Name of the medical school (faculty)

Name of the university

Self-assessment report based on MAB’s WFME standards

Date of submission

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# Overview of the medical school

(about 1 page in length)

# Standard 1: Mission statement

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).

# Standard 2.1: Educational programme

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).

# Standard 2.2: Development and review of the educational programme

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?

# Standard 2.3: Educational methods used to deliver the educational programme

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.

# Standard 3.1: System of assessment

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.

# Standard 3.2: Quality assurance of assessment

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.

# Standard 4.1: Admission and selection of students

1. Identify which organisational unit of the higher education institution is responsible for managing the procedure for admission to medical education[[1]](#footnote-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.
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)?

# Standard 4.2: Student support system

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.
5. How are student organisations involved in the development, provision and review of the services and means of support described under points 1 to 3?
6. How frequently is feedback collected about the means of support described under points 1 to 3?

# Standard 5.1: Selection of academic staff

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.

# Standard 5.2: Performance, training, and development of academic staff

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?

# Standard 6.1: Educational infrastructure

*Use Annex 1 of MAB Standards for Medical Education for the self-evaluation relating to this standard.*

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.

# Standard 6.2: Clinical training resources

*Use Annex 1 of MAB Standards for Medical Education for the self-evaluation relating to this standard.*

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.

# Standard 7: Quality assurance

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.).

# Standard 8.1: Structure and organisation

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.

# Standard 8.2: Organisational units supporting the operation of the medical school and its educational and academic activities

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.
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 OH and the universities) [↑](#footnote-ref-1)