



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

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



ALMATY 2020

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

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

ALMATY 2020

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These standards are developed on the basis of the International Standards of the World Federation for Medical Education (WFME) “Standards for Master’s Degrees in Medical and Health Professions Education” (2016), adapted in accordance with the National Qualifications Framework and the priorities of the health care system of the Republic of Kazakhstan. The standards are applied by medical educational and scientific organisations for conducting self-assessment of Master’s degree programmes, identifying and improving internal quality assurance mechanisms, developing internal documentation, and fostering a culture of quality.

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STANDARDS FOR ACCREDITATION MASTER 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.

1.4 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 01.09.2025)

2.2 Code of the Republic of Kazakhstan "On Public Health and Healthcare System" dated 7 July 2020 No. 360-VI.

2.3 State Programme Education Development in the Republic of Kazakhstan 2016-2019. The President of the Republic of Kazakhstan Decree #205, March 1, 2016 (completed).

2.4 On Approval of the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029. Resolution of the Government of the Republic of Kazakhstan dated 28 March 2023 No. 248.

2.5 On approval of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025. Decree of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988 (completed).

2.6 On approval of the State Healthcare Development Programme of the Republic of Kazakhstan for 2020 - 2025. Decree of the Government of the Republic of Kazakhstan dated December 26, 2019 No. 982 (completed).

2.7 On the Approval of the Concept for the Development of Healthcare of the Republic of Kazakhstan until 2026. Resolution of the Government of the Republic of Kazakhstan dated 24 November 2022 No. 945.

2.8 "Densaulyk" State Programme for Healthcare Development of the Republic of Kazakhstan for 2016-2020. Decree of the President of the Republic of Kazakhstan dated January 15, 2016 No. 176 (completed).

2.9 On approval of the Standard Rules for the activities of educational organisations of the respective types. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595.

2.10 On approval of the Standard Rules for admission to study at educational organisations implementing educational programmes of higher and postgraduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600. It was registered with the Ministry of Justice of the Republic of Kazakhstan on October 31, 2018 No. 17650.

2.11 On Amendments and Additions to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 31 October 2018 No. 600 “On the Approval of the Model Rules for Admission to Study in Educational Organisations Implementing Educational Programmes of Higher and Postgraduate Education”. Order of the Minister of Education and Science of the Republic of Kazakhstan dated 9 August 2021 No. 388. Registered with the Ministry of Justice of the Republic of Kazakhstan on 12 August 2021 No. 23963.

2.12 The Republic of Kazakhstan Ministry of Health’ Order №530 from July 17, 2017 About Amendments to the Ministry of Health and Social Development Order №647 from July 31, 2015 “On approval of the State Compulsory Standards for Education and Programmes of Medical and Pharmaceutical Education”.

2.13 On approval of state compulsory educational standards for all levels of education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604. It was registered with the Ministry of Justice of the Republic of Kazakhstan on November 1, 2018 No. 17669.

2.14 On the Approval of the State Compulsory Educational Standards by Levels of Education in the Field of Healthcare. Order of the Minister of Health of the Republic of Kazakhstan dated 4 July 2022 No. RK MOH-63. Registered with the Ministry of Justice of the Republic of Kazakhstan on 5 July 2022 No. 28716.

2.15 Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 20 February 2023 No. 66. On Amendments to the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated 20 July 2022 No. 2 “On the Approval of the State Compulsory Standards of Higher and Postgraduate Education”.

2.16 On approval of the Classifier of training programmes for personnel with higher and post-graduate education. Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569.

2.17 On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 “On approval of the Rules for the organisation of the educational process on credit technology of education”. Order No. 563 of October 12, 2018.

2.18 On Amendments to the Order of the Acting Minister of Education and Science of the Republic of Kazakhstan dated May 22, 2012 No. 235 “On Approval of the Mechanism of targeted training of masters and PhDs in basic higher education institutions”. Order No. 551 of October 8, 2018.

2.19 Order of the Minister of Healthcare of the Republic of Kazakhstan dated 21 December 2020 No. RK MOH-305/2020 “On Approval of the Nomenclature of Specialties and Specializations in the Field of Healthcare, the Nomenclature and Qualification Characteristics of Positions of Healthcare Workers”. Registered with the Ministry of Justice of the Republic of Kazakhstan on 22 December 2020 No. 21856.

2.20 On Amendments to the Order of the Minister of Health of the Republic of Kazakhstan dated 21 December 2020 No. RK MOH-305/2020 “On Approval of the Nomenclature of Specialties and Specializations in the Field of Healthcare, the Nomenclature and Qualification Characteristics of Positions of Healthcare Workers”.

2.21 On Approval of the Regulations on the Clinical Base, the Clinic of an Educational Organisation in the Field of Healthcare, the University Hospital, the Residency Base, the Integrated Academic Medical Centre, and the Requirements Applicable to Them. Order of the Minister of Health of the Republic of Kazakhstan dated 21 December 2020 No. RK MOH-304/2020. Registered with the Ministry of Justice of the Republic of Kazakhstan on 22 December 2020 No. 21848.

2.22 Order of the Vice-Minister of Healthcare of the Republic of Kazakhstan dated 19 May 2023 No. 284 “On the Establishment of a Working Group on the Development of the Concept for the Development of Nursing in the Republic of Kazakhstan until 2026”.

2.23 On approval of the Rules for the recognition of accreditation agencies, including foreign ones, and the formation of registers of recognized accreditation agencies, accredited organisations of education and educational programmes. Order of the Minister of Education and Science of the Republic of Kazakhstan dated November 1, 2016 No. 629 (as amended by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 04.10.2018 No. 531).

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 01.09.2025) 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;

Accreditation of educational programmes – a procedure by which an accreditation agency recognizes the compliance of educational programmes (specialties) with the established accreditation standards (regulations) in order to provide objective information about their quality and to confirm the existence of effective mechanisms for its enhancement;

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 (definition excluded in additions and amendments from 11.01.2020);

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

Dublin Descriptors – a description of the level and scope of knowledge, skills, abilities, and competencies acquired by learners upon completion of an educational programme at each level (stage) of higher and postgraduate education, based on learning outcomes, formed competencies, as well as the total number of ECTS credits;

Master's degree programme – a professional postgraduate educational programme aimed at training research, academic, and managerial personnel, with the awarding of the academic degree of “Master” in the relevant specialty;

Scientific and Pedagogical Master's degree programme – implementation of professional postgraduate educational programmes for the training of scientific and academic staff for the system of higher and postgraduate education and the scientific sphere, with in-depth scientific and pedagogical preparation;

Profile Master's degree programme – a postgraduate programme aimed at advanced professional training of specialists for work in production, management, or other applied positions. Unlike the scientific and pedagogical Master's degree, its purpose is to develop practical managerial and professional skills rather than to conduct research or teach in higher education institutions;

Master's student – an individual enrolled in a Master's degree programme;

Master's thesis – a final graduation project representing a generalization of the results of an independent scientific study conducted by a Master's student on one of the pressing issues of a particular specialty within the relevant field of science;

Master's degree – an academic degree awarded to individuals who have completed a Master's degree programme and publicly defended their Master's thesis.

In accordance with the International Standards of the World Federation for Medical Education (WFME) for the Enhancement of Postgraduate Medical Education (revision 2023) and the Standards for Master's Programmes in Medical and Health Professions Education (2016), the following terms and definitions are established in the relevant Standards:

1) *Administrative staff (Standard 8.5)* – staff involved in the leadership and management of structural units responsible for administrative support in policy formulation and the implementation of policies and plans; dependent on the organisational structure of the administration, includes the head and administrative staff, faculty deans, heads of financial management, staff of budget planning and accounting departments, admission office staff, and heads of departments of curriculum planning, human resources, and information technologies.

2) *Academic leadership (Standard 8.2)* – staff in the leadership and management of structural units responsible for decision-making on academic matters in teaching and learning, conducting research, and providing services in the health care system. Includes the rector, vice-rectors, deans, heads of departments, heads of structural units, heads of research institutes and centres, as well as chairs of standing committees (for selection of Master's students, programme planning, and advising Master's students).

3) *Academic freedom (Standard 1.2)* – the relevant freedom of expression of opinions, enquiries, freedom to conduct research and publish for staff and Master's students.

4) *Balance of academic staff/teachers (Standard 5.1)* – the proportion of staff with shared responsibilities in the basic, behavioural and social, and clinical sciences at the university and in the clinic, including teachers with additional functions in accordance with their positions.

5) *Balance between medical and non-medical staff (Standard 5.1)* – sufficient medical orientation in the qualifications of staff with non-medical education.

6) *Merits of applicants (Standard 5.1)* – assessed on the basis of official qualifications, professional experience, research achievements, teaching experience, and recognition by colleagues.

7) *Other Stakeholders (Standard 1.4.2)* – include representatives of other medical specialties, patients and their organisations, representatives of the public, academic and administrative staff, authorised bodies in education and health care,

professional organisations, medical research institutions, as well as persons responsible for postgraduate education.

Primary Stakeholders (Standard 1.4.1) – include the Rector, members of Faculty Boards, the Academic Council, the Methodological Council, representatives of the teaching staff and students, the university administration, and authorised bodies.

8) *Institutional Autonomy (Standard 1.2)* – appropriate independence from the government and other organisations (regional and local authorities, religious communities, private joint enterprises, professional, trade union, and other interest groups) in order to make decisions in such key areas as curriculum development (Standards 2.1 and 2.6), student assessment (Standard 3.1), admission of master's students (Standards 4.1 and 4.2), recruitment and appointment of staff (Standard 5.1) and working conditions (Standard 5.2), scientific research (Standard 6.4), and resource allocation (Standard 8.3).

9) *Information Support (Standard 4.3)* – internal regulations, operating hours of all services, telephone directory, contact details of administrators and academic staff, tuition fee arrangements, information on educational courses, e-mail addresses of faculty, clearly established criteria for assessing learning outcomes, as well as information on key academic policies, available information materials: course syllabi, study guides for master's students, and handbooks on educational programmes, including a catalogue of elective courses.

10) *Final Learning Outcomes or Competences (Standard 1.3)* – include the knowledge, skills, and attitudes that master's students must demonstrate at the end of the study period.

11) *Material and Technical Resources (Standard 6.1)* – include lecture halls, classrooms, teaching and research laboratories, clinical skills laboratories, staff rooms, libraries, information technologies and facilities, student recreational conditions such as adequate study spaces, lounges, transport facilities, catering services, dormitories, lockers for students' and master's students' personal belongings, sports facilities, and leisure premises.

12) *Management (Standard 8.4)* – refers to the action and/or structure related to the implementation of institutional and programme policies, including financial and organisational engagement, actual distribution and utilisation of resources in the medical education institution. The implementation of institutional and programme policies implies carrying out policies and plans concerning the mission, the curriculum, admission policy for master's students, recruitment and appointment of staff, and external relations.

13) *Teaching and Learning Methods (Standard 2.1)* – include lectures, small-group learning (TBL), problem-based learning (PBL), case-based learning (CBL), practical and laboratory classes, bedside teaching, clinical training with real patients, clinical skills training in simulation centres (SBL), training in primary health care settings, and teaching with the use of web-based technologies.

14) *Mission (Standard 1.1)* provides a comprehensive framework to which all other aspects of the educational institution and its educational programmes must be

linked. The mission includes general and specific issues related to institutional, national, regional, and global policies as well as the vision of the educational institution.

15) *Continuing Medical Education/Continuing Professional Development (Standard 1.1)* – lifelong learning after basic and postgraduate medical education, encompassing all activities that physicians undertake, formally and informally, to maintain, update, develop, and enhance their knowledge, skills, and attitudes in response to patient needs. CPD is a broader concept than CME and includes the continuous development of knowledge and skills in medical practice.

16) *Educational Programme (Standard 2)* – the expected learning outcomes, content (syllabus), experiences, and processes of the programme, including a description of the planned teaching and learning methods and assessment methods. The programme must define the knowledge, skills, and attitudes to be achieved by master's students.

17) *Lifelong Learning (Standard 1.1.2)* – the professional responsibility to continuously develop knowledge and skills through performance appraisal, audits, analysis of clinical practice, or recognised CPD/CME programmes.

18) *Evaluation of the Educational Programme (Standard 7)* – the process of systematically collecting information to examine the effectiveness and adequacy of the medical education institution and its programme. It includes the use of valid and reliable methods of data collection and analysis to confirm the quality of the educational programme or its key components in relation to the mission and curricula of disciplines, including final learning outcomes. Involving experts in programme evaluation contributes to improving the quality of education at the higher education institution.

19) *Staff Recruitment and Appointment Policy (Standard 5.1)* – ensuring an adequate number of highly qualified scholars in biomedical, behavioural, and social sciences, as well as clinicians to deliver the educational programme, and a sufficient number of high-level researchers in relevant disciplines or areas of study.

20) *Policy on the Effective Use of Information and Communication Technologies (Standard 6.3)* includes:

- the use of computers, internal and external computer networks, and other means of information and communication technologies;
- coordination with library resources and university information technology services;
- general access to all educational resources through an electronic management system, which will be beneficial for preparing master's students in evidence-based medicine and for lifelong learning through CME and CPD.

21) *Authority of the Structural Unit (Standard 2.4)* responsible for curricula includes:

- prioritising the interests of the programme over those of individual departments and disciplines;

- oversight of the educational programme within the framework of existing rules and regulations approved by the governing bodies of the university or authorised state bodies.

22) *Principle of Equality (Standard 2.1.1)* – equal treatment of learners regardless of gender, nationality, religion, socio-economic status, and with consideration of physical abilities.

23) *Public Health Issues (Standard 1.1.4)* – interaction with the local community in the field of health care and related sectors, as well as the inclusion of public health issues in the educational programme.

24) *Professional Skills (Standard 2)* – patient management, teamwork, leadership, and interprofessional training skills.

25) *Health Sector (Standard 1.1.1)* – the system of medical care delivery at both state and private levels, as well as medical research institutions.

26) *Support Services (Standard 4.3)* – aimed at meeting the educational, personal, and career needs of master’s students: dormitories, canteens, medical centres, sports facilities, computer centres, libraries, as well as services that support effective employment and career development.

27) *Structures Related to the Health Sector (Standard 8.1.3)* – institutions and regulatory bodies involved in health promotion and disease prevention.

28) *Promotion of Integrated Learning (Standard 3.2.2)* – includes the use of integrated assessment when evaluating knowledge in individual disciplines and subject areas.

29) *Social Responsibility (Standard 1.1.3)*:

- readiness and ability to respond to the needs of society, patients, the health care system, and related sectors;

- contributing to the development of medicine at the national and international levels through the implementation of a competence-based approach in the health care system, medical education, and research;

- should be based on the institution’s own principles and respect for university autonomy.

30) *Governance (Standard 8.1)* – the action and/or structure of governance in a medical education institution. Governance relates to the formulation of policies, processes for establishing general institutional and programme policies, and oversight of their implementation. Institutional and programme policies generally cover decisions regarding the mission of the medical education institution, educational programmes, admission policies for master’s students, recruitment and appointment of staff, and decision-making concerning collaboration and relations with medical practice, the health sector, and other external stakeholders.

4. Abbreviation

The following abbreviations are used in the Standards:

AC	Accreditation Council
AMS	Administrative and Managerial Staff

HEI	Higher Education Institution
EEC	External Expert Commission
WFME	World Federation for Medical Education
WHO	World Health Organization
SCES	State Compulsory Education Standard
EHEA	European Higher Education Area
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
MoH RK	Ministry of Health of the Republic of Kazakhstan
MoSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
CPD	Continuing Professional Development
CME	Continuing Medical Education
EP	Educational programme
PHC	Primary Health Care
RK	Republic of Kazakhstan
EB	Expert Board
AMSE	Association of Medical Schools in Europe (Germany)
ORPHEUS	Organisation for PhD Education in Biomedicine and Health Sciences in the European System
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

5. General Provision

5.1 Programme accreditation of medical educational organisations is carried out in accordance with the main provisions and requirements of these Standards, taking into account the levels of their achievement, and includes the following:

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 are based on the International Standards of the World Federation for Medical Education (WFME) “Standards for Master’s Degrees in Medical and Health Professions Education” (2016), adapted to the national specifics of the healthcare system and professional education in health care in the Republic of Kazakhstan.

5.3 The Standards for programme accreditation of a medical educational organisation are intended for the accreditation of all Master's degree programmes in the field of health care and include standards of two levels of achievement: a basic standard and a quality improvement standard. Compliance with these standards, or initiatives towards fulfilling some or all of them, must be documented by medical educational organisations.

5.4 The accreditation decision is taken by the Accreditation Council on the basis of the results of the external evaluation of the educational programme submitted by the ECAQA External Expert Commission, regarding compliance with the requirements of the Standards of programme accreditation of medical educational organisations.

5.5 The Accreditation Council is established in accordance with the WHO/WFME Guidelines for Accreditation of Medical Education and includes representatives of healthcare organisations, medical educational organisations, scientific institutions, professional associations, employers, the public, students, and international experts.

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

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

6.1.1 implementation of a system of internal and external quality assurance at the institutional and national levels, harmonized with the principles of best international practice in quality assurance of higher professional education;

6.1.2 promotion of a quality culture supported by Master's students, academic staff, leadership, and administrative and managerial staff of the medical educational organisation;

6.1.3 external evaluation of compliance with accreditation standards and quality assurance of the educational programme in the field of medicine;

6.1.4 support for the continuous improvement of the quality of the educational programme and provision of resources, in line with the requirements of rapidly changing conditions and labor market needs, and ensuring the competitiveness of the national system of higher professional education;

6.1.5 protection of the interests of the state, society, and consumer rights by providing reliable information to the public and authorized bodies in the field of education and health care on the results of the accreditation of the educational programme of the medical educational organisation.

7. Principles of Quality Assurance and Accreditation

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

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

7.1.2 Responsibility –the accreditation process clear 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 Organisations, Government; provides the Standards and Guidelines, appropriate resources of innovation and training reviewers/experts.

7.1.3 Transparency – 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 and accreditation decision-making are carried out on the basis of reliable information and the results of the external expert evaluation, independently of third parties (authorized and governmental bodies, the administration of the medical educational organisation, and public opinion);

7.1.5 Objectivity – the external evaluation is conducted using clearly established accreditation criteria and standards, taking into account the programme's specific features, and the accreditation decision is made on the basis of the results of the external evaluation and the recommendations of the EEC;

7.1.6 Confidentiality – the information provided and the data of the specialized self-assessment report, as well as the information obtained during the external evaluation of the educational programme, are strictly confidential;

7.1.7 Efficiency – external evaluation is focused on the final outcome, which contributes to the improvement of the internal environment and mechanisms for ensuring the quality of the educational programme, the development of a quality culture, and ensures the interconnection between internal and external quality assurance mechanisms.

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 of a bilateral agreement between the accreditation agency and the medical educational organisation on the accreditation of the educational programme, indicating the cost of the procedure and the timeframe for its implementation;

8.1.3 Procedure of self-evaluation of the educational programme in accordance with the criteria and requirements of this Standard and submission of the self-evaluation report to the accreditation agency;

8.1.4 Review of the self-evaluation report of the educational programme by the accreditation agency;

8.1.5 Procedure of external evaluation – the site visit of the EEC to the medical educational organisation, during which the external evaluation of the educational programme is carried out, followed by the preparation of a report and recommendations for the Accreditation Council;

8.1.6 Preparation of the final report based on the results of the EEC's work and submission of it to the Accreditation Council;

8.1.7 Consideration of the accreditation of the educational programme and the adoption of the final decision by the Accreditation Council of the accreditation agency on the basis of the submitted materials and the recommendations of the EEC;

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.

8.1.9 Follow-up procedures to verify the elimination of remarks undertaken by the medical educational organisation on the basis of the recommendations contained in the EEC report.

8.2 The specialised accreditation procedure is carried out in accordance with the Law of the Republic of Kazakhstan "On Education" dated 27 July 2007 No. 319-III (as amended and supplemented as of 01.09.2025), funded by the financial resources of the medical educational organisations based on their application;

8.3 During the period of self-evaluation, the accreditation agency provides the medical educational organisation with consulting services, including the organisation of a training seminar, upon prior agreement. The medical educational organisation must recognise that the self-evaluation process, being one of the most important and the longest stages of accreditation, is the duty and responsibility of the organisation itself;

8.4 Upon completion of the self-evaluation procedure, the medical educational organisation, no later than two months before the planned site visit of the EEC, shall submit to the accreditation agency one copy of the self-evaluation report in Kazakh, Russian, and English (a requirement for Kazakhstani educational and scientific organisations), or in English and Russian (a requirement for educational and scientific organisations conducting training only in English), for the purpose of primary review by the accreditation agency and for providing recommendations for improvement. This procedure lasts no more than two weeks, and after receiving recommendations for improvement, the medical educational organisation must introduce corrections within one week. Following the correction of the self-evaluation report, the medical educational organisation shall submit to the accreditation agency the final version of the report in three copies in each of the three languages (Kazakh, Russian, and English). All copies of the reports must be signed by the head of the medical educational organisation;

8.5 The reports are carefully reviewed by all members of the expert group prior to the site visit to the medical educational organisation. The experts prepare an analytical conclusion, which they submit to the accreditation agency. After this, the EEC visits the medical educational organisation to verify the reliability of the results of the specialised self-evaluation;

8.6 The timeframe for the EEC visit to the medical educational organisation is determined by the accreditation agency and ranges from 2 to 4 days;

8.7 The composition of the EEC is formed from the database of experts nominated and certified by the accreditation agency, as well as those recommended

by universities, scientific organisations/centres, professional associations, public associations, employers, and foreign associations;

8.8 The regulation of EEC activity in the medical educational organisation is carried out according to the Standard and Guidelines for external evaluation during the site-visit, approved by the accreditation agency.

8.9 The final report on the results of the external evaluation of the educational programme shall be submitted by the experts to the accreditation agency no later than 14 calendar days after the completion of the EEC site visit. The final report must necessarily include an assessment of compliance with the Model Rules for the Activities of Higher and Postgraduate Education Organisations, the SCES, regulatory legal acts and accreditation standards, as well as recommendations for improving the activities of the educational organisation and its programme. After this, the report with recommendations is sent by the accreditation agency to the medical educational organisation for review and correction of factual errors. A period of seven (7) calendar days is provided for this purpose. The report is then returned to the accreditation agency and the EEC members for the preparation of the final version of the report within seven (7) calendar days. The final EEC report is submitted to the Accreditation Council two weeks prior to the meeting.

The final EEC report and recommendations serve as the basis for the development of a corrective action plan in accordance with the EEC recommendations during the post-accreditation monitoring period.

8.10 The decision-making by the Accreditation Council is carried out on the basis of the self-evaluation report of the educational programme, the final report of the External Expert Commission, and the recommendations of the accreditation agency following the analysis of the above documents. The report of the External Expert Commission and the recommendations of the accreditation agency are mandatory prerequisites for the Accreditation Council's decision.

9. DECISION-MAKING 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) Accreditation for a period of 3 years (for new educational programmes);
- 3) Conditional accreditation- will be reviewed after 1 year to check fulfillment of the conditions;
- 4) Denial of accreditation;
- 5) Withdrawal of accreditation.

9.2 A decision on full accreditation for the maximum period is taken if all accreditation standards are met, and the educational organisation proceeds to the next stage — post-accreditation monitoring.

9.3 A decision for a period of three (3) years is taken in respect of new educational programmes for which no graduates have yet completed the

programme or where no student cohort exists at the time of the external evaluation, and the programme is undergoing initial accreditation. This decision is taken if the basic accreditation standards are met and the expert conclusion contains no remarks. In this case, the educational organisation proceeds to the next stage — post-accreditation monitoring.

9.4 A decision on conditional accreditation for a period of one (1) year, with the requirement of a repeated external evaluation by the same accreditation agency, is made if the majority of standards are only partially met or at least one of the nine (9) standards is not met, and the seriousness of the issues is reflected in the final EEC report and in the justification of the decision on conditional accreditation. In this case, the educational organisation, within the year following the date of the decision, shall implement corrective actions based on the recommendations (remarks) of the EEC, prepare a self-evaluation report of the educational programme within the framework of a new Accreditation Agreement, and submit the self-evaluation report to the accreditation agency that granted the conditional accreditation, in accordance with the requirements of paragraph 8.4 of these accreditation standards. The timeframe and conditions for the accreditation of the educational programme are set out in the newly drafted and concluded Accreditation Agreement.

9.5 A decision to denial of accreditation is made if the majority of standards are not met, which indicates the seriousness of deficiencies and issues requiring several years for rectification. The educational organisation has the right to initiate a new accreditation procedure no earlier than one year after the negative decision on the accreditation of the educational programme.

9.6 A decision on withdrawal of the accreditation certificate of an educational programme during its validity period is made in the following cases:

9.6.1 suspension by the authorised body in the field of education of the licence of the educational programme and/or the license for educational activities of the medical educational organisation;

9.6.2 withdrawal by the authorised body in the field of education of the general licence for educational activities of the medical educational organisation;

9.6.3 systemic violations of anti-corruption policy by the educational organisation in relation to its staff, faculty, and students, with documentary evidence and disclosure of such facts by the relevant authorised and supervisory bodies.

9.7 A decision on withdrawal of the accreditation certificate of an educational programme shall be formalised by a protocol of the Accreditation Council and communicated by official letter addressed to the head of the educational organisation, with subsequent written notification of the authorised body in the field of education.

9.8 A decision on withdrawal of the accreditation certificate of an educational programme results in the removal of information on the accreditation of the programme from the Unified Higher Education Platform (UHEP) of the Ministry of Science and Higher Education of the Republic of Kazakhstan, which may entail

the annulment of all previously achieved accreditation results and the obligation to undergo all stages of the accreditation process again.

9.9 Following a positive decision on the accreditation of an educational programme, the accreditation agency shall send the educational organisation an official letter with the decision of the Accreditation Council and the original accreditation certificate for a period of five (5) years.

9.10 The decision on the accreditation of the educational programme is published in the UHEP of the Ministry of Science and Higher Education of the Republic of Kazakhstan (<https://epvo.kz/>) and on the official website of the accreditation agency in the “Reestr” section (<https://www.ecaqa.org/reestr>).

9.11 In the case of a decision on conditional accreditation, the educational organisation has the right to appeal the decision of the Accreditation Council in accordance with the appeal procedure established by the accreditation agency.

9.12. Upon completion of the established accreditation period, the educational programme undergoes re-accreditation to confirm its accredited status and must submit an application to the accreditation agency twelve (12) months before the expiration of the accreditation certificate of the educational programme.

10. Post-Accreditation Monitoring

10.1 Post-Accreditation Monitoring (PAM) is an integral component and an essential stage of the accreditation of an educational programme and must be strictly implemented by the educational organisation throughout the validity period of the accreditation certificate.

10.2 The accreditation agency conducts Post-Accreditation Monitoring (PAM) without concluding additional agreements with the educational organisation during the entire validity period of the accreditation certificate of the educational programme.

10.3 Post-Accreditation Monitoring of the educational programme is carried out through:

10.3.1 submission to the accreditation agency of an improvement plan for the educational programme, based on the recommendations of the EEC, for the validity period of its accreditation certificate. The plan shall be submitted within thirty (30) calendar days after the educational organisation receives the positive decision on the accreditation of the educational programme;

10.3.2 timely submission of annual reports on the implementation of the improvement plan, based on the recommendations of the EEC, with the corresponding documentary evidence of implementation (high-quality copies and/or electronic versions of documents). The report shall be submitted to the accreditation agency without additional notifications or official requests on its part, with the indicative date for the submission of the next report being the calendar date of issuance of the accreditation certificate of the educational programme.

10.4 The educational organisation must inform the accreditation agency of any significant changes in the accredited educational programme that occur during the PAM period.

10.5 The accreditation agency has the right to send a commission of experts to the educational organisation to review received complaints regarding the quality of training and/or improper implementation of the accredited educational programme.

10.6 The accreditation agency has the right to suspend the validity of the accreditation certificate of the educational programme if the educational organisation violates the requirements of paragraphs 10.3 and 10.4 of these Standards. In this case, the decision to suspend the validity of the accreditation certificate of the educational programme is made for the period until the violations of the PAM requirements are eliminated. This decision is formalised by an order of the Director General of the accreditation agency, and a notification letter is sent to the educational organisation.

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 Amendments and additions to the current accreditation standard of the master's degree educational programme, after their approval, shall be endorsed by an order of the Director General of the accreditation agency in a new edition with amendments to the current standard.

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.

2.1.4 The medical education institution **should** employ practice-oriented training, ensuring the personal involvement of master's students in the provision of medical care and responsibility for patient care, where applicable.

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 education institution **must** describe the individual work plan of the master's student, including the scope and submission of completed assignments, as well as other necessary 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.

2.3.5 The medical education institution **must** ensure an operational link between the educational programme and subsequent stages of professional training.

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 are described and contain clear definitions regarding:

- The duration of the programme, whether full-time or part-time, i.e., specifying actual study hours;
- Start and end dates;
- The expected distribution of time for coursework, programme activities, their duration, and timelines;
- Components that are compulsory and elective, along with the rationale for these components;
- Allocated time for self-directed learning and its role;
- Available learning resources;
- Formative and summative assessment of the master's student;
- Provision of feedback;
- Programme evaluation;
- Requirements for programme completion;
- Procedures for extension and interruption of study, if applicable.

2.5.2 The higher educational institution **must**:

- Plan the training of master's students at appropriate training bases to provide access to various aspects of their chosen field of healthcare; and

- Have access to the resources necessary for planning and integrating innovative teaching and assessment methods into the educational programme.

2.5.3 The higher educational institution **should** provide clinical and/or practical training in multidisciplinary clinics, production facilities, laboratories, and healthcare organisations, and coordinate this training to ensure that master's students acquire adequate preparation in various aspects of their chosen field of healthcare.

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 recommendations were made by stakeholders during the development and drafting of the educational programme, and who served as reviewers.

3. ASSESSMENT OF STUDENT LEARNING

3.1 Assessment methods

3.1.1 The higher educational institution **must** define, approve, and publish the principles, methods, and practices used for the assessment of master's students, including criteria for admission to examinations, the number of examinations, the number of permitted retakes, and provide justification for the choice of such assessment methods.

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 ensuring the objectivity and transparency of assessments and the grading 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 assessment of academic skills is aligned with the master's level, as required by Standard 1.1, and incorporates the principles of anti-plagiarism and academic integrity.

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.

3.2.4 The higher educational institution **must** ensure that assessment methods and outcomes avoid conflicts of interest.

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** ensure the involvement of a qualified external academic examiner to review assessment approaches, criteria, and outcomes, as well as to enhance fairness, quality, and transparency of the assessment process.

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 practices for the admission of master's students with disabilities in accordance with applicable national laws and regulations.

4.2 Student intake

4.2.1 The higher educational institution **must** determine the number of admitted master's students in line with its mission and capacity at all stages of study and training within the programme, taking into account national requirements for healthcare human resources.

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** promote and support the activities of master's students and their student organisations, including the provision of technical and financial assistance.

4.5 Graduation requirements

4.5.1 The higher educational institution **must** define and approve the requirements for master's students in relation to:

- Providing evidence of successful completion of all programme requirements (projects, dissertation, practical training, portfolio, transcripts, etc.);

- Timely completion of the individual work plan;
- Demonstrating evidence of the development of research and critical analysis skills.

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 The higher educational institution **must** define and implement, for each category of staff, a recruitment policy consistent with the mission of the programme, which is characterised by the following:

- Competence and qualification level;
- Criteria based on the academic, pedagogical, research, and clinical merits of candidates, including an appropriate balance between teaching, academic, and clinical qualifications;
- Their duties, including working hours and workload distribution, communication with master's students, and submission of reports and activity records.

5.2 Obligations and development of staff

5.2.1 The higher educational institution **must**, for each category of staff and each staff member individually:

- Provide a list of duties and responsibilities;
- Define programme policy regarding induction and further support;

- Ensure the provision of training and professional development;
- Ensure proper monitoring of staff performance and systematic feedback on satisfaction, educational process, professional and personal development;
- Provide all staff and faculty with feedback from the programme director regarding 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 availability of qualified supervisors with sufficient research experience to guide the preparation of dissertations.

5.4 Administrative support

5.4.1 The higher educational institution **must** describe and publish the measures that ensure administrative support for master's students, faculty, and administrative staff at an appropriate level.

6. EDUCATIONAL RESOURCES, SETTINGS AND SCHOLARSHIP

6.1 Educational settings

6.1.1 In the case of individual programmes, the higher educational institution **must** provide staff and master's students with appropriate material, technical, and library resources to ensure adequate implementation of the educational programme and to provide a safe learning environment.

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 For the implementation of individual and distance learning, the medical education institution **must** formulate and implement a policy aimed at the effective use and evaluation of relevant information, communication, and distance-learning technologies in the training of master's students.

6.2.2 For the implementation of individual and distance learning, the medical education institution **must** provide faculty and master's students with access to appropriate information and communication technologies for conducting research, writing dissertations, self-directed learning, and accessing necessary 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 monitoring programme* of educational activities, processes, and final learning outcomes, including the routine collection of data on key aspects of the educational programme.

**The purpose of monitoring is to ensure the quality of the educational process and to identify areas requiring interventions.*

7.1.2 The higher educational institution **must** establish and apply mechanisms for evaluating the educational programme, which:

- Address its main components (structure, content, teaching methods, assessment tools, bibliography);
- Address the academic progress of the master's student;
- Identify and review issues of master's students and staff;
- Consider the adequacy of the existing learning environment.

7.1.3 The higher educational institution **must** ensure that relevant results of monitoring and evaluation influence the improvement of the educational 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 collect, analyse, and provide feedback to faculty, staff, and master's students on the quality of the implementation of the educational programme.

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 the organisational and management structure, including the units responsible for managing the educational programme, ensuring collaboration, managing conflicts of interest, and

preparing reports. Its functions must be identified and provided with the necessary authority.

8.2.2 The higher educational institution **must** ensure transparency of management processes and decision-making on all issues related to the master's programme.

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.

8.3.2 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** provide the programme with academic leaders and/or programme directors with appropriate qualifications (holding a degree higher than a Master of Science) and administrative staff responsible 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.

8.5.3 The financing system of the medical education institution **must** be based on the principles of efficiency, effectiveness, priority, transparency, accountability, delineation, and autonomy at all budget levels.

8.6 Administration

8.6.1 The higher educational institution **must** have an adequate administrative staff, in both number and composition according to qualifications, in order to:

- Ensure the implementation of the educational programme and related activities;
- Guarantee proper management and distribution of resources.

8.7 Requirements and regulations

8.7.1 The higher educational institution **must** ensure that the administrative staff support the implementation of the educational programme by applying appropriate approaches and principles.

8.7.2 The higher educational institution **must** demonstrate the process of programme management, including principles of quality assurance, addressing needs for improvement, and carrying out regular evaluation and analysis.

8.7.3 The higher educational institution **must** demonstrate compliance of its activities with regulatory requirements, including adherence to the rules for awarding academic qualifications to master's students.

8.8 Process for start-up and approval

8.8.1 The higher educational institution **must** implement:

- A formally documented process of planning and discussion of the educational programme and other master's degree requirements conducted by a group of education experts (e.g. programme committee, external advisory board);
- A formal initial approval and subsequent review process for the programme;
- Documentation of joint activities with other educational institutions and/or faculties related to the development and approval of the educational programme;
- The application of relevant documents that allow the official enrolment of master's 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 higher educational institution **must** provide evidence of transparent financial management and a financial report, including the results of an independent financial audit.

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.

9.4 Invest resources in continuous improvement.

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