



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

**STANDARDS FOR ACCREDITATION MASTER 'S
DEGREES PROGRAMME IN MEDICAL AND
HEALTH PROFESSIONS EDUCATION**



ALMATY 2017

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

**STANDARDS FOR ACCREDITATION MASTER'S
DEGREES PROGRAMME IN MEDICAL AND
HEALTH PROFESSIONS EDUCATION**

ALMATY 2017

1. **DEVELOPED** by Non-profit Entity "Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care".
2. **APPROVED AND INTRODUCED** by the Order #5 February 7, 2017 of the Director General, Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care.
3. In this standard, 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 Standards for programme accreditation based the World Federation for Medical Education Standards for Master's Degrees Programme in Medical and Health Professions Education with specification according to institutional needs and national Health Care System priorities.

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STANDARDS FOR ACCREDITATION MASTER'S DEGREES PROGRAMME IN MEDICAL AND HEALTH PROFESSIONS EDUCATION

GENERAL PROVISION

1. Application and Use of Standards

1.1 The Standards define the general provisions and requirements of Standards for accreditation of Master's degrees programmes at the HEIs for Health Professions Education

1.2 The Standards is a tool for quality assurance and improvement medical and health professions education.

1.3 The Standards should be used for programme accreditation and carrying out external evaluation of Master's degrees programme.

1.3 The Standards should be used for the educational programme self-evaluation and its improvement, support the development quality assurance and the quality culture.

2. Reference to Regulations and Law

The Standard references to the following Laws and Regulations:

2.1 The Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from April 9, 2016)

2.2 State Programme Education Development in the Republic of Kazakhstan 2016-2019. The President of the Republic of Kazakhstan Decree #205, March 7, 2016.

2.3 The State Programme for Healthcare System Development 2016-2020. The President of the Republic of Kazakhstan Decree #176, January 15, 2016.

2.4 The Republic of Kazakhstan's State Compulsory Postgraduate Medical Education Standard (Amendments from May 13, 2016).

Master's degrees Programmes in Medical and Health Professions Education. General Provision. The Standard was approved by the Republic of Kazakhstan Government's Decree #1080 from August 23, 2012. (Revision 2016).

3. Terms and Definitions

The Terms and Definitions are used to clarify, amplify expressions in the Standards and refer to the Law of the Republic of Kazakhstan «On Education» July 27, 2007, #319-III (with Amendments from April 9, 2016) and the World Federation for Medical Education Global Standards for Quality Improvement of Postgraduate Medical Education (Revision 2015):

Accrediting agencies – legal entities that develop set of Standards (Guidelines) and accredit of the HEIs that as the institutions meet predefined quality Standards (Guidelines);

Accreditation of Higher Education Institutions – recognition procedure used in higher education by accreditation agency that confirms the Education, Research and Service compliance with and meet predefined standards (guidelines) in order to

provide the evidence about their quality and improvement of the internal quality assurance mechanisms;

Institutional accreditation – external evaluation by the accrediting agency and its formal and independent decision indicating that a higher education institution meets certain predefined standards and current status as the HEI;

International accreditation – external evaluation of the higher education institutions (institutional accreditation) or educational programmes (specialized accreditation) that meet predefined standards (guidelines) and its should be carried out by the national or foreign accrediting agency recognized and listed on Register #1 of the Kazakhstan Ministry of Education and Science;

National accreditation – external evaluation of the higher education institutions (institutional accreditation) or educational programmes (specialized accreditation) that meet predefined standards (guidelines) and its should be carried out by the national accrediting agency recognized and listed on Register #1 of the Kazakhstan Ministry of Education and Science;

Educational programme accreditation – recognition procedure used in higher education by accreditation agency that confirms the educational programmes compliance with and meet predefined standards (guidelines) in order to provide the evidence about their quality and improvement of the internal quality assurance mechanisms;

Standards (Guidelines) for accreditation – external evaluation of the quality assurance of educational programmes that offered by the higher education institution

According to the WFME Standards for Master's Degrees in Medical and Health Professions Education (Revision 2016) following definitions related to Standards:

Mission provides the overarching frame to which all other aspects of the programme must be related. The mission statement would include general and specific issues relevant to institutional, national, regional and, if relevant, global policy and health needs. Mission in this document includes visions about postgraduate medical education.

Social accountability would include willingness and ability to respond to the needs of society, of patients and the health and health related sectors and to contribute to the national and international development of medicine by fostering competencies in health care, medical education and medical research.

Social accountability is sometimes used synonymously with social responsibility and social responsiveness. In matters outside the control of the programme provider, it would still be possible to demonstrate social accountability through advocacy and by explaining relationships and drawing attention to consequences of the policy.

Specific instructional methods might include face-to-face interactions, individual and group learning, distance learning, online education (synchronous

and asynchronous), e-learning, tutorials and seminars, written programme units, supervision, mentoring, blended learning and independent learning.

Discipline/speciality specific components refer to the knowledge, skills and attitudes of the chosen field of medicine as a speciality, subspeciality or expert function.

Appropriate conduct could presuppose a written code of professional and personal conduct.

Principal stakeholders would include trainees, programme directors, medical scientific societies, hospital administrations, governmental authorities, other health care authorities and professional associations or organisations as well as representatives of supervisors, trainers and teachers. Some principal stakeholders may be programme providers as well.

Other stakeholders would include representatives of other health professions, patients, the community and public (e.g. users of the health care delivery systems, including patient organisations). Other stakeholders would also include other representatives of academic and administrative staff, medical schools, education and health care authorities, professional organisations and medical scientific societies.

Assessment methods would include consideration of the balance between formative and summative assessment, the number of examinations and other tests, the balance between different types of examinations (written and oral), the use of normative and criterion-referenced judgements, and the use of personal portfolio and log-books and special types of examinations. It would also include systems to detect and prevent plagiarism.

Addressing social, financial and personal needs would mean professional support in relation to social and personal problems and events, housing problems, health problems and financial matters, and would include access to health clinics, immunisation programmes and health/disability insurance as well as financial aid services in forms of bursaries, scholarships and loans.

Effective use of information and communication technology would include use of computers, cell/mobile telephones, internal and external networks and other means, as well as coordination with library services. The use of information and communication technology may be part of education for evidence-based medicine and in preparing the trainees for continuing medical education and professional development.

Programme evaluation is the process of systematically gathering information to judge the effectiveness and adequacy of the education programme, using monitored data, collected feedback and results of special evaluation studies. This would imply the use of reliable and valid methods of data collection and analysis for the purpose of demonstrating the qualities of the education in relation to the mission and the intended and acquired educational outcomes.

It would include information about average actual duration of education, scores, pass and failure rates at examinations, success- and dropout rates, as well as time spent by the trainees on areas of special interest.

Governance means the act and/or the structure of governing the programme and the involved institutions. Governance is primarily concerned with policy making, the processes of establishing institutional and programme policies and also with control of the implementation of the policies. The institutional and programme policies would normally encompass decisions on the mission of the programme, admission policy, staff recruitment and selection policy and decisions on interaction and linkage with medical practice and the health sector as well as other external relations.

4. Abbreviation

The following abbreviations are used in the Standards:

AC	Accreditation Council
CPD	Continuing Professional Development
EB	Expert Board
ECAQA	the Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Healthcare
EEC	External Expert Commission
ESG	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
HEIs	Higher Education Institutions
MoH	Ministry of Health of the Republic of Kazakhstan
RK	
MoEDSc	Ministry of Education and Science of the Republic of Kazakhstan
PME	Postgraduate Medical Education
WFME	World Federation for Medical Education
WHO	World Health Organization

5. General Provision

5.1 Programme accreditation of Master's degrees in medical and health professions education is carried out according to the following Standards:

1. Mission and outcomes
2. Educational process
3. Assessment of students
4. Students
5. Staffing
6. Educational resources, settings and scholarship
7. Monitoring and evaluation of the educational process
8. Governance and administration
9. Programme renewal.

5.2 Standards for programme accreditation developed and based on the WFME Standards for Master's Degrees in Medical and Health Professions Education (Revision 2016) with national specifications of the healthcare system

and health professions education.

5.3 The standards should be addressed as a requirement for all Master's degree programmes.

5.4 The decision on accreditation is awarded by ECAQA's Accreditation Council according to the External Evaluation Report of the EEC containing recommendations regarding the decision on accreditation and including the evidence about the higher education institution meets certain predefined Standards.

5.5 The ECAQA's Accreditation Council includes all main groups of stakeholders and based on recommendations of the WHO/WFME Guidelines for Accreditation of Basic Medical Education. The Members of the Accreditation Council are represented by the Directors of Departments of the MoED.Sci. RK and MoH RK, Members of Kazakhstan Parliament, Senior Academic Staff of the HEIs for Health Professions Education, National Research Centres, Societies of the Employers, International and National Professional Association, Students.

6. Purpose of introduction of Standards for Master's Degree Programme accreditation

6. The main purposes for implementation of the Master's degree programme accreditation are following:

6.1.1 to implement internal quality assurance within institution and develop the national external quality assurance system that harmonized with principles of good international practice for quality assurance in higher education and research;

6.1.2 to support and encourage the development of a quality culture that is embraced by students, academic staff/faculty, institutional leadership and management.

6.1.3 to evaluate educational programmes, to ensure that a higher education institution meets certain predefined standards.

6.1.4 to promote the quality improvement of health professions education to meet the needs of the changing environment and achieve competitiveness of the national system of higher professional education;

6.1.5 to ensure that the competencies of Master's degrees students are globally applicable and transferable and readily accessible and transparent documentation of the levels of quality of educational institutions and their programmes is essential.

6.1.6 to publish and provide reliable information for society and authorities concerned in higher education and healthcare regarding Master's degree programme external evaluation outcomes and submit the summary report and formal decision on accreditation.

7. Principles of Quality Assurance and Accreditation

7.1 Quality assurance and accreditation system based on the following principles:

7.1.1 Voluntariness/Freedom of the accreditation is voluntary process and accrediting agency recognizes the freedom and autonomy of the HEIs and their

programmes.

7.1.2 Responsibility ó the accreditation process clearly defines the responsibility of both accrediting agency and higher education institution; accrediting agency has strong relationship with main stakeholders: the Public, HEIs, Students, the Professions, Professional Organizations, Government; provides the Standards and Guidelines, appropriate resources of innovation and training reviewers/experts.

7.1.3 Transparency ó internal and external evaluation are carried out fairly and transparently providing access to relevant information regarding the accreditation process and procedures, accreditation standards, guidelines for self-study, guidelines for external evaluation that are available for all stakeholders.

7.1.4 Independence - external evaluation, decision making process based on the published standards and procedures taking into consideration the outcomes both the institutional self-study and external review, the reliable information and data, accrediting agency is independent of the third parties (MoH, MoEDSci., HEI's Leadership and Public).

7.1.5 Confidentiality ó institutional self-study report's information and other information provided by HEIs and data gained in external review are confidential.

7.1.6 Efficiency ó external evaluation focus on content and outcomes that allowed improving internal quality assurance mechanisms, support the development of a quality culture and ensure the link between internal and external quality assurance.

7.1.7 Public information- the decisions on accreditation must be announced and made public, publication of the reports providing the basis for the decisions, or a summary of the reports, should also be considered and posted on the accrediting agency's web-site.

8. General steps and main elements in accreditation process

8.1 Accreditation process includes the following main elements:

8.1.1 Submission of the application and the summary and education database of the higher education institution/programme provider to the accrediting agency;

8.1.2 Signing the Agreement between higher educational institution/programme provider and accrediting agency that included terms of payment and conditions for performance, training of staff/faculty on conducting the institutional self-study;

8.1.3 Planning and conducting the Educational Programme self-evaluation; submitting Educational Programme Self-evaluation Report (in Kazakh, Russian and English) to the accrediting agency;

8.1.4 Consideration the Educational Programme Self-evaluation Report by the Members of EEC's accrediting agency before the site-visit;

8.1.5 The external expert commission carries out the external evaluation and develops the draft of the Report and conclusions that is presented to the administrative and academic staff.

8.1.6 Submission of the final External Evaluation Report with recommendations for improvement to the accrediting agency and the Accreditation Council;

8.1.7 Decision on accreditation consideration of the final Report and recommendations of the external expert commission by Accreditation Council

8.1.8 Publication of a summary of the External Evaluation Report and decision on accreditation and post them on accrediting agency's web-site.

9. Decision on accreditation

9.1 Decisions on accreditation based on the fulfillment or lack of fulfillment of the Standards.

Categories of accreditation decisions:

- 1) Full accreditation- the duration of full accreditation is 5 years;
- 2) Conditional accreditation- will be reviewed after 1 year to check fulfillment of the conditions;
- 3) Denial or withdrawal of accreditation.

9.2 Full accreditation for the maximum period must be conferred if all Standards are fulfilled.

9.3 Conditional accreditation, meaning that accreditation is conferred for the entire period stated but with conditions, to be reviewed after 1 year to check fulfillment of the conditions. Conditional accreditation can be used in cases where a few Standards are only partly fulfilled or in cases where more Standards are not fulfilled. The seriousness of the problem is to be reflected in the specification of conditions.

9.4 Denial or withdrawal of accreditation must be the decision, if many Standards are not fulfilled, signifying severe deficiency in the quality of the programme that cannot be remedied within a few years.

9.5 If the decision on accreditation will be denial or withdrawal of accreditation the higher education institution will be excluded or not listed at the National Register #3 (accredited HEIs) of the Ministry of Education and Science of the Republic of Kazakhstan.

9.6 Accrediting agency issues the Certificate for awarding the full accreditation for 5 years.

9.7 According to the Kazakhstan Ministry of Education and Sciences (MoEd.Sci.) Order of #629/Article4./ p.16-17, from November 1, 2016 the accrediting agency's decision on accreditation of HEI and its educational programmes should be posted on the MoEd.Sci.'s web-site.

In addition to that the summary of external evaluation report of HEIs and programmes should be submitted to the MoEd.Sci. in order to be listed on the National Register #2,3 of the Ministry of Education and Science of the Republic of Kazakhstan.

9.8 Accrediting agency has published procedure for appeals related to its external evaluation and decision making process and the following action by

accrediting agency affecting accreditation are the subject to appeal: Denial or Withdrawal of accreditation.

9.9. Higher education institution should submit the application for re-accreditation after 5 years to confirm its accredited status.

10. Fellow up activities

10.1 Accredited HEIs are monitored by the accrediting agency throughout the duration of the accreditation term.

10.2 The HEIs should submit the brief progress report annually to shed light on how the institution has addressed the recommendations for improvement that made by the External Evaluation Commission.

10.3 The HEIs must inform accrediting agency of any substantive changes in scope of activities of the institution, including the educational programmes changes.

10.4 The accrediting agency will consider complaints about the quality of accredited HEIs and the accrediting agency will conduct initial evaluation and it would be arranged the site-visit.

11. Development and revision of the accreditation standards

11.1 Amendments for accreditation standard are addressed for its further improvement.

11.2 Amendments to accreditation standard are proposed by the accrediting agency.

11.3 In case of amendments initiation to the standard by main stakeholders, they address their suggestions and remarks to the accreditation agency.

11.4 Accrediting agency consider all suggestions and remarks related to accreditation standards for their validity and appropriateness.

11.5 Revised Standards adopted by the accrediting agency, approved by the Experts Board and signed by Director General will be issued as a new version of Standards and published on its web-site.

12. STANDARDS FOR ACCREDITATION MASTER -S DEGREES PROGRAMME IN MEDICAL AND HEALTH PROFESSIONS EDUCATION

1. MISSION AND OUTCOMES

1.1 Statements of purpose and outcome

1.1.1 The higher educational institution **must** formulate the purpose of the programme and make it available to potential students, their sponsors, employers or funders.

1.1.2 The higher educational institution **must** state the intended outcomes resulting in a graduate who:

- Demonstrates mastery of the theories, concepts and practices of health professions education, including critical appraisal of their rationale and

- evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context;
- Understands the particular nature of theory, research and evidence in the social sciences;
 - Demonstrates intellectual, personal and professional abilities for:
 - Independent thinking
 - Synthesising information
 - Creative problem solving
 - Communicating clearly
 - Demonstrating appreciation of the social, environmental and global implications of their studies and activities.
 - Demonstrates applied knowledge and skills to take on a variety of leadership, management or organisational roles in educational development in their institution or department;
 - Demonstrates applied knowledge and skills to conduct health professions education research and programme evaluation;
 - Is prepared to undertake higher level study, such as doctoral level study;
 - Demonstrates commitment to a professional and ethical approach to educational development, research and evaluation.

1.2 Participation in the formulation of mission and outcomes

1.2.1 The higher educational institution **must** involve the principal stakeholders, including potential students, in formulating the programme mission and outcomes.

1.3 Autonomy and academic freedom

1.3.1 The higher educational institution **must** have autonomy to formulate and implement the policies for which the teaching, academic and administrative staffs are responsible, especially regarding:

- Design of the curriculum
- Use of the allocated resources necessary for implementation of the curriculum

1.4 Programme title and description

1.4.1 The higher educational institution **must** provide documentation of appropriate breadth and depth that describes:

- Programme purposes, philosophy and values;
- Programme learning goals, objectives or outcomes and content;
- Modes of delivery including methods of face-to-face, individual, group, self-directed and distance learning;
- Expected time commitment and credits to be awarded;
- Assessment policy, methods, progression and completion conditions, including arrangements for acceptable deadline extensions, penalties for late submission and conditions for resubmission of inadequate work;
- Purpose and arrangements for dissertations, including design, structure, length, style, supervision and marking;
- Student support systems;

- Plagiarism and collusion policy;
- Conditions for admission and enrolment, including advanced standing and exemption arrangements;
- Programme fees and bursaries;
- Advice on study and academic skills (including presentation of written assignments and referencing) and time management;
- Warnings and complaints procedures;
- Programme evaluation and quality assurance.

2. EDUCATIONAL PROCESS

2.1 Instructional and learning methods

2.1.1 The higher educational institution **must** describe the blend of instructional and learning methods, including the rationale for the methods.

2.1.2 The higher educational institution **must** use instructional and learning methods that stimulate, prepare and support students to take responsibility for their own future professional development and learning.

2.1.3 The higher educational institution **must** offer a balance of carefully planned *instructional methods* that offer students a range of learning experiences, and individual learning support and guidance, consistent with the learning goals and objectives.

2.2 Academic skills development

2.2.1 The higher educational institution **must** ensure that the programme enables each student to develop the Master's level academic skills of:

- Independent thinking;
- Analysing, synthesising and offering a critique of information;
- Creative problem solving;
- Communicating clearly;
- Appreciating the social, contextual and global implications of their studies and activities.

2.2.2 The higher educational institution **must** describe expected standards of work, including length and presentation of assignments and other required elements.

2.3 Programme content, scope and contextualisation

2.3.1. The higher educational institution **must** select programme content that educates students in the full breadth of educational concepts, theories, models, historical perspectives and practices.

2.3.2 The higher educational institution **must** ensure coverage of basic and advanced theories and models in each topic, methods of critique and critical-reflective application to the student's own context.

2.3.3 The higher educational institution **must** draw on both the health professions literature and on practice, models and theories from wider educational and social sciences.

2.3.4 The higher educational institution **must** ensure that the content selected is presented in its social and historical context, and is appraised for its current applicability to the student's context.

2.4 Research and scholarship

2.4.1 The programme director **must** ensure that students:

- Demonstrate appreciation of the process, nature and limitations of educational research;
- Demonstrate understanding of the evidence base for any statement or programme topic, especially where there is no, contradictory, or little evidence;
- Demonstrate skills to make an informed critique of educational research and scholarship;
- Demonstrate understanding of the social, contextual and historical basis of educational ideas;
- Demonstrate skills to develop original research and scholarship appropriate to their own contexts.

2.5 Programme structure and duration

2.5.1 The higher educational institution **must** ensure that the overall structure and duration of the Master's programme **must** be described with clear definition of: the duration of the programme, and whether it is full-time or part-time, stated in terms of actual hours of study; start and completion dates; the expected distribution of work, programme activities, their duration and deadlines; components which are compulsory and optional and a rationale for these components; amount and role of independent learning; available resources; the formative and summative assessment system; provision of feedback; evaluation of the programme; requirements for completion of the programme; arrangements for extension and deferrals, if any.

2.6 Process of curriculum development

2.6.1 The higher educational institution **must** describe the process of curriculum design, including needs assessment and contextual analysis, survey of the academic field including the wider literature in the parent fields of psychology and social science, appropriate selection of content, and practical issues of delivery, communication and cost.

2.6.2 The higher educational institution **must** describe what reference was made to stakeholders during curriculum design and development.

3. ASSESSMENT OF STUDENT LEARNING

3.1 Assessment methods

3.1.1 The higher educational institution **must**: define, state and publish the principles, rationale, methods and practices used for assessment of student learning, including the criteria for setting pass marks, grade boundaries and number of allowed retakes.

3.1.2 The higher educational institution **must** ensure that assessments are open to scrutiny by external examiners, the institutional Exam Board or other authorities.

3.1.3 The higher educational institution **must** document the methods of quality assurance of the assessments and marking process.

3.1.4 The higher educational institution **must** offer a system for appeal against assessment results.

3.2 The assessment system

3.2.1 The higher educational institution **must** ensure that both formative and summative assessments are offered and assessments adequately sample the programme content.

3.2.2 The higher educational institution **must** ensure that the assessments address the Masterø level academic skills *as stated in 1.1*.

3.2.3 The higher educational institution **must** ensure that a range of assessment methods and formats is used, according to their appropriateness to the learning objectives and context.

3.3 Feedback to students

3.3.1 The higher educational institution **must** ensure that personalised and detailed written feedback (or oral feedback with a written record) is given to each student after both formative and summative assessments.

3.4 Quality assurance of the assessment system

3.4.1 The higher educational institution **must** appoint a qualified academic external examiner to verify standards and results.

4. STUDENTS

4.1 Admission policy and selection

4.1.1 The higher educational institution **must** formulate, implement, publish and periodically review an admission policy and process based on the principles of required prior achievements, equality and objectivity.

4.1.2 The higher educational institution **must** have a policy and implement practice for admission of disabled students.

4.2 Student intake

4.2.1 The higher educational institution **must** define the size of student intake and relate it to programme capacity.

4.3 Student support and counselling

4.3.1 The higher educational institution **must** allocate resources for and offer student support, including counselling in relation to academic, social and personal needs.

4.4 Student representation

4.4.1 The higher educational institution **must** formulate and implement a policy on student representation and appropriate participation in the design, management and evaluation of the curriculum, and in other matters relevant to students.

4.4.2 The higher educational institution **must** encourage and facilitate student activities and student organisations.

4.5 Graduation requirements

4.5.1 The higher educational institution **must** set out requirements in terms of:

- Evidence of successful completion of all degree requirements (programme, projects, thesis, practicum, portfolio, transcript, etc.);
- Expected standards of work;
- Evidence of research skills and critical appraisal.

4.6 Progress and attrition rates and reasons

4.6.1 The higher educational institution **must** set out requirements for progress, including:

- Range and role of formative and summative assignments;
- Deadlines for assignments;
- Arrangements and acceptable reasons for late submission;
- Arrangements for resubmission, including deadlines and maximum possible marks on submission.

4.6.2 The higher educational institution **must** keep records of student progress and compliance with milestones.

4.6.3 The higher educational institution **must** have a system for follow-up of students whose progress gives cause for concern.

4.6.4 The higher educational institution **must** keep records of student attrition rates.

4.6.5 The higher educational institution **must** determine and record the reasons why any student who leaves the programme before completion has done so.

5. STAFFING

5.1 Appointment policy

5.1.1 The higher educational institution **must** provide a list of full-time, part-time or consulting staff required to run the programme, including: academic programme design staff; academic teaching staff; administrative staff; technical support staff; staff involved in assessment; the programme director.

5.1.2 For each type of staff, the higher educational institution **must** formulate and implement an appointment policy, consistent with the mission of the programme, that specifies:

- The expertise and level of qualification required;
- Criteria for scientific, educational and experiential merit, including the balance between teaching, research and service qualifications;
- Their responsibilities, including: hours and distribution of work; communication with students; submission of records and reports of activity.

5.2 Obligations and development of staff

5.2.1 For each category of staff, and each staff member individually, the programme director **must**:

- Provide a list of duties and responsibilities;
- Specify the programme policy on staff induction and support;
- Provide induction and training;
- Provide appropriate monitoring and feedback;

- Make provision for all staff to provide feedback to the programme director on their roles, responsibilities and the support provided.

5.3 Number and qualifications of teaching and supervisory staff

5.3.1 The higher educational institution **must** ensure the presence of teaching and supervisory staff with education-related academic qualifications at least one level above that for which the students are studying.

5.3.2 The higher educational institution **must** ensure the presence of a student-to-staff ratio that is specified and sufficient to allow students appropriate access to teachers and supervisors

5.3.3 The higher educational institution **must** ensure the presence of qualified dissertation mentors with sufficient research experience.

5.4 Administrative support

5.4.1 The higher educational institution **must** describe and publish the arrangements that ensure sufficient administrative support for students and sufficient administrative support for teaching and supervisory staff.

6. EDUCATIONAL RESOURCES, SETTINGS AND SCHOLARSHIP

6.1 Educational settings

6.1.1 In the case of face-to-face programmes, the higher educational institution **must** ensure sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately and ensure learning environment which is safe for staff and students.

6.1.2 In the case of distance learning, the higher educational institution **must** ensure that materials are provided in formats that are accessible to all students and clear guidance about materials, resources and study requirements is provided.

6.2 Information technology

6.2.1 The higher educational institution **must**, for both face-to-face and distance learning formulate and implement a policy which addresses effective use and evaluation of appropriate information and communication technology in the educational programme.

6.2.2 The higher educational institution **must**, for both face-to-face and distance learning enable teachers and students to use appropriate information and communication technology for independent learning and accessing information.

7. MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS

7.1 Mechanism for programme monitoring and evaluation

7.1.1 The higher educational institution **must** have a programme of routine monitoring of curriculum activities, processes and outcomes.

7.1.2 The higher educational institution **must** establish and apply a mechanism for programme evaluation that: addresses the curriculum and its main components; addresses student progress; identifies and addresses student and staff concerns; reviews the continued appropriateness of educational and study settings.

7.1.3 The higher educational institution **must** ensure that relevant results of monitoring and evaluation influence the programme.

7.1.4 The higher educational institution **must** ensure that stakeholders have access to results of the programme evaluation.

7.2 Feedback from staff and students

7.2.1 The higher educational institution **must** systematically seek, analyse and respond to teacher, staff and student feedback.

7.2.2 The higher educational institution **must** use feedback results for programme development.

7.3 Performance of students and graduates

7.3.1 The higher educational institution **must** analyse the performance of cohorts of students and graduates in relation to the programme mission and intended educational outcomes; the curriculum; provision of resources.

7.3.2 The higher educational institution **must** use the analysis of student performance to provide feedback to the committees responsible for student selection, curriculum planning, student counselling.

8. GOVERNANCE AND ADMINISTRATION

8.1 Programme director/ the higher educational institution

8.1.1 The higher educational institution **must** appoint the Programme director for the Master programme and **must** have a named programme director and **have** accountability to specified higher management.

8.2 Governance

8.2.1 The higher educational institution **must** define programme governance structures including the managing committee structures, relationships, conflicts of interest and accountability.

8.2.2 The higher educational institution **must** ensure transparency of governance processes and decisions.

8.3 Academic leadership and integrity

8.3.1 The higher educational institution **must** describe the responsibilities of its academic leadership for definition and management of the educational programme. The higher educational institution **must** periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest.

8.4 Programme management

8.4.1 The higher educational institution **must** have appropriately qualified (i.e. having a degree higher than a Master's award) academic leadership and/or programme director(s) and administrative staff with responsibility for planning and implementation.

8.4.2 The higher educational institution **must** clear lines of appropriate responsibility and management for programme design and the various components of the programme.

8.5 Funding and resource allocation

8.5.1 The higher educational institution **must** define a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget.

8.5.2 The higher educational institution **must** have autonomy to allocate the resources necessary for the implementation of the curriculum.

8.6 Administration

8.6.1 The higher educational institution **must** have an administrative and professional staff establishment that is appropriate to support implementation of its educational programme and related activities and ensure effective management and resource deployment.

8.7 Requirements and regulations

8.7.1 The higher educational institution **must** ensure that the administrative staff are appropriate to support the implementation of the programme.

8.7.2 The higher educational institution **must** show that the management process includes a programme of quality assurance.

8.7.3 The higher educational institution **must** demonstrate compliance with relevant regulatory requirements, including the award of an academic qualification.

8.8 Process for start-up and approval

Programme documentation **must** show:

- A formal documented process at start-up of vetting the programme and other degree requirements by a group of experts in education (e.g. graduate education or an external advisory board);
- A formal initial approval and subsequent review process for the programme;
- Documentation and evidence of any joint participation with other institutions and/or adjunct faculty;
- Appropriate official approval by a university to enroll students.

8.9 Finance

8.9.1 The higher educational institution **must** show adequate documentation of the cost of completing the programme; clearly documented fees for the programme (minimum cost for receiving the degree and explicit documentation of cost for additional programme components).

8.9.2 The higher educational institution **must** show evidence of financial sustainability.

8.10 Financial management and probity

8.10.1 The programme director **must** provide evidence of financial management and probity, including independent audit of finances.

8.11 Programme information

8.11.1 The higher educational institution **must** ensure provision of:

- Full and accurate accessible information for prospective students about programme content, structure, costs, processes and events, including the assessment system;
- A variety of information channels appropriate to prospective students including a website, a brochure and help-line;

- A comprehensive student handbook for registered students to include information on: programme philosophy; programme aims and values; learning goals and objectives; program structure; study times; approaches to teaching and learning; learning materials and resources; feedback and supervision; assessment policies and practices; coursework requirements; description of assessments at each programme level; admission and enrolment; requirements for admission with advanced standing; specific requirements for approving module exemptions; course fees and bursaries; course materials; available faculty and staff for teaching and student academic, technical and administrative support; study skills; academic, personal and technical support for students.

9. PROGRAMME RENEWAL

9.1 The higher educational institution **must** initiate procedures for regularly reviewing and updating programme structure and functions.

9.2 The higher educational institution **must** have a system for rectifying documented deficiencies.

9.3 The higher educational institution **must** base the process of renewal on results of programme evaluation and wider changes in educational knowledge, theory and practice, where appropriate.

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