



**National Center for Quality Assurance & Accreditation
of Educational and Training Institution
(NCQAAETIs)**

Institutional and Programs Accreditation Standards for Basic Medical Education



The National Center for Quality Assurance and Accreditation of Educational and Training Institutions

The National Center for Quality Assurance and Accreditation of Educational and Training Institutions is a governmental institution established in 2006 by the governmental board decision No.164 under the name "The Center for Quality Assurance and Accreditation of Higher Education Institutions". The headquarter of the center at Tripoli city, and it has a branch in the eastern region of the country based in Benghazi city, and another branch in the southern region in Sabha city. The main mission of the center and its branches is accreditation and quality assurance of higher education institutions and quality culture awareness, as well as the equivalence of scientific degrees and educational levels issued outside of the country.

Education Law No. 18 gave the center new tasks for the center, expanding the accreditation and quality assurance functions to the technical education institutions and basic education institutions, and became known as “The National Center for Quality Assurance and Accreditation of educational and training institutions” operating under the umbrella of the Ministry of Education.

Since 2008, the center has been working on implementation of accreditation requirements and quality assurance of educational institutions, and conducting external audits for the purpose of accreditation and ensuring their outcomes quality.

The National Center for Quality Assurance and Accreditation of Educational and Training Institutions is a member of the Arabic Network for Quality Assurance, and a member of the International Network for Quality Assurance of Higher Education Institutions. The center also has partnership and cooperation agreements with many Arab and international accreditation and quality assurance bodies.

National Center for Quality Assurance and Accreditation For Educational and Training Institutions

Governmental Approval

The Government of National Accord has taken great care and attention to education and its development to reach advanced levels and conform to international standards, particularly medical education, and this has been the continuous support of the Presidential Council and the continuing directives on the development of medical education systems in order to achieve the provision of health care for the likes of guided by the work to prepare a standard guide to ensure the quality and reliability of medical education institutions, which are in line with the international standards of the International Federation of Medical Education, with the aim of raising the efficiency and effectiveness of medical education outcomes guided by national standards for the adoption of higher education.

In this guide, standards and indicators related to the tasks and duties of implementing the educational process in the faculties of medical education were developed and improve its outputs, its objective and those responsible for implementing it are governed and ensure the quality of all policies and actions in line with the standards of the International Federation of Medical Education.

I am pleased to approve this guide of standards to apply in medical education institutions, and to be guided in order to achieve the recognition of the outcomes of medical education by international bodies and organizations concerned with the development of medical education such as the Foundation for the Advancement of International Medical Education and Research, the International Federation of Medical Education, and the inclusion of Libyan medical colleges in the International Directory of Medical Colleges.

I hope this guide of standards will be useful and beneficial for medical education in Libya and its outcomes will be recognized internationally. In conclusion, I would thank the director of the National Center for the Quality and Accreditation of Educational and Training Institutions and the team of experts who worked hard to complete this guide, and all the staff of the National Center to ensure the quality and accreditation of educational and training institutions and to all those who provided support and effort to achieve this standard guide, wishing them success and progress.

Dr. Muhammad Ammari Zaid

Member of the Presidential Council and Minister of Education

Preface

Higher education institutions of various specializations and areas of activity that seek to survive, grow and develop continuously, must provide the best services to their current and prospective customers in addition to meeting their renewed needs and desires. In order for these institutions to be able to achieve this, they must possess a competitive advantage that is unique to their competitors, represented by a set of criteria and indicators, most notably (planning, quality, flexibility, cost, innovation).

Therefore, the National Center for Quality Assurance and Accreditation of Educational and Training institutions provides this standard guide, which contains criteria for evaluating medical higher education institutions according to the requirements of national accreditation and aligning with the accreditation and recognition requirements of the World Federation for Medical Education for the purpose of advancing medical education outcomes and recognizing them locally, regionally and internationally.

This guide contains the criteria for accrediting institutions and programs of medical education, that were aligned with the requirements for accrediting medical education by the World Federation for Medical Education standard - issue **2017**, and the institutional accreditation standards for higher education institutions which is approved by Ministerial decree No. **(647/2016)**.

Our wishes for educational and training institutions in the field of medical education to be successful in planning and implementing their educational and training processes in a way that leads to improving their outputs in accordance with the standards and indicators this guide provides.

Prof. Mohamed Nouri El ATTUG

Director General

**National Center for Quality Assurance and Accreditation of
Educational and Training Institutions**

Standards Introduction

Academic accreditation of institutions and programs of higher education institutions has a major role in the reform processes in the education and training sector locally, regionally and internationally, by contributing to improving the quality of the outputs of the educational and training process. In addition to providing education and training opportunities directly and remotely for each citizen in proportion to his individual needs, ambitions and capabilities.

Academic accreditation is a key tool that contributes significantly to improving the level of educational and training institutions, ensuring the continuous development and improvement of this sector, as well as ensuring that the minimum standards for these institutions and programs are achieved, which enables them to implement educational and training processes efficiently, giving students, parents and employers confidence in a strong accreditation system that meets the needs of the stakeholders.

This guide devoted in its first part to the standards of institutional accreditation, the second part is devoted to the program accreditation standards for basic medical education, and the third part is devoted to the documentary requirements required to submit to the audit as well as the documents to be available when the audit team visits the institution.

The accreditation standards of medical education institutions issued by the National Center for Quality and Accreditation of Educational and Training Institutions in both institutional and programs have been adapted to the requirements of accreditation of medical education by the World Federation for Medical Education - issued in **2017**, and the institutional accreditation of higher education institutions adopted by the decision of The Education Minister No. **(647/ 2016)**.

Prof. Tawfik Taher AJAAL
Head of Experts Team

Experts Team

Members of the Experts Team in accordance with the Minister of Education Decision (158/2020)

Prof. Tawfik Taher Ajaa	Team Leader
Prof. Mohamed Nouri El ATTUG	member
Prof. Salem Al-Sharif Al-Fard	member
Prof. Abdul Majid Al-Tayeb Shaaban	member
Ass.Prof. Jamal Mustafa El-Swiah	member
Ass. Prof Milad AlSaid Ghawil	member
Dr. Abdlrhman Mohamed Alsonosi	member

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Terminology and Technical Definitions

Δ **The Centre:** is the only body that has been established in the country to accredit educational and training institutions.

Δ **Guideline:** License and accreditation procedures manual issued by the Center.

Δ **Institution:** Every government, private or foreign institution offers regular study or training programmes.

Δ **Medical Education Institution:** The educational institution that offers a basic or specialized educational program in the field of "Medicine and General Surgery, Pharmacy, Oral and Dental Medicine and Surgery, educational and training programs for medical support professions and health care" and is associated with an educational hospital for training and research, synonymous with the Medical University and medical academy.

Δ **Faculty:** A higher education and scientific research unit of the university units, and may have its own independent legal identity, which is in any case an independent scientific entity within the university, comprising a group of scientific departments adequate to the nature of the scientific disciplines in the college.

Δ **Section:** A basic scientific unit of the college in a university structure specializes in a field of knowledge, responsible for the preparation, organization and implementation of educational and research programs.

Δ **Educational Program:** A structured scientific discipline that includes academic and research curricula and requirements for academic qualification.

Δ **Standard:** A measure of evaluation of an institution's performance (institutionally or programmable) consisting of a set of indicators.

Δ **Indicator:** A quantitative or qualitative measure of performance level over time, to infer the extent to which the standard has been achieved.

Δ **Evidence:** Available sources on which to verify indicators, such as: databases, meeting minutes, annual reports, results of evaluations, various records such as attendance records, interviews... and so on.

Δ **Accreditation:** The process of ensuring that the institution has met the minimum accreditation criteria (**institutionally and programmable**) and grants the status a document.

Δ **Institutional Accreditation:** A document granted by the Center confirms the ability of the institution to achieve its stated mission and objectives in accordance with the criteria of institutional accreditation.

Δ **Program Accreditation:** A document granted by the Center confirms the program's ability to achieve its mission and stated objectives, in accordance with the standards of program accreditation.

Δ **Mechanisms:** A procedure or set of actions that are implemented to achieve an indicator.

Δ **Actions:** A set of successive steps needed to accomplish a particular task.

Δ **Documentation:** Collection, copying, organizing, analysis, storage and retrieval of information or documents according to the needs of those concerned.

Δ **Annual Report:** A report prepared by the institution at the end of the academic year, based on the reports of educational and training programs and the various activities of the institution that achieve its mission and objectives.

Δ **Licensing:** Initial approval issued by the Center to complete the procedures for establishing an educational or training institution.

Δ **Screening Team:** A team of experts named by the Center examines the license application file and conducts a field visit to verify that the institution is eligible for the license.

Δ **Audit:** An orderly process for obtaining objective evidence and evidence related to ascertaining activities and practices and the extent to which they meet the criteria for making the appropriate decision.

Δ **Supplementary audit:** Re-audit of the standards that have not achieved the minimum level in the audit process for accreditation.

Δ **Self-assessment:** The institution's assessment of itself in accordance with the accreditation criteria issued by the Center.

Δ **Self-study:** The report submitted to the Center for accreditation, prepared on the basis of the institution's self-assessment report.

Δ **Minimum Level:** is a required specific level, achieved by the institution for accreditation, which is **65%** for the standard, and **70%** for the total accreditation standards.

Δ **Academic Recognition:** Recognition by educational and training institutions and accreditation bodies, belonging to the same regional and international network for quality assurance and accreditation.

Δ **Facilitator:** A member of the institution facilitates external auditing during field visits to audit teams.

Δ **Governance:** The framework in which institutions exercise their functions and explain the relationship between the relevant parties of the board of directors of the institution and its different levels and external frameworks benefiting from its services and guarantee the rights of all these parties.

Δ **Self-learning:** a learning activity driven by the learner driven by his own desire to acquire knowledge and develop the skills defined by the educational programme.

Δ **Feedback:** Provide the institution with a performance level to drive it to do better on subsequent task by correcting the mistakes it is making.

Δ **E-learning:** Providing multimedia-based educational content to the learner in a way that allows him to interact with the content, with the teacher and his peers, whether simultaneously or in a synchronously, whether in the classroom or outside the classroom.

Δ **Distance Learning:** is one way of teaching and depends on the presence of the learner in a place different from the source that may be the book, teacher or even the group of learners, which is to move an educational program from its location on the campus of an educational institution to geographically dispersed places.

Evaluation Methodology

○ **The** audit report for the purpose of accreditation includes a performance assessment according to each of the standards of dependence, and the points are allocated according to the audit team's findings, which are based on concrete evidence, documents and physical evidence during the audit process, and on a scale of zero to four points as follow:

- ✓ **The indicator has never been achieved, giving zero points.**
- ✓ **If the index is achieved, a rating (1, 2, 3, 4) of points is given.**

○ **Indicators** that do not apply to the organization and program, are not counted among the indicators that are evaluated.

○ **To** obtain accreditation, the institution or program must receive **70%** of the total points for the total standards.

○ **Getting** less than **65%** of any standard results in a lack of accreditation.

○ **The** good practices performed by the institution and which do not exist within the standard indicators are points of praise and do not affect the degree of standard.

○ **A 3-year** accreditation is granted if the institution gets **70%** to less than **80%** of the total points for the total standards.

○ **4-year** accreditation if the institution gets **80%** to less than **90%** of the total points for the total standards.

○ **A 5-year** accreditation is granted if the institution gets **90%** or more of the total points for the total standards.

○ **The** performance rate of the standards is calculated as follows:

- ✓ **The performance ratio of the standard is equal to the total score of indicators divided by (number of indicators multiply by four).**
- ✓ **The total performance rate for the total number of standards is equal to the total performance ratios of the standards divided by the number of standards.**
- ✓ **The results are displayed as a percentage.**



Part 1: Institutional Accreditation Standards

This section includes ten standards: Planning, Leadership and Governance, Faculty and Support Staff, Educational Program, Student Affairs, Educational Support Facilities and Services, Scientific Research, Community and Environmental Services, Quality Assurance, Continuous Improvement, and E-Learning, consisting of **186** indicators.

Institutional Accreditation Standards

Standard 01: Planning : (11 indicators)

Indicators that meet this standard:

1. **The** institution has an approved strategic plan, in line with that of its affiliate.
2. **The** institution plan includes clear objectives and specific measurable goals.
3. **The** vision, mission, values and objectives of the institution are clear, publicized and published.
4. **The** institution has a mechanism through which stakeholders, including students and employers, are involved in the design of the strategic plan.
5. **The** institution has a mechanism to publish its strategic plan and explain it to the stakeholders.
6. **The** institution has precise mechanisms for collecting, arranging data and extracting information on a regular basis in order to measure the degree to which it achieves the performance indicators contained in its strategic plan.
7. **The** institution has appropriate mechanisms to develop vision and objectives.
8. **The** institution uses its mission and objectives to plan its activities and operations.
9. **The** institution employs the results of the evaluations in continuous development and improvement.
10. **Comprehensive** strategic objectives of the institution to keep up with the modern developments of education, learning, scientific research and community service.
11. **The** institution has alternative plans for rapid response to internal and external variables.

Standard 02: Leadership and Governance : (30 indicators)

Indicators that meet this standard:

1. **The** institution has clear requirements for the selection of academic and administrative leaders and is committed to them.
2. **The** institution has mechanisms to measure the satisfaction of its members in the performance of the leadership of the institution.

3. **The** institution has a guide to laws, regulations and instructions, including the best methods of exercising the supreme authority and its administrative leadership.
4. **The** institution has a mechanism that enables non-senior management members to participate in the decision-making of the institution, and to guide its course of action.
5. **The** institution staff members have commitments to the functions, responsibilities and powers of each of the members of the board of the institution and the different institutional levels.
6. **The** management of the institution's decisions are based on facts based on accurate data and information, including the results of the reports of the task forces or the relevant committees.
7. **The** degree of disclosure of the rewards of the members of the board of the institution and its administrative leadership.
8. **The** institution has a specific mechanism for forming committees and task forces.
9. **The** institution has a regulatory structure that shows the functions and powers of all administrative levels, and is clear to stakeholders and stakeholders.
10. **The** institution has a mechanism for documenting processes, procedures and activities and publishing them within the institution.
11. **The** institution has specific mechanisms to evaluate and review its performance on a regular basis.
12. **The** institution establishes clear and effective communication channels between management, employees, students, and other stakeholders.
13. **The** institution has a reporting process mechanism at the levels of the institution, colleges, departments and educational programs.
14. **The** institution has regulations and procedures governing the educational, administrative and financial process.
15. **The** institution has a mechanism for controlling and auditing its publications and advertisements.
16. **The** institution has mechanisms to collect financial fees.
17. **The** institution has a clear, documented and transparent evaluation system to monitor and review the performance of its employees.
18. **The** institution has transparent, fair and published mechanisms for outstanding employees and their rewards.

19. **The** institution has mechanisms to update its services, resources and educational processes.
20. **The** institution has transparent recruitment, contracting and recruitment mechanisms.
21. **The** institution has mechanisms to ensure transparency of financial procedures.
22. **The** institution has mechanisms to prepare its budget, indicating the sources of its funds and uses.
23. **The** institution has mechanisms to balance its budget plans on the basis of its mission and objectives.
24. **The** institution has mechanisms for preparing the estimated budget, which ensure the participation of the different institutional levels.
25. **The** institution is committed to submitting a detailed annual report on its income and financial position.
26. **The** institution has a code of ethics for all its working groups.
27. **The** institution has a clear system of reward and punishment.
28. **The** institution has a mechanism to ensure and promote the academic freedom of faculty and students.
29. **The** institution has transparent mechanisms for surveys of the institution's members on the quality of the educational process.
30. **The** institution has a mechanism through which it is committed to providing the necessary financial support to manage quality offices and units on a regular basis.

Standard 03: Faculty and Supporting Staff : (14 indicators)



Indicators that meet this standard:

1. **The** institution has a transparent mechanism for selecting faculty and supporting staff.
2. **The** institution has a clear and public guideline for faculty and supporting staff.
3. **The** institution has a plan to provide a sufficient number of qualified faculty and support staff to implement its programs.
4. **The** institution has mechanisms to evaluate the performance of faculty and supporting staff.
5. **The** institution has a mechanism through which it is committed to providing appropriate technical services to faculty members and supporting staff on an on-going basis.

6. **The** institution has a mechanism that guarantees the rights of faculty members and supporting staff.
7. **The** institution has plans to develop professional capabilities of faculty and supporting staff.
8. **The** institution has mechanisms that enable students to communicate with faculty members.
9. **The** institution has mechanisms to support faculty members in publishing their research.
10. **The** institution has an academic profile for each faculty member, including a CV and a recognized scientific qualification from the competent authority, and scientific and teaching activities.
11. **The** institution fairly provides opportunities for the participation of faculty members in temporary and permanent scientific committees.
12. **The** institution has a transparent mechanism to deal with the complaints of faculty members.
13. **The** institution has a mechanism to deal with scientific thefts and other irregularities related to faculty members, supporting staff and researchers.
14. **The** institution has a mechanism to provide the necessary material resources for faculty members and supporting staff that enable them to perform their duties.

Standard 04: Educational Programs : (19 indicators)



Indicators that meet this standard:

1. **The** institution's educational programs are in line with its mission and objectives.
2. **The** institution has a mechanism that relies on specialists in the design of its educational programs.
3. **The** institution 's educational programs meet the needs of the community and the labor market.
4. **The** institution has specific acceptance requirements for each program, clearly formulated in the program description.
5. **The** institution has mechanisms that enable new students to learn about the nature and requirements of the programs they wish to attend, and to provide academic guidance in particular.
6. **The** institution has mechanisms that enable students to move to and from educational programs.

7. **The** institution has a mechanism to periodically review the admission policy with stakeholders including employers.
8. **The** institution has sufficient staff to provide student support services.
9. **The** institution has a mechanism to provide students with an introductory bulletin with sufficient information about student support services and care available to them.
10. **The** institution has a mechanism that obliges program departments to follow the system of academic supervision and scientific leadership in accordance with the nature of each program.
11. **The** institution is based on academic criteria or benchmarking comparison in the description and characterization of its educational programs and courses.
12. **The** institution has mechanisms to deal with students who are troubled, and the excelled in educational programs.
13. **The** institution has mechanisms and publications on the requirements of student attendance and punctuality, and adopts effective procedures and regulations to implement them.
14. **The** institution has a special study and examination regulations (slate) that is committed to its application.
15. **The** institution has a mechanism that obliges program departments to periodically review and update their programs.
16. **The** institution ensures the balance of specialized courses and general courses in educational programs.
17. **The** institution has a mechanism that obliges program departments to survey students' opinions on the quality of the educational process and use its results in improvement and development.
18. **The** institution has a mechanism to evaluate its educational programs periodically.
19. **The** institution has a mechanism to publish the results of evaluating its educational programs and use them in the processes of improvement and development.

Standards 05: Student Affairs : (21 indicators)

Indicators that meet this standard:

1. **The** institution has acceptance mechanisms that are consistent with its mission, objectives and operational plans.
2. **The** institution has a mechanism for accepting students taking into account its capacity.

3. **The** institution has qualified human resources to help students complete their registration procedures.
4. **The** institution has a mechanism to provide appropriate support to students with disabilities.
5. **The** institution is committed to publishing alumni lists on its website periodically.
6. **The** institution has a mechanism for guiding and placing students for different educational programs.
7. **The** institution has a database for its students.
8. **The** institution maintains an administrative file for each student.
9. **The** institution keeps the original records of the students.
10. **The** institution has the means and places to save backups of student records.
11. **The** institution has a mechanism to ensure the confidentiality of students' information.
12. **The** institution has a mechanism that regulates the process of informing students of their records.
13. **The** institution has mechanisms for selecting and naming an academic guide or scientific pioneer.
14. **The** institution has records showing the results of the students' cognitive achievement.
15. **The** institution has clear mechanisms for appealing, grievances and student complaints.
16. **The** institution is committed to providing support for student activities.
17. **The** institution provides basic health services to students.
18. **The** institution has a mechanism that enables students to participate in decision-making and problem solving.
19. **The** institution has mechanism documenting the outstanding of troubled students.
20. **The** institution has a unit to follow graduates.
21. **The** institution has mechanisms to know the suitability of its programs to the requirements of the labor market from the point of view of its graduates

Standard 06: Educational Facilities : (29 indicators)

Indicators that meet this standard:

1. **The** institution has a space and buildings that achieve its educational and research objectives.
2. **The** institution has the right to use buildings and facilities to provide its services.
3. **The** institution has plans to maintain its buildings and facilities.

4. **The** institution has a mechanism to ensure continuous compliance with the requirements of the buildings and facilities issued by the Center.
5. **The** institution has rules for security and safety in laboratories and workshops.
6. **The** institution provides general guidance on security and safety for students, employees and visitors.
7. **The** institution has storage space with the required characteristics and conditions.
8. **The** institution has a mechanism for monitoring cafes, restaurants and workers in these facilities in accordance with health conditions.
9. **The** institution provides adequate air conditioning, heating and ventilation within the facilities and buildings.
10. **The** institution provides its members, including the disabled, with access to facilities, buildings and places of study.
11. **The** institution works to provide sufficient personal space for faculty members to prepare lectures, work with students and provide consultations.
12. **The** institution provides enough space for the comfort of its members, and places of prayer.
13. **The** institution provides places for students and faculty to secure their personal belongings, including parking spaces.
14. **The** institution provides facilities for recreational, sports and creative activities.
15. **The** institution provides sufficient personal spaces and places for supporting teams.
16. **The** website and printed materials of the institution provide an accurate description of its location, facilities and buildings, resources and services.
17. **The** institution has effective mechanisms to update information on the website on a regular basis.
18. **The** institution has a mechanism to evaluate student support services periodically.
19. **The** institution has effective systems and methods to communicate with students outside of office hours.
20. **Student** dormitories are clean, safe and of sufficient quality to meet students' needs.
21. **The** institution has a clear mechanism for taking care of university housing.
22. **The** activities organized by the institution are supervised by a competent and experienced official.
23. **The** library management of the institution is managed by sufficient staff with the right experience.

24. **The** institution's library contains appropriate educational resources (paper and electronic), including public books, encyclopaedias, dictionaries, magazines and periodicals.
25. **The** institution's library has a good loan system.
26. **The** institution 's library has adequate and public working hours.
27. **The** institution has a mechanism for developing and improving library services.
28. **The** institution has a sufficient number of computers with the right specifications.
29. **The** institution provides modern and appropriate educational software.

Standard 07: Scientific Research : (18 indicators)

Indicators that meet this standard:

1. **The** institution has a special office to manage the processes and procedures related to scientific research.
2. **The** institution has mechanisms that set priorities and all facilities to support scientific research and translation work.
3. **The** institution has a code of ethics that ensures adherence to the ethics of scientific research.
4. **The** institution has mechanisms that motivate researchers from its affiliates to conduct scientific research in their field and publish their results.
5. **The** institution has mechanisms that reflect the consistency between scientific research and the educational process.
6. **The** scientific research plans of the institution are in line with the national priorities of the country.
7. **The** institution has an updated list of publications on its website.
8. **The** institution has control to evaluate the performance and production of research faculty members in order to meet the expectations of the institution in the field of scientific research.
9. **The** institution has fair and transparent mechanisms to support the research and activities of faculty members.
10. **The** institution's strategic plan demonstrates the institution's commitment to promoting entrepreneurship in its fields.
11. **The** institution has a regular mechanism to communicate with employers and graduates to obtain feedback to develop its curricula and promote collaborative scientific research.

- 12. The** institution has a clear mechanism for concluding scientific, and research agreements and exchanging visits with similar institutions around the world.
- 13. The** institution has mechanisms to evaluate and develop scientific research policy.
- 14. The** institution has a mechanism that determines the percentage of total expenditure on research from its budget.
- 15. The** number of times citations have been cited in scientific research produced by the institution's affiliates.
- 16. The** institution has a mechanism for joint collaborative scientific research with other institutions and sectors.
- 17. The** institution has a mechanism to participate in scientific forums and conferences.
- 18. The** institution has a mechanism to benefit from the results of outstanding student research.

Standard 08: Community and Environment Service :(10 indicators)

Indicators that meet this standard:

- 1. The** institution has a special office that coordinates its programs to serve the community and the environment.
- 2. The** institution has mechanisms to identify the problems of the community and the surrounding environment.
- 3. The** institution has mechanisms for spreading and promoting positive values: religious, moral, national, and human.
- 4. The** institution prepares an annual report detailing the community services in which it participated.
- 5. The** institution has a mechanism to explore and know the opinion of the community in its community and environmental services to benefit from it in the development of its operations.
- 6. The** institution has clear mechanisms to deal with waste from workshops and laboratories activities to maintain the safety of the environment.
- 7. The** institution has mechanisms to contribute to the dissemination of knowledge and culture of concern for the environment within the community.
- 8. The** institution has mechanisms through which it contributes with other community institutions in the implementation of economic and social development projects.

9. **The** institution has mechanisms to communicate with various organizations, institutions, associations and scientific associations at home and abroad in order to support the community.
10. **The** institution has mechanisms to disseminate information about its good experiences and practices, and to actively engage with counterparts.

Standard 09: Quality Assurance : (16 indicators)

Indicators that meet this standard:

1. **The** institution has a special quality management and guarantee with competent, knowledgeable and experienced staff in ensuring the quality of higher education.
2. **The** institution has mechanism to improve and develop the educational process management.
3. **The** institution has a mechanism that enables quality management staff to participate in decision-making.
4. **The** institution is committed to providing support and providing the necessary capabilities for quality management.
5. **The** institution has mechanisms, while collecting data for quality assurance purposes, to ensure the adoption of the opinions of the stakeholders.
6. **The** institution has mechanisms to ensure that reports and statistics on the educational process are transmitted annually from educational programs to quality management unit.
7. **The** quality management unit of the institution has clear mechanisms to measure the level of satisfaction of students and employees.
8. **The** institution has a mechanism for self-evaluation in accordance with the accreditation criteria issued by the Center on an on-going basis.
9. **The** institution has plans for continuous development and improvement in light of the results of the self-assessment.
10. **The** institution has a mechanism that supports cooperation and coordination between the institute management and scientific units and quality unit at the institution.
11. **The** institution has a clear mechanism and approved models for evaluating and disseminating the performance of its affiliates.
12. **The** institution has a mechanism through which stakeholders are invited to express their opinions and suggestions for the purpose of continuous development and improvement.

13. **The** institution has a mechanism to take advantage of the results of the performance evaluation process of its affiliates and the opinions of stakeholders.
14. **The** institution is working on implementing its operational plans and reviewing them periodically.
15. **The** institution has a clear mechanism to identify the professional development needs of employees.
16. **The** institution has mechanisms for documenting and ensuring the integrity of the data, which are collected in order to make any necessary improvements and measure their impact.

Standard 10: e-Learning and Distance Learning :(18 indicators)

Indicators that meet this standard:

1. **The** institution supports the process of e-learning and distance education financially to ensure quality and maintain its development.
2. **The** institution has an effective mechanism and specific rules for regulating e-learning and distance learning processes in the educational process.
3. **The** institution has systems that meet the requirements of e-learning and distance learning and determine the student's tasks and rights.
4. **The** program has a mechanism illustrating the teaching staff role in satisfying the e-learning and distance learning goals
5. **The** institution has a mechanism to ensure that the satisfaction of the e-learning and distance learning recipients is recognized by students and professors.
6. **The** institution works to improve and develop e-learning processes and distance learning and propose development programs to ensure that the element of continuous development is available to the student.
7. **The** institution identifies the skills needed for the student in the light of e-learning and quality of education such as team work skills, communication skills, achievement file skills, and time management skills.
8. **The** institution uses state-of-the-art technology suitable for e-learning programs that include student services, educational process management, and various teacher-student communication facilities.

- 9. The** institution evaluates the policies and procedures used in e-learning and distance learning.
- 10. The** institution has a flexible mechanism in the process to improve and modify the educational content of e-learning and distance learning.
- 11. The** institution has a mechanism that enables the student to reach the right content at the right time and with the right technology.
- 12. The** institution has mechanisms for developing educational contents to be available to different levels of beginners and advances levels through the use of technical applications with approved standards.
- 13. Durability** of the produced educational programs in terms of one-time content production and transportation are carried many times in different systems and with little effort.
- 14. The** institution has a clear mechanism for supporting and assisting students in e-learning in terms of regular admission and financial support.
- 15. The** institution has a mechanism for evaluating the components of e-learning and distance learning courses, including activities related to the curriculum in general, and the development of courses and activities of institution members, experts and related parties.
- 16. The** institution has a mechanism to maintain the quality requirements of e-learning and quality education, ensuring clearly and realistically targeted learning outcomes.
- 17. The** financial costs of e-learning and distance learning could be offered by the beneficiaries of the service.
- 18. The** institution has a mechanism for respecting copyright and intellectual property rights, and takes care of balancing needs, and developing creative programs versus needs to protect against unintentional mistakes.



Part 2: Program Accreditation Standards

This part contains nine standards: Mission and Vision, Educational Program, Student Evaluation, Student Affairs, Teaching Staff, Educational Resources, Program Evaluation, Management and Governance, and Continuous Development, consists of **207** indicators.

Program Accreditation Standards

Standard 01: Mission and Vision :(26 indicators)

Indicators that meet this standard:

- 1. The educational program must have a mission, a vision and goals.**
- 2. The mission and vision must be made clear, and publicly known to the public and the health sector that it serves.**
- 3. The mission must include community health needs, health care delivery system needs, and other aspects of social accountability.**
- 4. The mission should include achieving medical research.**
- 5. The mission must include aspects of global health.**
- 6. The program must ensure that key stakeholders participate in the design and formulation of the mission and the educational outcomes that will be targeted.**
- 7. The program must ensure that the mission, vision and educational outcomes will also be based on input from other stakeholders.**
- 8. The program must set educational goals that lead to a qualified Physician, Dentist, Clinical Pharmacist at the basic level.**
- 9. The program must have an effective operational plan to implement the educational process in any branch of medicine.**
- 10. The Program must be required to graduate doctors who are able to perform the functions of a doctor as determined by the health sector.**
- 11. The program must be committed to life-long learning.**
- 12. The program must have the independence to formulate and implement policies regarding the design of the curriculum for which the faculty academic and management staff are responsible.**
- 13. The program must be independent in the formulation and implementation of policies regarding the use of the allocated resources for the implementation of the curriculum for which the faculty and its departments are responsible.**
- 14. The program should ensure the academic freedom of faculty members and students involved in the processing of the actual curriculum.**

15. The program must ensure academic freedom for faculty, academic staff and students to use new research findings to clarify and study specific topics without expanding the curriculum.
16. The program must determine the targeted educational outcomes that students must show upon graduation in relation to their achievements at the basic level, skills and attitudes.
17. The program must determine the targeted educational outcomes that students must show upon graduation in relation to the appropriate basis for the future profession in any branch of medicine.
18. The program must determine what educational outcomes students should show upon graduation in relation to their future roles in the health sector.
19. The program must determine the targeted educational outcomes that students must show upon graduation in relation to postgraduate training.
20. The program must determine the targeted educational outcomes that students must show upon graduation in relation to their commitment and skills in long-life learning.
21. The program must identify the targeted educational outcomes that students should show upon graduation in relation to community health needs, the needs of the health care delivery system, and other aspects of social accountability.
22. The program must determine the results for students' participation in medical research.
23. The program must announce the educational results that will be targeted.
24. The program must ensure the appropriate behaviour of the student in relation to fellow students, faculty and other healthcare staff, patients and their relatives.
25. The program should identify and coordinate the link between graduation results and those gained in training.
26. The program should draw attention to global health related intended outcomes.

Standard 02: Educational Program : (41 indicators)

Indicators that meet this standard:

1. The program must determine the exact contents of the courses.
2. The program must ensure that the courses prepare students for lifelong learning.

- 3. The program must teach the principles of scientific method, including analytical and critical thinking.**
- 4. The program must identify and integrate the core biomedical science contributions in the courses to create and apply basic concepts and methods for clinical science.**
- 5. The program must update the courses to ensure the contributions of biomedical sciences to scientific, technological and clinical training developments.**
- 6. The program should update the courses to achieve biomedical health science contributions to meet the current and expected needs of the community and the healthcare system.**
- 7. The program must use the educational/learning methods that prepare, support and motivate students to take responsibility for self-directed learning.**
- 8. The program must teach evidence-based medicine in all the courses.**
- 9. The program must include elements of original or advanced research in the courses.**
- 10. The program must challenge and integrate behavioural science contributions into the study plans.**
- 11. The program must identify and integrate social science contributions into study plans.**
- 12. The program must identify and integrate the contributions of medical ethics into the study plans.**
- 13. The program must identify and integrate the contributions of medical jurisprudence into the study plans.**
- 14. The program must update the curriculum to achieve the contributions of behavioural and social sciences as well as medical ethics and medical jurisprudence in scientific, technological and clinical training developments.**
- 15. The program should update the curriculum to achieve the contributions of behavioural and social sciences as well as medical ethics and medical jurisprudence to meet the current and expected needs of the community and the healthcare system.**
- 16. The program should update the curriculum to achieve contributions to behavioural and social sciences as well as medical ethics and medical jurisprudence in contexts of changing demographics and culture.**
- 17. The program must identify and integrate clinical science contributions into the study plans to ensure that students acquire the necessary clinical and professional knowledge and skills.**

- 18.** The program must identify and integrate clinical science contributions into the study plans to ensure that students communicate with patients in relevant clinical environments.
- 19.** The program must identify and integrate clinical science contributions into the study plans to ensure the promotion of health and preventive medicine for the student experience.
- 20.** The program must determine the amount of time spend in training in major clinical disciplines.
- 21.** The program must describe the content of the training courses, the extent and sequence of the courses and other theoretical and practical elements to ensure proper coordination between the basic biomedical science, behavioural, social and clinical materials.
- 22.** The program must organize clinical training with attention to patient safety.
- 23.** The program must update the study plans to achieve clinical science contributions in scientific, technological and clinical training developments.
- 24.** The program should update the study plans to achieve clinical science contributions with the current and expected needs of the community and the healthcare system.
- 25.** The program must ensure that each student has early gradual contact with the patient, including participation in the patient's care.
- 26.** The program must structure the different components of training in clinical skills according to the stages of the course.
- 27.** The program should ensure in the study plans the horizontal integration of associated sciences, disciplines and related topics.
- 28.** The program in the institution study plans should ensure the vertical integration of clinical sciences with basic biomedical sciences and behavioural and social sciences.
- 29.** The program in the study plans must allow optional / elective content and determine the balance between the basic content and the optional content as part of the tutorial.
- 30.** The program should describe in the curriculum the interaction with complementary medicine.
- 31.** The Study Plan Committee at the program, under the management of the academic leadership (Dean), must have the responsibility of planning courses and implementing the authority to ensure its targeted educational results.
- 32.** The program must in its curriculum committee ensure supporting and representation of staff and students

33. The program should be implemented through the study plan committee by implementing innovations in the curriculum.
34. The program should include representatives of other stakeholders in the study plan development team.
35. The study plan committee should request input from the labor market, and include it in the program.
36. The program should ensure that the curriculum committee considers modifying the components of the educational program in response to views from the community and environment in which the graduate expected to work.
37. The program must ensure the operational linkage between the educational program and the later stages of education or practice after graduation.
38. The program must characterize the educational program according to the form prepared by the center.
39. The program must characterize all courses according to the form prepared by the Center.
40. The program must specify the courses description for each stage of the study plan.
41. The program must take into account the design of the scientific program so that there is a clear and practical harmony between the practical applications of the theoretical materials in all fields of cognitive medical science and are consistent with the mission and vision of the institution.

Standard 03: Student Evaluation : (16 indicators)



Indicators that meet this standard:

1. The program must specify the methods, basis and reference of practices used to evaluate students, the number of failures allowed, including the degree of success and the criteria for grades.
2. The program must publish and announce the various methods used to evaluate the students.
3. The program must ensure that evaluations cover targeted learning outcomes and different educational attitudes.

4. **The** program must employ several different methods and forms to evaluate students in order to achieve the "benefit of evaluation" and away from conflicts of interest.
5. **The** program must ensure that evaluations are available for scrutiny by external expertise.
6. **The** program must use evaluation principles, methods and practices to ensure that targeted learning outcomes are achieved.
7. **The** program must use evaluation principles, methods and practices that are clearly consistent with targeted learning outcomes.
8. **The** program must use and advertise the complaint system in the student evaluation results.
9. **The** program must develop specific and fair procedures to ensure timely feedback from students when announcing the results of their assessment.
10. **The** program must evaluate and document the authenticity and validity of the methods of evaluation.
11. **The** program should include the development of new evaluation methods where necessary.
12. **The** program should encourage the participation of external examiners.
13. **The** program must use the principles of evaluation, methods and practices that promote student learning.
14. **The** program must use evaluation methods and practices to ensure the appropriate balance between training and final evaluation to guide the learning processes and decisions taken for academic progress.
15. **The** program should take into account the number and nature of the course exams to encourage the acquisition of both the knowledge base and the integrated learning.
16. **The** program should explore students' opinions in the evaluation methods in place and to take advantage of their results.

Standard04: Student Affairs : (21 indicators)

Indicators that meet this standard:

1. **The** program must formulate, approve and declare student admission procedures and comply with them in a manner that does not conflict with applicable regulations.
2. **The** program must have clear and stated procedures to be committed to accepting students with disabilities.

3. **The** program must have clear and public procedures for students to move from the corresponding educational programs to and from the local and international programs and are committed to them.
4. **The** program must clarify the relationship between the process of accepting students in the educational program and the messages desired by the graduates.
5. The program must review the admission procedures periodically.
6. **The** program should serve as a system for challenging admission decisions.
7. **The** program must determine its ability to accept and adhere to students in a manner that does not conflict with the ministry of education's regulations.
8. **The** program should periodically review the size and nature of student admissions and mobility in consultation with other stakeholders and organize it to meet the health needs of the community.
9. **The** program must have a system of academic guidance and scientific leadership for students.
10. **The** program must provide support to students and meet social, financial and personal needs.
11. **The** program must allocate resources to support students.
12. **The** program must ensure confidentiality with regard to advice and support for students.
13. **The** program should provide academic advice that is based on monitoring the educational achievement of students.
14. **The** program should provide academic advice that includes guidance and career planning.
15. **The** program must establish clear, public and binding procedures for student representation and appropriate participation in the message statement and objectives.
16. **The** program must establish clear, public and implementable procedures on student representation and appropriate participation in the modernization and design of the educational program.
17. **The** program must establish clear, public and binding procedures on student representation and appropriate participation in the management of the educational program.
18. **The** program must develop clear, public and binding procedures on student representation and appropriate participation in the evaluation of the educational program.
19. **The** program must establish clear, public and binding procedures on student representation and appropriate participation in other student-related issues.

20. The program must facilitate and support student activities and encourage student organizations and unions.
21. The program should take electronic backups of students' administrative and academic records and keep them in a place outside the institution's site.

Standard 05: Teaching Faculty : (14 indicators)

Indicators that meet this standard:

1. The program must formulate, publish and implement a policy of recruiting and selecting faculty members, taking into account the challenge of the type, responsibilities and balance of faculty members in basic biomedical sciences, behavioural and social sciences and clinical sciences necessary to provide the curriculum adequately.
2. The program must formulate, publish and implement an employment policy that takes into account the balance between medical and non-medical faculty members.
3. The program must formulate, publish and implement an employment policy that takes into account the balance between full-time and part-time faculty members.
4. The program should take into account the ratios of faculty members to students related to the various components of the curriculum and courses.
5. The program must develop and implement a policy of recruiting and selecting faculty members that addresses the criteria for scientific, educational and clinical experience, including the balance between teaching research and service tasks.
6. The program should be sponsored in its policy of appointing faculty members and selecting the criteria for important local issues.
7. The program should be sponsored in its policy of appointing faculty members and selecting criteria such as economic considerations.
8. The program must identify, monitor and assess the responsibilities of faculty members in basic biomedical sciences, behavioural and social sciences and clinical sciences.
9. The program must develop and implement a policy of activities and development for academic and non-academic/ supporting and staff that provides balance and ability between teaching and research and service tasks.

- 10.** The program must develop and implement a policy for faculty member activities to ensure the recognition of academic activities that are worthy of recognition, with an appropriate focus on teaching, research and service qualifications.
- 11.** The program must formulate and implement a policy for the activity of faculty staff and non-academic support staff and develop it within the use of clinical service and research functions in teaching and learning.
- 12.** The program must develop and implement a policy of faculty staff activity and development to ensure that each faculty staff is sufficiently knowledgeable about the total curriculum.
- 13.** The program must develop and implement a policy of activities and development for faculty staff, including training, development, support and evaluation of senior and new staff and hospital delegates.
- 14.** The program must design a clear policy for the requirements of promotion for each degree individually and publish it credibly and transparently.

Standard 06: Educational Resources : (29 indicators)



Indicators that meet this standard:

- 1.** The program must have adequate physical facilities such as laboratories, classrooms and amphitheatres to ensure that the courses can be properly delivered.
- 2.** The program must ensure a safe learning environment for staff, students, patients and their relatives.
- 3.** The program should improve the learning environment by regularly updating, modifying or expanding physical facilities to suit developments in educational practices.
- 4.** The program must ensure the resources necessary to give students adequate clinical expertise, including adequate clinical training facilities in teaching hospitals.
- 5.** The program must ensure the resources necessary to give students adequate clinical experience, including supervising their clinical practice in teaching hospitals.
- 6.** The program must ensure the resources needed to give students adequate clinical experience, including an adequate number of patient categories.
- 7.** The program should evaluate and adapt clinical training facilities to meet the needs of the population serves in all categories, including those with disabilities.

- 8. The program must develop and implement a policy that addresses the effective and ethical use and evaluation of appropriate Information and Communications Technology.**
- 9. The program must ensure access to electronic media or other web-based media on the Internet.**
- 10. The program should enable faculty members and students to use appropriate new Information and Communications Technology and use it for independent learning.**
- 11. The program must enable faculty members and students to use appropriate new Information and Communications Technology to access and use information.**
- 12. The program should enable faculty members and students to use the appropriate new Information and Communications Technology that manages and use in patient care.**
- 13. The program must improve students' access to relevant patient data and healthcare information systems.**
- 14. The program must use medical research and scholarships as the basis for the curriculum.**
- 15. The program must develop and implement policy that strengthens the relationship between research and medical education.**
- 16. The program must describe the possibilities and priorities of scientific research in the educational institution.**
- 17. The program should ensure that adequate resources are secured to ensure the interaction between medical research and the current educational process.**
- 18. The program must ensure adequate resources to ensure the interaction between medical research and education to encourage students and prepare them to engage in medical research and development.**
- 19. The program must have access to educational expertise when needed.**
- 20. The program must develop and implement a policy on the use of educational expertise in curriculum development.**
- 21. The program must develop and implement a policy on the use of educational expertise in the development of teaching and evaluation methods.**
- 22. The program should demonstrate evidence of the use of internal or external educational expertise in developing faculty teaching capabilities.**
- 23. The program should be informed of the updates in educational evaluation and in research in the discipline of medical education.**

- 24.** The program must allow faculty members to pursue educational research interests.
- 25.** The program must develop and implement a policy for local and international cooperation with other educational institutions, including the mobility of staff and students.
- 26.** The program must develop and implement a policy to deal with educational funds such as accreditation educational programs and the adoption of regional and international scientific bodies and organizations.
- 27.** The program should facilitate the international exchange of staff and students by providing appropriate resources.
- 28.** The program must ensure that the exchange is organized in a meaningful manner, taking into account the needs of staff and students, and respecting ethical principles.
- 29.** The program must sign bilateral agreements with the Ministry of Health to provide the needs of the educational process in hospitals.

Standard 07: Program Evaluation : (26 Indicators)



Indicators that meet this standard:

- 1.** The program must develop an effective mechanism for evaluating the study plans for the educational program.
- 2.** The program must benefit from the results of the institution evaluation of the study plans for the educational program.
- 3.** The program must develop an effective mechanism for evaluating activities that address student progress.
- 4.** The program must take advantage of the results of evaluating programs and activities that address student progress.
- 5.** The program should evaluate the educational content periodically through a comprehensive treatment of the context of the educational process.
- 6.** The program should benefit from a periodic evaluation of the overall treatment of the context of the educational process.
- 7.** The program should address the educational program periodically through a comprehensive treatment of the specific elements of the curriculum.

- 8. The program should benefit from a periodic evaluation of the comprehensive address of the specific elements of the curriculum.**
- 9. The program should address the educational program periodically through a comprehensive treatment of long-term learning outcomes.**
- 10. The program should benefit from periodic evaluation of the comprehensive processing of elements of targeted learning outcomes.**
- 11. The program should evaluate the educational program periodically through a comprehensive address of social responsibility.**
- 12. The program should benefit from the periodic evaluation of the comprehensive address of social officials.**
- 13. The program must explore and respond to the opinions of faculty staff, non-academic / supporting staff and students.**
- 14. The results of the faculty staff survey, non-academic/supporting staff and students and their responses must be used to update the components of the educational program.**
- 15. The program must analyze the performance of students and graduates in relation to targeted learning outcomes.**
- 16. The program must benefit from the analysis of the performance results of students and graduates in relation to the targeted learning outcomes and its status to the committees responsible for curriculum planning.**
- 17. The program must analyze the performance of students and graduates in relation to the study plan.**
- 18. The program must benefit from the analysis of the performance results of students and graduates in relation to the study plan to the committees responsible for curriculum planning.**
- 19. The program must analyze the performance of a sample of students and graduates in terms of resource provision.**
- 20. The program must benefit from the results of the student and graduate performance analysis in terms of resource provision.**
- 21. The program must analyse the performance of a sample of students and graduates in relation to the qualifications and admission conditions.**

22. The program must take advantage of the results of the student and graduate performance analysis and submit it to the committees for the selection and acceptance of the students.
23. The program must involve in the activities related to monitoring and evaluating the program, student and guardian.
24. The program should ask other stakeholders to evaluate the performance of graduates.
25. The program should ask other stakeholders for feedback on the curriculum.
26. The program should allow stakeholders access to program and evaluation.

Standard 08: Management and Governance : (16 Indicators)



Indicators that meet this standard:

1. The program must determine its organizational structure and administrative functions, including the relationships within the institution.
2. The program must describe the responsibilities of the academic and administrative leadership in determining and managing the medical education programs.
3. The program must have appropriate administrative and professional staff to ensure good management and resource recruitment.
4. The program must set specific requirements for all academic and administrative functions.
5. The program should be defined in the entire administrative board of the college, and reflect the representation of the main stakeholders.
6. The program should be defined in the entire administrative board of the institution, and reflect the representation of other stakeholders.
7. The program should ensure transparency in the work and decision-making.
8. The program should periodically evaluate its academic leadership in terms of the achievement of its mission and the educational outcomes that is targeted.
9. The program must have a clear line of responsibility and authority to provide resources for the curriculum, including a dedicated education budget.
10. The program must allocate the necessary resources to implement the curriculum and distribute educational resources in relation to educational needs.
11. The program should be self-independent in guiding resources, including teaching competencies, in an appropriate manner in order to achieve its output.

- 12.** In distributing resources, the program should take into account developments in medical science and the health needs of the community.
- 13.** The program should develop and implement an internal program to ensure the quality of management.
- 14.** The program must have a constructive interaction with the health-related sectors of society and government.
- 15.** The program should formalize its cooperation, including involving staff and students, with partners in the health sector.
- 16.** The program should have a sufficient number of highly qualified administrators and technicians to support the performance of the educational program and other activities and to ensure good management and optimal resource exploitation.

Standard 09: Continuous Development and Improvement : (18 Indicators)

Indicators that meet this standard:

- 1.** The program must undertake regular review procedures to develop and improve the organizational structure of the program, procedures, curricula, outputs and competencies.
- 2.** The program must undertake regular procedures review to evaluate and improve the educational environment.
- 3.** The program must address vulnerabilities as a vital socially accountable program.
- 4.** The program must provide resources for the continued renewal of educational and administrative processes as a vital socially accountable program.
- 5.** The program should ensure the modernization and restructuring process by reviewing policies and practices in accordance with past experience and current activities, reflecting on future plans.
- 6.** In the process of improvement, the program must adapt the mission and vision to the scientific, social, economic and cultural development of society.
- 7.** In the process of improvement, the program must adapt the educational outcomes of graduate students according to the documented needs of the environment they will enter, and the modification may include clinical skills, public health training and participation in patient care in line with the responsibilities they face after graduation.

- 8.** The program should be preceded by a process of modernization and restructuring to revise policies and practices in accordance with past experience, current activities and future perspectives.
- 9.** The program must address the following issues in the process of renewal: adapting the message statement, vision and objectives to the scientific, social, economic and cultural development of the community.
- 10.** The program should address the process of readapting the curriculum model and educational methods to ensure that these issues are appropriate and relevant.
- 11.** In the process of improvement, the program should address the process of regeneration of study elements and their relationships in line with developments in basic biomedical, clinical, behavioural and social sciences, and ensure the inclusion of relevant new knowledge, concepts and methods and the out-dated ones discarded / eliminate.
- 12.** In the process of improvement, the program should address the elements of the study plan and its relationships in line with the change in population life, the healthy lifestyle of the population, and the socio-economic and cultural conditions of society.
- 13.** The program must address the process of redeveloping the evaluation process, methods and number of examinations in accordance with changes in targeted educational outcomes and educational methods.
- 14.** The program must have a policy of accepting students and ways to choose them and join them in changing expectations and circumstances, human resources needs, changes in the pre-medical education system and the requirements of the medical education program.
- 15.** The program's policy should address the process of recruiting and developing faculty members and staff in accordance with changing needs.
- 16.** The program should address the process of renewing and updating educational resources in accordance with changing needs.
- 17.** The program should refine evaluation and updating the monitoring of educational processes.
- 18.** The program must address the process of redeveloping the organizational structure, governance and management to deal with changing circumstances and needs, over time, and to meet the interests of various stakeholder groups.

Part 3: Documents Required for Accreditation

- ✓ **Documents to be attached to the application for institutional accreditation.**
- ✓ **Documents required for institutional audit.**
- ✓ **Documents to be attached to the program accreditation application.**
- ✓ **Documents required for the program audit.**

△ Documents to be attached to the application for institutional accreditation : (13 documents)

□

1. **Licensing** of private institutions or the decision to establish government institutions.
2. **The** internal organization of the institution.
3. **Administrative**, academic and student regulations in which the university operates.
4. **The** strategic plan of the organization.
5. **The** foundation's self-study document.
6. **Brochures** and guides for students and faculty.
7. **Regulations** and procedures for approving and modifying educational programs.
8. **Describe** and describe all programs and courses provided by the organization.
9. **Academic** or benchmark criteria.
10. **Samples** of the foundation's contribution to community service.
11. **Alumni** lists for the last two years of study.
12. A mechanism for surveying the opinions of students and staff in the course of the educational process.

△ Documents to be Provided for Institutional Audit : (77 documents)

1. A breakdown of vision, mission, goals and values.
2. **Minutes** of board meetings.
3. **Minutes** of staff meetings.
4. **Organizational** structure.
5. **Detailed** job description and resumes of all faculty and administrative staff and staff guide.
6. **The** employment contracts of the faculty and administrative staff and all employees of the institution are duly signed.
7. **An** updated brochure about the institution.

8. **Risk** management, risk assessment for all aspects of the organization including academic partnerships, health and safety, and quadruple analysis (SWOT).
9. **Strategic** plan.
10. **Audited** financial accounts (internally and externally) for the past three years or for a period below if the organization is less than three years old, and the policy of budget management at the college level.
11. **Budget** management instructions at the faculty level.
12. **Study** plans for all programs.
13. **University** calendar for all classrooms in the institution.
14. **Biographies** of all faculty members, including their academic qualifications.
15. **Internal** procedures for creating programs and modification procedures.
16. **Internal** procedures for creating programs and modification procedures.
17. **Description** of courses.
18. **The** files of faculty members and the administrative body.
19. **Regulations** relating to the conduct of faculty members, administrative staff and students.
20. **Instructions** for complaints.
21. **Annual** reports for the last three years.
22. **Evaluation** system for faculty members and administrative bodies.
23. **Recruitment** and recruitment instructions.
24. **Sample** of the quarterly lecture plan.
25. A sample of faculty lectures.
26. **Samples** of student achievements.
27. A sample of placement tests.
28. **Student** records showing their progress on an annual basis.
29. **Disclosure** of the results/grades granted to each academic programme for the last three years (or from the start date if the programme is new).
30. A copy of the official agreements signed with third parties that grant degrees.
31. Copies of the reports of external examiners for each academic program for the last three years (or from the start date, if the programme is updated).
32. **Copies** of the annual reports of external donor bodies for the last three years (if any).
33. **Copies** of any academic reviews by external donors or their representatives.
34. **Examples** of notes for the classroom.

35. **Staff** assessment procedures and documents.
36. **Procedures** for monitoring and documenting faculty members.
37. **The** policy of scientific research and the details that indicate its appropriateness to the strategic plan.
38. **A** list of research work published in each college.
39. **A** list of vital research projects in each college.
40. **A** list of organizations that engage the institution in the field of research.
41. **The** system of incentives, rewards and financial support for scientific research.
42. **Instructions** and procedures for conducting scientific research for faculty members and students.
43. **Financial** allocations to support scientific research (according to the financial regulations).
44. **A** policy of promoting entrepreneurship and examples of how to facilitate it.
45. **Report** on cooperative relations with local employers.
46. **Report** current and future work sites in your institution.
47. **Details** of the foundation's community outreach policy.
48. **Report** on service projects and community awareness conducted in the past three years.
49. **Student** files with details of admission, registration, attendance, absence and qualifications.
50. **Introductory** bulletin for local and international students.
51. **Student** guide.
52. **Application** forms for students and any contracts for them.
53. **Policy** documents related to racial discrimination and inappropriate conduct within the institution.
54. **Documents** relating to student accommodation (if any).
55. **Data** on graduates for the last three batches.
56. **A** report on student complaints filed in the past three years and how to deal with them and resolve them.
57. **A** sample of public correspondence with students.
58. **Evidence** of attendance and absence monitoring, including score records for each course / program.
59. **Student** social activities program - current and list of activities for the last three years.
60. **Details** of sports facilities and social services available to students.

61. **Proof** of ownership of the institution's headquarters, buildings and facilities including clinical training center, hospital and facilities.
62. **Plans** for the buildings and facilities of the institution and the filling of the attached forms related to them.
63. **Proves** that students are provided with the necessary information on the educational resources related to the library and available on the Internet.
64. **Biographies** of IT staff.
65. **A** report on the IT services provided by the institution to students, both for academic and personal uses.
66. **Report** on the IT services provided by the institution to students, both for academic and personal uses.
67. **The** CV of the employees of the office of accreditation and quality assurance.
68. **Internal** documentation of accreditation and quality assurance.
69. **A** report on the institution performance.
70. **Copies** of any methodologies or instructions developed or developed by the institution as a means of managing accreditation, quality assurance and improvement.
71. **Copies** of the annual reports of external donor bodies for accreditation for the previous three years (if any).
72. **Copies** of any reviews made before or on behalf of external accreditation bodies (if any).
73. Evaluation procedures for staff in the accreditation and quality assurance office and enhanced documentation.
74. **Feedback** forms from stakeholders, including employers and students.
75. **Examples** of feedback completed during the last three years.
76. **Action** plans to deal with feedback from stakeholders.
77. **Internal** reviews of annual performance at the institution, college and department level.

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△ Documents to be Attached to the Program Accreditation Application :
(9 documents)

1. **Documents** showing the legal status of the programme, including a list of the names of the scientific board of the program.
2. **Descriptive** chart of the program's administrative structure with the names of incumbents.
3. **Biographies** and job descriptions of all incumbents and faculty.

4. **Student** guide (including complaints, objections and grievance procedures).
5. **Updated** brochures, program brochures, and other promotional materials.
6. **Student** form with tuition details and refund instructions.
7. **Outline** of the program, including evaluation procedures.
8. **The** course schedule for the current semester.
9. A copy of the formal or twinning partnership agreements with educational programs at other universities.

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△ **Documents to be Provided for Program audit: (46 documents)**

1. **Minutes** of the scientific council meetings.
2. **Biographies** of all faculty and administrative staff and their scientific qualifications.
3. **Employment** contracts for the faculty and administrative staff and all those in charge of the program.
4. **An** updated brochure about the program.
5. **Study** plan for programs.
6. **University** calendar for all classrooms of the program.
7. **Description** of courses.
8. **The** files of faculty members and the administrative body.
9. **Instructions** for complaints.
10. **Annual** reports of the program for the last three years.
11. **Evaluation** system for faculty members and administrative bodies.
12. **Sample** of the quarterly lecture plan.
13. A sample of faculty lectures.
14. **Samples** of student achievements.
15. A sample of placement tests.
16. **Student** records showing how advanced they are in the program.
17. **The** results/degrees granted to the academic programme for the last three years (or from the start date if the programme is introduced).
18. **Copies** of the reports of external examiners of the programme for the last three years (or from the start date, if the programme is updated).
19. **Examples** of classroom notes.
20. **Procedures** for monitoring and documenting faculty members.

21. **The** policy of scientific research and the details that indicate its appropriateness to the strategic plan.
22. **A** list of research work published in the program.
23. **A** list of vital research projects in the program.
24. **List** of organizations that participate in the research conducted by the institution.
25. **Instructions** and procedures for conducting scientific research for faculty members and students.
26. **Financial** allocations to the programme to support scientific research.
27. **Policy** to promote entrepreneurship and entrepreneurship.
28. **Report** on current work sites related to the program.
29. **Student** files with details of admission, registration, attendance, absence and qualifications.
30. **Introductory** bulletin for local and international students.
31. **Student** guide.
32. **Application** forms for students and any contracts for them.
33. **Data** on graduates for the last three batches of the program
34. **A** report on student complaints filed in the past three years and how to deal with them and resolve them.
35. **A** sample of public correspondence with students.
36. **Evidence** of attendance monitoring, including grade records for each course.
37. **Student** social activities program - current and list of activities for the last three years.
38. **Proof** that students are provided with the necessary information on the library's educational resources available online.
39. **Internal** documentation of the program for the purpose of accreditation and quality assurance.
40. **A** report on the performance of the program according to key performance indicators.
41. **Copies** of the annual reports of external donor bodies for accreditation for the previous three years (if any).
42. **Copies** of any reviews made before or on behalf of external accreditation bodies (if any).
43. **Feedback** forms from stakeholders, including employers and students.
44. **Examples** of feedback from the program completed during the last three years.
45. **Action** plans to deal with feedback from stakeholders.
46. **Internal** reviews of annual performance at the program level.

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Experts Team CVs

1. Professor **Tawfik Taher AJAAL**, BSc., MSc & Ph.D., *Materials Science Engineering* - Faculty of Engineering – Gharyan University; Consultant at the National Center for Quality Assurance and Accreditation of Educational and Training Institutions.

Email: tawfik@qaa.ly

2. Professor **Mohamed Nuri EL ATTUG**, PhD., *Pharmaceutical Analysis & Quality Control*, Faculty of Pharmacy, Tripoli University; General Manager of the National Center for Quality Assurance and Accreditation of Educational and Training Institutions.

Email: m.elattug@uot.edu.ly

3. Professor **Abdelmajid Tayeb SHABAN**, PhD., Accounting, Faculty of Economics – Zawiya University, Head of Accreditation Department – National Center for Quality Assurance and Accreditation of Educational and Training Institutions.

Email: adelfar@qaa.ly

4. Ass. Prof. **Jamal Mustafa El-Swiah**, BDS, M Dent Sci, PhD, Conservative Dentistry & Endodontics, Misurata Faculty of Dentistry – University of Misurata.

Email: jmelswiah@gmail.com

5. Ass. Prof. **Millad AlSaid GHAWIL**, M.D, PhD., Pediatric Department, Tripoli University Hospital, Faculty of medicine, University of Tripoli, Head of Quality and Performance Evaluation Department, Faculty of Medicine.

Email: ghamillad@gmail.com

6. Dr. **Abdlrahman Mohamed Alsonosi**, Microbiology Department, Vice Dean for Scientific Affairs, Faculty of Medicine – Sabha University.

Email: abd.alsonosi@gmail.com

7. Professor **Salem Al sharief AL Fard**, PhD., Computer Science, Faculty of Science – Zawiya University, Head of Quality Assurance Department – National Center for Quality Assurance and Accreditation of Educational and Training Institutions.

Email: Salfard@qaa.ly