



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

**ECAQA QUALITY PROFILE AND CRITERIA
EVALUATION FORM
THE HIGHER EDUCATION INSTITUTIONS
FOR HEALTH PROFESSIONS EDUCATION**



ALMATY 2017

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

**ECAQA QUALITY PROFILE AND CRITERIA
EVALUATION FORM**

**THE HIGHER EDUCATION INSTITUTIONS
FOR HEALTH PROFESSIONS EDUCATION**

Name of the institution: _____

Date of the ECAQA's EEC evaluation: _____

ECAQA's External Expert Commission Member: _____

ALMATY 2017

Standard: 1 MISSION AND OUTCOMES

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The Standards for accreditation the Higher Education Institutions for 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.

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The possible conclusion of the ECC's discussion on higher education institution is in compliance with the ECAQA's Standards for Institutional 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;
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Standards 1: 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	The higher education institution defines its mission and outcomes and has relevant published document				
1.1.1	1.1.1 The mission and outcomes are brought to the attention of all stakeholders who have been defined by the higher education institution.				
1.1.2	Mission defines the distinctive character of institution, address to the needs of society, reflect the traditions of institution				
1.2	The mission and outcomes include a statement that the educational program is designed to allow students to develop the competencies in knowledge, and skills necessary to continue learning in any area of medicine and to perform the functions of health professionals in the health care system.				
1.3	Mission and Outcomes comply with objectives and goals of national, international context in higher education system				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
1.4	Mission and objectives include aspects of social responsibility, science research achievements, meets the needs of society, readiness to enter postgraduate medical education				
1.5	The strategic plan should have measurable goals and a timeline in which to achieve them.				
1.5.1	The HEI's Strategic plan is developed and approved by the Academic Council.				
1.5.2	The strategic plan of development of the medical education institution undergoes regular revision.				
1.6	The higher education institution systematically gather and analyze information about its activity and conduct evaluation of its strengths and weaknesses (SWOT-analysis)				
1.6.1	The higher education institution uses the information about its current activities and the results of regular SWOT-analysis as the basis for a Quality Assurance Policy, and its Strategic Plan and Operational Plan.				
1.7	Mission and outcomes are formulated and				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	defined with participation of principal stakeholders. The higher education institution defines its principal stakeholders in the checklist.				
1.8	The higher education institution formulates mission and objectives taking into account opinions and suggestions of other relevant stakeholders The higher education institution defines its other relevant stakeholder in the checklist.				
1.9	The higher education institution has adequate physical and other resources necessary to achieve its mission and outcomes.				
1.9.1	There is documentation of the resources available to support the medical education program.				
1.9.2	Information about the mission and objectives of the medical education program is accessible by the public (availability of information in MMI, on the web-site of the institution).				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
1.10	The medical education institution has a policy which gives authority/responsibility to administration and faculty/staff to design the curriculum and to allocate resources necessary for its implementation.				
1.10.1	There is a written document that confirms the policy referred to in statement 1.10.				
1.11	The efforts of all members of academic staff are directed to the delivery of the educational program.				
1.11.1	Educational resources are allocated to meet the needs of the educational program.				
1.11.2	The medical education institution has policies and practices that guarantee that the curriculum that is implemented is designed to meet the objectives of the higher educational program and that identified deficiencies/weaknesses are addressed to improve the program.				
1.11.3	The medical education institution conducts a review of and analyses the resources that have been allocated to implement and improve the educational program.				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
1.12	1.12 The medical education institution has defined the competencies expected of graduates on completion of the educational program.				
1.12.1	The competencies expected of graduates are linked to the competencies required for further training and reflect the needs of society and the function of a physician in the health care system.				
1.13	The competencies expected of graduates upon completion of the higher education program are similar to the competencies expected in postgraduate training, but at an appropriate level.				
1.13.1	The higher education institution collects information/data on the performance of its graduates related to the competencies expected upon completion of the medical education program.				
1.13.2	The higher education institution analyzes and uses information about the performance of its graduates related to the expected competencies for improvement educational				

	Standard: 1 MISSION AND OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	program.				

Recommendations:

ECC~~o~~s Member Name:

Signature:

Date of evaluation:

Standard: 2 EDUCATIONAL PROGRAMMES

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Standards 2: Educational Programmes includes: framework of the programmes 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 programmes 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 programmes, 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 programmes
- educational programmes 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

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMMES</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.1	The medical education institution describes the design of the curriculum and the instructional methods used in the educational program.				
2.2	The educational program includes the content areas specified by the State Compulsory Standard for Higher Education and provides the necessary depth of study for specialist training.				
2.3	The educational program includes formal opportunities for self-directed learning based on the peer-reviewed literature where students take responsibility for their own learning.				
2.3.1	The educational program contributes to the development of the learner's ability to participate in life-long learning and the advancement of medicine as a professional and future colleague.				
2.4	Components of educational program instill in students the principles of the scientific method and evidence-based medicine including methods of analytical and critical thinking.				
2.5	The educational program includes formal educational activities where students learn about scientific thinking				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMMES</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	and research methods.				
2.5.1	The higher education institution offers opportunities for student participation in research studies.				
2.6	The educational program includes the relevant basic biomedical sciences that contribute to students' understanding of scientific knowledge, concepts and methods necessary to acquire and apply the medical sciences.				
2.7	The educational program includes the relevant behavioral, social sciences, educational sciences and the application of law to medicine (medical jurisprudence) that enable students to develop effective communication, clinical decision making and ethical practices.				
2.8	There is a process that adjusts the behavioral and social sciences, and medical ethics in response to advances in medical knowledge, changing demographics and cultural conditions and the health needs of the population.				
2.9	The higher education institution ensures that students have patient contact that is appropriate to the students'				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMMES</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	level of training.				
2.9.1	The educational program is designed to permit students to acquire sufficient clinical knowledge and skills to assume appropriate clinical responsibility at the time of graduation.				
2.10	The higher education institution ensures that there is early patient contact leading to the participation of students in patient care.				
2.11	The components of clinical skills training are structured appropriately for the level of study within the educational program.				
2.12	The higher education institution describes the content of the curriculum, sequencing of courses and other curriculum components.				
2.12.1	The description of the curriculum includes the balance between required (core) and optional content, the role of health promotion, preventive medicine and rehabilitation.				
2.12.2	The description of the curriculum includes aspects of unorthodox, traditional or alternative practices that may affect the health care of patients.				
2.13	Basic and clinical sciences are integrated in the				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMMES</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	educational program.				
2.14	There is a formally constituted group of individuals i.e. the Curriculum Committee, that has responsibility and authority for planning and implementing the curriculum to ensure that the objectives of the educational program are met.				
2.15	The Curriculum Committee (see 2.14) is provided with resources for selecting and implementing appropriate methods of teaching and learning, student assessment, course evaluation and innovations in the curriculum.	2.15			
2.16	The membership of the Curriculum Committee (see 2.14) includes staff, students and other stakeholders.				
2.17	There is an operational linkage between the educational program and subsequent stages of training or practice that students will enter after graduation.	2.17			
2.17.1	Evidence of an operational linkage would include a description of the educational program components and their relationship to subsequent stages of training and practice.				
2.17.2	The stages of training should pay attention to the local, national, regional and global context.				

Recommendations:

ECC's Expert Name

Signature

Date of evaluation

Standards 3: ASSESSMENT OF STUDENTS

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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	The higher education institution defines and states the methods used for assessment of its students, including the criteria for passing examinations. The information on the methods and criteria for passing examinations be available to students.				
3.2	The reliability and validity of assessment methods documented and evaluated and new assessment methods developed that may include the use of external examiners.				
3.3	The assessment of students' knowledge, clinical skills and/or professional behaviors should be based on the learning objectives of the educational units/curricular components which are being assessed.				
3.4	The number and nature of examinations adjusted by integrating assessments of various curricular elements to encourage integrated learning. In addition to summative examinations (results are used to make decisions related to student advancement) that encourage integrative learning, that formative examinations (results are not used to make decisions related to student advancement) that encourage integrative learning are provided by the faculty.				

	Standards 3: ASSESSMENT OF STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
Recommendations:					
ECCo's Expert Name Signature Date of evaluation					

Standard 4: STUDENTS

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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	The higher education institution has an admission policy including a clear statement on the process of selection of students				
4.1.1	The policy and process related to the admission of students are accessible to students who wish to apply to the program and their pre-medical school advisors.				
4.2	The admission policy is reviewed periodically, based on relevant social and professional data, to comply with the social responsibilities of the institution and the health needs of community and society. The review of the policy includes a consideration of student performance data.				
4.3	The size of student intake is defined and related to the capacity of the medical education institution at all stages of education and training.				
4.4	The size and nature of student intake is reviewed in consultation with relevant stakeholders who are responsible for planning and development of human resources in the national health sector and is regulated periodically to meet the needs of community and society				
4.5	The higher education institution has program of				

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	students support including counselling. It would be an improvement to define what "student services" and the nature of the counseling services that would be provided.				
4.6	The higher education institution provides the information support and service for students (information support is defined) and has the internal mechanism for regular review of the accessibility and quality of student support services	4.6 Clear if. Suggest that "regular review service of student"			
4.6.1	The higher education institution has mechanism for regular review service of students' support				
4.7	Counselling is provided based on monitoring of student progress and should address social and personal needs of students				
4.7.1	Counseling services are also available to any student upon request i.e., self-referral				
4.8	The higher education institution provides opportunities for student personal development e.g., individually or formal small group sessions or workshops and mentoring. (mentoring is defined)				
4.9	The higher education institution has a policy on student representation and appropriate participation				

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	in the design, management and evaluation of the curriculum, and in other matters relevant to students				
4.10	Student activities and student organizations are encouraged and supported Provision of examples of what is meant by encouragement and support would increase the measurability of this standard.				
Recommendations:					
ECCo's Expert Name:					
Signature:					
Date of evaluation:					

Standard 5: ACADEMIC STAFF/FACULTY

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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	There is a policy on staff recruitment that outlines the type, responsibilities and balance of academic staff required to deliver the curriculum adequately				
5.1.1	The staff recruitment policy also describes the balance between the number of medical and non-medical staff, and full and part-time staff necessary to deliver the educational program				
5.1.2	The staff recruitment policy also describes the responsibilities of all full and part-time academic staff in delivering the educational program				
5.1.3	There is monitoring of the activities of all academic staff in meeting their specific responsibilities in delivering the educational program				
5.2	There is a policy on the criteria for staff selection that takes into account the scientific, educational and clinical merit of the applicants				
5.2.1	The policy on the criteria for staff selection takes into account the mission of the medical education institution				
5.2.2	There is a policy on staff recruitment taking into account economic considerations of organization				

	Standard 5: ACADEMIC STAFF/FACULTY	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
5.3	There is a policy on the balance of academic staff (sufficient types and numbers of qualified staff members) necessary for teaching, research and clinical duties in the health care system and to perform administrative and leadership functions				
5.4	The staff policy referred to in 5.3 includes the responsibility of the medical education institution to provide teacher training and professional development for academic staff				
5.4.1	The staff policy referred to in 5.3 includes the responsibility of the medical education institution to conduct the appraisal of academic staff activity continue with the rest of the current statement				
5.5	There is teacher representation on relevant bodies (the types and functions of these bodies/committees need to be explained) that reflects teacher-student ratios in various curricular components in the medical education program.				

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 recourse 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 ~~IS~~ 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 compliancy 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

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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 institutional self-evaluation report and database, other institutional 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 Institutional 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. |

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	There is sufficient physical facilities for the staff and the student population to ensure that educational program can be delivered adequately				
6.2	The learning environment is improved by regular updating and revision/remodeling of the facilities to match developments in educational practices.				
6.3	There is adequate clinical experience in the educational program				
6.3.1	There are sufficient patients and space (classrooms, patient examining rooms and other clinical space) required for clinical training for the number of students in the program				
6.4	Clinical experience provided by the educational program reflects the health needs of the population				
6.4.1	Clinical experience is evaluated regularly for appropriateness in reflecting the health needs of the population and the quality of medical training				
6.5	The higher education institution has a policy which addresses the evaluation and effective use of information and communication technology in the educational program				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
6.5.1	The number of computer classrooms, reading-rooms, multimedia and lingua-phone rooms and number of seats is adequate for the number of students in the program.				
6.5.2	The total number of computers including the number of computers that are five years old or less, are adequate for the number of students in the program.				
6.5.3	Students have access to educational and scientific literature on general, basic and clinical disciplines both in paper and electronic format in the language used in the educational program.				
6.5.4	There is evaluation of the effectiveness of information technology and the degree to which it is used in the educational program.				
6.6	Teachers and learners use information and communication technology for self-learning, accessing information, managing patients and working in the health care system.				
6.6.1	Information and communication technology are used in teaching evidence-based medicine and in preparing students for continuing medical				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	education and professional development.				
6.6.2	Learners and staff have access to the internet and are satisfied with its availability and quality.				
6.6.3	Learners are satisfied with access to electronic textbooks, computer access rooms (meaning of òfund of electronic reading room was unclear), demonstration equipment (does this mean òsimulationö equipment?), educational TV, etc.				
6.7	There is a policy that fosters the relationship between the educational and research activities of the institution				
6.7.1	The policy describes the research facilities and research priorities of the institution				
6.8	Research is reflected in the educational program				
6.8.1	Research influences current teaching and encourages and prepares students to participate in medical research activities				
6.8.2	There is evidence that students have the opportunity to participate in medical research activities				
6.9	There is a policy on the use of educational				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	expertise in planning the medical education program and in the development of teaching methods.				
6.9.1	There is evidence that educational expertise has been used to improve teaching and assessment methods.				
6.10	Faculty/teaching staff have access to educational experts outside of the institution to improve the program and develop skills in educational research.				
6.10.1	Faculty/teaching staff conduct research on the effectiveness of teaching and learning methods.				
6.11	There is a policy that requires the institution to collaborate with other medical education institutions, public health schools, other faculties and institutions that teach specialists of healthcare				
6.11.1	The policy includes the transfer of educational credits. (Meaning of the rest of the statement is not clear)				
6.12	There are resources to support regional and				

	Standard 6: EDUCATIONAL RESOURCES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	international collaboration				
6.12.1	Regional and international collaboration may include exchange of teachers and students.				

Recommendations:

ECCo 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 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 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: PROGRAM EVALUATION

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Standard is fulfilled	this means that the higher education institution meets this standard and fulfillment demonstrated during external evaluation;
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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	The higher education institution has established a process of programme evaluation that monitors the curriculum and student progress				
7.1.1	There is an organized group of individuals (department or other structure) that has responsibility for and conducts programme evaluation activities of the medical education institution				
7.1.1.1	There is documentation of the programme evaluation activities conducted by the group tasked with this responsibility				
7.1.2	The system/process of programme evaluation ensures that the identified concerns and problems are presented to the Curriculum Committee and are addressed				
7.1.2.1	There is documentation of examples where concerns or problems identified through the process of programme evaluation were presented to and addressed by the Curriculum Committee				
7.2	The educational context as defined by the organization of the program and educational resources, the learning environment and culture of the medical school is evaluated/reviewed in the				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	process of programme evaluation as a measure of programme quality				
7.2.1	The elements evaluated/reviewed in the process of programme evaluation as measures of programme quality include curriculum components such as courses, and student performance results.				
7.2.2	The elements evaluated/reviewed in the process of programme evaluation as measures of programme quality include general outcomes such as career choice and postgraduate performance.				
7.3	Feedback from students and teachers is systematically sought/obtained as part of the process of programme evaluation.				
7.3.1	Feedback both from teachers and students is analyzed and used for program improvement				
7.4	Teachers and students should be actively involved in planning of program evaluation and using of its results for program improvement				
7.5	Student performance data is evaluated taking into account the curriculum and the mission and				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	<p>objectives of the medical education institution. Measures of student performance include information about average study time, examination scores, pass and failure rates, success and dropout rates, student reports about conditions in their courses as well as time spent by students on areas of special interest</p> <p>The meaning of the statement could be further improved to better explain HOW the results of student performance data is analyzed to take into consideration the factors noted in 7.5 and 7.6.</p>				
7.6	Students performance is analyzed taking into account their background, at the time of admission and qualifications at the moment of entrance higher education institution				
7.6.1	The analysis of student performance data described in 7.6, should be provided as feedback to the organizational unit i.e. committee or department structure, responsible for student selection.				
7.6.2	The analysis of student performance data described in 7.6, should be provided as feedback to the organizational units i.e. committees or department structures, responsible for educational program				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	planning/curriculum planning (e.g., Curriculum Committee), admission of students to the program, and student counseling.				
7.6.3	The analysis of student performance data described in 7.6, should be provided as feedback to the organizational unit i.e. committee or department structure, responsible for student counseling.				
7.7	Individuals responsible for oversight of the medical education institution i.e., governance and management of the medical education institution i.e., administration as well as academic staff and students participate in the process of programme evaluation. Note: The clarity of this statement would be improved by providing examples of ways in which individuals within each group mentioned in 7.7 could participate in programme evaluation.				
7.8	Other relevant stakeholders has access to the results of course and programme evaluation and their views/opinions are taken into account when improving and planning the curriculum. Suggest that the other stakeholders be defined by each higher education institution and included with the statement.				

	Standard 7: PROGRAM EVALUATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
Recommendations:					
ECC's Expert Name:					
Signature:					
Date of evaluation:					

Standard 8: GOVERNANCE AND ADMINISTRATION

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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	The relationships of the governance structures of the medical education institution to the governance of the university are defined if the institution is part of, or affiliated with a university				
8.2	The governance structures of the higher education institution include a curriculum committee				
8.2.1.	The curriculum committee is formally given the authority to design and manage the medical curriculum				
8.2.2	The membership of the curriculum committee specifies representation from academic staff, students and other stakeholders including representatives of the health care system and the public				
8.3	The responsibilities of the academic leadership of the medical education institution for the medical educational programme are clearly stated.				
8.4	Evaluation of academic leadership regarding the achievement of the mission and objectives of the medical				

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	education institution is conducted at regular intervals				
8.5	The medical education institution has clearly specified the responsibility and authority for the curriculum and its resourcing including a dedicated educational budget				
8.6	There is sufficient autonomy to direct the resources provided for the educational program including remuneration(payment) of teaching staff, in an appropriate manner in order to achieve the overall objectives of the medical education institution				
8.7	The medical education institution has a financial plan for enabling it to achieve its stated goals and objectives				
8.7.1	The stated goals and objectives are aligned with/come from, the institutional strategic plan				
8.7.2	The financial plan identifies the sources of funding/revenue				
8.8	The financial system of the medical education institution is based on the principals of efficiency, effectiveness, priority,				

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	transparency, accountability, and autonomy of all levels of budgeting				
8.9	The medical education institution evaluates the effectiveness of its financial management practices				
8.10	The administrative staff of the medical education institution is appropriate to support the implementation of the school's educational programme and other activities				
8.10.1	The administrative staff of the medical education institution is competent to manage the program and deploy the educational resources				
8.11	The administrative staff conducts a quality assurance program.				
8.11.1	The administrative staff undergo regular review of their activities				
8.12	The medical education institution has constructive interactions with the health sector. The health sector includes the health care delivery system, whether public or				

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	private, medical research institutions etc.				
8.12.1	The medical education institution has constructive interactions with health-related sectors of society and government. The health-related sector may include institutions and regulating bodies with implications for health promotion and disease prevention (e.g., environmental, nutritional and social responsibilities)				
8.13	The collaboration with partners of the health sector is formalized				
8.13.1	Official mechanisms for maintenance of constructive interaction and joint responsibility of medical education institution with health care sector are defined				
Recommendations:					

	Standard 8: GOVERNANCE AND ADMINISTRATION	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
ECCo's Expert Name:					
Signature:					
Date of evaluation:					

Standard 9: CONTINUOUS RENEWAL

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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 conducts regular review and updating of its structures and functions				
9.1.2	The higher education institution corrects deficiencies that have been identified by its process of systematic review of its structures and function				
9.2	<p>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.</p> <p>Note: The clarity of this statement would be improved by better explaining the relationship between past experience, present activities and future perspectives and the revision of policies and practices.</p>				
9.2.1	As a result of the institutional renewal process (see 9.2) the mission and objectives of the medical education institution were revised in response to developments in scientific knowledge, and the socio-economic and cultural development of society. The meaning of òthe socio-economic and cultural				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
		development of societyö should be explained.			
9.2.2	As a result of the institutional renewal process (see 9.2) the required competencies of the graduating students were revised in accordance with the documented needs of the environment that the graduates will enter.				
9.2.2.1	The modification of the required competencies included a revision of clinical skills and public health training.				
9.2.2.2	The modification of the required competencies included an appropriate revision of the level of student responsibility for patient care in keeping with changes in the level of responsibility for patient care expected upon graduation.				
9.2.3	As a result of the institutional renewal process (see 9.2) the design of the curriculum (curricular model) and instructional methods were revised to ensure they are appropriate and relevant.				
9.2.4	As a result of the institutional renewal process (see 9.2) the curricular elements and their relationships				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	within the education program were revised in response to advances in knowledge in the biomedical sciences, behavioral sciences, social and clinical sciences, changes in the demographic profile and patterns of health/disease in the population, - socio-economic and cultural conditions				
9.2.4.1	The revisions made to the curriculum as a result of curricular renewal process assures that new relevant knowledge, concepts and methods are included and outdated ones discarded.				
9.2.5	As a result of the institutional renewal process (See 9.2), the assessment principles, methods and number of examinations were revised in response to changes in the educational objectives and learning goals and methods.				
9.2.6	As a result of the institutional renewal process (see 9.2), the policy on, and methods of, student recruitment and selection were revised in response to changes in the expectations of the public and the profession, changes in human health resource needs, changes in the premedical education system and the				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
		requirements (demands) of the educational program.			
9.2.7	As a result of the institutional renewal process (see 9.2) the policy on staff recruiting including the number and types of staff required to deliver the program were revised in response to the changing needs of the medical education institution.				
9.2.8	As a result of the institutional renewal process (see 9.2) the educational resource requirements were revised in response to the changing needs of the medical education institution, i.e. the student intake, size and profile of academic staff, the educational programme and contemporary educational principles				
9.2.9	As a result of the institutional renewal process, programme monitoring and evaluation were revised.				
9.2.10	As a result of the institutional renewal process, the structure of the medical education institution and the management principles used by the institution were revised in response to changing circumstances and needs of the medical education institution and, over time, appropriately accommodated the interests of the different groups of stakeholders.				

	Standard 9: CONTINUOUS RENEWAL	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
Recommendations:					
ECCø Expert Name:					
Signature:					
Date of evaluation:					