

Standards for Programme Accreditation: Postgraduate Medical Education (Master's Degree)

Basic Provisions

Almaty 2024

**Eurasian Center for Accreditation and Quality Assurance in Education and
Healthcare**

**STANDARDS FOR PROGRAMME ACCREDITATION:
POSTGRADUATE MEDICAL EDUCATION
(MASTER'S DEGREE)**

BASIC PROVISIONS

Almaty, 2024

UDC 614.2
BBK 51.1 (2)

**DEVELOPED BY THE NON-PROFIT INSTITUTION "EURASIAN CENTER
FOR ACCREDITATION AND QUALITY ASSURANCE IN EDUCATION
AND HEALTHCARE"**

Approved by the Expert Council of the Non-profit Institution "Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare" No.2 dated October 10, 2024 and put into effect by Order No.34/2 of the Director General dated October 12, 2024

ISBN 978-601-280-959-6

Standards for accreditation for postgraduate medical education (Master's degree) were developed based on the 2023 International Standards of the World Federation for Medical Education for the Quality Improvement of Postgraduate Medical Education, taking into account the specifications of the National Qualifications Framework and the priorities of the healthcare system of the Republic of Uzbekistan. These standards are used by educational organizations to conduct self-assessment of educational programmes for Master's degree specialties, identify and improve internal quality assurance mechanisms, develop internal documentation and foster a quality culture.

These standards may not be reproduced, duplicated or distributed, in whole or in part, without the permission of the Non-profit Institution "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Healthcare" (ECAQA).

UDC 614.2
BBK 51.1 (2)

ISBN 978-601-280-959-6 © Standards for Programme Accreditation:
Postgraduate Medical Education (Master's Degree),
2024

TABLE OF CONTENTS

1	Scope	4
2	Regulatory references	4
3	Terms and definitions	6
4	Designations and abbreviations	12
5	General provisions	12
6	Main goals of implementing standards for programme accreditation of Master's degree	13
7	Principles of quality assurance and programme accreditation of Master's degree	14
8	Stages and key elements of the programme accreditation of Master's degree	15
9	Accreditation decision-making	17
10	Post-Accreditation monitoring	19
11	Procedure for amending and supplementing standards for accreditation	20
12	STANDARDS FOR PROGRAMME ACCREDITATION OF MASTER'S DEGREE	21
12.1	Mission and values	21
12.2	Curriculum	22
12.3	Assessment of Master's students	26
12.4	Master's students	28
12.5	Teachers	32
12.6	Education and training resources	34
12.7	Quality assurance and improvement in postgraduate education	36
12.8	Governance and Administration	38

STANDARDS FOR PROGRAMME ACCREDITATION OF MASTER'S DEGREE

Basic provisions

1. Scope

1.1 The Standards for programme accreditation: postgraduate medical education (Master's degree) (hereinafter referred to as the Standards) define the requirements for the expert assessment procedure for the quality of master's degree programmes in organizations such as higher professional and postgraduate education organizations, research centers and research institutes (hereinafter referred to as educational organizations).

1.2 These standards are used as a tool for the quality assurance and improvement in postgraduate medical education and the training of competitive healthcare specialists.

1.3 These standards are applied during the accreditation of educational programmes in master's degree specialties and the external assessment of the quality assurance system of educational organizations.

1.4 These standards are applied by educational organizations to conduct self-assessment of educational programmes, identify and improve internal quality assurance mechanisms, develop internal documentation and foster a quality culture.

2. Regulatory references

This standard includes references to the following legislative and regulatory legal documents:

2.1 Law of the Republic of Uzbekistan dated September 23, 2020 No.LRU-637 "On Education."

2.2 Resolution of the President of the Republic of Uzbekistan "On measures for the further development of the higher education system" dated April 20, 2017 No.PP-2909 (Annex No.1 to the Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No.PP-2909 *a set of measures for the radical improvement of the higher education system for the period 2017-2021*).

2.3 Resolution of the President of the Republic of Uzbekistan "On measures for further reform of the medical education system in the Republic of Uzbekistan" dated May 5, 2017 No.PP-2956;

2.4 Resolution of the President of the Republic of Uzbekistan dated May 6, 2019 No.PP-4310 "On measures for the further development of the system of medical and pharmaceutical education and science." (Annex No.1 to the [Resolution](#) of the President of the Republic of Uzbekistan dated May 6, 2019 No.PP-4310 *"Plan of practical measures for the further development of the system of medical and pharmaceutical education and science"*; Annex No. 2 to the [Resolution](#) of the President of the Republic of Uzbekistan dated May 6, 2019 No.PP-4310 *"Indicators for assessing the quality of development of medical and pharmaceutical education and science until 2025"*)

2.5 The Concept for the development of the Healthcare system of the Republic of Uzbekistan for 2019-2025, approved by the Decree of the President of

the Republic of Uzbekistan "On comprehensive measures to radically improve the healthcare system of the Republic of Uzbekistan" dated December 7, 2018.

2.6 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further improve the training of medical personnel" dated September 27, 2017 No.769 (Annex No.2 to the Resolution of the Cabinet of Ministers dated September 27, 2017 No.769 *The structure of the curricula of the areas of education for the bachelor's degree in higher medical education (the field of education "Healthcare")*, Annex No. 2a to the Resolution of the Cabinet of Ministers dated September 27, 2017 No.769 *The structure of the curricula of the specialties of the master's degree in higher medical education (the field of education "Healthcare")*).

2.7 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 22, 2017 No.304. On measures to further improve the postgraduate education system. <https://lex.uz/docs/3213407#3214763>

2.8 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the regulation on the procedure for admission, transfer, readmission and expulsion of students in higher education institutions", No.393, dated June 20, 2017.

2.9 Resolution of the President of the Republic of Uzbekistan dated April 7, 2020, No.PP-4666 "On measures for implementing a completely new system of training and continuing professional development of personnel in the Healthcare sphere."

2.10 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, Brussels, Belgium (35 p).

2.11 Postgraduate Medical Education. WFME Global Standards for Quality Improvement. World Federation for Medical Education (WFME); New edition. 2023.

3. Terms and definitions

The following terms and definitions are applied in this standard:

1) **Accreditation bodies** – legal entities that develop standards (regulations) and accredit educational organizations based on the standards (regulations) they have developed;

2) **Accreditation of educational organizations** – the procedure for recognizing by an accreditation body the conformity of educational services with established accreditation standards (regulations) in order to provide objective information on their quality and confirm the presence of effective mechanisms for improving it;

3) **Accreditation of educational programmes** – the procedure for recognizing by an accreditation body the conformity of educational programmes (specialties) with established accreditation standards (regulations) in order to provide objective information on their quality and confirm the presence of effective mechanisms for improving it;

4) **Institutional accreditation** – the process of assessing the quality of an educational organization by an accreditation body for compliance with its declared status and the established standards of the accreditation body;

5) **Specialized accreditation** – assessing the quality of individual educational programmes implemented by an educational organization;

6) **Accreditation standards (regulations)** – documents of the accreditation body establishing requirements for the accreditation procedure.

In accordance with the International Standards of the World Federation for Medical Education for Quality Improvement in Postgraduate Medical Education (2015, 2023), the following terms and definitions are established for the relevant Standards:

Standard 1. Mission and Values

Autonomy in the patient-physician relationship ensures that, under all circumstances, physicians make informed decisions in the interests of their patients and society, based on the best available evidence. Autonomy in physician training implies that physicians have some influence over decisions about what to learn and how to plan and conduct their training. It also implies access to the knowledge and skills necessary for physicians to meet the needs of their patients and society, and that their knowledge and actions are independent and impartial. When acting independently, existing guidelines should be taken into account. *Competent authorities* are local and national bodies responsible for postgraduate medical training and may be national government agencies, a national council, a university or a competent professional organization.

Competence may be defined in a broad professional sense or as specialized knowledge, skills, attitudes or behavior.

The mission provides an overarching framework within which all other aspects of the postgraduate medical education programme should be linked and should include general and specific issues related to institutional, national, regional, and, where appropriate, global healthcare needs and a vision for postgraduate medical education.

Lifelong learning is a professional responsibility to continually develop one's knowledge and skills through performance assessment, audit, review of one's clinical practice or recognized continuing professional development (CPD)/continuing medical education (CME) programmes. CPD includes all activities that physicians undertake, both formal and informal, to maintain, update, develop and refine their knowledge, skills and attitudes in response to patient needs. CPD is a broader concept than CME and encompasses the continuing development of knowledge and skills in medical practice

Key stakeholders include trainees/master's students, master's degree programme directors, medical scientific societies, clinical administrators, government authorities and professional associations or organizations.

Professionalism describes the knowledge, skills, attitudes and behaviors expected from each physician by patients and society in their professional practice and includes concepts such as:

- lifelong learning skills,
- maintaining competence,
- information literacy and ethical behavior,

- personal integrity, honesty and altruism,
- service to others,
- fidelity to the professional code,
- fairness and respect for others.

Public health concerns refer to interactions with the local community, particularly in the healthcare and allied healthcare sectors, and the inclusion of public health concerns in the educational curriculum

The healthcare sector includes the medical care delivery system, both public and private, and medical research institutions.

Relevant stakeholders will include representatives from heads, educators, teachers, other healthcare professionals, patients, the public, healthcare system organizations and bodies

Social responsibility includes the willingness and ability to respond to the needs of society, patients, the healthcare system and allied healthcare sectors and to contribute to the development of medicine at the national and international levels through the implementation of a competency-based approach in the healthcare system, medical education and research. It should be based on its own principles, taking into account the autonomy of the university.

Standard 2. Curriculum

Intended outcomes in relation to the theory and practice of medicine include knowledge and understanding of basic, clinical, behavioral and social sciences, including knowledge of public healthcare and population medicine issues and medical ethics necessary for clinical practice; attitudes and professionalism; clinical skills in relation to diagnosis, practical skills, communication skills, treatment and prevention of diseases, health promotion, rehabilitation, clinical thinking and problem solving; and the ability to engage in lifelong learning and professional development.

Competencies relevant to postgraduate training, at a level dependent on the chosen field of medicine, will include the following categories:

- Providing patient care that is appropriate, effective and compassionate in addressing health problems and promoting health;
- Medical knowledge of basic biomedical, clinical, behavioral and social sciences, medical ethics and medical jurisprudence, and the application of such knowledge in patient care;
- Interpersonal and other communication skills that enable effective information exchange with individual patients and their families, and teamwork with other healthcare professionals, the scientific community and the public;
- Assessing performance and applying new scientific knowledge to continually review and improve clinical practice;
- Functioning as a head, instructor and teacher with colleagues, medical students and other medical professionals;
- Scientific potential of a scientist capable of contributing to development and scientific research in the chosen field of medicine;
- Professionalism;

- Ability to act for the interests of patients;
- Knowledge of public healthcare and health policy issues, as well as awareness and responsiveness to the broader context of the health care system, including, for example, the organization of medical care delivery, partnerships with medical professionals and managers, cost-effective healthcare practice, healthcare economics and resource allocation;
- Ability to understand the medical care delivery system and to identify and implement system-wide improvements in care.

Clinical sciences include selected clinical and laboratory disciplines of a medical specialty, subspecialty or expert function and other relevant clinical/laboratory disciplines.

Teaching and learning methods will encompass any didactic, practical, demonstration, learning under supervision of clinical teacher and teaching methods such as lectures, small group activities, problem-based learning, case-based learning, practical activities, laboratory work, “bedside” learning, clinical demonstrations, laboratory skills learning, regional field trips, online learning and clinical practicum as a master’s student or intern.

Behavioral and social sciences – depending on local needs, interests and traditions, typically include biostatistics, community medicine, epidemiology, global health, hygiene, medical anthropology, medical psychology, medical sociology, public health and social medicine and will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural determinants of the causes, distribution and consequences of health problems.

Standard 3. Assessment of Master's students

Assessment methods: include consideration of the balance between formative (midterm) and summative (final) assessment, the number of exams and other testing tasks, the balance of different types of examinations (written and oral), the use of clinical discussion and debriefing, the use of judgment based on relevant standards and criteria, individual portfolios and diaries, special types of examinations such as the Objective Structured Clinical Examination (OSCE), the Mini Clinical Examination (MiniCEX), and a system for identifying and preventing plagiarism.

Standard 4. Master’s students

The *selection process* statement includes both the rationale and methods for selection and may include a description of the appeals mechanism.

Monitoring of the admissions policy will include improving the selection criteria to reflect the ability of master’s students to be competent and to address differences in required competencies related to the different areas of medicine they choose.

Selection criteria may include consideration of balanced enrollment based on gender, ethnic and social requirements, including the potential need for special admissions policies for underprivileged physician groups.

Contracted medical service positions include clinical fellow, master’s students, clinical postgraduate doctors and specialists.

The types of medical services provided by master's students must be subject to a contract, and provisions protecting the master's student must be included in the contract.

Standard 5. Teachers

Teaching and learning time presuppose a balance between clinical workload and requires consideration of coordination and schedule alignment.

Periodic performance assessment of teachers include feedback from master's students to the teacher.

Standard 6. Education and training resources

Clinical settings include primary, specialized and highly specialized care clinics, outpatient services (including PMSC), primary care facilities, healthcare centers and other community medical care facilities, as well as clinical skills centers/laboratories. Clinical settings facilitate clinical training, using the opportunities of relevant clinical settings and providing rotations in key clinical disciplines.

The physical facilities include lecture halls, classrooms, teaching and research laboratories, clinical skills laboratories, faculty offices, libraries, information technology and resources, student recreational facilities such as adequate study spaces, a lounge, transportation, student catering, dormitories, student storage lockers, sports facilities and leisure areas.

Educational expertise examines the issues, processes and practices of postgraduate medical training and its assessment. It includes physicians with experience in medical education, psychologists and sociologists from the education system. It can be provided by the university's educational department or through the involvement of another national or international organization.

Standard 7. Quality assurance and improvement in postgraduate education

Assessment of an educational programme is the systematic collection of information to examine the effectiveness and adequacy of an educational programme. This uses monitoring data, feedback and the results of specific programme assessment studies, as well as reliable and valid data collection and analysis methods, to confirm the quality of education in relation to the mission and established intended learning outcomes. Programme assessment includes information on the duration of study, assessment criteria, pass and fail rates, assessment success rates and expulsion rates, as well as the time spent by master's students in areas of medical interest. Engaging external experts to evaluate the educational programme, external organizations/institutions and the involvement of experts in medical education and evaluation, as well as regulatory bodies, will further improve the quality of postgraduate education.

Programme monitoring involves the regular collection of data on key aspects of the educational programme to ensure adequate learning and identify areas for improvement. Data collection is often part of administrative procedures regarding master's student admission, knowledge and skills assessment and educational programme completion.

Identified issues will include inadequate achievement of established learning outcomes, conducting research and examining information on the achievement of established learning outcomes and identifying deficiencies and problems. All of this can be used as feedback for implementing necessary interventions and corrective action plans, programme development and improvement. This requires creating a safe and supportive learning environment and feedback from teachers and master's students.

Feedback will include reports from master's students and other information about the processes and products of educational programmes, including information on teacher or master's student malpractice or inappropriate behavior without legal consequences.

Authorization criteria for training sites will include minimum values for the number of patients and the diversity of nosological forms, clinical and laboratory equipment, libraries and information technology capacity, clinical skills centers and academic staff of teachers and researchers in laboratories.

4. Designations and abbreviations:

This standard uses the following abbreviations:

AIS – Automated Information System

AC – Accreditation Council

AMP – Administrative and Managerial Personnel

WHO – World Health Organization

HEI – Higher Education Institution

EEC – External Expert Commission

WFME – World Federation for Medical Education

SCES – State Compulsory Education Standard

EHEA – European Higher Education Area

ECAQA – Eurasian Center for Accreditation and Quality Assurance in Higher Education and Healthcare

IT – Information Technology

CEP – Committee for Educational Programmes

MH RU – Ministry of Healthcare of the Republic of Uzbekistan

MEO – Medical Education Organization

PF – Physical Facilities

CME – Continuing Medical Education

CPD – Continuing Professional Development

STP – Scientific and Technical Programmes

OSCE – Objective Structured Clinical Examination

EO – Educational Organization

EP – Educational Programme

TS – Teaching staff

PMSC - Primary Medical Sanitary Care

WC - Working Curriculum

MM - Mass Media

TM – Teaching materials

EC - Expert Council
ESG - European Standards and Guidelines
EQAR- The European Quality Assurance Register for Higher Education
APQR- Asia-Pacific Quality Registr
DEQAR - The Database of External Quality Assurance Results
DAQAR - Database of External Quality Assurance Results in the Asia-Pacific Region

5. General provisions:

5.1 Accreditation of master's degree educational programmes of educational organizations is conducted in accordance with the basic provisions and requirements of these standards, taking into account the levels of their achievement and includes:

STANDARD 1 "Mission and Values";
Standard 2 "Curriculum";
Standard 3 "Assessment of Master's Students";
Standard 4 "Master's Students";
Standard 5 "Teachers";
Standard 6 "Education and Training Resources";
Standard 7 "Quality Assurance and Improvement in Postgraduate Education";
Standard 8 "Governance and Administration";
Standard 9 "Continuous Renewal".

5.2. The Standards for Programme Accreditation of Master's Degree in Medical Education Organizations (hereinafter referred to as the Accreditation Standards) are based on the World Federation for Medical Education (WFME) International Standards for Quality Improvement in Postgraduate Medical Education (2015, 2023) and some provisions of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015 Revision).

5.3. The Accreditation Standards include 109 standards, terms and definitions for the relevant standards, which are included in Section 3.

5.4. The decision on accreditation of educational programmes is made by the Accreditation Council based on the results of the external assessment of educational programmes for compliance with accreditation standards submitted by the ECAQA External Expert Commission (EEC).

5.5 The Accreditation Council is formed in accordance with the WHO/WFME Guidelines for Accreditation of Medical Education.

6. Main goals of implementing standards for accreditation

6.1 The main goals of implementing standards for accreditation are:

6.1.1 Implementing 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 in postgraduate professional education;

6.1.2 Promoting the development of a quality culture supported by master's

students, academic staff, management and administration of the educational organization;

6.1.3 External assessment for compliance with requirements for accreditation standards and quality assurance of the educational programme;

6.1.4 Promoting continuing improvement of the educational programme's quality and resource availability in accordance with the rapidly changing conditions and needs of the labor market, and achieving the competitiveness of the national system of postgraduate professional education;

6.1.5 Protecting the interests of the state, society and consumer rights by providing reliable information to the public and authorized bodies in the fields of education and healthcare on the results of educational programme accreditation.

7. Principles of Quality Assurance and Programme Accreditation of Master's Degree

7.1 Quality assurance of postgraduate education and external assessment are based on the following principles:

7.1.1 Voluntariness – the accreditation procedure is conducted on a voluntary basis and recognizes the institutional autonomy of the educational organization;

7.1.2. Responsibility - the accreditation process clearly defines responsibilities and relationships, interactions with all stakeholders (university, master's students, professional organizations and healthcare specialists, the government), is supported by agreed standards and guidelines, the necessary resources and innovations for the development of the accreditation system and is supported by competent experts;

7.1.3 Transparency - internal and external assessments are conducted openly and transparently, providing access to information on the process and procedures, accreditation standards and guidelines for self-assessment and external assessment for all stakeholders;

7.1.4 Independence - external assessment and accreditation decisions are based on reliable information and the results of the external expert assessment, independent of third parties (authorized and government bodies, educational institution administration and public opinion);

7.1.5 Objectivity - conducting an external assessment using clearly established accreditation criteria and standards, taking into account programme specifics and making an accreditation decision based on the results of the external assessment and recommendations of the EEC;

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

7.1.7 Effectiveness - the external assessment is focused on the final result, which contributes to the improvement of the internal environment and quality assurance mechanisms of the educational programme, the development of a quality culture and ensures the interconnection between internal and external quality assurance mechanisms.

8. Stages and main elements of the accreditation process of Master's degree programmes

8.1 The accreditation process includes the following main elements and stages:

8.1.1 Submission by the educational organization of an application in the form established by the accreditation body (on the website ecaqa.org) of information on licensing, inclusion in the Register of the EHEA of the Ministry of Science and Higher Education of the Republic of Kazakhstan and a brief description of the educational programme of the Master's degree to the accreditation body;

8.1.2 Signing of a bilateral agreement between the accreditation body and the educational organization on the accreditation of the educational programme, specifying the cost of the procedure and the deadlines;

8.1.3 Self-assessment procedure for the educational programme in accordance with the criteria and requirements of this standard and submission of the self-assessment report to the accreditation body;

8.1.4 Review and peer review of the educational programme self-assessment report by the accreditation body;

8.1.5 External assessment procedure - a visit to the educational organization by an external expert commission, which conducts an external assessment of the educational programme and prepares a report and recommendations for the Accreditation Council;

8.1.6 Preparation of the final report of the external expert commission and submission to the Accreditation Council;

8.1.7 Consideration of the accreditation of the educational programme and the adoption of a final decision by the ECAQA Accreditation Council based on the materials provided and the recommendations of the external expert commission;

8.1.8 Publication of the final report of the external expert commission on the assessment of the educational programme on the ECAQA website in the "Register of Accredited Educational Programmes" section;

8.1.9 subsequent procedures within the framework of post-accreditation monitoring, described in paragraph 10 of these Accreditation Standards;

8.2 The accreditation procedure is carried out at the expense of educational organizations upon their application submitted to the accreditation body;

8.3 After signing the agreement for accreditation of master's degree educational programmes, the ECAQA holds a seminar to provide information on the accreditation process and procedures, approaches to conducting self-assessment of educational programmes and preparing the report and interpretation of accreditation standards. The date of the seminar is agreed upon with the representative of the educational institution responsible for conducting the self-assessment.

8.4 After completing the self-assessment procedure, the educational institution, no later than 2 months prior to the expected visit of the EEC, sends a self-assessment report of the master's degree educational programme to the

ECAQA email address for an initial technical review, which is conducted within 5-7 business days. After receiving recommendations for additions to the self-assessment report, the educational institution corrects the report within 5 business days, after which it sends the final version of the self-assessment report to the ECAQA in the state, Russian and English languages. The report is sent to the ECAQA with a cover letter signed by the authorized person of the educational institution. All copies of the reports must be signed by the first director of the medical educational institution.

8.5 Reports are carefully reviewed by all members of the external expert commission prior to visiting the educational institution. The experts formulate questions and a list of documents to review during the visit. The purpose of the external expert commission's visit to the educational institution is to assess the reliability of the educational programme self-assessment results and obtain evidence of compliance with accreditation standards.

8.6 The external expert commission's visit to the educational institution lasts 2-4 days.

8.7 The composition of the external expert commission is formed in accordance with the Regulations on the external expert commission from a database of experts nominated and certified by the ECAQA, as well as those recommended by educational institutions not affiliated with the educational institution being accredited, foreign partners, research organizations/centers, professional associations, public associations and employers.

8.8 The work of the external expert commission at the educational institution is carried out in accordance with the Guidelines for the External Assessment of Educational Institutions and Educational Programmes of the ECAQA, the Visit Programme and External Assessment of the Master's Degree Programme of the Educational Institution.

8.9 The final report on the results of the external assessment of the master's degree programme is prepared in accordance with the Guidelines for Preparing a Report by the External Expert Commission for Accreditation of Educational Organizations and Educational Programmes, developed by the Expert Council of the ECAQA. The draft final report is submitted by the experts to the ECAQA no later than 14 working days after the completion of the commission's visit to the educational organization. The final report contains an assessment of the implementation of the standard rules for the activities of educational organizations, educational standards and accreditation standards, as well as recommendations for improving the master's degree programme and recommendations for the Accreditation Council for the accreditation of the educational programme. Following this, the report with the EEC recommendations is sent by the accreditation body to the educational organization for review and correction of factual errors. 7 (seven) calendar days are provided for this. The report is then sent to the accreditation bodies and members of the EEC for the preparation of the final version of the report within 7 (seven) calendar days. The final report of the EEC is sent to the Accreditation Council two weeks prior to the meeting. The final report of the EEC serves as the basis for developing a corrective action plan based on the

EEC recommendations during the post-accreditation monitoring period.

8.10 The Accreditation Council's decision is based on an analysis of the Master's degree programme self-assessment report, the final report of the external expert commission and a discussion of compliance with accreditation standards by the Accreditation Council members.

9. Accreditation decision-making

9.1. The Accreditation Council makes the following accreditation decisions:

- 1) full accreditation – accredit for a period of 5 (five) years;
- 2) accredit for a period of 3 (three) years;
- 3) conditional accreditation – accredit conditionally for 1 (one) year with a repeat visit to the educational institution by an external expert commission of the ECAQA;
- 4) refusal of accreditation;
- 5) revocation of accreditation.

9.2 **A decision on full accreditation of master's degree programmes** for the maximum period is made if at least 80% of the accreditation standards demonstrate full compliance, no more than 20% can be partially met, and there are no non-compliances. If these requirements are met, the educational organization may be recommended for full accreditation for a period of 5 years.

9.3 **A decision on accreditation for a period of 3 (three) years** may be made for an educational programme where master's degree programmes have begun their first year and there are no graduates. Based on the results of an external expert assessment, more than 80% of the accreditation standards have been fully met and there are no non-compliances.

9.4 **A decision on conditional accreditation for a period of 1 (one) year** is made if at least 1 of the 8 main accreditation standards is not met, or partial compliance with more than 20% of the accreditation sub-standards is documented, and the severity of the issues is reflected in the EEC report and in the rationale for the accreditation decision. The ECAQA sends an information letter to the educational institution containing the Accreditation Council's decision and the condition that a repeat external assessment by the ECAQA commission be conducted. In this case, the educational institution whose educational programme has been conditionally accredited must, within the year following the decision date, implement corrective actions based on the recommendations (comments) of the EEC, prepare a self-assessment report for the master's degree educational programme under the new Accreditation Agreement, and submit the self-assessment report to the ECAQA in accordance with the requirements of paragraph 8.4 of these Accreditation Standards. The terms and conditions for accreditation of a master's degree educational programme that previously received conditional accreditation are specified in the newly drafted and executed Accreditation Agreement.

9.5 A decision on refusal of accreditation is made if the majority of standards are not met, indicating serious deficiencies and problems that will require several years to resolve. An educational institution has the right to initiate the accreditation procedure for a Master's degree educational programme no earlier than one year after a negative accreditation decision has been made.

9.6 A decision on revocation of the accreditation of a Master's degree programme during its validity period shall be made in the following cases:

9.6.1 Suspension of the educational activity/educational programme license by the authorized education body;

9.6.2 Revocation of the educational programme license and/or revocation of the educational institution's general educational activity license by the authorized education body;

9.6.3 Exclusion of an educational programme from the Register of the European Higher Education Area (EHEA) of the Ministry of Science and Higher Education of the Republic of Kazakhstan;

9.6.4 Systemic violations of the anti-corruption policy by an educational institution in relation to its employees, teachers and students, with documentary evidence and disclosure of such facts by the relevant authorized and regulatory bodies.

9.7 The decision to revoke the accreditation of a master's degree programme is formalized in the minutes of the Accreditation Council and sent by official letter to the first head of the educational institution, followed by written notification of the authorized body in the field of education.

9.8 The decision to revoke accreditation results in the exclusion of the master's degree programme from the Register of Accredited Educational Programmes of the accreditation body, the Register of the EHEA of the Ministry of Science and Higher Education of the Republic of Kazakhstan, and informing the authorized bodies about this in the fields of education and healthcare. This may entail the cancellation of all previously achieved accreditation results and will entail the obligation to repeat all stages of the accreditation process no earlier than one year after the revocation of the accreditation certificate.

9.9 Following a positive decision on accreditation of a Master's degree educational programme, the ECAQA sends to the educational institution an official letter containing the results of the Accreditation Council's decision and the original accreditation certificate for a period of 5 (five) years.

9.10 The decision on accreditation of a Master's degree educational programme is sent to the Register of the European Higher Education Area (EHEA) of the Ministry of Science and Higher Education of the Republic of Kazakhstan, the international EQAR/DEQAR and APQR/DAQAR Registers, and is posted on the ECAQA website.

9.11 If a decision is made not to accredit a postgraduate training programme, the educational institution has the right to appeal the Accreditation Council's decision in accordance with the appeals procedure established by the accreditation body (ECAQA Appeals Commission Regulations).

9.12 An educational organization must undergo re-accreditation of its

Master's degree educational programme upon completion of the established accreditation period to confirm its status as an accredited educational programme and submit an application to the accreditation body no later than 12 (twelve) months prior to the expiration of the accreditation certificate.

10. Post-accreditation monitoring

10.1 Post-accreditation monitoring (PAM) is an integral component and an important stage of educational programme accreditation and must be strictly carried out by the educational organization during the validity period of the accreditation certificate.

10.2 The accreditation body conducts post-accreditation monitoring (PAM) without concluding additional agreements with the educational organization for the entire period of validity of the educational programme's accreditation certificate.

10.3 Post-accreditation monitoring of a Master's degree programme is conducted by:

10.3.1 Submitting to the accreditation body an action plan for improvement based on the recommendations of the EEC for the validity period of the educational programme's accreditation certificate. The plan is submitted within 30 (thirty) calendar days after the educational organization receives a positive accreditation decision;

10.3.2 Timely submission of annual reports on the implementation of the improvement plan based on the recommendations of the EEC, with corresponding documentary evidence of implementation (high-quality copies and/or electronic versions of documents). The report is sent to the accreditation body without additional notification or formal request on its part, with the estimated date for submitting the next report being the calendar date of issuance of the accreditation certificate for the educational programme.

10.4 The educational organization must inform the accreditation body about any significant changes in the accredited educational programme that occurred during the PAM period.

10.5 The accreditation body has the right to send an expert commission to the educational organization to review complaints received regarding the quality of education and/or improper implementation of the accredited educational programme.

10.6 The accreditation body has the right to suspend the accreditation certificate of an educational programme if the educational organization violates the requirements of paragraphs 10.3 and 10.4 of these Standards. The decision to suspend the accreditation certificate is made for the period until the violation of the PAM requirements is eliminated. This decision is formalized by an order of the general director of the accreditation body, and a notification letter is sent to the educational organization.

11. Procedure for amending and supplementing standards for accreditation

11.1 Amendments and additions are made to the current Accreditation Standard for the purpose of further improvement based on changes in legislative documents and regulations in the field of education in the country, and also taking into account the recommendations received for improvement based on the results of feedback from stakeholders.

11.2 Amendments and additions to the Standard are made by the accreditation body.

11.3 If amendments and additions to the current Standard are initiated by stakeholders, suggestions and comments are sent to the accreditation body.

11.4 The accreditation body reviews the suggestions and comments for their validity and appropriateness.

11.5 Amendments and additions to the current Accreditation Standard, after their approval, are approved by order of the general director of the accreditation body in a new version with the amendments to the current standard.

11.6 Accreditation standards are reviewed every 5 years.

12. STANDARDS FOR PROGRAMME ACCREDITATION OF MASTER'S DEGREE

Standard 1. MISSION AND VALUES

This standard includes the goals and values of postgraduate medical education and the role of postgraduate training at the master's degree in professional and career development. The standards include areas and criteria by which all other postgraduate training activities of master's students can also be assessed. The mission reflects the distinctive qualities of the postgraduate training programme and its relationship with the healthcare system.

1.1 Stating the mission

1.1.1 The educational organization has a formally published programme mission that sets out the goals, values, educational goals, priorities and objectives of the postgraduate medical education programme, taking into account the context and culture.

1.1.2 The educational organization ensures that the stated mission of the educational programme is widely communicated to the public and the healthcare sector. The mission and vision of the educational programme must be consistent with the mission and vision of the educational organization.

1.1.3 The educational organization clearly defines and describes the goal of the postgraduate training programme, its values and the objectives of learning and research, in relation to the provision of medical care and the healthcare system, social, individual and societal needs, health promotion and disease prevention and treatment.

1.1.4 The educational organization is guided by and translates its mission into the postgraduate training programme, quality assurance system and quality improvement in accordance with the values and expectations of various stakeholders, including relevant specialists in the field, healthcare organizations and the professional community.

1.1.5 The educational organization has a process for periodically reviewing, amending and supplementing the mission of the postgraduate education programme in line with the current scientific, socioeconomic and cultural developments of society.

1.2 Participation in mission formulation

1.2.1 The educational organization ensures stakeholder participation and formulates its mission based on consultations with a wide range of stakeholders, including graduates, administrative and academic staff, master's students, representatives of the public, professional societies and healthcare organizations.

Standard 2. CURRICULUM

This standard includes the main processes and outcomes of postgraduate medical education and recognizes the diverse methodologies and designs for developing postgraduate training programmes. The structure, content and learning methods of the postgraduate training programme are linked to the educational programme's mission, learning outcomes and context. They consider the resources available for master's degree students to achieve their intended learning outcomes. The educational programme addresses the graduates' qualifications for admission to the master's degree programme and the requirements for assessing their progress and successful completion of the programme in their chosen clinical specialty. At the postgraduate medical education level, each master's degree student's learning trajectory is largely individualized.

2.1 Curriculum and Certification

2.1.1 The educational organization has defined the relationship between the content and required master's degree student qualifications upon completion of the postgraduate training programme and certification for clinical practice in the specialty, including postgraduate training in the chosen specialty and/or subspecialty.

2.2 Intended Learning Outcomes

2.2.1 The educational organization has defined learning outcomes that are consistent with the programme mission and are expected to be achieved by master's students upon completion of the postgraduate medical education programme, covering knowledge, skills, professional values and behaviors, to enable them to move on to the next stage of their professional and career development. **(ESG II Part 1.2)**

2.2.2 The educational organization ensures that the expected learning outcomes are consistent with national professional standards and/or government, authorized body and employer requirements, as well as with the values and standards established by the professional community regarding clinical practice and their personal achievement.

2.2.3 The educational organization has clearly defined learning outcomes, including knowledge, skills, professional attitudes and behaviors for each part of the postgraduate medical education programme that contributes to their achievement by master's students and are measurable for assessment, feedback and action to improve them.

2.2.4 The educational organization recognizes the educational achievements of master's degree students, taking into account their learning outcomes and their participation in the provision of medical care, by adapting the learning to the level of training and, in particular, the needs of the master's degree student and their independent learning.

2.2.5 The educational organization guarantees appropriate professional conduct and attitudes of master's degree students toward colleagues, clinical

medical staff, patients and their relatives, as well as compliance with the code of ethics.

2.2.6 The educational organization ensures continuity between the intended learning outcomes of basic medical education programmes and master's degree programmes, as well as subsequent continuing professional development programmes.

2.2.7 The qualification obtained as a result of mastering the educational programme must be clearly defined and explained and correspond to the specified level of the national qualifications framework for medical education and the Framework for Qualifications for the European Higher Education Area. **(ESG II Part 1.2)**, and is accompanied by the issuance of diplomas, certificates or other official evidence on qualifications that will be required by national and international competent authorities.

2.3 Curriculum organization and structure

2.3.1 The educational organization has defined the model and principles for developing the educational programme, the structural and organizational relationship between theoretical and practical components, the mandatory and elective components, self-directed learning, and, taking into account the level of training (year of study, specialization/subspecialization), involvement in providing medical care under the supervision of teachers and the duration of learning.

2.3.2 The educational organization has developed the programme in accordance with the mission, expected learning outcomes (knowledge, skills, professional attitude and experience), the physical facilities, human and educational resources, the context of the postgraduate medical education programme and the requirements of national and local authorized bodies.

2.4 Curriculum content

2.4.1 The educational organization has developed the postgraduate medical education programme based on the learning outcomes which were achieved by master's students upon completion of the basic medical education programme.

2.4.2 The educational organization ensures that the content of the postgraduate medical education programme contributes to the training of the master's degree student for their subsequent role as a competent independent specialist in their chosen specialty.

2.4.3 The educational organization includes four main areas in the curriculum content:

- scientific and practical foundations of the specialty, including the spectrum of conditions to be diagnosed and treated;
- clinical sciences, medical care services, public healthcare, and the clinical/practical skills necessary for the master's degree student to assume appropriate responsibility for patient medical care during postgraduate medical education and upon transition to independent clinical practice;
- healthcare sciences, which include population health, public healthcare and community medical care delivery;

- relevant issues in the behavioral and social sciences relevant to the local context and culture, including principles of professional practice, including medical ethics

2.4.4 The educational organization has defined components in the curriculum on the fundamentals and methodology of scientific research, including clinical research and clinical epidemiology, teaching the critical appraisal of scientific literature and data, and ensures that master's degree students apply scientific reasoning and the principles of evidence-based medicine through relevant clinical/practical experience in various clinical settings in their chosen field of medicine.

2.5 Learning methods and experience

2.5.1 The educational institution uses appropriate learning methods and experiences, including self-directed learning and the provision of feedback on the performance of clinical assignments and practical skills in appropriate settings, to ensure that master's degree students achieve the expected outcomes of the postgraduate medical education programme and their individual learning.

2.5.2 The educational institution uses carefully developed and supported virtual learning methods (digital, distance, distributed or e-learning) and simulation, which can be considered, presented and defined as an additional approach in postgraduate medical education in appropriate circumstances, including emergency situations.

2.5.3 The educational organization conducts learning based on the principles of quality, academic honesty and an anti-plagiarism policy. **(ESG II Part 1.3)**

2.5.4 The educational organization has implemented a procedure for informing master's degree students on their rights and responsibilities and has included master's degree students' ethical obligations in the postgraduate medical education programme.

2.5.5 The educational organization provides master's degree students with the necessary skills and abilities that can impact their personal development and can be applied in their future careers **(ESG II Part 1.3)**

2.5.6 The educational organization ensures learning in accordance with the principles of equality, recognizing the gender, cultural and religious characteristics of society and prepares master's degree students for appropriate relationships with patients.

2.5.7 The educational organization regularly adapts teaching and learning methods to changing conditions **(ESG II Part 1.5)** and the requirements of practical healthcare.

2.6 Curriculum delivery and training facilities

2.6.1 The educational organization uses and organizes the training of master's degree students at clinical settings of the primary, secondary and tertiary levels of medical care delivery, laboratories and public healthcare organizations to ensure

that master's degree students achieve the established learning outcomes in their chosen specialty/subspecialty.

2.6.2 The educational organization has defined the responsibility and authority for the selection, organization, coordination, management and assessment of each practice setting and clinical setting, which must correspond to the master's degree specialty and be accredited by medical organizations, including multidisciplinary clinics and highly specialized research centers.

2.6.3 The educational organization plans and coordinates learning at the appropriate training facilities, effectively uses the capabilities of the healthcare system to provide master's degree students with access to various aspects of the chosen specialty, and has access to the resources necessary for planning and implementing innovations in learning methods and student assessment.

2.6.4 Educational organizations ensure the representation and involvement of relevant stakeholders in the planning, development, discussion and approval of the educational programme (**ESG II Part 1.2**)

2.6.5 Educational organizations ensure the approval of the postgraduate medical education programme based on a clearly established procedure, criteria, programme assessment outcomes and existing authorities for such approval.

2.7 Opportunities for higher degrees and research

2.7.1 The educational institution offers opportunities to conduct research, both within the postgraduate medical education programme and independently, leading to the award of an academic degree.

2.7.2 The educational institution engages master's degree students in medical research, includes appropriate time in the training programme for this, and provides master's degree students with access to research equipment and ongoing scientific activities at the training facilities.

Standard 3. ASSESSMENT OF MASTER'S DEGREE STUDENTS

This standard includes a policy and assessment system for postgraduate medical education that should be implemented and include a variety of assessment methods that contribute to the goals of the educational institution and its stakeholders.

As students acquire knowledge and skills in the master's degree programme, their responsibility and involvement in providing medical care to patients gradually increases under the supervision of teachers, leading them to independent clinical practice. To support clinical learning in master's degree programmes, appropriate formative and summative assessment methods should be included to foster master's degree students' competence in their chosen specialty, engagement and responsibility in providing medical care. Observation of master's degree students and their participation in providing medical care should be central to clinical training, taking into account the goal of ensuring their readiness for independent practice.

3.1 Assessment policy and system

3.1.1 The educational institution has defined, adequately documented and published **an assessment policy** that includes the principles, goals, methods and practices for assessing master's degree students, including specialist qualification examinations. Assessment should cover master's degree students' knowledge, skills, professional behavior and attitudes toward patients and their future profession.

3.1.2 The educational institution has defined **an assessment system** that is consistent with the training process and learning outcomes (knowledge, skills, professional behavior and attitudes) of the postgraduate medical education programme and includes various assessment methods and their combinations that are aligned with the learning outcomes. Assessment methods include observation of master's degree students in providing medical care, laboratory practice or public healthcare for both midterm, progress check and summative mark.

3.1.3 The educational organization determines the number of examinations and assessment methods for the components of the postgraduate medical education programme and ensures an appropriate balance between formative (midterm/progress check) and summative (final) assessment to assess master's degree students' progress.

3.1.4 The educational organization uses assessment methods and introduces new assessment methods (where necessary) in accordance with their applicability, which includes validity, reliability, impact on learning and effectiveness in relation to expected learning outcomes. **(ESG II Part 1.3)**

3.1.5 The educational organization has clearly established criteria for passing examinations, including the number of retakes permitted.

3.1.6 The educational organization ensures that the assessment policy and system take into account conflicts of interest, the assessment process is open and accessible to external review, and a system for appealing assessment results is in place. **(ESG II Part 1.3)**

3.1.7 The educational organization ensures that the assessment policy and system are discussed and communicated to all stakeholders.

3.2 Assessment in support of learning (formative assessment)

3.2.1 The assessment system regularly identifies the strengths and weaknesses of master's degree students and provides feedback to improve their clinical competencies. Feedback is accompanied by recommendations that help master's degree students identify educational resources and necessary clinical experiences, thereby ensuring opportunities for learning.

3.2.2 The educational organization provides timely, specific, constructive and fair **feedback** to master's degree students based on the results of their knowledge and skills assessments, identifying their strengths and weaknesses and helping to consolidate their acquired knowledge. **(ESG II Part 1.3)**

3.3 Assessment in support of decision-making (summative assessment)

3.3.1 The educational organization has developed an assessment system that

informs decisions regarding the progress of master's degree students (assessment results and promotion to the next year of study) and the completion of postgraduate clinical learning. Summative assessments used as part of the assessment system for master's degree students' knowledge, skills and professional attitudes must be well designed to yield reliable and valid results and be appropriate for measuring both the intermediate and long-term outcomes of postgraduate training and learning.

3.3.2 The educational organization has determined that assessing master's degree students' clinical decision-making is fundamental to protecting the interests of patients and society. The assessment system must be fair and confirm all aspects of master's degree students' achievement of clinical competence and must meet quality standards.

3.3.3 The educational organization applies assessment methods that provide reliable and valid quantitative data on assessment results. **(ESG II Part 1.3)**

3.4 Quality assurance of the assessment system

3.4.1 The educational organization has defined and implemented mechanisms that guarantee the quality of all assessment methods used and the existing assessment system as a whole and across multiple examiners.

3.4.2 The educational organization ensures that the data from formative and summative assessment contribute to the improvement of the practice of teachers in clinical, laboratory and public healthcare, the curriculum, the postgraduate training programme and the overall educational organization (*see Standard 7*). The assessment system *also* includes issues of patient safety and enhancing the responsibility and independence of master's degree students' clinical practice.

3.4.3 The educational organization regularly reviews each assessment method, as well as the entire assessment system, and uses assessment data and feedback from stakeholders to continuously improve the quality of assessment methods, the assessment system, the implementation of the system for assessing programme components across multiple examiners, the postgraduate specialist training programme, patient safety and the relevant structural units responsible for the postgraduate medical education programme. **(ESG II Part 1.3)**

Standard 4. MASTER'S DEGREE STUDENTS

This standard includes policies for master's degree student selection and progression, as well as master's degree student support systems, which are essential for ensuring the quality, management and outcomes of postgraduate medical education programmes, as well as for ensuring patient safety and the health and well-being of master's degree students. Ensuring equal opportunities for master's students in postgraduate training and their subsequent career development is a key issue in the postgraduate training system.

4.1 Selection and progression policy

4.1.1 The educational organization has formulated and implemented an admissions policy that:

- includes the goals, criteria, requirements and process for selection and admission to the master's programme, the number of places allocated (state procurement) and on a contractual basis, and the progression of master's students based on their achievement of established academic standards,
- defines the rules for the admission of master's students with disabilities requiring special equipment or conditions,
- demonstrates the relationship between the mission of the educational programme and the enrollment of master's students, consistent with clinical/practical training opportunities, the potential for adequate faculty support, other available resources for the preparation of master's students in clinical specialties and subspecialties, national and regional human resource needs in accordance with the chosen specialty of the master's programme.
- takes into account the specific abilities of applicants to enhance learning outcomes in the chosen specialty, **(ESG II Part 1.4)**
- complies with national legislation,
- ensures transparency of the selection procedure and equal access to postgraduate education. **(ESG II Part 1.4)**

4.1.2 The educational institution has formulated and implemented a policy for the admission and transfer of master's degree students from other national or international programmes.

4.1.3 The educational institution has developed an appeals procedure regarding the admissions committee's decision. **(ESG II Part 1.4)**

4.1.4 The educational institution ensures the participation of master's degree students in the process of developing the admission and selection policy for master's degree students or takes into account their opinions obtained through feedback.

4.1.5 The educational institution has mechanisms for periodically reviewing the admission and selection policy, the number of master's degree students, based on relevant social and professional data, human resource needs, changes in basic medical education, taking into account stakeholder consultations, in order to meet healthcare needs.

4.2 Performance improvement and exit from the programme

4.2.1 The educational institution has a formally published policy defining the processes and opportunities for improving academic performance and professional training, as well as the conditions under which a master's degree student may be exited from the programme.

4.2.2 The educational institution has a system of academic advising for master's degree students based on the results of monitoring the academic progress of master's degree students, including reports of unexpected incidents that could potentially cause harm to the patient.

4.2.3 The educational institution provides social, financial and personal support for master's degree students according to their needs, guaranteeing their confidentiality and allocates resources for such support.

4.2.4 The educational institution provides employment support and counseling on planning and career development. **(ESG II Part 1.4)**

4.3 International medical graduates

4.3.1 The educational institution has a formally published policy for the recognition of qualifications, familiarization with requirements for master's degree students and support for international graduates, ensuring equal opportunities.

4.3.2 The educational institution identifies the challenges faced by international graduates of medical schools/faculties regarding selection, training, introduction into master's study and professional clinical training. A policy and implementation plan have been developed to address each of these challenges. A process exists for international graduates to provide feedback on the programme, share concerns and receive support.

4.4 Master's degree student work and study

4.4.1 Master's degree students have a detailed programme that defines their overall workload and working hours, balancing the responsibilities and obligations of postgraduate medical education and medical care with adequate and appropriate provisions for clinical training, as well as time for study, including preparation for and completion of professional examinations.

4.4.2 The educational organization ensures the participation of master's degree students in all activities organized by clinical settings and related to the learning programme, including patient supervision, home visits, planning and participation in surgical procedures, scheduling calls and their participation in conferences.

4.4.3 The educational organization has defined responsibilities and communicated the conditions for master's degree student participation in providing medical care (reducing the risk to the safety of the patient, master's degree student and teacher). It also takes into account the needs of patients, the duration of medical care and the master's degree student's training needs when scheduling mandatory calls (day and night) and participation in emergency medical care. It also ensures that the programme component involving master's degree student participation in providing medical care does not dominate.

4.4.4 The educational institution ensures the organization of additional learning for master's degree students, where applicable, during forced interruptions in postgraduate training, such as pregnancy, including maternity and childcare leave, illness, military service or secondment (within the organization or a

temporary position at an external organization) to exchange experience and/or acquire new skills.

4.4.5 The educational organization permits the combination of work and postgraduate training under special circumstances, which are reflected in the individual master's degree programme and takes into account previous experience in providing medical care. The quality and total duration of training must be no less than that of master's degree students who have completed the full educational programme in the relevant specialty.

4.5 Master's degree student safety

4.5.1 The educational organization has defined the legal status of master's degree students with respect to medical care for patients and has implemented a quality improvement system aimed at addressing the physical and psychological safety of master's degree students in the postgraduate medical education environment.

4.6 Master's degree student remuneration and fees

4.6.1 The educational institution has officially published and regularly reviews its policy on remuneration of master's degree students for their participation in providing medical care and for payment of postgraduate medical education examinations.

4.7 Master's degree student health and welfare

4.7.1 The educational organization provides master's degree students with professional and personal support in accordance with their needs, focusing on physical health, personal welfare, psychological health, including "professional burnout", avoiding abuse, managing disabilities, conflict resolution, professional activity, financial management, legal support, career planning and career development, providing appropriate resources and ensuring confidentiality.

Standard 5. TEACHERS

This standard establishes that an effective postgraduate medical education programme requires a sufficient number of competent, professional and motivated clinical teachers. Teachers can conduct learning activities focused on specific areas of knowledge and skills, work with master's degree students and assume responsibility for supervising master's degree students and their clinical learning in the workplace.

5.1 Teachers

5.1.1 The educational organization has developed, approved and implemented a policy for the recruitment, hiring and motivation of clinical teachers that takes into account:

- the number, level, roles and qualifications of clinical teachers required to deliver the educational programme for the expected number of master's degree students,
- the distribution of clinical teachers by category and experience,
- the balance of teacher responsibilities between teaching, patient medical care, service delivery and research,
- a teacher-to-master's degree student ratio sufficient for effective teaching and learning and monitoring of the academic and professional achievements of master's degree students,
- criteria for research, educational, pedagogical and clinical achievement,
- the availability of other specialists, technical and administrative staff to support the educational programme, **(ESG II Part 1.5)**
- and has agreed on work plans that allocate time for teaching, patient medical care and research.

5.1.2 The educational organization takes into account the mission and goals of the educational programme, the needs of the postgraduate education system and practical healthcare in its teacher selection policy.

5.2 Ethics and conduct of teachers

5.2.1 When developing and implementing personnel policies, the educational organization has defined and described the responsibilities and obligations of clinical teachers in the high-quality delivery of postgraduate education while adhering to the principles of ethics and academic honesty.

5.2.2 The educational organization has developed a monitoring system and a process for improving teacher performance **(ESG II Part 1.5)**.

5.3 Continuing professional development for teaching

5.3.1 The educational organization implements an established policy for the continuing professional development for teachers in relation to their discipline, research and their role and responsibility in postgraduate medical education.

5.3.2 The educational organization has developed, periodically conducts and appropriately documents a teacher performance assessment.

5.3.3 The educational organization has developed and implements a teacher recognition policy that evaluates and recognizes their teaching, clinical and research activities and includes financial and non-financial rewards.

5.3.4 The educational organization periodically reviews and adapts the teacher recruitment and development policy **(ESG II Part 1.5)** in accordance with the changing needs in postgraduate medical education.

Standard 6. EDUCATION AND TRAINING RESOURCES

This standard requires material and technical, educational resources to support on-the-job learning, as well as for the preparation for professional examinations or the acquisition of specific knowledge and skills at postgraduate level of master's degree student training. Adequate educational and contextually appropriate physical, clinical, laboratory and information resources, including digital libraries, are critical to the delivery of postgraduate medical education, including research opportunities.

6.1 Physical facilities for teaching and learning

6.1.1 The educational organization provides appropriate physical and technical conditions for the delivery of the postgraduate medical education programme, including research opportunities and for the development of clinical competencies in the workplace.

6.1.2 The educational organization provides master's degree students with opportunities for practical and theoretical learning, access to the latest professional literature and international resources and equipment for teaching practical skills, a safe learning environment in laboratories (**ESG II Part 1.6**), clinical settings and the necessary safety and health instructions.

6.1.3 The educational organization provides and has mechanisms for regularly assessing and updating the material and technical equipment, library collection (**ESG II Part 1.6**), regarding their suitability and quality for postgraduate medical education.

6.1.4 The educational organization has developed and implemented a system for monitoring the quality and suitability of clinical settings, material and technical equipment and other educational resources related to the specialty of the master's degree programme, using various established procedures, including site visits.

6.2 Postgraduate medical education based on clinical training

6.2.1 The educational organization ensures that standards of professional practice, including responsibility and documentation in clinical training settings, are appropriate for the effective delivery of the postgraduate medical education programme.

6.2.2 The educational organization has identified and approved clinical settings for training master's degree students and ensures access to a sufficient number of patients relevant to the master's degree specialty and to information on patients with a variety of problems to achieve the learning outcomes, including the involvement of master's degree students in outpatient and inpatient care and participation in calls.

6.2.3 The educational organization ensures that master's degree students learn in a team environment with colleagues and in an interdisciplinary/interprofessional team, and promotes the development of leadership skills and the learning of other healthcare professionals.

6.2.4 The educational organization has provided training for master's degree students in simulation centers as an integrated part of the clinical training of the postgraduate training programme, which is conducted with the participation of standardized patients or other high-tech equipment and techniques only in the relevant components of the programme, but does not replace the part of the postgraduate training programme that requires clinical training with real patients.

6.2.5 The educational organization has a practice of regularly updating the equipment and facilities at clinical settings and other educational resources in accordance with the changing needs in postgraduate medical education, taking into account the number of master's degree students, the number and profile of clinical teachers, the postgraduate medical education programme and modern learning principles.

6.3 Training master's degree students at alternative clinical bases

6.3.1 The educational organization has developed and implemented a policy on access and opportunity for master's degree students to study at alternative clinical bases within or outside the country, which is supported by stakeholders.

6.3.2 The educational organization has a policy and system for the transfer and credit transfer of learning outcomes between educational organizations and the use of academic credits. **(ESG II Part 1.2)**

6.3.3 The educational organization promotes cooperation with national and international postgraduate education bodies/organizations to develop regional and international exchanges of master's degree students and teachers and the recognition of elements of the postgraduate training programme and provides appropriate resources.

6.4 Information sources, resources and use

6.4.1 The educational organization ensures appropriate access to virtual and information and communication resources to support the mission of the postgraduate medical education programme and ensures their ethical use.

6.4.2 The educational organization ensures that all master's degree students and teachers have access to the necessary information and the use of innovative and information and communication technologies. **(ESG II Part 1.8)**

6.4.3 The educational organization effectively uses existing and integrates new information and communication technologies into the educational process, applying them for independent learning, communication with colleagues, access to relevant patient data and healthcare information systems, patient management, practice and work within medical care delivery systems. **(ESG II Part 1.6)**

Standard 7. QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

This standard includes requirements for the evaluation of all aspects of the postgraduate master's degree training programme. Quality assurance can be viewed

as the implementation of various processes and methods developed locally to ensure that the postgraduate medical education programme is regularly reviewed based on its evaluation and the programme is constantly improving.

Thus, the quality improvement process is responsive to local needs and managed locally. Regular review of the master's degree programme in practice, programme management and outcomes ensure its relevance, effectiveness and alignment with the stated mission, curriculum and legislative, regulatory and legal requirements, and will also ensure that corrective measures and actions are taken in advance if problems are identified.

7.1 The quality improvement system

7.1.1 The educational organization has implemented its own quality improvement system, which includes postgraduate medical education in practice and administration, postgraduate medical education programme outcomes and mission achievement with methods for process improvement. A formal written document describing the quality improvement system has been developed and approved.

7.1.2 The educational organization has developed and implemented a structure and process for decision-making and change management as part of the quality assurance and improvement system. **(ESG II Part 1.1)**

7.1.3 The educational organization has a programme for monitoring the processes and outcomes of the educational programme to effectively manage the educational programme and other areas of its activities. **(ESG II Part 1.9)**

7.1.4 The educational organization systematically collects, analyzes and responds to feedback from teachers, master's degree students and employers on the clinical practice of graduates, and has implemented a mechanism for evaluating the postgraduate training programme, using the collected monitoring data, including feedback from employers and the results of the feedback to improve the educational programme.

7.1.5 The educational organization engages stakeholders in its monitoring programme and educational programme assessment activities **(ESG II Part 1.9)**, including representatives of the public, authorized education and healthcare authorities, professional organizations and those responsible for postgraduate education.

7.1.6 The educational organization has developed and implements mechanisms for communicating the results of the clinical practice evaluation of master's degree students and graduates responsible for master's degree student admissions and educational programme planning.

7.1.7 The educational organization initiates procedures for regularly reviewing and updating the organizational structure, the master's degree student learning process, the programme structure and content, learning outcomes/competencies, knowledge and skills assessment and the learning environment, improving management, documenting deficiencies and allocating resources for continuing improvement in order to adapt to changing circumstances

and needs in postgraduate education, as well as taking into account the views of various stakeholder groups.

7.1.8 The educational organization implements a process of updating and restructuring based on prospective studies, analysis of results, its own experience **(ESG II Part 1.10)** and a review of the literature on postgraduate education. The updating process leads to a revision of the policies and practices of the postgraduate medical education programme in line with past experience, current activities and future prospects.

7.2 Patient safety

7.2.1 The educational organization has implemented a quality assurance system that includes issues of master's degree student errors and patient safety in the learning environment of master's degree students in postgraduate medical education.

7.2.2 The educational organization identifies patient safety risks at the programme management level and in the master's degree student learning environment, and identifies patient safety risks related to the master's degree student errors.

Standard 8. GOVERNANCE AND ADMINISTRATION

This standard establishes that effective implementation, quality assurance and improvement of a postgraduate medical education programme require governance, administration, budget allocation and social responsibility with the participation of all stakeholders.

8.1 Governance

8.1.1 The educational organization has an approved governance structure for postgraduate medical education, the learning environment and clinical settings for postgraduate medical education, resource allocation, including budgets, that is transparent and accessible to all stakeholders, consistent with the mission and objectives of the postgraduate programme, and ensures the sustainability of the educational organization.

8.1.2 The educational organization ensures that the postgraduate medical education programme is implemented in accordance with regulatory legislation, legal and regulatory and internal documents **regarding** *the admission of master's degree students* (selection criteria and the number of master's degree students admitted/enrolled), *the process of postgraduate training* for master's degree students; *transparency of management and decision-making*; *assessment of the knowledge, skills, professional attitudes and behavior of master's degree students*; *expected learning outcomes*; *budget management* for supporting master's degree students and teachers; allocation of resources necessary for programme implementation and the distribution of educational resources in accordance with

learning needs; *responsibility for developing a quality culture and ensuring programme quality.*

8.1.3 The educational organization documents the completion of learning by awarding graduates with degrees, diplomas, certificates or other official qualifications that will be used by national and international authorized bodies.

8.2 Shared governance

8.2.1 The educational organization, where responsibility for postgraduate medical education is shared among multiple bodies, has clearly defined the roles, responsibilities and duties, as well as the interrelationships, decision-making processes, accountability of each party and the involvement of other stakeholders.

8.3 Master's degree students and staff representation

8.3.1 The educational organization has policies and procedures for the participation of master's degree students, teachers and administrative staff in key aspects of the educational programme governance, activities and processes.

8.3.2 The educational organization has defined a procedure for the involvement of master's degree students, teachers and administrative staff in the work of responsible advisory bodies for decision-making and operational activities.

8.4 Administration

8.4.1 The educational organization has sufficient and appropriate administrative staff to support the achievement of goals and the quality of the learning environment in postgraduate medical education.

8.4.2 The educational organization has developed and implemented a policy and process for regular assessment to ensure the adequacy and effectiveness of administrative staff and budgetary support for all activities and operational functioning for quality assurance and improvement. **(ESG II Part 1.9)**