



STANDARDS FOR EVALUATION AND RE-ACCREDITATION OF STUDY PROGRAMS

1. Mission, objectives, and administration

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

Indicators:

- The content and structure of the study program are in line with the institution's/academic unit's mission and strategic goals and it is publicly available.
- The study program recognizes the specifics of the HEI's position in the target geographic and/or research area.
- The intended learning outcomes of the study program are in line with the institution's/academic unit's mission and strategic goals and they are publicly available.
- The delivery of the study program is supported by a needs analysis conducted by the higher education institution/academic unit of the higher education institution (employment perspectives, demand for the programme by potential students, etc).
- The study program is justified by the higher education institution through a rational argumentation of the optimal number of students it intends to enroll.
- Facilities and equipment dedicated for the implementation of the study program are capable to cater the number of students intended to be enrolled.

Standard 1.2 The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behavior. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

Indicators:

- The study program is subject to written procedures and mechanisms to address plagiarism, academic dishonesty, and other forms and types of discrimination. (for example, Code of Ethics, Ethics Committee, Student Ombudsman, appropriate software).
- There is evidence that the study program implements the procedures that especially define what happens with the outcomes of the anti-plagiarism software and the exact process that students, academic staff, and administrative staff, must follow.
- Ethical standards are in place governing teaching and research of the study program, and all students, lecturers and other stakeholders are acquainted with them (for example, minutes of the Ethics Committee meeting, HEI informs students via student packages, student handbooks, statistical data about the use of antiplagiarism software, syllabuses containing information about ethical standards).
- Mechanisms for monitoring any potential unethical behavior of students, lecturers and other stakeholders involved in the study program are efficient, regularly implemented and disseminated among all relevant groups (example or proof of how higher education institution solves the case of unethical behavior or conflict, anonymized decisions of the Ethics Committee about certain cases).

Standard 1.3 Relevant information is collected, analyzed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

Indicators:

- The information management system includes relevant, updated and reliable information and concrete action plans are in place to monitor the implementation of the study program).
- Ethical norms and government policies with respect to data protection and the privacy of the students are considered for the delivery of the study program.
- Students and staff of the study program are involved in providing and analyzing information and planning follow-up activities.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

Indicators:

- All study program activities and operations are subject to a policy and review process that ensures adequate and efficient administrative staff and budgetary support.
- The study program has sufficient administration to support the teaching and learning needs of students and academic staff.
- The administrative staff engaged in the delivery of the study program is subject to a professional development plan.
- The management of the HEI proves that administrative staff is structurally involved in professional development programs (for example, language training, etc.)

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

Indicator:

- The recommendations for improvement of the study program are analyzed and activities and actions on the basis of previous internal and external quality assurance processes are undertaken (for example, action plans and reports on implementation based on recommendations of the expert panels, examples of results achieved based on recommendations from previous internal and external quality assurance procedures).

2. Quality management

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

Indicators:

- The HEI established an internal quality assurance system in line with national regulations, ESG and other international standards.
- There is a quality assurance policy covering all aspects related to the delivery of the study program which is publicly available.
- Internal quality assurance procedures for the study program are defined by the internal regulations of HEI (for example, quality assurance regulation, quality assurance guideline, etc.).
- The study program is supported by the institution's/academic unit's quality assurance coordinators who do not have teaching obligations and are in charge of monitoring the study program.
- The policies and processes of the internal quality assurance system form a cycle for continuous improvement (PDCA).
- There is an adequate monitoring plan for the implementation of the quality assurance procedures for the study program, and all stakeholders are involved in its continuous revision.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

Indicators:

- The development of the study program aligns with the institution's/academic unit's mission and strategic goals.
- The study program underwent an adequate and transparent internal quality assurance process and was formally approved by the designated strategic management bodies of the institution. Its continuous improvement is planned.
- The process for the development and approval of the study program is well-defined and includes internal and external stakeholders, including specific subject experts.
- Key performance indicators for monitoring the quality of the study program delivery are defined, and the achievement of these indicators is monitored on a regular basis.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

Indicators:

- The study program undergoes regular monitoring to assess its relevance to the needs of society (for example, employers' surveys on the necessary competencies in the labor market, analysis carried out in cooperation with the stakeholders, examples of the improvements based on the stakeholder feedback for the study program).
- The study program undergoes regular checks to establish whether the estimated workload (ECTS) allocation of students and the defined learning outcomes are achievable, realistic, and adequate.
- The stakeholders, students, staff, alumni, and employers are involved in the monitoring processes of the study program which also includes questionnaires, focus group discussions, and the results of their feedback on student workload, academic success, resources, employment of graduates, etc.
- The HEI can prove it regularly conducts stakeholder questionnaires (students, staff, alumni, employers, etc.) and includes the feedback into regular study program improvement processes.
- If the student practice is an integral part of the study program, processes for monitoring and improving the quality of student practice are clearly defined, are continuously implemented, and involve stakeholders' feedback (for example, students, mentors and employers' questionnaires, examples of improving student practice).
- The collected information is analyzed and concrete actions are taken to ensure that the program is up to date.
- The results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the HEI website.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and it is publicly available. (ESG 1.8)

Indicators:

- All policies, regulations and guidelines pertaining to the study program are publicly available.

- Information on admission criteria, recognition of qualifications, enrolment quotas, syllabuses, learning outcomes, credits, assessment methods, and final qualification are published.
- Information on pass rate, dropout rate, and graduate employment are publicly available and objectively presented.
- The publicly available information on the study program is accurate, reliable, and objective and is updated on a regular basis.

3. Academic staff

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

Indicators:

- The HEI advertises vacancies nationally and internationally (for example, HEI website, Official Gazette).
- The HEI has clear, objective and transparent processes for staff recruitment and employment conditions (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies).
- The higher education institution has adequate procedures for the selection of the best candidates for each position (teacher recruitment procedures arise from the strategic goals of the HEI and the specific needs of study programs, and they are aligned with the legislation and internal regulations in effect).
- Candidates for employment are provided with full position descriptions and employment conditions (for example, HEI internal regulations, Code of Ethics for teachers and students).

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

Indicators:

- The number and qualifications of academic staff (elected into a grade in an appropriate field and/or area) are adequate for the implementation of the study program and for performing scientific/professional activity at the required level (for example, CV, data on the percentage of courses delivered by full-time academics for the study program, number of teachers with a doctoral degree).
- The academic staff engaged in the study program do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.
- The Academic staff should not be overburdened. Their engagement should not exceed the norms compared to institutions in Europe in terms of teaching hours and the number of courses.

- At least 50% of the academic staff who are involved in delivering the study program are full-time HEI employees (employment contracts).
- For each student group (defined by the statute of the HEI) and for every 60 ECTS in the study program, the HEI has employed at least one full-time staff with a doctoral degree or equivalent title in the case of an artistic/applied science institution.
- The ratio of students to full-time academics for the study program is 1:30 and is appropriate for the student's successful achievement of the program's learning outcomes (for example, student-teacher ratio and alterations thereof over time; future plans regarding student-teacher ratio).
- The qualification of the academic staff engaged in the delivery of the study program is adequate and relevant to the courses they teach (CV; publications; books, etc.).
- The workload of academic staff aligns with relevant legislation and bylaws, regulations issued by competent bodies, etc.
- The workload of academic staff enables the appropriate distribution of teaching obligations (including mentoring of students), professional and/or scientific work, professional and personal development, and administrative duties and community service.
- Sufficient number of qualified mentors are employed who provide guidance to the students enrolled in the study program (for example, mentors who support students in learning and progress as well as in mentoring the final thesis).

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals, and is in line with the legislation and internal regulations in effect. (ESG 1.5)

Indicators:

- The teacher advancement procedures engaged in the study program are transparent and objective (examples of completed carried out teacher recruitment procedures, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies).
- The promotion of academic staff into higher grades is based on excellence and important achievements (national requirements for publishing in WoS and Scopus, teaching activity, international activity in the scientific discipline, high-

impact publications, projects, supervision of final thesis, textbooks, feedback from the students, etc.).

- The results of the feedback are taken into account in the advancement and re-appointment of teaching staff and in the renewal of contracts (for example, the evaluation of the staff based on students, management, the colleague's questionnaire and self-evaluation).

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

Indicators:

- The HEI has an annual operational plan for the professional development of the academic staff engaged in the study program and demonstrates their participation in the development activities.
- The management of the HEI proves that all academic staff engaged in the study program is involved in professional development programs (for example, language training, etc.).
- The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods.
- The HEI proves that all academic staff engaged in the study program participates in international activities (such as mobility programs, study visits at foreign HEIs, international projects, sabbatical leaves, networks, etc.), which are relevant to the study program, and academic staff are encouraged and supported by their own HEI in these activities.
- The HEI provides evidence that it organizes specific training for its academic staff on the method of preparation and delivery of teaching and assessment and introduces them to the regulations and practices in higher education (for example, ECTS credits, learning outcomes, teaching methods, supervision process skills, assessment methods, etc.).
- Newly employed teachers for the delivery of the study program undergo adequate training to strengthen teaching competencies before starting their teaching activity at the HEI.
- The HEI ensures newly employed staff members undergo adequate onboarding aimed to familiarize them with HEI's standard operating practices, most importantly QA standards and procedures, standards of ethical behavior, etc.

- The HEI ensures support to the academic staff in the development of their research programs through different mechanism as mentoring by senior colleagues, project teams, assistance in developing research proposals, and funding.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG 1.5)

Indicators:

- External associates include the latest research, trends and know-how from the labor market in the teaching process.
- Specific training on the method of preparation and delivery of teaching for external associates from the business sector and/or from abroad are organized. The training also introduces them to the regulations and practices in higher education (for example, with ECTS credits, learning outcomes, teaching methods, and assessment methods).
- External associates engaged in the study program are encouraged to participate in the supervision of final and graduation theses (examples of co-supervision).
- The workload and expectations from the external associates are clearly agreed to ensure that the teaching is performed on high quality.

4. Educational process content

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals, and are publicly available. (ESG 1.2)

Indicators:

- The study program's intended learning outcomes are aligned with the institution's/academic unit's mission and its strategic goals (proof of alignment of each intended learning outcome with the mission and strategic goals of the higher education institution).
- The intended learning outcomes are aligned with the general goals and objectives of the study program (proof of alignment of each intended learning outcome with the stated goals and objectives of the study program).
- The program's intended learning outcomes are written from a student perspective; they describe what a graduate of the study program will know and will be able to do (published and explained on the HEI website).
- The HEI proves that it used examples of good practices in defining intended learning outcomes (ECTS Guide, 2015)
- Intended learning outcomes are of the indicated level of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences.
- Intended learning outcomes are comparable with similar study programs in EHEA, and the mapping of learning outcomes against other programs in EHEA has been performed

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG 1.2)

Indicators:

- The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors (study program syllabus and curriculum).
- If the study program is delivered at the graduate level, its intended learning outcomes differ from the learning outcomes achieved at the undergraduate level of the study program.

- The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programs.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

Indicators:

- The courses within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA.
- The rules defining the order of students' progression through the program courses ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum.
- The core disciplines necessary for achieving the leaning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses. (mapping of competences on course level against the program learning outcomes has been performed).
- The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market (comparative analysis of the proposed study program in relation to similar accredited study programs in the EHEA).

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

- The study program is compatible with prescribed conditions defined in EU Directives. (Mapping of the program content and parameters against the requirements of all relevant directives has been performed).
- The contents of the study program and other aspects of its delivery have taken into account and applied the recommendations issued by professional associations (opinion of the professional chamber, possibility of license examination, etc.).

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

- The HEI has developed a regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice.
- During the practice period, students have mentors assigned among the academic staff in the study program. The practise is organized in appropriate learning environments outside the higher education institution, in cooperation with the labor market (contracts/agreements with employers, regulations on student practice).
- ETCS credits are allocated to practical work that is monitored through activity reports (records of student practice).
- The delivery of the study program is supported by cooperation agreements, contracts, or other documents with institutions/organizations/practical training units and feedback on cooperation from employers which participate in the organization of the student practice (feedback from supervisors from or outside the higher education institution, record of student practice).

Standard 4.6 The study program is delivered through student-centered teaching and learning. (ESG 1.3)

- The study program has a didactic concept which supports students in achieving the program learning outcomes.
- The study program is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies.
- Various teaching methods are used that encourage interactive and research-based learning, problem-solving and creative and critical thinking, with clearly defined instructions aligned with the learning outcomes
- To deliver the study program, teaching methods and different modes of program delivery are continually evaluated and adapted.
- Teaching methods are adapted to support a diverse student population on demand (part time students, mature students, international students, students with learning difficulties and disabilities, etc.).
- The delivery of the study program is ensured through the use of modern technology.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent, and ensures that intended learning outcomes are achieved. (ESG 1.3)

- The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes.
- Assessment methodologies which are implemented in the program ensure systematic assessment of individual learning outcomes related to all relevant areas of knowledge, skills and competences as defined in the program learning outcomes (a mapping of assessment methods against the learning outcomes of the study program has been performed).
- The assessment criteria and methods, as well as grading criteria for the study program, are published in advance and all students are informed about it.
- The study program ensures objective and reliable grading of students.
- Students receive timely feedback on the evaluation results that identify their strengths and weaknesses, and if necessary, guidelines for the learning process based on these evaluations.
- A functional student appeals procedure for the study program is in place (examples of appeals procedures).

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

- Assessment criteria must express what students know and can do as a result of demonstrating the learning outcomes.
- The workload is calculated and ECTS assigned to all learning activities that lead to the program learning outcomes including the learning outcomes of the program components.

5. Students

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

Indicators:

- The requirements and criteria for admission to the study program, as well as the entire processes are defined clearly and comprehensively and they are published (admission criteria refer both to national and international students, national requirements separately for the bachelor and master level, additional assessments of knowledge and skills, etc).
- Students enrolled in a bachelor study program, possess a high school graduation diploma or other equivalent documents of study (State Matura results) according to national requirements. For a master study program, students must possess a bachelor's degree diploma.
- The admission process of the study program ensures the selection of candidates with appropriate prior knowledge and competencies (for example, defined decision-making procedure in relation to the admission criteria.)
- The admission criteria and process are consistently applied and fairly applied for all students, and they prevent discrimination.
- The HEI has adequate procedures for recognition periods of the study.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

Indicators:

- A functional system for monitoring students' progress is established and gives assistance and/or counseling to those who face difficulties.
- The study program is subject to regular monitoring of student progression rates and student completion rates. Appropriate actions are taken if necessary.
- Results of regular monitoring of student's progression are distributed to staff and students.
- The study program clearly defines the progression possibilities in terms of continuation of study or change of study. Students are informed about what they can achieve with their qualifications).

- The study program is subject to policies in place for the transfer or recognition of qualifications gained by other institutions.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

Indicators:

- Students enrolled in the study program are regularly informed about the possibilities of international exchange mobility programs.
- Students enrolled in the study program are supported and stimulated to be involved in international exchange mobility programs (for example, Office for International Cooperation).
- The HEI has regulation for the recognition of ECTS credits.
- The HEI publishes information on application procedures and conditions as well as study program admission in foreign language.
- The HEI actively attracts foreign students and provides support when studying at a domestic HEI.
- The HEI provides courses on foreign language to foreign students.
- The HEI collects and analyses feedback from national and international students and takes appropriate measures to improve procedures of international exchange.
- The HEI provides information on how many students enrolled in the study program participated in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility).

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

Indicators:

- The number of professional, administrative, and technical staff who are involved in providing student support for the study program are sufficient and adequately qualified.

- Students are informed about services (information packages for new students, regulations on the study, and regulations on the internal organization etc.) that are publicly available.
- Students enrolled in the study program are provided with guidance on study and career opportunities (for example, tutors, supervisors and other advisers to support student learning and progress).
- Structures and procedures for appeals and complaints for the study program are clearly defined and are transparent to all students.
- Students enrolled in the study program are informed about extracurricular activities and the HEI has available funds to support their initiatives (for example, HEI has spaces for sports and recreation, for cultural and voluntary activities).

6. Research

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

Indicators:

- The study program has defined scientific/applied research objectives that are reflected in the research development plan of the HEI (research strategy).
- The implementation of the study program is ensured through sufficient financial, logistic, and human resources provided by the institution for achieving the proposed research objectives.
- The study program is subject to clear policies that define recognized research and relate to international standards and established norms in the field of study program.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

Indicators:

- The academic staff research and/or professional activity is validated through scientific and applied research publications, artistic products, technological transfers, consultancy centers, scientific parks and/or professional activity.
- The academic staff publish their work in high-quality scientific or professional publications, research or professional achievements are presented at national and international conferences, they participated in projects as consultants (for example, for academic and scientific study programs, national requirements about publication and promotion purposes must be respected).
- The academic staff who are involved in delivering professional bachelor study programs have a minimum master's degree and at least five years of relevant professional activities.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

Indicators:

- The academic staff engaged in the study program is involved in identifying and capitalizing on its expertise and providing research and development services to the community.

- The academic staff engaged in the study program is involved in developing collaborative research arrangements with colleagues from other HEIs from the country and abroad.
- The teaching staff engaged in the study program is supported to cooperate with local business partners through joint research projects, cooperative strategies for development, and shared use of equipment when it is possible.
- The teaching staff engaged in the study program is supported and involved in technology transfer and cooperation to transfer knowledge with the industry and public sector.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Indicators:

- Academic staff engaged in the study program are encouraged to include in their teaching the results of their research and information about their scholarly activities relevant to the courses they teach.
- Students enrolled in the study program are engaged in research activities with the academic staff.

7. Infrastructure and resources

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

Indicators:

- The HEI has adequate premises and equipment for performing educational activities and research.
- The laboratories (if applicable) for all compulsory activities within the curriculum of the study program, wherever the analytical syllabus includes such activities, are well equipped with IT technologies.
- The HEI has adequate software for the disciplines of study included in the curriculum, with a valid license.
- The space, equipment, and entire infrastructure (laboratories, IT services, work facilities, etc.) are fully functional and capable to cater for the number of students enrolled in the program. They support the achievement of the study program's intended learning outcomes separately from other study programs offered by the institution. (panel member tour of the facilities during the site visit to the HEI, information about facilities, ownership documents, the document proving the right to use the premises and equipment in the period of five years, optimal number of students enrolled in the study program with regard to available space, equipment and the number of teachers).
- Premises and equipment dedicated to the implementation of the study program are adjusted to students with special needs.

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

Indicators:

- Library is equipped with reading rooms, group work rooms and its own book stock according to the courses included in the study program.
- Library and its services are available for extended hours beyond normal class time to ensure access when required by users.
- Library ensures that the number of seats in the reading rooms is sufficient to the total number of students enrolled in the study program.

- Library must ensure that the number of seats in the group work rooms is sufficient with the total number of students enrolled in the study program.
- Library has its own book stock and other electronic resources from Albanian and foreign specialty literature, sufficient to cover the specific courses within the curricula and the needs of all students. The library should represent adequate and recent book titles or specialty courses of recognized publishers.
- Library has a sufficient number of subscriptions to domestic and foreign publications and periodicals.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

Indicators:

- The HEI ensures that there is a financial plan at the level of the study program which demonstrates the sustainability of the study program for the next five years.
- The HEI gains additional sources for funding the study program through national and international projects, and through cooperation with business partners and the local community.
- The HEI uses additional financial resources for study program development and improvement.

Notice:

For study programs, which lead to a degree in General Medicine (Dr. Medicine), in addition to quality standards for accreditation and re-accreditation, the HEI must prove with adequate documentation and evidence that it has functional and in possesses the prescribed clinics and health services. *

**The details are explained in the Accreditation Manual*