and evaluation; teacher and student feedback; performance of students and graduates; involvement of stakeholders.

It is expected that the higher education institution should demonstrate the following:

- institution establishes mechanisms for regularly review and evaluation of educational programme and ensures the quality of programme management
- educational programme is regularly evaluate through feedback from students, teachers and stakeholders, including employers, as well as an analysis of student's performance.

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
7.1	Mechanisms for programme monitoring and evaluation				
7.1.1	The higher education institution has a programme of routine curriculum monitoring of processes and outcomes				
7.1.2	The higher education institution establishes and applies a mechanism for programme evaluation that <ul style="list-style-type: none">– addresses the curriculum and its main components;– addresses student progress;– identifies and addresses concerns.				
7.1.3	The higher education institution ensures that relevant results of evaluation influence the curriculum				
7.1.4	The higher education institution periodically evaluates the programme by comprehensively addressing <ul style="list-style-type: none">– the context of the educational process;– the specific components of the curriculum;– the long-term acquired outcomes;– its social accountability				
7.1.5	The higher education institution ensures that they collect, analyse and use relevant information for the effective management of the programme and other activities. (ESG S1.7)				
7.2	Teacher and Student Feedback				
7.2.1	The higher education institution systematically seeks, analyses and responds to teacher and student feedback				
7.2.2	The higher education institution uses feedback results for programme development				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
7.3	Performance of Students and Graduates				
7.3.1	The higher education institution analyses performance of cohorts of students and graduates in relation to mission and intended educational outcomes, curriculum and provision of resources				
7.3.2	The higher education institution analyses performance of cohorts of students and graduates in relation to student background and conditions, entrance qualifications				
7.3.3	The higher education institution uses the analysis of student performance to provide feedback to the committees responsible for student selection, curriculum planning and student counseling				
7.4	Involvement of Stakeholders				
7.4.1	The higher education institution involves its principal stakeholders in its programme monitoring and evaluation activities				
7.4.2	The higher education institution for other stakeholders				
	– allows access to results of course and programme evaluation;				
	– seeks their feedback on the performance of graduates;				
	– seeks their feedback on the curriculum				

Recommendations:

ECCø Expert Name:

Signature:

Date of evaluation:

Standard 8: GOVERNANCE AND ADMINISTRATION

Standard 8: Governance and Administration includes governance and administration; academic leadership; educational budget for training and resources allocation; administrative staff and management; interaction with health sector.

It is expected that the higher education institution should demonstrate the following:

- medical institution has a management system that is suited to the fulfillment of its mission and outcomes, supports institutional effectiveness and integrity, creates and maintains an environment for teaching and research and creative activity;
- the authority, responsibilities and relationships between the deliberative bodies of the university, administration, faculty and staff are clearly described in the relevant documents;
- the organizational structure of the institution, processes and policy of decision making are clear and consistent with its mission and support institutional effectiveness;
- the management system of institution involves the participation of all stakeholders, including the health care sector, and reflects the responsibility of academic leadership;
- the effectiveness of the organizational structure and management of the institute is strengthened through periodic and systematic review and medical education institution has appropriate internal and external mechanisms for assessing the financial condition and financial management and maintains its integrity and uses its achievements for continuous renewal.

ECAQA CRITERIA EVALUATION FORM

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
8.1	Governance				
8.1.1	The higher education institution defines its governance structures and functions including their relationships within the university				
8.1.2	The higher education institution sets out the committee structure in its governance structures, and reflects representation from principal stakeholders and other stakeholders				
8.1.3	The higher education institution ensures transparency of the work of governance and its decisions				
8.2	Academic Leadership				
8.2.1	The higher education institution describes the responsibilities of its academic leadership for definition and management of the medical educational programme				
8.2.2	The higher education institution periodically evaluates its academic leadership in relation to achievement of its mission and intended educational outcomes				
8.3	Educational budget and resource allocation				
8.3.1	The higher education institution has a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget				
8.3.2	The higher education institution allocates the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs				
8.3.3	The higher education institution has autonomy to direct resources, including teaching staff remuneration, in an appropriate manner in order to achieve its intended educational outcomes				

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
8.3.4	The higher education institution takes into account the developments in medical sciences and the health needs of the society in distribution of resources				
8.4	Administration and Management				
8.4.1	The higher education institution has an administrative and professional staff that is appropriate to support implementation of its educational programme and related activities and ensure good management and resource deployment				
8.4.2	The higher education institution formulates and implements an internal programme for quality assurance of the management including regular review				
8.5	Interaction with Health Sector				
8.5.1	The higher education institution has constructive interaction with the health and health related sectors of society and government				
8.5.2	The higher education institution formalises its collaboration, including engagement of staff and students, with partners in the health sector				

Recommendations:

ECCo's Expert Name:

Signature:

Date of evaluation:

Standard 9: CONTINUOUS RENEWAL

Standard 9: Continuous renewal includes: renewal process and continuous improvement according to: mission and outcomes; educational programme; assessment of students; students counselling and support; academic staff/faculty; educational resources; programme evaluation; governance and administration.

It is expected that the higher education institution should demonstrate the following:

- the process of renewal of the higher education institution is based on prospective studies and analyses which led to the revision of its policies and practices in accordance with past experience, present activities and future perspectives.

ECAQA CRITERIA EVALUATION FORM

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
9.1	The higher education institution as a dynamic and socially accountable institution				
	– initiates procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme				
	– rectifies documented deficiencies				
	– allocates resources for continuous renewal				
9.2	The higher education institution bases the process of renewal on prospective studies and analyses and on results of local evaluation and the medical education literature				
9.3	The higher education institution ensures that the process of renewal and restructuring leads to the revision of its policies				
9.4	The higher education institution addresses the following issues in its process of renewal:				
	– adaptation of mission statement to the scientific, socio-economic and cultural development of the society				
	– modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter. The modification might include clinical skills, public health training and involvement in patient care appropriate to responsibilities encountered upon graduation				
	– adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant				
	– adjustment of curricular elements and their relationships in keeping with developments in the basic biomedical,				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	clinical, behavioural and social sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded				
	– development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods				
	– adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational programme				
	– adaptation of academic staff recruitment and development policy according to changing needs				
	– updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational programme				
	– refinement of the process of programme monitoring and evaluation				
	– development of the organisational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders				

Recommendations:

ECCø Expert Name:

Signature:

Date of evaluation: