THE HUNGARIAN ACCREDITATION COMMITTEE'S STANDARDS FOR MEDICAL EDUCATION

- BASED ON THE GLOBAL STANDARDS OF THE WORLD FEDERATION FOR MEDICAL EDUCATION

Adopted by Decision No 21/7/IX/2 of the MAB BOARD

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1. INTRODUCTION

The procedure for the accreditation of a medical higher education institution is aimed at assessing the operation of the medical school concerned in the framework of a quality certification procedure. In particular, the aim is to certify that the medical school pursues its activities in accordance with the HUNGARIAN ACCREDITATION COMMITTEE'S STANDARDS FOR MEDICAL EDUCATION - BASED ON THE GLOBAL STANDARDS OF THE WORLD FEDERATION FOR MEDICAL EDUCATION, has a quality assurance system to continuously monitor and evaluate compliance with these standards, and uses the results of those evaluations to actively develop measures and processes that help the implementation of the standards. The certification procedure is part of an overall (accreditation) process in which the Hungarian Accreditation Committee (MAB) helps the preparation for certification, provides advice on how to draw up the self-evaluation document that will form the basis of certification, evaluates compliance with the standards, and adopts a decision on certification.

Accreditation is based on the self-evaluation report prepared by the medical school. MAB mandates a site-visit team to assess the self-evaluation report. The tasks of the site-visit team include examining the medical school's compliance with the standards on the basis of the self-evaluation report, preparing the accreditation report, and submitting it to the MAB Board.

The MAB site-visit team focuses on the evaluation of the extent and scope of the implementation of the standards defined, as well as the processes of the quality assurance system that support the application of the given standards. To this end, the site-visit team also uses data and information provided to it in addition to the self-evaluation report, and supplements the available documentary information with experiences gathered during a site visit of the higher education institution. The evaluation is based on facts and evidences, also from sources other than the data provided. MAB considers the web site of the medical school as a reliable source of information during the accreditation period, i.e. from the initiation of the procedure until the adoption of the Board decision. The data and information available on the web site are evaluated as facts by the site-visit team. In the course of the accreditation procedure, MAB may request data from the higher education information system of the Educational Authority (OH).

The above are examined for the period between the current and the previous procedures, with special regard to the measures taken on the basis of the evaluations and analyses. At the same time, the medical school is also required to provide a picture of its current plans for the future, as well as the related processes and planned measures.

2. USEFUL INFORMATION

Requirements for the submission and form of the self-evaluation report

- MAB requests that the self-evaluation report be submitted in two paper copies (printed double-sided and stapled). The report of the institution must also be uploaded into the MAB Secretariat's Information System in doc/docx and pdf formats.
- The self-evaluation report must be prepared using 12-point Times New Roman fonts, single line spacing, 6-point paragraph spacing and normal margin size.
- The length of the full self-evaluation report must not exceed a maximum of 50 pages.
- Long analyses and large tables should be made accessible to the site-visit team and the MAB programme officer on a password-protected website.

Tips:

- When carrying out the self-evaluation, it is certainly recommended to review the self-evaluation and MAB reports produced in the higher education institution's last accreditation procedure.
- The self-evaluation should rely on the statistical data reported by the higher education institution for the relevant reporting period (31 October, 31 March).
- Standards 1, 8.1, 8.2 and 7 should be considered in conjunction with one another, and one after another, when conducting the self-evaluation, and it is recommended to revisit evaluation criterion 3 for Standard 1 and criterion 5 for Standard 7 when the self-evaluation has been completed.
- Where a process is not applied, but the need for it is recognised during the self-evaluation, the medical school should provide a plan for specific measures to be taken in the future.
- MAB provides consultation on issues arising during the self-evaluation. Questions should be sent by email either directly to the officer appointed by the MAB Secretariat or to the following address: titkarsag@mab.hu.

3. STANDARDS

Standard 1 MISSION STATEMENT

The medical school has a public mission statement that sets out its values and goals.

Standard 2.1 EDUCATIONAL PROGRAMME

The medical school has a publicly available educational programme (model curriculum) that is in line with its programme and outcome requirements and its mission statement.

Standard 2.2 DEVELOPMENT AND REVIEW OF THE EDUCATIONAL PROGRAMME

The medical school has clear and transparent processes for the development, approval and periodic review of its educational programme.

Standard 2.3 EDUCATIONAL, TEACHING AND PEDAGOGICAL METHODS USED TO DELIVER THE EDUCATIONAL PROGRAMME

The medical school employs a range of educational methods to ensure the acquisition of the competences defined in the programme and outcome requirements and the achievement of the learning outcomes set out in the educational programme.

Standard 3.1 SYSTEM OF ASSESSMENT

The medical school defines and publishes its student assessment principles, methods, practices and requirements. It maintains a system of requirements and assessment that allows for the provision of regular feedback to students regarding the effectiveness of the learning process. The assessment system used by the medical school is based on uniform principles that ensure that only suitable students will obtain a professional qualification.

Standard 3.2 QUALITY ASSURANCE OF ASSESSMENT

The medical school has processes in place to provide feedback on the effectiveness of assessment methods and procedures and other academic requirements. Assessment data are fed back to those concerned, and these data are used to improve the quality of the assessment system, the educational programme and the medical school.

Standard 4.1 ADMISSION AND SELECTION OF STUDENTS

The medical school has a clear and publicly available policy that sets out the process for the selection and admission of students, as well as the criteria for admission.

Standard 4.2 STUDENT SUPPORT SYSTEM

The medical school has in place means of human, social and financial support that facilitate the achievement of learning outcomes and career planning for students, and contribute to the physical and mental wellbeing of students.

Standard 5.1 SELECTION OF ACADEMIC STAFF

The medical school has the number and range of competent academic staff required to implement its mission statement and to deliver the educational programme to the intended number of students, and it has in place clear and transparent processes for the recruitment and selection of academic staff.

Standard 5.2 PERFORMANCE, TRAINING AND DEVELOPMENT OF ACADEMIC STAFF

The medical school sets clear and unambiguous requirements for its academic staff regarding their teaching, research and other activities and conduct in the implementation of the educational programme. The medical school ensures the continuous training and development of its academic staff.

Standard 6.1 EDUCATIONAL INFRASTRUCTURE

The medical school has the infrastructure required for the fulfilment of the programme and outcome requirements.

Standard 6.2 CLINICAL TRAINING RESOURCES

The medical school has the resources, facilities and staff required to ensure that students acquire the necessary clinical experience.

Standard 7 QUALITY ASSURANCE

The medical school has a quality assurance organisation and quality assurance processes and documents that support the implementation of its educational programme.

Standard 8.1 STRUCTURE AND ORGANISATION

The medical school has transparent organisational frameworks that ensure that decision-making processes relating to education, academic activities and management are transparent for all external and internal stakeholders. The organisational framework of the medical school ensures the stability of its operation, as well as the active participation of students and faculty in decision-making processes. The institution has an internal control system that monitors on a regular basis the regularity and effectiveness of operation and management and that is capable of identifying and managing risks.

Standard 8.2 ORGANISATIONAL UNITS SUPPORTING THE OPERATION OF THE MEDICAL SCHOOL AND ITS EDUCATIONAL AND ACADEMIC ACTIVITIES

The medical school has administrative units that ensure the stability of its operation and of its educational and research activities and support the achievement of its educational objectives. The medical school has the number of highly qualified administrative staff required to implement its educational objectives and to ensure the operation of the medical school.

4. EXPLANATION OF THE STANDARDS

Standard 1

MISSION STATEMENT

The medical school has a public mission statement that sets out its values and goals.

Explanation

A higher education institution (HEI) must have a publicly available mission statement. The medical school must also have its own independent mission statement, which, where appropriate, must be aligned with the mission statement of the higher education institution that the medical school is part of. The purpose of this independent mission statement is to clearly define the role to be played by the medical school in the domestic provision of healthcare and in domestic and international education and science. The mission statement must address the social responsibility and third mission of the medical school. The mission statement must be capable of guiding the interpretation of the content of the programmes offered by the medical school, as well as the quality assurance activity performed by it.

Guidance for the self-evaluation

1. Specify how to access the mission statement.
2. Provide a brief description of those (stakeholders and partners) who were involved in the development of the mission statement.
3. Briefly describe how the goals and values set out in the mission statement are reflected in the educational programme and in quality assurance (provide a list of specific examples).

Evaluation:

1. The medical school has a publicly available and up-to-date mission statement.
2. The mission statement aligns with the mission statement of the higher education institution that the medical school is part of, and its content meets the requirements set out above in the explanatory section.
3. The mission statement has been developed with the involvement of a wide range of stakeholders.
4. The content of the mission statement is taken into account by the medical school in developing and reviewing its educational programme.
5. The goals and values set out in the mission statement are reflected in the quality assurance processes (planning, measurement, evaluation).

6. The goals and values set out in the mission statement are reflected in the operational processes of the medical school.

Standard 2.1

EDUCATIONAL PROGRAMME

The medical school has a publicly available educational programme (also known as 'model curriculum') that is in line with its programme and outcome requirements and its mission statement.

Explanation

The medical school must have an educational programme that is aligned with the programme and outcome requirements in terms of form and content. It must show the courses leading to a professional qualification, broken down by discipline and by semester, as well as how the courses ensure the development of the required professional competences over the whole duration of the programme.

Guidance for the self-evaluation

1. Specify how to access the educational programme.
2. Briefly describe the main aspects of the development of the educational programme. To what extent has the development of the educational programme been influenced by the situation and social responsibility of the medical school?
3. Describe the modalities of inclusion of biomedical sciences, clinical sciences and skills and behavioural and social sciences in the educational programme. Demonstrate how health sciences are included in the disciplines of study encompassed by the educational programme.
4. Describe what other disciplines of study are included in the educational programme in addition to those listed above, and present the modalities of their inclusion.
5. Demonstrate how the educational programme ensures that students develop adequate professional and clinical skills (history taking, physical examination, communication skills, emergency practices, prescribing medicines, treatment practices, professional skills, patient management).
6. Describe how the knowledge and skills related to clinical sciences and skills are addressed in the curriculum. Describe in detail how students' clinical practice is organised and scheduled, and how clinical practice requirements are defined.
7. Describe which elements of the educational programme enable the acquisition of professional and other knowledge and skills (elective courses, sporting and artistic activities, management and organisation skills).

Evaluation:

1. The medical school has a publicly available educational programme.
2. The educational programme of the medical school is responsive to the needs of the region.
3. Disciplines of study (biomedical sciences, clinical sciences and skills and behavioural and social sciences) are clearly included in the educational programme.
4. The educational programme enables the acquisition of clinical and professional skills.

Standard 2.2

DEVELOPMENT AND REVIEW OF THE EDUCATIONAL PROGRAMME

The medical school has clear and transparent processes for the development, approval and periodic review of its educational programme.

Explanation

The educational programme plays a central role in performing the educational tasks of the medical school, and it is therefore important to develop regulatory processes that are clear for all internal and external stakeholders and show who are responsible for the definition and approval of the content of the educational programme.

Periodic monitoring, review and amendment of educational programmes must be a regular activity that ensures that the educational programme leads to the achievement of the identified learning outcomes and is able to respond to global issues of health, society and medicine.

Guidance for the self-evaluation

1. Describe how the educational programme is adopted. Which institutional policies and/or documents apply to the process?
2. How does the development of the educational programme take into account the feedback provided by students and the labour market and the advances made in the field of medicine?
3. Describe the methods and principles used for determining how many of the 360 credits required to obtain a professional qualification must come from mandatory courses, courses chosen on a mandatory basis and freely chosen courses.
4. Describe how the educational programme is reviewed. According to what regulations and with what frequency is the educational programme reviewed?

5. Who are involved in the development of the review criteria? How are the results of feedback from students and the labour market reflected in the review criteria?

Evaluation:

1. The medical school has clear processes for adopting, reviewing and monitoring the educational programme.
2. The educational programme is reviewed on a regular basis, and the review criteria are clear.
3. The development and review of the educational programme are carried out by taking into account advances in science and feedback from students and the labour market.
4. The 360 credit points required to obtain a professional qualification are distributed among mandatory courses, courses chosen on a mandatory basis and freely chosen courses in a proportional manner and in line with the outcome requirements.

Standard 2.3

EDUCATIONAL METHODS USED TO DELIVER THE EDUCATIONAL PROGRAMME

The medical school employs a range of educational methods to ensure the acquisition of the competences defined in the programme and outcome requirements and the achievement of the learning outcomes set out in the educational programme.

Explanation

The medical school can only deliver its educational programme successfully if it employs educational methods (forms of instruction, pedagogical elements, assessment methods) that encourage students to actively participate in the learning process and to successfully complete the educational programme. The teaching and pedagogical methods applied must respond to the needs of students, take into account their diversity, and provide them with flexible learning pathways. In order to enable the achievement of the learning outcomes set in the educational programme, the medical school must endeavour to regularly evaluate and adjust the methods applied.

Guidance for the self-evaluation

1. Describe the various educational methods applied by the medical school.
2. Describe how the educational methods are selected.
3. List those educational methods that have been reviewed over the last five years. Describe the reasons for the review, as well as its outcome and the impact achieved.

Evaluation:

1. The medical school applies a range of different educational methods (as proven by examples).

2. The medical school has a clear process for the selection of teaching and pedagogical methods.
3. The medical school has processes in place for the review of the educational methods applied.

Standard 3.1

SYSTEM OF ASSESSMENT

The medical school defines and publishes its student assessment principles, methods, practices and requirements. It maintains a system of requirements and assessment that allows for the provision of regular feedback to students regarding the effectiveness of the learning process. The assessment system used by the medical school is based on uniform principles that ensure that only suitable students will obtain a professional qualification.

Explanation

The medical school must have a public document that sets out, in alignment with the educational programme, the completion requirements, the consequences of non-completion and the criteria and methods of assessment applied for each course. The assessment tools applied must be able to provide students with clear feedback on their success in achieving the learning outcomes set and on their strengths and weaknesses. The minimum requirements applied in assessment must be uniform across the medical school. The methods and principles of assessment applied for the final examinations leading to the award of a professional qualification must be the same as those applied until the issue of the final certificate (absolutorium).

Guidance for the self-evaluation

1. Specify how to access the documents that contain the completion requirements of the educational programme, the criteria for progress, and the criteria and procedures of assessment.
2. Describe the rules and procedures for adopting and reviewing these documents.
3. Describe and illustrate with examples the assessment methods applied by the medical school (formative and summative assessments, types of examinations, criteria-based assessment, other special types of examinations, etc.).
4. Describe how the assessment methods are selected, and how the rules and number of examinations and other forms of assessment are determined.
5. Describe how the medical school is involved in the preparation of the written part of the final examination (the development of a task bank) managed by the National Committee for Final Examination in Medicine and Pharmacy.

6. Describe how the requirements for the oral part of the final examination are defined. Describe (briefly) the arrangements governing the oral part of the final examination.

Evaluation:

1. The medical school has publicly available, up-to-date assessment requirements (policies and other documents).
2. The medical school has clear processes for developing and reviewing assessment requirements.
3. The assessment methods applied by the medical school are distributed in a balanced manner over the entire period of the educational programme.
4. There is a clear relationship between the assessment methods and the expected learning outcomes.
5. The medical school has transparent processes for the selection of assessment methods and for the development of arrangements governing assessment (responsibilities, processes).
6. The educational programme enables the acquisition of clinical and professional skills.
7. The final examination, as an assessment system, is suitable for measuring the professional competences acquired during the programme and guarantees the quality of output.

Standard 3.2

QUALITY ASSURANCE OF ASSESSMENT

The medical school has processes in place to provide feedback on the effectiveness of assessment methods and procedures and other academic requirements. Assessment data are fed back to those concerned (students, academic staff, other stakeholders).

Explanation

The medical school must monitor the outcomes of the assessment process and the related feedback throughout the entire educational cycle. It must examine whether the principles and methods of assessment motivate students for learning, support academic progress and are appropriate for ensuring the achievement of the intended learning outcomes. The medical school must examine if the principles and methods of assessment are used fairly.

Guidance for the self-evaluation

1. Describe how the assessment system is monitored and reviewed (process, actors, periodicity, sources and forms of feedback).
2. How are the results of assessment used? To whom are the assessment results communicated?

3. Describe and illustrate with examples the measures and developments implemented on the basis of the feedback received on assessment methods.

Evaluation

1. The review of the assessment system is ensured in the medical school. The review criteria are defined and known for those involved in assessment.
2. The medical school regularly collects feedback on assessment procedures, which is then fed back to those concerned.
3. Concrete interventions and improvements are made on the basis of the feedback received on assessment processes.

Standard 4.1

ADMISSION AND SELECTION OF STUDENTS

The medical school has a clear and publicly available policy that sets out the process for the selection and admission of students, as well as the criteria for admission.

Explanation

The medical school must have a publicly available admission policy that complies with the domestic legislative provisions on admission. In addition to the selection and admission criteria, the medical school must also provide up-to-date information on the selection and admission process.

Guidance for the self-evaluation

1. Identify which organisational unit of the higher education institution is responsible for managing the procedure for admission to medical education[1].
2. Since the general admission process is regulated by law in Hungary, MAB will examine in the accreditation procedure if the medical school has published the rules for foreign programmes. Specify how to access these admission documents (admission policy, document on the process and criteria for admission).
3. Describe (briefly) the system for the admission of foreign students, including the remedies available.
4. Describe what kind of help the medical school provides to prospective students in the admission processes.

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[1] General admission processes = Hungarian programmes
Admission processes derogating from the general process = programmes that are not published on felvi.hu and foreign programmes (processes falling within the competence of the Educational Authority and the universities)

5. Describe the rules on transfer from other schools or programmes. What are the rules for deferred entry (applying to students who do not enrol for courses in the year of admission)?

Evaluation

1. The admission requirements and policies applying to medical education are accessible and kept up to date.
2. All policies and documents relating to the admission process are made available to foreign students in foreign languages.
3. The medical school has clear rules for deferred entry and for transfer from other schools or programmes, and these rules are kept up to date and accessible.
4. The medical school ensures that its prospective students are informed about the admission process as extensively as possible.

Standard 4.2

STUDENT SUPPORT SYSTEM

The medical school has in place means of human, social and financial support that facilitate the achievement of learning outcomes and career planning for students, and contribute to the physical and mental wellbeing of students.

Explanation

The medical school must have a complex system of student support that covers the entire student life cycle, provides assistance to students in the process of learning and skills development, and enables students with learning difficulties to catch up. The medical school must offer means of human support that help students to preserve their physical and mental health and to plan their career. The medical school must have in place a system of social and financial support that contributes to the effective and successful completion of the programme by students.

Guidance for the self-evaluation

1. Describe the forms of support intended to help students achieve learning outcomes, develop skills and catch up.
2. Describe the services offered to students participating in medical education in order to help them maintain their physical and mental health.
3. Describe the social, financial and other means of support that are available (directly or indirectly) to the students of the medical school during the programme.
4. Specify how to access the document that provides information on the services and means of support described under points 1 to 3.

Evaluation

1. The medical school has a complex system of human, social and financial support that covers the entire student life cycle.
2. Students' access to this complex support system is governed by unambiguous, clear and publicly available regulatory and other documents.
3. Organisations representing student interests are actively involved in the development of the system and criteria of access and in the management and review of the means of support offered.
4. Feedback on the services and means of support relating to this standard is collected, analysed and evaluated on a regular basis by the medical school.

Standard 5.1

SELECTION OF ACADEMIC STAFF

The medical school has the number and range of competent academic staff required to implement its mission statement and to deliver the educational programme to the intended number of students, and it has in place clear and transparent processes for the recruitment and selection of academic staff.

Explanation

The medical school must determine the composition and number of its academic staff by ensuring that the competence and number of the academic staff are sufficient for the delivery of the educational programme. The medical school must have in place transparent processes for the recruitment of academic staff.

Guidance for the self-evaluation

1. Describe the HR strategy of the medical school. If the medical school does not have such a separate strategy, then outline the principles used for determining the composition and number of academic staff on the basis of the educational programme, the mission statement and the number of students.
2. Describe the academic staff involved in the delivery of the educational programme at the time of the self-evaluation (covering aspects such as age, academic qualification, title, discipline, etc.).
3. Describe the responsibilities of academic staff for teaching.

4. Describe the principles for reviewing the adequacy of academic staff.
5. Describe how the medical school reviews the adequacy of academic staff numbers.
6. Specify how to access the staffing policy and other related documents.

Evaluation

1. The medical school determines the composition of academic staff in such a way that is in line with its mission statement and educational programme.
2. The academic staff involved in the delivery of the educational programme is capable of ensuring that students acquire the competences defined in the programme and outcome requirements.
3. The medical school regularly monitors the adequacy of the composition of academic staff in the light of the educational programme and the number of students.
4. The medical school regularly monitors whether the number of academic staff is sufficient to deliver the educational programme to the given number of students.
5. It has in place clear and unambiguous rules regarding the selection, recruitment and responsibilities of academic staff.

Standard 5.2

PERFORMANCE, TRAINING AND DEVELOPMENT OF ACADEMIC STAFF

The medical school sets clear and unambiguous requirements for its academic staff regarding their teaching, research and other activities and conduct in the implementation of the educational programme. The medical school ensures the continuous training and development of its academic staff.

Explanation

The medical school must define the responsibilities of academic staff, as well as the conduct expected from them, in relation to their teaching, research and other activities performed as part of the delivery of the educational programme. It must publish these requirements and must contribute to their fulfilment. The medical school must provide academic staff with opportunities and support for the development of their teaching and research activities.

Guidance for the self-evaluation

1. Specify how to access the policies and documents relating to the performance and conduct expected from academic staff.
2. How does the medical school communicate its expectations regarding the performance and conduct of new and existing academic staff?

3. By whom and with what frequency is the performance of academic staff examined?
4. How are the criteria for performance assessment developed and reviewed?
5. How does the medical school prepare academic staff and supervisors in clinical settings for the delivery of the educational programme?
6. What further training does the medical school provide to academic staff?
7. What means are used by the medical school for supporting the academic and professional development of academic staff? What administrative support is provided to them for the achievement of these?

Evaluation

1. The medical school clearly defines the tasks and responsibilities of academic staff in relation to the teaching, research and other activities of the higher education institution.
2. It has a code of ethics that lays down the medical school's requirements regarding the conduct expected from academic staff. These requirements (for performance, responsibilities and conduct) are published and awareness of them is ensured.
3. The medical school has in place a system for the evaluation of academic staff performance, the criteria of which are developed and reviewed with the involvement of academic staff.
4. The medical school prepares academic staff and supervisors in clinical settings for the delivery of the outcomes required under the educational programme.
5. In addition, it ensures that academic staff develop their skills.
6. The medical school provides institutional or other resources and administrative support for the academic and professional development of academic staff.

Standard 6.1

EDUCATIONAL INFRASTRUCTURE

The medical school has the infrastructure required for the fulfilment of the programme and outcome requirements.

Explanation

The medical school must have at its disposal all the physical conditions necessary for the delivery of the educational programme, including physical spaces and equipment for education and training, and facilities supporting learning (library, tools supporting e-learning, distance learning, online learning and hybrid learning). The medical school must align its physical assets and resources with the current number of students.

Guidance for the self-evaluation

1. Briefly describe the infrastructure of the medical school, including the physical spaces and equipment that are available for education and training beyond those covered by Standard 6.2.
2. Describe how the fulfilment of infrastructural conditions for foundation courses and clinical training is ensured over the whole duration of the programme (broken down according to the programme and outcome requirements).
3. Describe the existing IT background and the tools available to support different forms of education and learning.
4. Describe the system of library services available for the research activities included in the educational programme.
5. Demonstrate that the educational infrastructure is suitable for the implementation of the educational programme.
6. Describe the means applied to measure and evaluate the effectiveness of the educational infrastructure.

Use Annex 1 for the self-evaluation relating to this standard.

Evaluation

1. The medical school has the infrastructure required for the successful delivery of the educational programme (classrooms, seminar rooms, computer-equipped examination rooms and the related technical and social rooms and facilities).
2. There are tools available to support different methods of teaching and learning.
3. The medical school offers adequate library services to support the implementation of the educational programme.
4. The medical school regularly measures and evaluates the adequacy of infrastructure (in terms of its condition, functionality, modernity and efficiency).

Standard 6.2

CLINICAL TRAINING RESOURCES

The medical school has the resources, facilities and staff required to ensure that students acquire the necessary clinical experience.

Explanation

The medical school must have at its disposal all the conditions that are necessary to enable the acquisition of clinical skills and the fulfilment of the clinical training requirements of the curriculum, including an adequate number of clinical training sites and, in addition to those, any other infrastructure serving the development of clinical skills. It must also have an

adequate number of academic and medical staff to teach clinical skills and to check and monitor the clinical skills taught.

Guidance for the self-evaluation

1. Describe the medical school's system of clinical training sites and their relations with the medical school.
2. Describe how students choose a site of practice.
3. Specify how to access student information on clinical practice.
4. Describe what other facilities beyond clinical training sites support the acquisition of clinical skills.
5. Specify the number of staff involved in clinical training. How are staff prepared for the delivery of the educational programme, and how are their performance checked?
6. Describe the processes through which the medical school validates, monitors and evaluates the delivery and completion of the educational programme (the acquisition of the clinical professional skills defined in the programme and outcome requirements) during clinical practice.

Use Annex 1 for the self-evaluation relating to this standard.

Evaluation:

1. The medical school has a system of clinical training sites that adequately supports the delivery of the educational programme and the acquisition of a professional qualification.
2. Students receive adequate information and support from the medical school for the completion of their clinical practice.
3. The medical school ensures the acquisition of clinical skills (by ensuring the necessary professional, human and infrastructural conditions).

Standard 7

QUALITY ASSURANCE

The medical school has a quality assurance organisation and quality assurance processes and documents that support the implementation of its educational programme.

Explanation

The medical school must maintain a quality assurance organisation to regularly monitor and evaluate all processes that support students and faculty in the implementation of the educational programme. The medical school must have a core quality assurance document that defines the concept of quality and sets quality objectives in line with the educational

programme and the mission statement. The quality assurance processes of the medical school must be regulated and documented, and the outcomes of the quality assurance processes must be transparent.

Guidance for the self-evaluation

1. Describe how the quality assurance organisation of the medical school fits into the quality assurance system of the higher education institution that the medical school is part of. Briefly describe who are responsible for the quality assurance system of the medical school.
2. Describe how stakeholders (including external and internal stakeholders) are involved in the quality assurance activities of the medical school.
3. Describe the documents relating to the quality assurance activities of the medical school, and specify how to access these documents (quality policy statement, quality assurance policy and quality objectives of the school).
4. How does the medical school develop its quality objectives? How does it monitor the achievement of these objectives?
5. On the basis of standards 1 to 6, provide a brief summary of the quality assurance activities and tasks of the medical school. Specify how to access surveys and analyses relating to these activities (student feedback on the performance of academic staff (OMHV), graduate career tracking (DPR), etc.).

Evaluation

1. The medical school has its own independent organisation and processes for quality assurance, which fit into the structure of the quality assurance system maintained by the higher education institution that the medical school is part of.
2. The documents relating to the quality assurance activities of the medical school are clear and kept up to date. The quality document and quality assurance policy of the school are publicly available.
3. The medical school sets quality objectives on an annual basis. It monitors the achievement of quality objectives, and keeps stakeholders informed.
4. The medical school has extensive quality assurance processes that address the activities covered by standards 1 to 6 relating to the implementation of the educational programme.
5. The medical school performs quality assurance activities in a systematic and regular manner, using a PDCA approach.
6. The results of the quality assurance activity are made accessible to external and internal stakeholders.

Standard 8.1

STRUCTURE AND ORGANISATION

The medical school has transparent organisational frameworks. The organisational framework ensures that decision-making processes relating to education, academic activities and management are transparent for all external and internal stakeholders. The organisational framework of the medical school ensures the stability of its operation, as well as the active participation of students and faculty in decision-making processes. The institution has an internal control system that monitors on a regular basis the regularity and effectiveness of operation and management and is capable of identifying and managing risks.

Explanation

The medical school must implement its mission statement and educational programme in an organisational framework that is transparent, regulated, has clear levels of decision-making, and ensures the involvement of students and faculty in decision-making processes. The medical school must have in place an integrated system to assess the regularity and efficiency of the activities performed and the decisions made in relation to operations and management. It must assess on a regular basis the risks incurred in operations and management, and must define the criteria according to which such risks are to be assessed and managed.

Guidance for the self-evaluation

1. Describe the structure and organisation of the medical school.
2. Describe the main decision-making processes, indicating the bodies and committees involved in decision-making.
3. Describe how students and faculty are involved in these processes.
4. Describe the management structure of the medical school and the system of budget adoption and control.
5. Describe the system of internal control.
6. Specify how to access the institutional regulations relating to standards 1 to 6.

Evaluation

1. The medical school has a management structure that is transparent in terms of decision-making levels and processes and ensures the involvement of student and faculty in decision-making.
2. The documents and regulations on the operation and organisation of the medical school are up-to-date and publicly available.

3. The management structure and management practices of the medical school are clear and regulated.
4. The medical school has an internal control system that is suitable to monitor the regularity of decision-making and to assess and manage operational risks.

Standard 8.2

ORGANISATIONAL UNITS SUPPORTING THE OPERATION OF THE MEDICAL SCHOOL AND ITS EDUCATIONAL AND ACADEMIC ACTIVITIES

The medical school has administrative units that ensure the stability of its operation and of its educational and research activities and support the achievement of its educational objectives. The medical school has the number of highly qualified administrative staff required to implement its educational objectives and to ensure the operation of the medical school.

Explanation

The medical school must have administrative units with non-academic staff that support the stability of its operation and management, the effectiveness of the educational programme and the quality of output. The medical school must provide IT systems to support the performance of administrative tasks, and must ensure the regular training and development of administrative staff.

Guidance for the self-evaluation

1. Specify the organisational units that perform administrative and support tasks in relation to teaching, academic activities and management.
2. Describe the IT systems supporting administrative activities.
3. Describe what kinds of training are provided for administrative staff and how their participation in training is ensured.
4. Describe how the efficiency of administrative activities is measured and evaluated.

Evaluation

1. The medical school ensures administrative support in the fields of operation, management and teaching.
2. The medical school maintains various IT support systems in order to support administrative activities.
3. The medical school ensures the training and development of administrative staff in an organised manner.

Standards 6.1 and 6.2

EDUCATIONAL INFRASTRUCTURE AND CLINICAL TRAINING RESOURCES

In order to ensure the integration of teaching, research and patient care, the medical school must have, at university level, a suitable infrastructure for the performance of all three functions.

The infrastructural conditions must enable the fulfilment of the theoretical and practical completion requirements of courses within the educational programme aligned with the programme and outcome requirements (the ratio of practice-oriented training must be 60-70 percent). The infrastructure must ensure the conditions for accumulating 136-188 credits in foundation and preparatory clinical courses (of which 92-124 credits must come from foundation courses) and138-196 credits in clinical professional skills courses .

1. The medical school must have the classrooms, seminar rooms and computer-equipped examination rooms, as well as the related technical and social rooms, required to deliver foundation and theoretical courses for the given number of students.
2. In order to enable the learning of anatomy, histology, embryology, biophysics, cell biology, genetics, medical chemistry, biochemistry, molecular biology, immunobiology and practical skills, the medical school must have dissection rooms and laboratories for practical training in biophysics, cell biology, genetics, physiology, biochemistry, medical chemistry, etc. The equipment and capacity of these must be aligned with the content of the educational programme and the number of students allocated to the courses taught.
3. In order to ensure the acquisition of practical medical skills that build on one another, the medical school must have a unit for teaching basic surgical skills and a modern simulation centre for practising operative and general medical skills, with equipment ranging from manikins used for task-oriented practice through complex teaching tools to high-fidelity simulators. The equipment and capacity of these facilities must be aligned with the content of the educational programme and the number of students allocated to the courses taught.
4. The medical school must have an organisational unit for teaching the basics of pharmacology and pharmacotherapy.

5. The medical school must have in place infrastructure for teaching public health sciences, preventive medicine, epidemiology, medical psychology, behavioural sciences, The equipment and capacity of these facilities must be aligned with the content of the educational programme and the number of students allocated to the courses taught.

6. The medical school must have the diagnostic background required to provide the highest level of medical care, as defined in the relevant legislation in force, and the facilities required to teach laboratory medicine, microbiology, pathology, forensic medicine, and medical imaging.

7. The medical school must have an IT infrastructure that supports the implementation of standards 1 to 6.

8. The medical school must have a healthcare institution or clinics (a Clinical Centre) that provide the highest level of medical care, as defined in the relevant legislation in force, and have organisational units for teaching the full spectrum of clinical subjects, including internal medicine (the full spectrum includes cardiology, gastroenterology, haematology, hemostaseology, transfusiology, endocrinology, nephrology, pulmonology, rheumatology, immunology), emergency medicine, anaesthesiology, intensive therapy, surgery, obstetrics and gynaecology, neurology, psychiatry, paediatrics, ophthalmology, traumatology, orthopaedics, otorhinolaryngology, urology, dentistry, oral surgery, oncology, oncoradiology, dermatology and family medicine. The background for teaching these clinical subjects must be provided by a healthcare institution or clinic providing the highest level of medical care, as defined in the relevant legislation in force.

9. The medical school must have a research infrastructure including laboratories, apparatuses and related facilities that are suitable for high-level academic activities.