ECAQA

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

ECAQA QUALITY PROFILE AND CRITERIA EVALUATION FORM FOR POSTGRADUATE MEDICAL EDUCATION

ALMATY 2017

EURASIAN   ENTRE FOR ACCREDITATION AND QUALITY ASSURANCE IN HIGHER EDUCATION AND HEALTH CARE

ECAQA QUALITY PROFILE AND CRITERIA EVALUATION FORM FOR POSTGRADUATE MEDICAL EDUCATION

Name of the institution: _____

Name of Programme: _____

Date of the ECAQAøs EEC evaluation: _____

ECAQAøs External Expert Commission Member: _____

ALMATY 2017

1. **DEVELOPED** by Non-profit Entity õEurasian entre for Accreditation and Quality Assurance in Higher Education and Health careö.
2. **APPROVED AND INTRODUCED** by the Order #5 February 7, 2017 of the Director General, Eurasian entre 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 Postgraduate Medical Education of ECAQA.

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 Postgraduate Medical Education and to serve as basis for the drafting of the Site-visit Report. This form is based on the ECAQA Standards for Progrmme accreditation of Postgraduate Medical 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 Postgraduate Medical Education (Revision 2015) 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 institutionø external evaluation report.

Programme accreditation in Postgraduate Medical Education is carried out according to the following Standards:
1. MISSION AND OUTCOMES
2. EDUCATIONAL PROGRAMME
3. ASSESSMENT OF TRAINEES
4. TRAINEES
5. TRAINERS
6. EDUCATIONAL RESOURCES
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 AND OUTCOMES**				
1.1.1	The programme provider states the mission of the programme and makes the mission publicly known to the health sector it serves				
1.1.2	The programme provider bases the mission on				
	− consideration of the health needs of the community or society;				
	− the needs of the health care delivery system;				
	− other aspects of social accountability, as appropriate.				
1.1.3	The programme provider outlines the programme containing both theoretical and practice-based components, with emphasis on the latter, resulting in a medical doctor who is				
	− competent to undertake comprehensive appropriate medical practice in the defined field of medicine				
	− capable of working in a professional manner				
	− able to work unsupervised and independently				
	− able to work within a professional/interprofessional team when relevant				
	− committed and prepared to life-long learning and participation in continuing				
	− medical education/continuing professional development				

	Standard: 1 **MISSION AND OUTCOMES**	**COMMENTS**	**Overall Quality Evaluation**		
			fulfilled	partly fulfilled	not fulfilled
1.1.4	The programme provider ensures improvement of patient care that is appropriate, effective, compassionate and safe in dealing with health problems and promotion of health, including a patientcentred and holistic approach				
1.1.5	The programme provider ensures that trainees have appropriate working conditions to maintain their own health				
1.1.6	The programme provider encourages appropriate innovation in the education process allowing for development of broader and more specialised competencies than those identified within the basic required competencies.				
1.1.7	The programme provider encourages doctors to become scholars within their chosen field of medicine				
1.1.8	The programme provider encourages doctors to become active participants in facing social determinants of health				
1.2	**PROFESSIONALISM AND PROFESSIONAL AUTONOMY**				
1.2.1	The programme provider includes professionalism in the education of doctors				
1.2.2	The programme provider fosters the professional autonomy necessary to enable the doctor to act in the best interests of the patient and the community				
1.2.3	The programme provider ensures a collaborative relationship with government and other counterparts, whilst maintaining appropriate independence from them				

	Standard: 1 **MISSION AND OUTCOMES**	**COMMENTS**	**Overall Quality Evaluation**		
			fulfilled	**partly fulfilled**	**not fulfilled**
	and ensures academic freedom				
1.3	**Educational Outcomes**				
1.3.1	The programme provider defines the intended educational outcomes of the programme with respect to				
	– achievements at a postgraduate level regarding knowledge, skills and attitudes				
	– appropriate foundation for the future career of trainees in the chosen field of medicine				
	– future roles in the health sector				
	– commitment to and skills in life-long learning				
	– the health needs of the community, the needs of the health care system and other aspects of social accountability				
	– professional behavior				
	– generic and discipline/speciality-specific components				
	– appropriate conduct regarding patients and their relatives, fellow trainees, trainers				
	– and other health care personnel				
1.3.2	The programme provider ensures appropriate trainee conduct with respect to colleagues and other health care personnel, patients and their relatives				
1.3.3	The programme provider makes the intended outcomes publicly known				
1.3.4	The programme provider ensures interaction between basic and postgraduate medical education				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
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 programme provider bases the formulation of mission and intended educational outcomes of the programmes on input from other stakeholders.				

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; 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.

			Overall Quality Evaluation		
	Standard: 2 *EDUCATIONAL PROGRAMME*	**COMMENTS**	**fulfilled**	**partly fulfilled**	**not fulfilled**
2.1	**FRAMEWORK OF THE PME PROGRAMME**				
2.1.1	The programme provider determines the educational framework based upon the intended educational outcomes of the programme and the qualifications of the trainees				
2.1.2	The programme provider builds its educational framework on the acquired outcomes of existing basic medical education and organise the educational framework in a systematic and transparent way				
2.1.3	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 G1.2)				
2.1.4	The programme provider uses practice-based training involving the personal participation of the trainee in the services and responsibilities of patient care				
2.1.5	The programme provider uses instructional and learning methods that are appropriate and ensures integration of practical and theoretical components				
2.1.6	The programme provider delivers the programme in accordance with principles of equality				
2.1.7	The programme provider uses a trainee-centred approach that stimulates, prepares and supports trainees to take responsibility for their own learning process and to reflect on their own practice				
2.1.8	The programme provider guides the trainee by means of				

	Standard: 2 EDUCATIONAL PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	supervision and regular appraisal and feedback				
2.1.9	The higher education institutionøs programmes provide students 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)				
2.1.10	The programme provider informs trainees about the programme and the rights and obligations of trainees and includes the commitment to ethical considerations in the programme				
2.1.11	The programme provider increases the degree of independent responsibility of the trainee as skills, knowledge and experience grow				
2.12	The programme provider recognises gender, cultural and religious specifications and prepares the trainee to interact appropriately				
2.2	**SCIENTIFIC METHOD**				
2.2.1	The programme provider(s) introduce(s) in the programme the foundation and methodology of medical research, including clinical research and clinical epidemiology				
2.2.2	The programme provider ensures that the trainee becomes able to use scientific reasoning. (B 2.2.2)				
2.2.3	The programme provider ensures that the trainee becomes familiar with evidence-based medicine through exposure to a broad range of relevant clinical/practical experience in different settings in the chosen field of medicine				
2.2.4	The programme provider includes formal teaching on critical appraisal of the literature and scientific data and adjusts the				

	Standard: 2 *EDUCATIONAL PROGRAMME*	COMMENTS	Overall Quality Evaluation		
			fulfilled	**partly fulfilled**	**not fulfilled**
	content to scientific developments				
2.3	**PROGRAMME CONTENT**				
2.3.1	The programme provider(s) include(s) in the programme clinical work and relevant theory or experience of				
	– basic biomedical, clinical, behavioural and social sciences and preventive medicine				
	– clinical decision-making				
	– communication skills				
	– medical ethics				
	– public health				
	– medical jurisprudence and forensic medicine				
	– managerial disciplines				
	– patient safety				
	– doctorsøself-care				
	– the interface with complementary medicine.				
2.3.2	The programme provider organises the programme with appropriate attention to patient safety and autonomy				
2.2.3	The programme provider improves the content regarding of knowledge, skills and attitudes related to the various roles of the doctor				
2.2.4	The programme provider adjusts the content to changing contexts and needs of the health care delivery system				
2.4	**PROGRAMME STRUCTURE, COMPOSITION AND DURATION**				
2.4.1	The programme provider describes the overall structure,				

			Overall Quality Evaluation		
	Standard: 2 *EDUCATIONAL PROGRAMME*	**COMMENTS**	**fulfilled**	**partly fulfilled**	**not fulfilled**
	composition and duration of the programme				
2.4.2	The programme provider states compulsory and optional components of the programme and integrates practice and theory				
2.4.3	The programme provider considers national regulations and provides adequate exposure to how local, national or regional health systems address the health care needs of populations				
2.4.4	The programme provider in making a decision about the duration of the programme, takes into consideration – the acquired outcomes of basic medical education related to the chosen field of medicine				
	– requirements of the different roles of the trained doctor in the health sector				
	– possible alternatives to the use of time-based definitions of education				
2.5	**ORGANISATION OF EDUCATION**				
2.5.1	The programme provider defines responsibility and authority for organising, coordinating, managing and evaluating the individual educational setting and process				
2.5.2	The programme provider includes in the planning of the programme appropriate representation of principal as well as other stakeholders				
2.5.3	The programme provider plans the education to expose the trainee to a broad range of experiences in the chosen field of medicine				

	Standard: 2 EDUCATIONAL PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.5.4	The programme provider ensures multi-site education and coordinates multi-site education to gain adequate exposure to different aspects of the chosen field of medicine				
2.6	**THE RELATION BETWEEN PME AND SERVICE**				
2.6.1	The programme provider describes and respects the apprenticeship nature of professional development				
2.6.2	The programme provider integrates training and service and ensures that training is complementary to and integrated with service demands				
2.6.3	The programme provider effectively organises use of the capacity of the health care system for service based training purposes				

Recommendations:

ECC's Expert Name

Signature

Date of evaluation

Standards 3: **ASSESSMENT OF TRAINEES**

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

It is expected that the higher education institution should demonstrate the following:
- assessment of trainees reflects that graduates or trainees who have completed the course/training program, have the knowledge, skills and attitudes, competencies, consistent with the outcomes of higher educational programme;
- assessment of trainees 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 trainees 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 trainees to achieve their learning outcomes; assessment of trainees on key learning outcomes;
- use the results of this assessment to improve teaching and learning;
- the assessment of trainees is an integral part of the institution activity, and requires confirmation that the use of results of assessment of educational achievements of trainees to improve the learning is permanent.

		COMMENTS	Overall Quality Evaluation		
	Standards 3: **ASSESSMENT OF TRAINEES**		**fulfilled**	**partly fulfilled**	**not fulfilled**
3.1	**ASSESSMENT METHODS**				
3.1.1	The programme provider formulates and implements a policy of assessment of the trainees				
3.1.2	The programme provider defines, state and publish the principles, purposes, methods and practices for assessment of trainees, including specialist examinations where used				
3.1.3	The programme provider ensures that assessments cover knowledge, skills and attitudes				
3.1.4	The programme provider uses a complementary set of assessment methods and formats according to their õassessment utilityö, including use of multiple assessors and multiple assessment methods				
3.1.5	The programme provider states the criteria for passing examinations or other types of assessment, including number of allowed retakes.				
3.1.6	The programme provider evaluates and documents the reliability, validity and fairness of assessment methods				
3.1.7	The programme provider uses a system of appeal of assessment results based on principles of natural justice or due (legal) process				
3.1.8	The programme provider encourages the use of external examiners				
3.1.9	The programme provider incorporates new assessment methods where appropriate				
3.1.10	The programme provider records the different types and stages of training in a training log-book				
3.2	**RELATION BETWEEN ASSESSMENT AND LEARNING**				
3.2.1	The programme provider uses assessment principles, methods and practices that				

	Standards 3: ASSESSMENT OF TRAINEES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	− are clearly compatible with intended educational outcomes and instructional methods				
	− ensure that the intended educational outcomes are met by the trainees				
	− promote trainee learning				
	− ensure adequacy and relevance of education				
	− ensure timely, specific, constructive and fair feedback to trainees on the basis of assessment results				
3.2.2	The programme provider uses assessment principles, methods and practices that				
	− encourage integrated learning				
	− encourage involvement of practical clinical work				
	− facilitate interprofessional education				

Recommendations:

ECC's Expert Name

Signature
Date of evaluation

Standard 4: **TRAINEES**

Standard 4: Trainees includes: admission policy and selection; Trainee intake size and nature; Trainee counselling and support services; Trainees 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 trainees and all stakeholders
- institution systematically determines the needs of students in learning and then creates the conditions for their satisfaction
- Trainee services of institution governed by principles that reflect the mission and special character of the institution, and provide academic support to trainees, advice on careers, health care, financial support and personal development of trainees
- medical institution involves trainee representatives in the activities of the deliberative bodies of the institution and promotes trainees self-government.

ECAQA CRITERIA EVALUATION FORM

	Standard 4: TRAINEES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.1	**ADMISSION POLICY AND SELECTION**				
4.1.1	The programme provider considers the relationship between the mission of the programme and selection of trainees				
4.1.2	The programme provider ensures a balance between the education capacity and the intake of trainees				
4.1.3	The programme provider formulates and implements a policy on				
	− the criteria and the process for selection of trainees				
	− admission of trainees with disabilities requiring special facilities				
	− transfer of trainees from other national or international programmes				
4.1.4	The programme provider ensures a high level in understanding of basic biomedical sciences achieved at the undergraduate level before starting postgraduate education				
4.1.5	The programme provider ensures transparency and equity in selection procedures				
4.1.6	The programme provider considers in its selection procedure specific capabilities of potential trainees in order to enhance the result of the education process in the chosen field of medicine				
4.1.7	The programme provider includes a mechanism for appeal against decisions related to admission and continuation				
4.1.8	The programme provider includes traineesø organisations and other stakeholders in the formulation of the selection policy and process				

	Standard 4: TRAINEES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.1.9	The programme provider periodically reviews the admission policy				
4.2	**NUMBER OF TRAINEES**				
4.2.1	The programme provider sets a number of education positions that is proportionate to				
	− the clinical/practical training opportunities				
	− the capacity for appropriate supervision				
	− other resources available				
	− available information about the health needs of the community and society				
4.2.2	The programme provider reviews the number of trainees through consultation with stakeholders				
4.2.3	The programme provider adapts the number of training positions, taking into account				
	− available information about the number of qualified candidates				
	− available information about the national and international market forces				
	− the inherent unpredictability of precise physician manpower needs in the various fields of medicine				
4.3	**TRAINEE COUNSELLING AND SUPPORT**				
4.3.1	The programme provider ensures access to a system for academic counselling of trainees				
4.3.2	The programme provider bases the academic counselling of trainees on monitoring the progress in education including reported unintended incidents				

	Standard 4: TRAINEES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.3.3	The programme provider makes support available to trainees, addressing social, financial and personal needs				
4.3.4	The programme provider allocates resources for social and personal support of trainees				
4.3.5	The programme provider ensures confidentiality in relation to counselling and support				
4.3.6	The programme provider offers career guidance and planning				
4.3.7	The programme provider provides support in case of a professional crisis				
4.3.8	The programme provider involves traineesø organisations in solving problematic trainee situations				
4.4	**TRAINEE REPRESENTATION**				
4.4.1	The programme provider formulates and implements a policy on trainee representation and appropriate participation in the				
	– statement of mission and intended educational outcomes				
	– design of the programme				
	– planning of traineesø working conditions				
	– evaluation of the programme				
	– management of the programme				
4.4.2	The programme provider encourages traineesø organisations to be involved in decisions about education processes, conditions and regulations				
4.5	**WORKING CONDITIONS**				
4.5.1	The programme provider carries out the programme by appropriately remunerated posts/stipendiary positions or other ways of financing for trainees				

	Standard 4: TRAINEES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.5.2	The programme provider ensures participation by the trainee in all medical activities - including on-call duties - relevant for the education				
4.5.3	The programme provider defines and makes known the service conditions and responsibilities of trainees				
4.5.4	The programme provider replaces interruptions of training caused by pregnancy (including maternity/paternity leave), sickness, military service or secondment by additional training				
4.5.5	The programme provider ensures that the service components of trainee positions are not dominating				
4.5.6	The programme provider takes into account the needs of the patients, continuity of care and the educational needs of the trainee in the structuring of duty hours and on-call schedules				
4.5.7	The programme provider allows part-time education under special circumstances, structured according to an individually tailored programme and the service background				
4.5.8	The programme provider ensures that the total duration and quality of part-time education is not less than those of full-time trainees				

Recommendations:

ECCøs Expert Name:

Signature:

Date of evaluation:

Standard 5: **TRAINERS**

Standard 5: Trainers 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 Programme⁄s mission and outcomes;
- academic staff qualifications are appropriate to the field and level of their assignment;
- qualification of trainers 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 trainees are encouraged and valued accordingly by faculty.

	Standard 5: TRAINERS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
5.1	**RECRUITMENT AND SELECTION POLICY**				
5.1.1	The programme provider formulates and implements a recruitment and selection policy for trainers, supervisors and teachers that specifies				
	− the expertise required				
	− criteria for scientific, educational and clinical merit, including the balance between teaching, research and service qualifications				
	− their responsibilities				
	− the duties of the training staff and specifically the balance between educational, research and service functions				
5.1.2	The programme provider in its selection policy takes into account the mission of the programme, the needs of the education system and the needs of the health care system				
5.1.3	The programme provider in the formulation and implementation of its staff policy				
	− recognises the responsibility of all physicians as part of their professional obligations to participate in the practice-based postgraduate education of medical doctors				
	− rewards participation in postgraduate education				
	− ensures that trainers are current in the relevant field				
	− ensures that trainers with a sub-speciality function are approved for relevant specific periods during the				

			Overall Quality Evaluation		
	Standard 5: TRAINERS	**COMMENTS**	**fulfilled**	**partly fulfilled**	**not fulfilled**
	education and for other periods of education dependent on their qualifications				
	– rewards participation in programmes for developing their educational expertise				
	– engages educational expertise in trainer development				
5.2	**TRAINER OBLIGATIONS AND TRAINER DEVELOPMENT**				
5.2.1	The programme provider ensures that trainers have time for teaching, supervision and learning				
5.2.2	The programme provider provides faculty development of trainers and supervisors				
5.2.3	The programme provider ensures periodic evaluation of trainers				
5.2.4	The programme provider in the formulation and implementation of its staff policy				
	– includes in staff development support for trainers regarding teacher education and further professional development, both in their speciality and in educational expertise				
	– appraises and recognises meritorious academic activities in functions as trainers, supervisors and teachers				
	– defines a ratio between the number of recognised trainers and the number of trainees ensuring close personal interaction and monitoring of the trainee				

Recommendations:

ECC's 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 trainees on lecture / total number of trainees in group_____
Name, scientific degree, academic status, position of trainer
_____

Evaluation criteria
Lecture content and structure:
1. LectureøObjectives.
2. Structure of lecture, consistency and connection of it elements.
3. Scholarly, fundamentality, deepness of content of lecture material, its compliancy 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 trainee involving into research.
7. Conclusion of lecture. Establishment of connections with further lecture, session, laboratory lessons.

Pedagogical aspects. Methods of learning:
8. Level of trainer competencies in discipline, relevant theoretical disciplines, areas of professional activity.
9. Level of speaker ability of trainer
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 trainees, emotional state etc.).
12. Variety of used methods and learning recourse facilities. Using of method of activation of trainees cognitive abilities. Ability to adapt material for different types of perception, manage educational activity and work attitude of trainees.
13. Using of visual and technical facilities.

Educational activity of trainees:
14. Level of involvement of trainees 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 trainees.
Summary and suggestions

2. SESSION ʼS EVALUATION

General information
Topic_____
Discipline_____
Group, course, faculty_____
Date and hour of conducting_____
Number of trainees on lecture / total number of trainees in group_____
Name, scientific degree, academic status, position of trainer

_____

_____

Evaluation criteria
Session content and structure:
1. Objectives of session.
2. Structure of session, consistency and connection of it elements.
3. Scholarly, fundamentality, deepness of content of session material, its compliancy to course program, current level of science and practice development. Using of materials obtained by trainer 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 trainees, creation of opportunities for independent choice of type of activity.
7. Organization of individual, group work.

Educational activity of trainees:
8. Level of involvement of trainees 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 trainees 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 trainees.
Summary and suggestions

3. LABORATORY SESSION EVALUATION

General information
Topic_____
Discipline_____
Group, course, faculty_____
Date and hour of conducting_____
Number of trainees on lesson / total number of trainees in group_____
Name, scientific degree, academic status, position of trainer

_____

Evaluation criteria
Laboratory lesson content and structure:
1.   Objectives of laboratory session (special and basic competencies).

2. Structure of lesson, consistency and connection of it 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 trainees, 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. Studentsø reflection. Their orientation on understanding of work on laboratory session, assessment of their performance and errors.

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

Educational activity of trainees:
16. Level of involvement of trainees in work:
   - high (active). Interesting of trainees 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 trainees.

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 programme-s 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 programme provider offers the trainee – space and opportunities for practical and theoretical study; – access to up-to-date professional literature; – adequate information and communication technology; – equipment for training in practical techniques; – a safe learning environment.				
6.1.2	The programme provider regularly updates the physical facilities and equipment regarding their appropriateness and quality in relation to postgraduate education				
6.2	**LEARNING SETTINGS**				
6.2.1	The programme provider selects and approves the learning settings. has access to –sufficient clinical/practical facilities to support the delivery of learning; –a relevant number of patients; –an appropriate case-mix of patients and patient materials to meet intended –educational outcomes, including the use of both inpatient and outpatient (ambulatory) care and on-duty activity				
6.2.2	The programme provider by the choice of learning settings				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	ensures education - in promotion of health and prevention of disease;				
	- in hospitals (general hospitals and, when relevant, academic teaching hospitals) and in community based facilities				
6.3	**INFORMATION TECHNOLOGY**				
6.3.1	The programme provider ensures access to web-based or other electronic media				
6.3.2	The programme provider uses information and communication technology in an effective and ethical way as an integrated part of the programme				
6.3.3	The programme provider enables trainers and trainees to use existing and new information and communication technology for				
	– self-directed learning				
	– communication with colleagues				
	– accessing relevant patient data and health care information systems				
	– patient/practice managements				
6.4	**CLINICAL TEAMS**				
6.4.1	The programme provider ensures experience of working in a team with colleagues and other health professionals				
6.4.2	The programme provider encourages learning in a multi-disciplinary/multiprofessional team				
6.4.3	The programme provider promotes development of ability to guide and teach other health professionals				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
6.5	**MEDICAL RESEARCH AND SCHOLARSHIP**				
6.5.1	The programme provider ensures that the trainee achieves knowledge of and ability to apply the scientific basis and methods of the chosen field of medicine				
6.5.2	The programme provider ensures adequate integration and balance between training and research				
6.5.3	The programme provider encourages trainees to engage in medical research and quality development of health and the health care system				
6.5.4	The programme provider provides sufficient time within the programme for trainees to undertake research and gives access to research facilities and activities in the training settings				
6.6	**EDUCATIONAL EXPERTISE**				
6.6.1	The programme provider formulates and implements a policy on the use of educational expertise relevant in				
	- programme planning				
	- implementation of the programme				
	- evaluation of the programme				
6.6.2	The programme provider(s) pay(s) attention to the development of expertise in educational evaluation and in research in the discipline of medical education				
6.6.3	The programme provider allows staff to pursue educational research interests				
6.7	**LEARNING IN ALTERNATIVE SETTINGS**				
6.7.1	The programme provider formulates and implements a				

		Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
				fulfilled	partly fulfilled	not fulfilled
		policy on accessibility of individual trainees to education opportunities at alternative training settings within or outside the country				
	6.7.2	The programme provider establishes a system for the transfer of the results of education				
	6.7.3	The programme provider facilitates regional and international exchange of trainers and trainees by providing appropriate resources				
	6.7.4	The programme provider establishes relations with corresponding national or international bodies with the purpose of facilitating exchange and mutual recognition of education elements				

Recommendations:

ECCøs 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, TRAINERS AND TRAINEES OF INSTITUTION ABOUT ADMINISTRATION SUPPORT

1. Describe the maintenance services for trainers and trainees 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 trainers and trainees in the educational process.
4. Analyze the frequency and results of a survey of trainers staff and trainees 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 trainees.

The quality of learning activities of students and teaching activity of trainers 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 TRAINERS AND TRAINEES 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? Whethermarkers / chalk and dustersare 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 trainers and trainees address the issue of using of audiences in the learning process?
6. Whether institution has auditorium, suitable for type of activities, recreation of academicstaff 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 trainees and trainers?
9. Does studentsø 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 TRAINERS AND TRAINEES ABOUT LIBRARY AND RESEARCH CENTERS
1. Give general characteristic of libraries and research centers and evaluate their role in the institutionøs 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 TRAINERS AND TRAINEES ABOUT THE LIBRARY RECOURSES 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 institutionøs 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 TRAINERS, TRAINEES AND STAFF ABOUT INFORMATION AND TECHNICAL SUPPORT

1. Existing resources: the total number of computers and their relation to the of trainees 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 trainees 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 trainees.
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, trainees?
18. Are there opportunities for teaching staff and trainees 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; trainer and trainee feedback; performance of trainees; 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 trainees, teachers and stakeholders, including employers, as well as an analysis of trainee'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 programme provider routinely monitors the programme				
7.1.2	The programme provider establishes and applies a mechanism for programme evaluation				
7.1.3	The programme provider in the evaluation addresses				
	- the mission, the intended as well as acquired educational outcomes				
	- the educational programme, assessment, if any, the programme provider and				
	- the educational resources				
	- the relation between the recruitment policy and the needs of the education and health systems				
	- programme process				
	- methods of assessment				
	- progress of trainees				
	- trainer qualifications				
	- identified concerns				
7.1.4	The programme provider ensures that relevant results of evaluation influence the programme				
7.1.5	The programme provider involves principal stakeholders in evaluation				
7.1.6	The programme provider makes the process and results of evaluation transparent to principal as well as other stakeholders				
7.2	**TRAINER AND TRAINEE FEEDBACK**				

	Standard 7: **PROGRAM EVALUATION**	**COMMENTS**	**Overall Quality Evaluation**		
			fulfilled	**partly fulfilled**	**not fulfilled**
7.2.1	The programme provider seeks feedback about programmes from trainers, trainees and employers				
7.2.2	The programme provider actively involves trainers and trainees in planning programme evaluation and in using its results for programme development.				
7.3	**PERFORMANCE OF QUALIFIED DOCTORS**				
7.3.1	The programme provider routinely monitors performance of qualified doctors. The programme provider seeks feedback on performance of qualified doctors from employers				
7.3.2	The programme provider establishs and applies a mechanism for programme evaluation using collected data on performance of qualified doctors				
7.3.3	The programme provider informs about the results of the evaluation of the performance of qualified doctors to those responsible for selection of trainees and programme planning				
7.4	**INVOLVEMENT OF STAKEHOLDERS**				
7.4.1	The programme provider involves the principal stakeholders in its programme for monitoring and evaluation				
7.4.2	The programme provider for other stakeholders				
	– allows access to results of course and programme evaluation				
	– seeks their feedback on the performance of doctors				
	– seeks their feedback on the programme				
7.5	**APPROVAL OF EDUCATIONAL PROGRAMMES**				
7.5.1	The programme provider documents that all programmes, including training settings, are approved by a competent				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	authority based on				
	- well-defined criteria				
	- programme evaluation				
	- the capability of the authority to grant or withdraw recognition of training settings or theoretical courses				
7.5.2	The programme provider formulates and implements a system for quality control of training settings and other educational facilities including site visits or other relevant means				

Recommendations:

ECC's 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.

			Overall Quality Evaluation		
	Standard 8: **GOVERNANCE AND ADMINISTRATION**	**COMMENTS**	fulfilled	partly fulfilled	not fulfilled
8.1	**GOVERNANCE**				
8.1.1	The programme provider ensures that the programme is conducted in accordance with regulations concerning −admission of trainees (selection criteria and number); −process; −assessment; −intended educational outcomes				
8.1.2	The programme provider documents completion of education by the issue of degrees, diplomas, certificates or other evidence of formal qualifications for use by both national and international authorities				
8.1.3	The programme provider is responsible for a programme for quality development				
8.1.4	The programme provider ensures transparency of the work of governance and its decisions				
8.1.5	The programme provider ensures adequacy of the programme to the health needs of the population it serves				
8.2	**ACADEMIC LEADERSHIP**				
8.2.1	The programme provider takes responsibility for the leadership/staff and organisation of postgraduate medical education				
8.2.2	The programme provider evaluates the leadership/staff at defined intervals with respect to the mission of the programme and the acquired outcomes of the programme				
8.3	**EDUCATIONAL BUDGET AND RESOURCE ALLOCATION**				
8.3.1	The programme provider defines responsibility and authority for managing the budgets of the programme				

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
8.3.2	The programme provider allocates the resources necessary for the implementation of the programme and distributes the educational resources in relation to educational needs				
8.3.3	The programme provider manages the budget in a way that supports the service obligations of trainers and trainees and innovations in the programme				
8.4	**ADMINISTRATION and Management**				
8.4.1	The programme provider has an administrative and professional staff that is appropriate to support implementation of the educational programme and related activities and ensure good management and resource deployment				
8.4.2	The programme provider includes an internal programme of quality assurance of the management, including regular review				
8.4.3	The programme provider ensures that management submits itself to regular review to achieve quality improvement				
8.5	**REQUIREMENTS AND REGULATIONS**				
8.5.1	The programme provider follows the definition by a national authority of the number and types of recognized medical specialities and other medical expert functions for which approved education programmes are developed				
8.5.2	The programme provider defines programmes for approved postgraduate medical education in collaboration with stakeholders				

Recommendations:

ECC'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.

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
9.1	In realising the dynamics of postgraduate medical education and involvement of the relevant stakeholders, and in order to ensure sustainable quality the programme provider				
	– 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 programme provider bases the process of renewal on prospective studies and analyses and on results of local evaluation and the medical education literature				
9.3	The programme provider ensures that the process of renewal and restructuring leads to the revision of the policies and practices of postgraduate medical education programmes in accordance with past experience, present activities and future perspectives.				
9.4	The programme provider 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				

	Standard 9: **CONTINUOUS RENEWAL**	**COMMENTS**	**Overall Quality Evaluation**		
			fulfilled	**partly fulfilled**	**not fulfilled**
	− 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, 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				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	**partly fulfilled**	**not fulfilled**
	circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders				

Recommendations:

ECC's Expert Name:

Signature:

Date of evaluation: