

Excerpt from the Accreditation Council hearing – minutes 160329, 06/02/2024

1. The first task: Discussion of the issue of Accreditation for “General Medicine” Armenian language one-cycle Educational programme of Mkhitar Heratsi State University of Erevan

No	Information on the education programme	
1	Educational Programme Name	General Medicine
2	Joint Higher Educational programme	-
3	Status	Institutional Accreditation
4	Date and number of the decision of the Accreditation Council according to the status of the programme	N36, 24.12.2020
5	Previous title of the programme in case of re-accreditation	
6	Higher educational level	Second level of Higher Education One-cycle
7	Admission prerequisites	-
8	Level of Qualification	7th
9	Name of Qualification	Medical Doctor Physician, Republic of Armenia - Medical Doctor, Georgia
10	Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education	-
11	Detailed field name and code according to ISCED - F - 2013	Medicine, 0912
12	Language of instruction	Armenian
13	Total number of ECTS credits	360
14	implementation place	Erevan, Koriuni str. 2, RA 0025
15	Teaching and learning Eligibility of convicted applicants on the Educational programme	

2. The second task: Discussion of the issue of Accreditation for “General Medicine” English language one-cycle Educational programme of Mkhitar Heratsi State University of Erevan

No	Information on the education programme	
1	Educational Program Name	General Medicine
2	Joint Higher Educational programme.	
3	Status	Institutional Accreditation
4	Date and number of the decision of the Accreditation Council according to the status of the programme	N36, 24.12.2020

5	Previous title of the programme in case of re-accreditation	-
6	Level of Higher Education	Second level of Higher Education One-cycle
7	Admission prerequisites	-
8	Level of Qualification	7th
9	Name of Qualification	Medical Doctor Physician, Republic of Armenia - Medical Doctor, Georgia.
10	Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education	-
11	Detailed field name and code according to ISCED - F - 2013	Medicine, 0912
12	Language of instruction	English
13	Total number of ECTS credits	360
14	implementation place	Erevan, Koriuni str. 2, RA 0025
15	Teaching and learning eligibility of convicted applicants on the Educational programme	-

3. The third task: Discussion of the issue of Accreditation for "General Medicine" Russian language one-cycle Educational programme of Mkhitar Heratsi State University of Erevan

№	Information on the education programme	
1	Educational Programme Name	General Medicine
2	Joint Higher Educational programme.	-
3	Status	Institutional Accreditation
4	Date and number of the decision of the Accreditation Council according to the status of the programme	N36, 24.12.2020
5	Previous title of the programme in case of re-accreditation	-
6	Level of Higher Education	Second level of Higher Education One-cycle
7	Admission prerequisites	-
8	Level of Qualification	7th
9	Title of Qualification	Medical Doctor Physician, Republic of Armenia - Medical Doctor, Georgia
10	Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education	-
11	Detailed field name and code according to ISCED - F - 2013	Medicine, 0912
12	Language of instruction	Russian

13	Total number of ECTS credits	360
14	implementation place	Erevan, Koriuni str. 2, RA 0025
15	Teaching and learning eligibility of convicted applicants on the Educational programme	-

Dismissal of Council Member(s) by Educational Institution

No

Self - dismissal by Council member(s)

No

The chairman of the Accreditation Council asked the Council members to confirm if they were familiar with the self-evaluation report presented by the High Educational Institution, Accreditation Expert Panel final report and Argumentative position presented by the High Educational Institution based on the draft report of Accreditation Expert Group. Council members confirmed that they were familiar with the case documentation.

The chairman of the Accreditation Council asked the representative of the interested party (High Educational Institution) if he/she was familiar with the Accreditation Expert Panel report. The representative(s) confirmed that he/she was familiar with the Accreditation Expert Panel report.

Oral hearing of the first, second and third issues.

Discussion of Accreditation Expert Panel's position.

International expert Eric Andrew Gibbs greeted the Accreditation Council members and noted that the reports for "General Medicine" Armenian, English and Russian language one-cycle educational programmes of the Yerevan Mkhitar Heratsi State Medical University were developed within the framework of the international accreditation process of the LEPL National Center for Educational Quality Enhancement of Georgia. He noted that this process was first for NCEQE and it was fit for purpose. The "General Medicine" one-cycle programmes are delivered in Armenian, Russian and English languages. The Curriculum for each programme is aligned with the World Federation for Medical Education (WFME) and the Sectoral Benchmarks requirements. He noted that while implementing the educational programmes global and regional demands were considered to achieve high academic and professional level of the students. The curriculum integrates foundational knowledge, clinical skills and biomedical research for each programme.

Besides, programmes incorporate humanities, which include History of Medicine and Philosophy. Structure of the programmes are built according to the principles of horizontal, vertical and spiral integration. International expert noted that the University significantly focuses on preparation of students for US Medical License Examination.

In addition, the chair of the Expert Panel mentioned that the University is oriented on research, particularly in different areas of Medicine, where active involvement of students is ensured. Also, individual projects and Academic writing is considered.

The programmes integrate longitudinal modules focused on clinical skills and ethical considerations. The University presents well established student support system. International Expert noted that during the site visit interviews were conducted with University staff and stakeholders. It was evident that programmes were in line with the University's mission, emphasizing patient-centered care and public health. On top of that University utilizes modern teaching methods but it is also suggested to improve assessment criteria and to make programmes objectives publicly available. The University ensures student centered environment. extracurricular activities, exchange opportunities, infrastructure and simulation center is considered. The Head of the expert panel emphasized that care for continuous improvement is evident in the institution, however, it is recommended to use more structured approach while considering feedback during internal and external evaluation and integrate technological advances in teaching process. In conclusion, all programmes substantially comply with Accreditation Standards requirements. For further enhancement of the programmes the areas of improvement were determined, which were related to the quality of teaching, involvement of stakeholders, accessibility to the goals of the programme, refining assessment criteria, revision of language teaching, maintaining an appropriate balance between teaching courses and using technologies in teaching process.

The chairman of the Accreditation Council asked the member of the accreditation expert panel, an international expert, Mihaly Boros to present his opinion.

International expert Mihaly Boros greeted the members of the Accreditation Council and Institution representatives. He noted that he agreed with the outlook presented by the Head of the Accreditation expert panel.

The Chairman of the Accreditation Council asked the representatives of the institution to present their opinions.

Konstantin Yenkovyan, representative of the institution, greeted the members of the Accreditation Council and thanked the members of the Accreditation expert panel for their work. According to him, the faculty of "General Medicine" operates in Yerevan State University since 1920. In 1927, the University had its first graduates and in 1930, the Institution gained autonomy and became a separate structure. In 1958 first platform was created in international direction. English, Russian and Armenian speaking students studied on this platform. He noted that, in 2001 separate English direction was created. Currently, more than 2 thousand students study on English language programme of "General Medicine". Since 90s, the University is a multi-faculty institution named after the famous Armenian physician - Mkhitar Heratsi. According to him, Mkhitar Heratsi State Medical University is the leading higher educational institution within the region in the medical field. The university fully acknowledge the responsibility to provide quality education for students. The Institution considers modern requirements in teaching. 1200 individuals are employed in the University and out of 5000 students more than 3000 study at the "General Medicine" faculty. The University representative stated that Mkhitar Heratsi State Medical University will train highly qualified physician who will have a full understanding of both clinical and research directions with modern teaching. He stated that previous programmes did not consider traditional - modernized approaches, but today spiral integration which involves horizontal and vertical integration, is evident. "General Medicine" programmes consider module-based education. He stated that the University continuously tries to enrich programme with clinical and practical skills. The graduate should have a good understanding of modern trends during the practice. For instance, the modern approach to use prescription drugs in cardiology. The university offers the courses which are enriched and focused on research skills. Moreover, the University continuously works with academic staff on a research section to promote and publish their research. The University representative also noted that the programme include teaching courses regarding internal medicine and surgery. After completion of these modules student must have a clear understanding of both internal medicine and surgery. The curriculum is enriched with elective subjects. According to the University representative, programme can provide quality education for the student. The university owns clinics equipped with modern infrastructure, specifically a pediatric clinic with 250

beds and clinic for adults. He emphasized that the institution participates in European grants to support students receive modern medical education.

The Chairman of the Accreditation Council asked the Council members to present their opinions.

The council member, Khatuna Todadze addressed a question to the experts. She mentioned that the word "integration" was mentioned in the argumentative position letter of the University several times. She was interested in the level of integration of curriculum according to the Harden scale which covers eleven steps (known as Harden staircase). Khatuna Todadze also addressed a question to the University representatives and asked what was their plan to develop and improve integration. Accreditation expert noted that University had already started transition to integration. They were on a transitory phase and it was not a final. Accordingly, recommendations were given in this direction, particularly for the purpose of horizontal and vertical integration. He emphasized that it was difficult to say which level of Harden's scale covered the degree of curriculum integration.

The University representative noted that the defining idea of the changes in the programme was integration, specifically transition from traditional approaches to integrated approaches. The University has a desire to achieve high level of integration. The programme considers connection between subjects. Modular structure of the programme was implemented and connection between courses of specific directions were described.

Council member, Khatuna Todadze addressed a question to the University representatives. She was interested in the methods used during clinical teaching and how the development of academic staff was supported in this direction.

The University representative stated that, working in this direction started 3-4 years ago. According to him, 2 years ago trainings were conducted for academic staff in "general surgery", "neurology" and other directions. Clinical teaching is used during the bedside teaching. In order to develop this direction, Institution uses the resources of the residency. In the near future, the University plans to develop clinical teaching in the direction of anatomy. Regarding assessment system, it was mentioned that different methods are used. Also, University conducts Objective Structured Clinical Examination - OSCE exams.

According to Council member Khatuna Todadze, the University representative mentioned that they have good clinical base for the implementation of practice, which indicates that the research component is well developed in the university. In this regard, she was interested at what stage student was involved in the implementation of the research component and how the research bases were used by the student.

The University representative noted that couple of years ago the University won European Union grant Horizon and Central Committee grant. Work in this direction is supported with the investments of the University. The University has well equipped research center, which can be observed on the University web-site and in the Google platform in case of search. The University significantly values student involvement in early-stage research, who studies the fundamentals of research. For example, Student can divert statistics from "Public Health" to fundamentals of research. According to him, previously direction of research was optional component, but today it is mandatory for each student.

Council member, Natia Zedginidze-Jishkariani addressed a question to the experts. According to her, the tenth recommendation emphasizes the correction each study course detailed criteria and grading of rubrics. Besides, the fourteenth recommendation emphasizes implementation a multi-component assessment system for all subjects. She asked to clarify why was this subject divided in two parts and formulated as a recommendation and a suggestion. In addition, nineteenth suggestion pointed to simplify, rationalize and prioritize assessment system. She wanted to know if this suggestion was related to the study courses or programme assessment. Accreditation expert clarified that previously according to the old curriculum University was using only final exam as an assessment method for all subjects but now University switched to multicomponent assessment system. This was mostly implemented in

all subjects, although still some subjects are left in which assessment method is only "pass". Accordingly, suggestion was given in this direction. Although a multi-component approach was used by the university, the presentation remained with 10-point evaluation. In this direction, expert panel suggested to break down the evaluation system in rubrics.

The University representative stated that student assessment is an important part of the program. Currently, optional questions are used in the assessment. Also, summative and definitive assessment is used. 80% is distributed to multi-component assessment and 20% to various midterm assessments and strategies.

Invited council member, Tamar Avalishvili addressed a question to the Institution. According to her programme was completed by attestation. She was interested what was meant under attestation. The University representative mentioned that it was terminology misunderstanding. Attestation meant final exam, which included various free components and was Objectively Structured Clinical Exam with optional questions. Also oral exam regarding "Surgery", "Internal Medicine", "Genecology" and etc.

Invited Council member addressed a question to the Institution. She wanted to know if the pediatric clinic with 250 beds would be enough for implementation of clinical practice.

The University representative stated that University owned 3 clinics and one of them when Pediatric clinic with 250 bed, which does not include multi-profile directions. University understands that 250 bed is not enough. Accordingly, Institution has affiliation with other pediatric clinics, where "General Pediatric", "Pediatric Surgery", "Pediatric neurology" and other subjects are taught. Besides, University has Memorandums with 27 clinics, where students can acquire practice. Also he noted that, as the number of patients may increase in the future, University plans to sign agreements with other Medical Institutions.

Council member Guranda Chelidze addressed a question to the University. She was interested what was the University's plans regarding international mobility of students. The University representative mentioned that international mobility of students has a special place in medical education. The Institution is involved in European commission grant programmes. The university has the certain activity, although the number of students is not well expressed. He emphasized that international accreditation will give students more opportunities to be involved in international exchange programs, of course, if the program is granted accredited.

Invited Council member Bidzina Kulumbegov addressed a question to the University. He was interested in the ratio of students enrollment and graduation.

Also, the Chairman of the council, Goderdzi Buchashvili, added the question regarding the students enrolling mechanism in the University and asked the institution representatives to provide the answer on this as well.

The University representative stated that admission was carried out by the state and not by the University. More than 3000 students were studying in three programmes. University would like to implement policy regarding decreasing the number of students. Besides, University plans to increase the tuition fee in near future.

A deliberate session break was announced

Starting time: 15:48

Completion time: 16:28

The chairman of the council put to vote:

The issue of granting accreditation for 7 years to the Armenian-language one-cycle educational programme of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University with the condition of monitoring in 2 years.

Voting results:

In favor - 31

Against - 0

Decision:

According to paragraph 1 of article 66 of the Law of Georgia "On Higher Education", Sub-paragraph "a" of paragraph 2, paragraphs 3 and 4, paragraph 1 of article 22 of the Law of Georgia "On the Enhancement of the Educational Quality", paragraphs 3 and 8, paragraph 1 of article 312, paragraph 1 of article 27, Subparagraph "a" of paragraph 1 of article 275, paragraphs 2 and 5, paragraph "B1" of paragraph 1 of article 276, article 8 of the Order No. 223 of June 1, 2011 of the Director of the National Center for Educational Quality Enhancement "On the approval of the rules of procedure and charter of the legal entity of the public law - the National Center for Educational Quality Enhancement" And in accordance with article 53 of the General Administrative Code of Georgia, the Armenian-language one-cycle educational program of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University was granted accreditation for 7 years, with condition of monitoring in 2 years.

following recommendations were defined:

Recommendations:

1. Make the programme objectives publicly accessible, possibly through the institution's website or other platforms, to bolster transparency and stakeholder engagement.
2. In clinical settings the assessment criteria of practical skills should better be controlled and described as the portion of the assessment of the skills (in clinical courses, in general) is low.
3. Monitoring linkage must be assured between separate phases of the program (for example, between the preclinical and clinical parts) to promote an uninterrupted teaching and learning process, and to ensure harmony between plans and reality.
4. The modular structure of the programme should be reviewed and modified, integration levels (horizontal, vertical and spiral components) should be developed based on a comprehensive, agreed educational strategy.
5. The structure of the modules (linking of subjects, connection between themes and topics, the prerequisites) should be reviewed.
6. The University should develop an Action Plan detailing the activities, responsibilities, timelines, and the nature of expected changes.
7. The curriculum map and the links between the horizontal, vertical, and spiral elements of the curriculum should be reviewed and developed.
8. A balanced distribution of mandatory and elective courses during each academic year/semester is recommended. It is also recommended to offer more than 20 elective courses as stated in YSMU MD Educational Program.

9. Review the programme by clearly defining and listing the skills/research competencies in the curriculum.
10. Devise and implement more detailed criteria and rubrics for scoring.

Suggestions:

1. Regular workshops or feedback sessions can ensure that all stakeholders, from faculty to students, are aligned with the programme objectives.
2. Given the dynamic nature of the medical field, it is recommended to periodically review and update the programme objectives to ensure their continued relevance.
3. Ensure that all the employers involved in programme development are fully familiar with programme learning outcomes.
4. Revisit the formative assessment schedule and consider whether another term would provide a more accurate description.
5. Review the Institution's established data protection policy to take care of data privacy issues.
6. Encourage collaboration between faculty from various preclinical departments and clinical disciplines to work together to develop a structure that incorporates elements of preclinical courses and subjects of clinical medicine.
7. The structure of the programme could be made more understandable and easier to follow with a diagram (organogram) showing the administrative, academic, and clinical units, departments, divisions, affiliated teaching hospitals. This could be presented on the website of the HEI.
8. In some cases, the English names of the courses are less clear - Private Surgery might be "General Surgery" and Topographical Anatomy and Operative Surgery = "Surgical Anatomy and Techniques."
9. Refine the definition of the module.
10. Review the distribution of academic hours.
11. A wider use of modern teaching methods is suggested; encourage active learning techniques, such as problem-solving, case-based learning, and group projects.
12. E-learning approaches can be used more extensively to improve the didactic concept.
13. Strengthen the curriculum-based research work of students further e.g., with elective courses for those who are participating in student scientific circles at the departments/clinics.
14. Implement a multicomponent assessment system for all subjects.
15. Continue pursuing ERASMUS+ programme and to form bilateral partnerships with different universities to increase the range of possibilities for students who want to participate in international programmes.
16. Establish annual norms for scientific and other activities in addition to the teaching workload.
17. Expand the resources of the Department of basic subjects and simulation center/OSCE exam.
18. Further improve stakeholder insight and invest in initiatives aimed at enhancing the understanding and engagement of all stakeholders, especially external collaborators like employers
19. Simplify, streamline and prioritize evaluative results by developing strategies for consolidating evaluative findings and prioritizing them based on their strategic impact potential.
20. Explore opportunities for leveraging technological advancements in optimizing the evaluation processes. This could include the use of advanced analytics tools to enhance the analysis of evaluative findings.

21. While the programme already involves multiple stakeholders in its evaluation process, there could be more structured forums or platforms where these stakeholders can provide feedback. Regular roundtable discussions or workshops could be organized to facilitate this.

The chairman of the council put to vote:

The issue of granting accreditation for 7 years to the English-language one-cycle educational programme of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University with the condition of monitoring in 2 years.

Voting results:

In favor - 31

Against - 0

Decision:

According to paragraph 1 of article 66 of the Law of Georgia "On Higher Education", Sub-paragraph "a" of paragraph 2, paragraphs 3 and 4, paragraph 1 of article 22 of the Law of Georgia "On the Enhancement of the Educational Quality", paragraphs 3 and 8, paragraph 1 of article 312, paragraph 1 of article 27, Subparagraph "a" of paragraph 1 of article 275, paragraphs 2 and 5, paragraph "B1" of paragraph 1 of article 276, article 8 of the Order No. 223 of June 1, 2011 of the Director of the National Center for Educational Quality Enhancement "On the approval of the rules of procedure and charter of the legal entity of the public law - the National Center for Educational Quality Enhancement" And in accordance with article 53 of the General Administrative Code of Georgia, the English-language one-cycle educational programme of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University was granted accreditation for 7 years, with condition o monitoring in 2 years.

following recommendations were defined:

Recommendations:

1. Make the programme objectives publicly accessible, possibly through the institution's website or other platforms, to bolster transparency and stakeholder engagement.
2. In clinical settings the assessment criteria of practical skills should better be controlled and described as the portion of the assessment of the skills (in clinical courses, in general) is low.
3. Review the teaching and learning of the Armenian language, including an increase in hours allocated and ensure that students are competent to communicate effectively with patients. Review the structure of the modules (linking of subjects, connection between themes and topics, the prerequisites).
4. Monitoring linkage must be assured between separate phases of the program (for example, between the preclinical and clinical parts) to promote an uninterrupted teaching and learning process, and to ensure harmony between plans and reality.
5. More emphasis, additional elective training courses in Armenian language would be necessary for foreign students.
6. The University should develop an Action Plan detailing the activities, responsibilities, timelines, and the nature of expected changes.

7. The modular structure of the programme should be reviewed and modified, integration levels (horizontal, vertical and spiral components) should be reviewed and further developed based on an agreed educational strategy.
8. A balanced distribution of mandatory and elective courses during each academic year/semester is recommended. It is also recommended to offer more than 20 elective courses as stated in YSMU MD Educational Programme.
9. Review the programme by clearly defining and listing the skills/research competencies in the curriculum.
10. Devise and implement detailed criteria and rubrics for scoring.

Suggestions:

1. Regular workshops or feedback sessions can ensure that all stakeholders, from faculty to students, are aligned with the programme objectives.
2. Given the dynamic nature of the medical field, it is suggested to periodically review and update the programme objectives to ensure their continued relevance.
3. Ensure that employers who are involved in program development are fully familiar with programme learning outcomes
4. Revisit the formative assessment schedule and consider whether another term would provide a more accurate description.
5. Review the Institution's established data protection policy to take specific care of data privacy issues.
6. Encourage collaboration between faculty from various preclinical departments and clinical disciplines to work together to develop a structure that incorporates elements of preclinical courses and subjects of clinical medicine.
7. The structure of the programme could be made more understandable and easier to follow with a diagram (organogram) showing the administrative, academic, and clinical units, departments, divisions, affiliated teaching hospitals. This could be presented on the website of the HEI.
8. In some cases, the English names of the courses are less clear - Private Surgery might be "General Surgery" and Topographical Anatomy and Operative Surgery - "Surgical Anatomy and Techniques".
9. Refine the definition of the module.
10. Review the distribution of academic hours.
11. Utilize an internationally recognized English textbook as a required literature.
12. A wider use of modern teaching methods is suggested; encourage active learning techniques, such as problem-solving, case-based learning, and group projects.
13. Place a stronger emphasis on communication skills in Armenian language.
14. E-learning approaches can be used more extensively to improve the didactic concept.
15. Strengthen the curriculum-based research work of students further e.g., with elective courses for those who are participating in student scientific circles at the departments/clinics.
16. Implement a multicomponent assessment system for all subjects.
17. Continue pursuing ERASMUS+ programme and to form bilateral partnerships with different universities to increase the range of possibilities for students who want to participate in international programmes.
18. Establish annual norms for scientific and other activities in addition to the teaching workload.
19. Expand the library resources, as well as the resources of the Department of Basic Subjects and Simulation Center/OSCE exam.

20. Further improve stakeholder insight and invest in initiatives aimed at enhancing the understanding and engagement of all stakeholders, especially external collaborators like employers.
21. Simplify, streamline and priorities evaluative results by developing strategies for consolidating evaluative findings and prioritizing them based on their strategic impact potential.
22. Explore opportunities for leveraging technological advancements in optimizing the evaluation processes. This could include the use of advanced analytics tools to enhance the analysis of evaluative findings.
23. While the programme already involves multiple stakeholders in its evaluation process, there could be more structured forums or platforms where these stakeholders can provide feedback.

The chairman of the council put to vote:

The issue of granting accreditation for 7 years to the Russian-language one-cycle educational programme of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University with the condition of monitoring in 2 years.

Voting results:

In favor - 31

Against - 0

According to paragraph 1 of article 66 of the Law of Georgia "On Higher Education", Sub-paragraph "a" of paragraph 2, paragraphs 3 and 4, paragraph 1 of article 22 of the Law of Georgia "On the Enhancement of the Educational Quality", paragraphs 3 and 8, paragraph 1 of article 312, paragraph 1 of article 27, Subparagraph "a" of paragraph 1 of article 275, paragraphs 2 and 5, paragraph "B1" of paragraph 1 of article 276, article 8 of the Order No. 223 of June 1, 2011 of the Director of the National Center for Educational Quality Enhancement "On the approval of the rules of procedure and charter of the legal entity of the public law - the National Center for Educational Quality Enhancement" And in accordance with article 53 of the General Administrative Code of Georgia, the Russian-language one-cycle educational program of "General Medicine" of Yerevan Mkhitar Heratsi State Medical University was granted accreditation for 7 years, with condition of monitoring in 2 years.

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3. Monitoring linkage must be assured between separate phases of the program (for example, between the preclinical and clinical parts) to promote an uninterrupted teaching and learning process, and to ensure harmony between plans and reality.
4. The modular structure of the programme should be reviewed and modified, integration levels (horizontal, vertical and spiral components) should be developed based on a comprehensive, agreed educational strategy.

5. The structure of the modules (linking of subjects, connection between themes and topics, the prerequisites) should be reviewed.
6. The University should develop an Action Plan detailing the activities, responsibilities, timelines, and the nature of expected changes.
7. The curriculum map and the links between the horizontal, vertical, and spiral elements of the curriculum should be reviewed and developed.
8. A balanced distribution of mandatory and elective courses during each academic year/semester is recommended. It is also recommended to offer more than 20 elective courses as stated in YSMU MD Educational Program.
9. Review the programme by clearly defining and listing the skills/research competencies in the curriculum.
10. Implement more detailed criteria and rubrics for scoring.

Suggestions

1. Regular workshops or feedback sessions can ensure that all stakeholders, from faculty to students, are aligned with the programme objectives.
2. Given the dynamic nature of the medical field, it is recommended to periodically review and update the programme objectives to ensure their continued relevance.
3. Ensure that all the employers involved in programme development are fully familiar with programme learning outcomes.
4. Revisit the formative assessment schedule and consider whether another term would provide a more accurate description.
5. Review the Institution's established data protection policy to take care of data privacy issues.
6. Encourage collaboration between faculty from various preclinical departments and clinical disciplines to work together to develop a structure that incorporates elements of preclinical courses and subjects of clinical medicine.
7. The structure of the programme could be made more understandable and easier to follow with a diagram (organogram) showing the administrative, academic, and clinical units, departments, divisions, affiliated teaching hospitals. This could be presented on the website of the HEI.
8. In some cases, the English names of the courses are less clear - Private Surgery might be "General Surgery" and Topographical Anatomy and Operative Surgery = "Surgical Anatomy and Techniques."
9. Refine the definition of the module.
10. Review the distribution of academic hours.
11. A wider use of modern teaching methods is suggested; encourage active learning techniques, such as problem-solving, case-based learning, and group projects.
12. E-learning approaches can be used more extensively to improve the didactic concept.
13. Strengthen the curriculum-based research work of students further e.g., with elective courses for those who are participating in student scientific circles at the departments/clinics.
14. Implement a multicomponent assessment system for all subjects.
15. Continue pursuing ERASMUS+ programme and to form bilateral partnerships with different universities to increase the range of possibilities for students who want to participate in international programmes.
16. Establish annual norms for scientific and other activities in addition to the teaching workload.

17. Expand the resources of the Department of basic subjects and simulation center/OSCE exam.
18. Further improve stakeholder insight and invest in initiatives aimed at enhancing the understanding and engagement of all stakeholders, especially external collaborators like employers
19. Simplify, streamline and prioritize evaluative results by developing strategies for consolidating evaluative findings and prioritizing them based on their strategic impact potential.
20. Explore opportunities for leveraging technological advancements in optimizing the evaluation processes. This could include the use of advanced analytics tools to enhance the analysis of evaluative findings.
21. While the programme already involves multiple stakeholders in its evaluation process, there could be more structured forums or platforms where these stakeholders can provide feedback. Regular roundtable discussions or workshops could be organized to facilitate this.