

- ***Processes and procedures:*** An indication as to whether there have been any changes since September 2004 in the accreditation processes or procedures used by the Accreditation Commission for the following:
 - conducting reviews of medical school campuses and clinical clerkship sites,
 - selecting and training individuals who conduct site evaluations or who make accreditation decisions,
 - periodically reevaluating and regularly monitoring medical schools,
 - reviewing substantive changes reported by medical schools,
 - ensuring the Accreditation Commission has effective controls against the conflicts of interest and the inconsistent application of accreditation standards, and
 - ensuring that accreditation decisions are based, in part, on the evaluation of student performance after graduation from medical school.

- ***Schedule of upcoming accreditation activities:*** A listing of upcoming accreditation meetings and on-site visits to medical schools and clinical clerkship sites planned for the period covering June 2006 through December 2007.

U.S. Department of Education



Staff Analysis

Czech Republic

**For the September 16-17, 2004 Meeting
of the
National Committee on Foreign Medical
Education and Accreditation**

U.S. Department of Education

**Staff Analysis of the Standards for the
Evaluation of Medical Schools Used by the**

Czech Republic

July 2004

Background

The action before the National Committee on Foreign Medical Education Accreditation is a redetermination application submitted by the Czech Republic Accreditation Commission on behalf of the government of the Czech Republic. At the March 2004 meeting of the National Committee on Foreign Medical Education and Accreditation (NCFMEA or Committee), the NCFMEA deferred a decision as to whether the Czech Republic's accreditation process remained comparable to that used in the United States until further information could be gathered.

Historically, the NCFMEA first made a determination regarding the Czech Republic's comparability at the October 9-10, 1997, meeting, when it deferred action on whether the country's accreditation/approval standards were comparable to those used to evaluate medical schools in the United States. The NCFMEA requested the country to provide additional specific information about the standards used to evaluate medical schools, any guidelines used to conduct on-site visits of those medical schools, selection criteria for individuals who conduct the site-visits, and documentation that the site-visits actually occur. In addition, the NCFMEA requested information on the types of documentation medical schools must provide in advance of the site visit, such as self-study or other document describing the school, its curriculum, faculty, and facilities and the opportunity to have a Department staff member review a report of an on-site visit to a medical school.

At the March 1998 NCFMEA meeting, the Czech Republic provided additional information on the criteria and processes used to evaluate medical schools. The NCFMEA determined that the accreditation/approval processes used by the Czech Republic Accreditation Commission (CRAC) to evaluate medical schools were comparable to those used in the United States to evaluate programs leading to the M.D. degree. The NCFMEA also requested the country to submit annual reports describing its accrediting activities involving medical schools. Between January 1999 and March 2003, the NCFMEA reviewed and accepted each annual review report submitted by the CRAC.

As stated above, at its March 2004 meeting the NCFMEA deferred making a determination on the application for redetermination of the comparability of the Czech

Republic's medical education accreditation/approval process and requested the Czech Republic to provide additional information for review at the September 2004 meeting. The Secretary's May 14, 2004, letter also advised the country to submit information on the results of accreditation reviews conducted during 2003 and 2004. In response to the Committee's request that the Czech Republic provide further information regarding its accreditation process, the country submitted additional documents that addressed the issues identified in the previous staff analysis of their reconsideration for comparability.

The action before the National Committee on Foreign Medical Education Accreditation at the September 2004 meeting is a redetermination application submitted by the Czech Republic Accreditation Commission (CRAC) on behalf of the government of the Czech Republic and a review of the accreditation reviews conducted during 2003 and 2004. The Department staff provided a copy of the most recent NCFMEA guidelines to the Czech Republic and requested that the country submit information and documentation to demonstrate its continued comparability with those guidelines in the following three areas:

- *Section 4 – Educational Program (length of program, curricula content, clinical training and clerkships, and communication skills)*
- *Section 5 - Medical Students (advertising, recruiting, and catalogs)*
- *Section 6 - Resources for the Educational Program (library and clinical teaching facilities)*

Summary of Findings

The NCFMEA previously reviewed the CRAC accreditation standards and processes as part of its comparability assessment of the accreditation and approval systems used in the Czech Republic and found them comparable. Department staff has reviewed the Czech Republic's responses to the current questionnaire and supporting documentation.

The most recent submission of the Czech Republic has addressed each section of the NCFMEA Guidelines that was not clear in the analysis reviewed at the March 2004 meeting. The current submission shows that the Czech Republic has a system of accreditation/approval that is comparable in many respects to the evaluation system used by the United States to evaluate medical education.

Staff Analysis

The National Committee on Foreign Medical Education and Accreditation is charged with determining whether the standards and procedures for accreditation used by a foreign country to accredit medical schools offering programs leading to the M.D. (or equivalent) degree are comparable to the standards and procedures for accreditation applied to M.D. programs in the United States.

In making this determination, the Committee uses the following guidelines that it has determined provide an appropriate framework for the thorough evaluation of medical schools offering programs leading to the M.D. (or equivalent) degree. The Committee wishes to make it clear that these are, in fact, guidelines and that a foreign country's review and approval process can differ substantially from these guidelines and still be determined to be comparable to the standards used in the United States, provided the foreign country can demonstrate that its standards and processes of evaluation are effective alternatives to those used in the United States.

The italicized portions of this analysis reflect the new information submitted by the Czech Republic. The balance of the text represents the analysis as presented at the March 2004 meeting of the NCFMEA.

Staff Analysis

PART I: The Entity Responsible for the Accreditation/Approval of Medical Schools

There should be a clearly designated body responsible for evaluating the quality of medical education in the foreign country, and that body should have clear authority to accredit/approve medical schools in the country that offer educational programs leading to the M.D. (or equivalent) degree.

The Czech Republic Parliament amended its Higher Education Act (HEA) by resolution on April 22, 1998. Under Article 78, Section (1) of the HEA, the Ministry of Education, Youth, and Sports (Ministry) is the entity designated to grant accreditation in the country. The HEA designated the responsibility for evaluating the quality of higher education to the Czech Republic Accreditation Commission (CRAC). The CRAC is an advisory body that does not have the authority to grant accreditation; though the CRAC makes recommendations on institutional and medical program accreditation to the Ministry. In addition, the Ministry of Health must approve the accreditation of medical education programs as a prerequisite to the Ministry of Education, Youth, and Sports making a final accreditation decision. To accomplish its purpose, the CRAC has created a standing work group, the Permanent Working Group for Medicine and Health Sciences that conducts the medical school on-site visits. In addition to evaluating higher education institutions and the quality of the institution's accredited study programs, the CRAC also publishes the results of its evaluations, assesses other issues pertaining to the system of higher education presented to it by the Ministry and expresses its opinion over these issues.

Documentation:

Narrative, pp.1-3

Enclosure 1: The Higher Education Act, Article 78, Section (1); p. 34, Articles 83-86, pp.

37-39

PART II: Accreditation/Approval Standards

The entity within the foreign country that is responsible for evaluating the quality of medical education in the country and has authority to accredit/approve medical schools should have standards comparable to the following:

1. Mission and Objectives

(a) The educational mission of the medical school must serve the general public interest, and its educational objectives must support the mission. The medical school's educational program must be appropriate in light of the mission and objectives of the school.

(b) An essential objective of a program of medical education leading to the M.D. (or equivalent) degree must be to prepare graduates to enter and complete graduate medical education, qualify for licensure, provide competent medical care, and have the educational background necessary for continued learning.

In the Czech Republic, the HEA authorizes higher education institutions and their sub-parts (faculties, schools, institutes, etc.), to establish, among other things, their objectives, their internal organizational structure, and self-government regulations. Therefore, all of the medical schools have internal regulations specific to their educational programs, an internal governing structure, and a mission congruent with that of the institution of higher education in which they are located. The Ministry of Education, Youth, and Sports issued Decree 42 on February 10, 1999, requiring an application for study program accreditation to have, among other things, program objectives that have a reasonable connection to the scientific, research, developmental, artistic or other creative activity of the institution, a demonstrated social need, and articulated opinions of professional associations, legal entities, and persons interested in employing graduates. All professional program applications should include the economical, social, and demographical characteristics of the corresponding regional area where the institution is located. In addition, the Country requires that "medical school graduates be prepared to enter a specialized medical postgraduate medical education, to qualify for a license in various specializations, to provide competent medical care and to have an educational background for continuous medical education." Upon graduation from a master's study program in medicine that includes a rigorous state examination, the "Doktor medicíny" (i.e., "Doctor of Medicine", abbreviated as MUDr.) is awarded in the field of medical studies.

Documentation:

Narrative, pp. 3-4

Enclosure 1: The Higher Education Act, Article 6(1)(f), p.4,

Enclosure 2: Ministry of Education, Youth, and Sports, the Statute of the Accreditation Commission, Article 1: Preliminary Provisions and Article 2: Contents of Application

Enclosure 3: 42 Decree issued by Ministry of Education, Youth, and Sports on contents of application for study program accreditation, Articles 9 and 10

Enclosure 8: See [http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp](http://intranet.lfhk.cuni.CzechRepublic/Karolinka/Studium/adefault.asp), Study and Examination Regulations of the Faculty of Medicine in Hradec Kralove, Article 2(4)

2. Governance

(a) The medical school must be legally authorized to provide a program of medical education in the country in which it is located.

(b) There must be an appropriate accountability of the management of the medical school to an ultimate responsible authority external to and independent of the institution's administration. The external authority must have sufficient understanding of the medical program to develop policies in the interest of both the medical school and the public.

All medical school study programs in the Czech Republic are accredited and authorized by the Ministry of Education, Youth, and Sports (Ministry). This Ministry will only authorize an institution to provide a medical education study program if recommended by the Czech Republic Accreditation Commission (CRAC), and approved by the Ministry of Health after determining the possibility of graduates obtaining employment in health sciences. Each of these Ministries represents external authorities with interest in the medical schools and the public.

In addition, all medical schools in the Czech Republic are parts of the university in which they are housed and not separate legal entities. Therefore, external accountability also lies within the framework of the university hierarchy. The Dean heads the medical school, and makes and acts on decisions in all matters pertaining to the medical school. However, the Dean reports to and accounts to the Rector or head of the university.

Documentation:

Narrative, p. 5

Enclosure 1: Higher Education Act, Part II, Chapter 1, Articles 6-9, 20, 23-28, pp.4-11, pp. 13-15, Article 70, p. 35

3. Administration

(a) The administration of the medical school must be effective and appropriate in light of the school's mission and objectives.

- (i) There must be sufficient administrative personnel to ensure the effective administration of admissions, student affairs, academic affairs, hospital and other health facility relationships, business and planning, and other administrative functions that the medical school performs.**
- (ii) The chief academic officer of the medical school must have sufficient authority provided by the institution to administer the educational program. That individual must also have ready access to the university president or other university official charged with final responsibility for the school, and to other university officials as are necessary to fulfill the responsibilities of the chief academic officer's office.**
- (iii) In affiliated institutions, the medical school's department heads and senior clinical faculty members must have authority consistent with their responsibility for the instruction of students.**

The Higher Education Act (Article 33) requires institutions and the schools within them to develop self-governance internal regulations. An institution's academic community consists of the academic staff and the students. The academic community is responsible for managing admissions, student affairs, academic affairs, hospital and other health facility relations, business and planning and other administrative functions. The internal regulations that a medical school may develop to manage its affairs include study and examination rules, scholarship rules, electoral and rules of procedure of the Academic Senate of the medical school, rules of procedure of the Scientific Board of the medical school, and disciplinary rules for students. These independent academic bodies of the medical school include:

- The Academic Senate of the medical school;
- The Dean;
- The Scientific Board of the medical school;
- The Disciplinary Commission of the medical school.

The Academic Senate of the medical school is the independent representative of the academic body. It consists of nine members elected by the academic staff of the school. At least one third and no more than half of this body includes students. The Academic Senate of the medical school performs the following tasks:

- Approves the allocation of the school's financial resources and supervises their use;
- Approves the annual report on activities and the annual report on economic management of the school presented to it by the Dean;]
- Approves conditions of admission to studies in the study programs provided by the school

- Approves proposals of the Dean for nominating or dismissing members of the Scientific Board and the Disciplinary Commission of the School
- Resolves proposals for nominating or dismissing the Dean;
- Approves, in conjunction with the Scientific Board of the School, long-term plans in the areas of educational, scholarly, research, developmental, artistic or other creative activity of the school that complies with long-term plans of the higher education institution.

The Dean makes all decisions affecting the operation of the medical school. Regarding admissions, however, the teaching faculty may participate in developing the medical school's entrance examination questions. A member of the teaching faculty may have more input on the medical school administrative responsibilities by voting for particular members who serve on the Academic Senate of the School or by running for membership.

The members of the Scientific Board of the School (Scientific Board) are appointed and dismissed by the Dean. The members of the Scientific Board are representatives of the medical fields that are the focus of educational, research, development, artistic or other creative activity of the school. At least one third of the Scientific Board members are not current members of the academic community within the school. The Scientific Board responsibilities include:

- Discussion of the long-term plans of the school in the area of educational, scholarly, research, developmental, artistic or other creative activity in compliance with the long-term plans of the public higher education institution;
- Approves the study programs that the school will provide
- Develops the procedures for obtaining "venium docendi" (habilitation of associate professors) and procedures for the appointment of here professors

The Disciplinary Commission of the medical school includes members of academic community and medical students who represent no more one half of the members of the Disciplinary Commission. The Dean appoints all members of the Disciplinary Commission. The Disciplinary Commission of the medical school reviews disciplinary actions of students enrolled in the medical school and presents the Dean with proposals for resolution.

The Czech Republic narrative did not address the extent to which the medical school's department heads and senior clinical teaching staff have authority consistent with their responsibilities for the instruction of students. However, Article 93 of the Higher Education Act states the following regarding teaching hospitals:

- (1) Clinical as well as practical instruction in the field of medicine ... and other branches of health services takes place particularly in teaching hospitals. These hospitals perform scholarly, research and developmental activities as well.
- (2) Details of the arrangement are provided in special regulations.

The Higher Education Act also defines the discretionary powers of the individual faculties of the schools regarding the right to make decisions involving:

- Design and implementation of study program;
- Objectives and organization of scholarly, research, developmental, artistic or other creative activity;
- Relations between an employer and an employee;
- Procedures for obtaining "venium docendi" (habilitation¹) and procedures for the appointment of professors
- International relations and activities;
- Constitution of independent academic bodies of the faculty and internal organization of the faculty
- Utilization of allocated financial means;

Documentation:

Narrative pp. 6-11

Enclosure 1: Higher Education Act, Part II, Article 27(e), 14; Article 33, p.16, Article 72(1), p. 31, Article 93, p. 42.

Enclosure 5: Admission Procedure Regulations of the First Faculty of Medicine, Charles University in Prague, Part I, Articles 7, 8 and 9.

(b) The chief academic official of the medical school must be qualified by education and experience to provide leadership in medical education.

Although the Czech Republic does not have written standards specifically governing the qualifications of the chief academic official of the medical school, its Higher Education Act identifies the chief academic official of the individual schools as the Dean. Under Article 28, the Dean is the head of the school and is appointed and dismissed by the Rector, upon a proposal of the Academic Senate of the school. The Act also permits a Dean to serve a three-year term of office of not more than two consecutive terms. The narrative indicates that Deans of medical schools have served as distinguished full or associate professors of medicine prior to appointment.

Documentation:

Narrative, pp. 6-8

Enclosure 1: The Higher Education Act, Article 7(1) and 7(2), pp. 5-9 and Article 17-21, pp. 9-12, Article 23-33, pp. 13-16, Article 28, pp. 14-15

¹ The habilitation procedure is the process an applicant for appointment as an associate professor must demonstrate to prove his or her scientific or artistic qualifications on the basis of a habilitation thesis and its defense, other scholarly, special, or artistic work as well as competence based on evaluation of the habilitation paper and previous lecturing experience. (Higher Education Act, Article 72(1))

(c) The medical school may determine the administrative structure that best suits its mission and objectives, but that structure must ensure that the faculty is appropriately involved in decisions related to –

- (i) Admissions**
- (ii) Hiring, retention, promotion, and discipline of faculty; and**
- (iii) All phases of the curriculum, including the clinical education portion;**

The Dean of a medical school makes all administrative decisions regarding admissions to a medical school. The decisions include establishing the admissions criteria regarding the number of applicants admitted for the academic year, the conditions of admission, the selection of applicants, the time limit to submit applications, the form and terms of entrance examinations, and the evaluation of the results of the admission procedure. According to the Higher Education Act, Article 27(1)(e) the Academic Senate of the school approves the conditions of admission to study. The internal regulations of any school, including a medical school, fall within its self-governing competence established in the provisions of the Higher Education Act under Article 33(1). However, the procedures for each medical school may differ. For example, all medical schools adhere to the Deans admissions criteria. However, one medical school may use a scoring system for admissions as specified by the dean. The institutional internal regulations may authorize the medical school to limit the number of applicants admitted based on the size of the medical school and the particular programs offered. Selection criteria may include the score received on the entrance examination that tests the applicant's knowledge, verification of the applicant's documents, and submission of a timely application and payment of fees. The medical school publishes the scores and gives the applicant access to the documents to review for errors. Any appeal an applicant takes regarding admission to studies is regulated by the Admission Regulations of the University.

The Czech Republic narrative states that all decisions regarding hiring, retention, promotion, and, discipline of the academic staff (teaching faculty) are done by the Dean of the medical school. However, the Dean will consider recommendations from established academic staff committees prior to making a decision.

Documentation:

Narrative, pp. 7-8

Enclosure 1: Higher Education Act, Article 27(1)(e), Article 33(1), and Articles 48-53, pp. 23-25.

Enclosure 5: Admission Procedure Regulation of the First Faculty of Medicine, Charles University in Prague, Articles 1-10.

(b) If some components of the educational program are conducted at sites that are geographically separated from the main campus of the medical

school, the school must have appropriate mechanisms in place to ensure that –

- (i) The educational experiences at all geographically separated sites are comparable in quality to those at the main campus; and**
- (ii) There is consistency in student evaluations at all sites.**

This section of the guidelines requests information about the country's process and/or standards used to evaluate the administrative comparability of the additional locations and clinical sites to the main campus. Each medical school response denied that any one of them maintained a branch campus or location geographically separate from the main medical school. Specifically, one medical school indicated that any provision for a branch campus would have to be included in the "Statute of the Faculty," under the section describing the organizational parts of the faculty and no faculty statute contained this provision.²

Department staff researched the country's Higher Education Act and found under Part XI, Article 93, references to teaching hospitals that states that "[c]linical as well as practical instruction in the field of medicine, pharmacy and other branches of health services takes place particularly in teaching hospitals." However, in a footnote to this quote, the Country cites Decree No. 394/1991 entitled the Statute, Organization and Activities of Teaching Hospitals and other Hospitals, Selected Specialized Therapeutic Institutes and Regional Sanitation Clinics" and indicates that the authorities over these facilities fall within the scope of the Ministry of Health. However, the country's narrative did not discuss the educational experiences in the teaching hospitals and other clinical facilities or the comparability of those facilities with those on the main campus of the medical school. There is no indication that student evaluations at the clinical sites are consistent with those at the main campus.

Documentation:

Narrative, pp. 8-9

Enclosure 1: Higher Education Act, Part XI, Article 93, p. 42

4. Educational Program

- (a) *Duration:* The program of education leading to the M.D. (or equivalent) degree must include at least 130 weeks of instruction, scheduled over a minimum of four calendar years.**

Length of Educational Program

² The individual medical schools, all of which are located in universities, provided responses from this point forward through the end of Part II of the NCFMEA guidelines questionnaire and the responses are summarized in this analysis.

The Country reported that the length of the training in all of the medical schools covers six years, or twelve semesters, offered during the winter and summer. The medical education program incorporates lectures, tutorials, and practicum training. Upon completion of the program the academic degree "doctor of medicine" (abbreviation MUDr. before name) is awarded to the University graduates of study in the master's study programs.

From the information provided, the curriculum in the medical program of education is of a duration comparable to that offered by medical schools in the United States.

In the most recent submission, the country cites the Higher Education Act, Act 111/1998 Coll. Article 46, Section 2 confirming the standard length of a master study program, such as that leading to the MUDr. Degree , "as at least four (4) and at most six (6) years."

Documentation:

Narrative, pp. 9-10

ACT No. 111 on Higher Education Institutions, dated 22nd of April 1998, and on Modification and Amendment of Other Acts, (The Higher Education Act), Article 46, Section 2, page 22

(b) Curricular Content: The medical school's curriculum must provide students with general professional education, i.e. the knowledge and skills necessary to become a qualified physician. At a minimum, the curriculum must provide education in the following:

(i) The sciences basic to medicine, including--

(A) The contemporary content of those expanded disciplines that have traditionally been titled anatomy, biochemistry, physiology, microbiology and immunology, pathology, pharmacology and therapeutics, and preventive medicine; and

(B) Laboratory or other practical exercises that facilitate the ability to make accurate quantitative observations of biomedical phenomena and critical analyses of data.

Curriculum and content

The general medicine education program covering the basic theoretical disciplines is offered by all of the medical schools in the Czech Republic. The basic disciplines are taught during the first four terms of the first two years of the medical education program. The basic sciences curriculum content includes biophysics and biostatistics, biology, chemistry and biochemistry, anatomy, histology and embryology, and physiology, patient care, first aid, medical ethics and philosophy, and preventative medicine, among others. Teaching focuses on a detailed knowledge of the structural and functional

relationships of the human body from the molecular level to the level of organs and systems. The third and fourth years of study are devoted to pre-clinical disciplines such as pathological anatomy, pathophysiology, microbiology, and pharmacology and the introduction to clinical medicine that includes internal and surgical procedures. In the fifth and sixth years, the medical curriculum exclusively covers clinical disciplines. All of the medical schools have their own curricula, but the curricula of all the schools are similar, with only minor differences in specific areas.

In its response to further clarify the curricular content, the country forwarded a copy of the Standards for accreditation of medical education programs leading to the degree MUDr. (equivalent to M.D.) in the Czech Republic. The accreditation standard requires the length of the program to be sufficient in terms of the mission and objectives of the medical school and to provide the students with the knowledge and skills necessary to become qualified physicians. The country states that its general curriculum pattern follows the specifications of the Advisory Committee on Medical Training of the European Communities (ACMT). In October 1992, the ACMT specified that the total hours of theoretical and practical teaching should be at least 5500 hours, and that each academic year consist of two semesters (university terms) totaling not less than 30 weeks. Further, the country states that the basic science subjects are divided into two subgroups. The theoretical subjects in the first subgroup are a compulsory part of the medical programs at all of the medical schools in the Czech Republic (CR): These include the following subjects:

- Medical biophysics*
- Medical biology and Genetics*
- Medical chemistry and biochemistry*
- Medical physiology*
- (Gross) Anatomy*
- Histology and Embryology*
- Information technology in medicine (medical computer science)*
- Biostatistics*

Each subject ends with an examination and each has a practical exercise component that covers approximately fifty percent (50%) of the course work. These subjects are taught in the first two years of the six-year program.

Documentation:

Narrative, pp. 10-14

Enclosure 4: Studies Curriculum – Charles University in Prague – First Faculty of Medicine

Medical School of Charles University in Hradec Kralove website:

<http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp>

Enclosure 8: Charles University in Prague, Faculty of Medicine in Hradec Kralove, Evidence of the completed Practices, Training and Seminars before State Examination in the 6th year – General Medicine Study Program covering internal medicine, surgery, gynecology and obstetrics, and pediatrics.

Enclosure 9: Medical School of Palacky University in Olomouc, General Medicine curriculum listing the subjects with an obligatory status

Amended Response, pp. 1-2

Amended Documentation:

Standards for accreditation of medical education programs leading to the degree MUDr. (equivalent to M.D.) in the Czech Republic, p. 4

Catalog 2: Charles University in Prague, 2nd Faculty of Medicine, Essential Study Guide, List of Study Programs and Department Academic Year 2003/2004, p. 40

Catalog 3: Charles University in Prague, 3rd Faculty of Medicine, Essential Study Guide, List of Study Programs and Department Academic Year 2003/2004, p. 40

Catalog 4: Charles University in Prague, Faculty of Medicine in Hradec Králové, Academic year 2003/2004, p. 35

Catalog 5: Masaryk University Brno, Faculty of Medicine, Faculty Calendar, 2003.2004, General Medicine, pp. 27-72

Catalog 6: Palachý University Olomouc, Faculty of Medicine, Time-Table for the 2003-2004 Academic Year

Catalog 7: Charles University in Prague, Faculty of Medicine in Pilsen, Basic Information about the University and the Faculty, Curriculum, Academic Year 2003/2004, p.5

(ii) A variety of clinical subjects, including at least the core subjects of internal medicine, obstetrics and gynecology, pediatrics, surgery, and psychiatry and, preferably, family medicine.

Note 1: Medical schools that do not require clinical experience in one or another of the above disciplines must ensure that their students possess the knowledge and clinical abilities to enter any field of graduate medical education.

Note 2: Clinical instruction must cover all organ systems and include aspects of acute, chronic, continuing, preventive, and rehabilitative care.

Note 3: The medical school's program of clinical instruction must be designed to equip students with the knowledge, skills, attitudes, and behaviors necessary for further training in the practice of medicine.

Note 4: Instruction and experience in patient care must be provided in both ambulatory and hospital settings.

Note 5: Each required clinical clerkship (or equivalent) must allow the student to undertake thorough study of a series of selected patients having the major and common types of disease problems represented in the clerkship

The sixth year is entirely devoted to a clinical and hospital practice and practice in outpatient departments in the University hospital. The sixth year courses involve bedside practice in the following subjects: internal medicine, surgery, gynecology and obstetrics, pediatrics and in preventive medicine and hygiene. The sixth year instruction in the above subjects is completed by the state exams.

The country added the following information concerning clinical subjects. It states that the second component of the curriculum includes obligatory preclinical subjects. The following preclinical courses are taught during the third and fourth year:

*Microbiology
Immunology
Pathology (pathological anatomy)
Pathophysiology
Pharmacology
Medical Psychology*

The clinical science subjects that conclude with the rigorous final examination³ including both oral and practical parts are:

*Internal medicine
Surgery
Obstetrics and gynecology
Hygiene, preventive and social medicine
Pediatrics*

Clerkships

During the eleventh and twelfth semesters, medical students in the various medical schools take courses geared toward clinical and hospital practice and practice in outpatient departments that may include: clinical practice in internal medicine, surgery, neurology; psychiatry; obstetrics and gynaecology, paediatrics, epidemiology, orthopaedics, hygiene and social medicine, exercise and sports medicine, among others. Upon completion of the required practical, the student takes a final examination.

All curricula for each of the six medical schools require students to participate in a variety of clinical subjects. In the sixth year of training, the total teaching time is dedicated to the main clinical subjects without lectures, and following each rotation, the student takes a state final examination. The clinical subjects offered by the six medical schools include a variety of clinical subjects. For example, one medical school requires the student to take the following clinical subjects:

- Internal Medicine

³ One medical school (3rd School of Medicine) added neurosciences as an optional part of this examination.

Nephrology	two weeks
Haematology	two weeks
Rheumatology	one week
Clerkship before the state exam	nine weeks
• Surgery	
Clerkship before the state exam	six weeks
• Paediatrics	
Clerkship before the state exam	six weeks
• Obstetrics and Gynaecology	
Clerkship before the state exam	four weeks
• Clinical Neurology and Psychiatry	two weeks
• Urology	two weeks
• Primary Care 2	two weeks

The remaining medical schools identified required clinical and hospital practice courses offered in the sixth year that correspond with the courses listed above.

Documentation:

Narrative, pp. 12-14

Enclosure 4: Studies Curriculum – Charles University in Prague – First Faculty of Medicine Medical School of Charles University in Hradec Kralove website:
<http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp>

Enclosure 8: Charles University in Prague, Faculty of Medicine in Hradec Kralove, Evidence of the Completed Practices, Training and Seminars before State Examination in the 6th year – General Medicine Study Program covering internal medicine, surgery, gynecology and obstetrics, and pediatrics.

Enclosure 9: Medical School of Palacky University in Olomouc, General Medicine curriculum listing the subjects with an obligatory status

Amended Response, pp. 1-2

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, p. 5

(iii) Disciplines that support the fundamental clinical subjects, such as diagnostic imaging and pathology.

The Czech Republic has not stated whether it has a standard or policy requiring the medical programs to include disciplines that support the fundamental clinical subjects. However, in the narrative, one medical school stated that the Czech Republic Accreditation Commission requires accredited medical schools to include pathology, pathophysiology, microbiology, clinical immunology, and radiology (imaging techniques) courses in the medical curricula to support fundamental clinical subjects. Other medical schools listed various courses to support fundamental clinical subjects, including imaging methods in addition to conventional radiology diagnostics such as mammography and angiography, clinical biophysics, clinical biochemistry, clinical pharmacology, radiology and nuclear medicine, and forensic medicine. On the other

hand, other medical schools either did not list required disciplines or did not clearly identify those disciplines that support the fundamental clinical subjects. The course offerings substantially vary from one medical school to another.

In its most recent submission, the country adds that the other clinical subjects included in the curricula of all schools are:

*Propaedeutics of internal medicine and surgery
Neurology
Psychiatry
Dermatovenereology
Dentistry
Ophthalmology
Otorhinolaryngology
Infectious diseases and epidemiology
Oncology and radiotherapy
Family medicine*

The disciplines that support the above mentioned clinical subjects that all medical schools teach include:

*Radiology (imaging methods)
Nuclear medicine
Forensic medicine
Sports medicine
Primary care
First aid*

The country's standards list courses that clinical programs should include as fundamental clinical subjects such as radiology (imaging techniques) and nuclear medicine, among other things.

Documentation:

Narrative, p. 15

Enclosure 4: Studies Curriculum – Charles University in Prague – First Faculty of Medicine

See: <http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp>

Amended Response, p. 2

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, p. 5

- (iv) Ethical, behavioral, and socioeconomic subjects pertinent to medicine.

Nearly all of the medical schools responded to this section by indicating that the curricula included some form of medical ethics and medical philosophy, ethics and psychology, public health, preventive medicine, medical and social legislative, systems of health care, primary prevention of diseases of massive occurrence of non-infectious diseases, and smoking cessation. These subjects at one medical school are grouped as Social Medicine and Medical Ethics, Medical Law, and Medical Psychology. The fact that each of the medical schools has devoted some portion of the medical school curricula to these subjects evidences their importance, however, the content of these subjects is left to the University and its medical faculty.

In its response, the country states that ethical and socioeconomic problems are covered in the curriculum by the compulsory subjects of medical psychology and social medicine or in other courses that medical schools offer as electives. However, none of the Czech medical schools offers behavioral medicine as a separate subject.

Documentation:

Narrative, pp. 15-16

Enclosure 4: Studies Curriculum – Charles University in Prague – First Faculty of Medicine

<http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp>

Amended Response, p. 2

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, p. 5

- (v) **Communications skills integral to the education and function of physicians, including communication with patients, families, colleagues, and other health professionals.**

Five medical schools have included communication skills in their educational program. Only one medical school did not address this section and the other medical school does not have a course in communication skills. The courses offered by the five medical schools vary slightly. However, the two faculties that did not offer communication skills reported that all medical schools in the Czech Republic do not uniformly teach communications skills as part of the medical curricula. The narrative did not refer to a section of the Higher Education Act or an accrediting standard on communication skills in the education program.

In its response, the country states that Czech medical schools teach communications skills as part of the instruction in Medical Psychology and Social Medicine. It added that many schools offer these subjects as electives and behavioral medicine, as a separate subject, is not mandatory in any medical education curriculum. The standard encourages the curriculum to stress the medical needs of patients with an understanding of the social and cultural circumstances of the patients' health. Students, therefore, are encouraged to develop and use scrupulous ethical principles in caring for patients, relating to patients' families, and to others involved in the care of the patient.

Documentation:

Narrative, pp. 16-18

Pilsner, p.3

<http://intranet.lfhk.cuni.Czech Republic/Karolinka/Studium/adefault.asp>

Enclosure 4: Studies Curriculum – Charles University in Prague – First Faculty of Medicine

Amended Response, p. 2

Amended Documentation: *Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic*, p. 7

(b) Design, Implementation, and Evaluation

- (i) There must be integrated responsibility by faculty within the medical school for the design, implementation, and periodic evaluation of all aspects of the curriculum, including both basic sciences and clinical education.**

- (ii) The medical school must regularly evaluate the effectiveness of its medical program by documenting the achievement of its students and graduates in verifiable ways that show the extent to which institutional and program purposes are met. The school should use a variety of measures to evaluate program quality, such as data on student performance, academic progress and graduation, acceptance into residency programs, and postgraduate performance; the licensure of graduates, particularly in relation to any national norms; and any other measures that are appropriate and valid in light of the school's mission and objectives.**

As stated previously, the Higher Education Act requires institutions of higher education to have a Scientific Board of the medical school whose duties include, among other things, the approval of the study programs provided by the various schools in the institution. Each medical school reported that it maintains internal regulations that provide for the design, implementation, and evaluation of the medical curricula. Additionally, the Scientific Board of the medical school implements the internal regulations with the assistance of pedagogical committees. Although the procedures vary in each medical school, the processes may include pedagogical committees regularly evaluating student and graduate responses to questionnaires and making recommendations based on those evaluations to the Scientific Board of the medical school. The Academic Senate of the medical school provides the final approval before submission to the Dean. Changes approved through this process have allowed one medical school to establish curriculum compatibility that enables students to pursue parts of their study at various medical schools in other European countries within the European Credit Transfer System. Only one medical school referred to the success of

its graduates on the USMLE. However, none of the medical faculties included data on student performance, academic progress, graduation rates, acceptance into residency programs, and licensure of graduates or other measures of postgraduate performance. The Country does not have student outcome assessment tools.

In its response, the country reaffirmed that each medical school is responsible for its medical education program design and that faculty-established commissions are responsible for the implementation and evaluation of the curriculum. The accreditation standards state that the "Faculty should establish a commission responsible for curriculum, which should give careful attention to the impact on students of the amount of work required. The Faculty should use a variety of measures to evaluate program quality." The standard stresses that the traditional medical education curricula should include two consecutive phases of medical education, i.e., basic science and clinical science. This standard requires the curricula goals to provide the appropriate knowledge, skills, attitudes and values and describes the minimum hours required in the traditional curriculum for basic sciences and clinical courses. With respect to evaluation, the standard suggests that each medical education program evaluate student achievement based on the specific standards of achievement established by the discipline.

Additionally, the standards require that student achievement measure cognitive learning, mastery of basic clinical skills, and the ability to use data in realistic problem solving. The standards require the individual medical schools or faculties to define and publish the form of the studies and examination regulations along with the medical school regulations, all of which must be approved by the Academic Senate.

Documentation:

Narrative, pp. 17-18

Pilsner, pp. 3-4

Enclosure 1: The Higher Education Act, Article 30

Amended Response, p. 3

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, pp. 4-7

5. Medical Students

(a) Admissions, Recruiting, and Publications

(i) The medical school must admit only those new and transfer students who possess the intelligence, integrity, and personal and emotional characteristics that are generally perceived as necessary to become effective physicians.

(ii) A medical school's publications, advertising, and student recruitment must present a balanced and accurate representation of

the mission and objectives of its educational program. Its catalog (or equivalent document) must provide an accurate description of the school, its educational program, its admissions requirements for students (both new and transfer), the criteria it uses to determine that a student is making satisfactory academic progress in the medical program, and its requirements for the award of the M.D. degree (or equivalent).

(iii) Unless prohibited by law, student records must be available for review by the student and an opportunity provided to challenge their accuracy. Applicable law must govern the confidentiality of student records

The decisions regarding the admissions of students are governed by the Higher Education Act (Act), Part V, entitled: Studies at a Higher Education Institution, Admission to Studies, Articles 48-53. As stated previously, each medical school establishes its own admissions regulations and procedures. Generally, applicants must have completed a comprehensive secondary education. All medical schools require an applicant to take an entrance examination. The written test, usually in a multiple-choice format, examines the applicant's knowledge in biology, physics, and chemistry. Some medical faculties include a second round of entrance tests that may include a personal interview with a panel or a presentation to measure an applicant's ability to make logical decisions based on a written set of hypothetical facts. One medical school only accepts transfer students from Czech or Slovak medical schools, and only if the student completed the year in which he/she was last registered. Medical schools may also limit the number of students admitted (although they have met the admission requirements), establish admission conditions for foreign students to programs of study established through international contracts, or specify different conditions of admission for applicants with advanced standing. Generally, the decision on admission to study is made by the medical school Dean.

Each of the medical school indicated that access to student records is guaranteed by university internal regulations that authorize a student to access to his or her records. To ensure the confidentiality of those records, some medical schools have designed access limitation measures that only the student may access. The only reference to student records in the Czech Republic Higher Education Act regarding a student's access to his or her student records requires the institution to maintain a register of students for budgetary and statistical purposes. Although the Czech Republic did not address this issue in its response, the individual medical faculties have internal regulations allowing a student to access student records that ensures the integrity and confidentiality of the student records.

Neither the Higher Education Act nor any of the responding medical schools referenced internal regulations addressing advertising, catalogs or other publications used in recruiting.

Additional information provided by the CRAC cites the Higher Education Act that specifies that each student may see his or her admissions tests and the tests results. A student may appeal a dean's admission decision to the Rector of the University and may examine all materials that had an impact on the decision the Dean made on the application for admission.

In addition, the established public educational institutions with medical schools do not publish recruiting materials in the same ways as American institutions of learning. However, each medical school catalog must accurately reflect the medical school's goals, curriculum and admission requirements of each school. All of the documents submitted with the amended response, except catalogue No. 1, contained some information regarding admission procedures; study conditions; teaching theoretical, pre-clinical and clinical curricula; and a description of the medical school.

Documentation:

Narrative, pp. 20-21

Enclosure 1: The Higher Education Act, Article 88, pp. 40-41, Article 50 (Entrance Proceedings), Sections 6-8, p. 24

Catalog 1: Charles University in Prague, 1st Faculty of Medicine, List of enrolled lectures, tutorials, and practicals for the six-year general medicine program

Catalog 2: Charles University in Prague, 2nd Faculty of Medicine, Essential Study Guide, List of Study Programs and Department Academic Year 2003/2004, p. 40

Catalog 3: Charles University in Prague, 3rd Faculty of Medicine, Essential Study Guide, List of Study Programs and Department Academic Year 2003/2004, p. 40

Catalog 4: Charles University in Prague, Faculty of Medicine in Hradec Králové, Academic year 2003/2004, p. 35

Catalog 5: Masaryk University Brno, Faculty of Medicine, Faculty Calendar, 2003/2004, General Medicine, pp. 27-72

Catalog 6: Palachý University Olomouc, Faculty of Medicine, Time-Table for the 2003-2004 Academic Year

Catalog 7: Charles University in Prague, Faculty of Medicine in Pilsen, Basic Information about the University and the Faculty, Curriculum, Academic Year 2003/2004, p.5

(b) Evaluation of Student Achievement

(i) The medical school faculty must establish principles and methods for the evaluation of student achievement, including the criteria for satisfactory academic progress and the requirements for graduation.

(ii) The medical school's evaluation of student achievement must employ a variety of measures of student knowledge, competence, and performance, systematically and sequentially applied throughout the medical program, including the clinical clerkships.

(iii) The medical school must carefully monitor the progress of students throughout their educational program, including each course and clinical clerkship, must promote only those who make satisfactory academic progress, and must graduate only those students who successfully complete the program.

According to statements in the narrative, medical schools may develop their own study and examination rules, including scoring, when evaluating student academic progress pursuant to internal regulations of the medical school. Each institution may determine the form of cumulative assessment it uses based on its educational purpose and may use various evaluation tools to assess student progress. Generally, the curriculum specifies the program of study for each year of study in terms of the sequence of subjects, their duration, whether they are compulsory, elective, or optional courses, and may specify the names of the teachers responsible for teaching the courses. Each study subject is a basic unit of the study program and ends by a credit, credit with marks or credit an examination. Some medical schools have determined that credit represents whether a student completed the conditions of the subject. Confirmation of completion by credit is classified as credit received or credit not received by some medical faculties. Examinations also test a student's knowledge and skills and can be performed orally, in writing, or as a practical or in any combination thereof. The results of examinations may be classified as follows:

- Excellent –1
- Very well –2
- Good enough –3
- Failed –4

Another medical school uses the following forms of review to review a student's progress:

- Current assessment
- Subject colloquy
- Credit
- Credit with marks
- Written test
- Examination

In all medical schools, the final year of the medical study program concludes with a rigorous state examination in the fields of medicine covering internal medicine, surgery, gynecology and obstetrics, pediatrics, hygiene and social medicine. One medical school also includes two other state examinations covering neurosciences and preventive medicine.

The internal regulations of each medical school contain provisions for a student to repeat an examination, but in the event of three unsuccessful attempts, the student must repeat the year. A student graduate in the Master degree program in Medicine is

awarded the academic degree "Doctor of Medicine," abbreviated as MUDr., before the name.

In its response the Czech Republic indicates that students are required to take final examinations in all subjects; however, before they can take final exams they must complete the prerequisites or credits. The grading system in the Czech Republic is "4-level," except that level 3 is pass rather than "good enough" as reported above in this section. Examination procedures require the formation of a Dean-appointed committee for any student who does not pass all of the exams in the given semester after two attempts. On the other hand, the Dean appoints a special commission whose members include associate and full professors, and noted experts from other medical institutes who monitor the final state examinations. The Ministry of Education also appoints at least two other members to this special commission.

Upon completion of their studies, graduates receive the MUDr. Degree. However, before practicing medicine, the graduate must complete a minimum two-year "professional postgraduate program (residency)" in a relevant medical discipline. The Institute of Postgraduate Medical Studies that is under the jurisdiction of the Ministry of Health administers the postgraduate program in various clinical specializations.

Documentation:

Narrative, p. 22

Pilsner, p. 5

Enclosure 1: Higher Education Act, Article 33, p. 16

Enclosure 6: Studies and Examination Regulations of the First Faculty of Medicine, Charles University in Prague

Amended Response, p. 4

Amended Documentation: *Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, pp. 8-9*

(c) Student Services

Students must have access to preventive and therapeutic health services, including confidential mental health counselling. Policies must include education, prevention, and management of exposure to infectious diseases during the course of the educational program.

The Czech Republic Higher Education Act, Article 62(2) provides that students performing practical training are subject to general regulations on work safety and health protection and working condition of women, pursuant to Articles 132 through 138 and Article 150 of the Czech Republic Work Code⁴. In addition, Article 48/1997 and the Decree of the Ministry of Health of the Czech Republic No. 56/1997 require preventive

⁴ The provisions of the Czech Republic Work Code were not included in Article 62 of the Higher Education Act.

entrance medical check-ups for all enrolled students⁵. Additionally, the students have access to confidential mental health consulting at the university's Student Health Center in Prague and at the Department of Psychiatry at the medical school. Other Czech Republic medical schools ensure that students receive an entrance medical examination at the beginning of the first year of study and a preventive examination during and before the end of the study program that include vaccinations against hepatitis B, tests for tuberculosis, and in women, vaccinations against German measles. Another medical school has a student health service and a therapeutical psychologist available to students. Another medical school employs a general practitioner to provide medical care to the students and pays to run the doctor's office. In addition, this school indicated that students benefit from the availability of a "well-organized system of health care in the country."

In the amended response, the country states that all medical students through 25 years of age have a full range of medical services through medical insurance coverage, including mental health services. In addition, medical students have access to counseling services provided by the medical school that is geared toward the needs of medical students. All Czech Republic medical school students receive infectious disease vaccinations against serum hepatitis before beginning training at the hospital and receive booster vaccinations while in training. This information reaffirms the statements in earlier analysis on this section of the guidelines.

(d) Student Complaints

The amended response indicates that medical students with problems or complaints may follow the medical school hierarchy. Specifically, a student may present a complaint to a professor; or if the complaint is against a professor, to the chairperson of the department, or to the dean of the medical school, the university senate, or the rector of the university. Although no written policy or standards exist, the Czech Republic points out that this process is one of practice and custom.

In the absence of a written process, the response points out that students who lodge complaints that go before the senate of each medical school are assured that at least one-third of senate includes students. While the country does not have a written policy to specifically address complaints related to accreditation standards and processes, each school's practice is to use the senate as the forum to resolve complaints at the medical school or institutional level.

Documentation:

Narrative, pp. 23-24

Enclosure 1: The Higher Education Act, Article 62(2), p. 28

Pilsner, p. 6

Amended Response, p. 5

⁵ Additional provisions of these statutes and the Ministry of Health Decree were not included in the narrative.

6. Resources for the Educational Program

(a) Finances: The medical school must have adequate financial resources for the size and scope of its educational program.

(b) Facilities:

(i) The medical school must have, or be assured use of, physical facilities and equipment, including clinical teaching facilities, that are quantitatively and qualitatively adequate for the size and scope of the educational program, as well as the size of the student body.

(ii) The medical school should be encouraged to conduct biomedical research and must provide facilities for the humane care of animals when animals are used in teaching and research.

Finances

The Higher Education Act identifies the financial resources available to public Higher Education Institutions that house all Czech Republic medical schools. Article 18 of the Act requires all public higher education institutions to prepare a budget for each calendar year and manage its institutions in conformity with the budget. Regarding budget preparation and financial accountability, the dean of the medical school proposes the budget and submits it to the medical school's Academic Senate for approval, before it is forwarded to the university administration. In addition, each institutional budget proposal must be presented to the Ministry for clearance. In addition, each medical school must submit an annual report on its financial management to the university administration. The medical school Academic Senate also approves the report before the university administration receives it. It is then forwarded to the Ministry.

The Higher Education Act does not specify the financial resources a medical school must have. However, the Ministry issued a Decree mandating that any study program must include in the application for accreditation evidence of its finances. It should include the presumed expenses for the length of the program, investments, wages, and other non-investment expenses required per student, and for scientific, research, developmental, artistic or other creative activity related to the study program.

In the amended response, the Czech Republic states the State Budget through the Ministry of Education and the University Rector's (President) Office provide the financial resources for the medical schools. The Academic Senate of each University annually determines the medical school's budget and the major factor in approving the budget is to ensure high quality teaching through an appropriate ratio of students to faculty. The Ministry of Education Regulation 48/1995 determines the amount of funds available on salaries and establishes a salary cap based on the ratio of staff to students.

Facilities

The Higher Education Act does not detail the facilities resources a medical school must have. However, in a Decree issued by the Ministry, the contents of the application for accreditation requires the study program to provide evidence of material and technical provisions that includes the following:

- Information on building or buildings utilized by the study program, including their location, information on the number and capacity of lecture rooms, laboratories, workshops, including other instruction rooms;
- Listing of specialized laboratories for instruction and a description of their technical level;
- An opinion of a competent public health authority on appropriateness of rooms destined for study program provision as to building where no teaching activity has yet occurred; and
- Copies of ownership titles or lease or loan contracts or other documents certifying the study program's right to use building or rooms where teaching is to take place and the standard length of study.

In the amended response, the Czech Republic refers to the Accreditation Commission standards adopted in 1998 for the accreditation of medical education programs in the Czech Republic. The standard states that the school must have buildings and equipment that are quantitatively and qualitatively adequate to provide an environment conducive to high productivity of the academic staff, personnel and the students. The facilities must include offices for the academic staff, administration and support staff, research laboratories, student classrooms and laboratories, amenities for students, and a library. Students should have access to auditoria sufficiently large to accommodate the student body.

Regarding the clinical facilities, the Ministry of Health Regulation 394/1991 requires practical teaching to occur at the University Hospital. The head of the university hospital and the heads of the clinical departments are appointed by the Minister of Health in agreement with the Minister of Education. The dean of the medical school appoints the heads of the clinical departments.

The number of hospital beds used for teaching at each medical school in the Czech Republic reflects the following:

School	# of beds
<i>1st Medical School of Charles University in Prague</i>	<i>3,000</i>
<i>2nd Medical School of Charles University in Prague</i>	<i>2,492</i>
<i>3rd Medical School of Charles University in Prague</i>	<i>1,534</i>

<i>Medical School of Charles University in Hradec Kralove</i>	<i>3,014</i>
<i>Medical School of Palacky University in Olomouc</i>	<i>1,600</i>
<i>Medical School of Masaryk University in Brno</i>	<i>3,100</i>
<u><i>Medical School of Charles University in Pilsen</i></u>	<u><i>1,571</i></u>

Finally, the accreditation standard states "the school should be equipped to conduct biomedical research and must provide facilities for the humane care of animals when animals are used in teaching and research."

Documentation:

Narrative, p. 25

Enclosure 3: 42 DECREE issued by Ministry of Education, Youth, and Sports on contents of application for study programme accreditation, Articles 7 and 8

Enclosure 7: Annual Report, Charles University in Prague, First Faculty of Medicine, 2002

Amended Response, pp.6, 9

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, pp. 9-10

(c) Faculty:

(i) Members of the medical school's faculty must be appropriately qualified to teach in a medical program leading to the M.D. (or equivalent) degree and effective in their teaching. The faculty must be of sufficient size, breadth, and depth to provide the scope of the educational program offered.

(ii) The medical school should have policies that deal with circumstances in which the private interests of its faculty or staff may conflict with their official responsibilities.

Faculty

The Higher Education Act defines the academic staff as employees of the higher education institution. The academic staff that consists of professors, associate professors, senior assistants, assistants, lecturers as well as scientific, research and development workers taking part in pedagogical activities who perform pedagogical, scholarly, research, developmental, artistic or other creative activity. The Rector of the higher education institution appoints Associate Professors on the basis of a habilitation procedure. The habilitation procedure establishes the scientific or artistic qualifications of an applicant based on the habilitation thesis and its defense, other scholarly, special or artistic work as well the applicant's competence based on an evaluation of the habilitation paper and previous lecturing experience. The applicant submits a proposal with curriculum vitae, papers documenting acquired higher education and pertinent academic degrees awarded, documents proving lecturing experience, a list of scholarly,

special or artistic work, and other documents demonstrating scholarly or artistic qualifications to the Dean of the medical school. The Dean submits the proposal to the Scientific Board of the respective school to assess the qualifications of the applicant. If the Board approves the nomination of the application, the Dean forwards the nomination to the Rector for the appointment of an associate professor. A professor in a specific field is appointed by the president of the Czech Republic upon a request of the Scientific Board of a higher education institution that the Minister mediates. The review procedure is similar to the habilitation procedure, except the applicant must have two nominations from professors in the same or similar field, or a recommendation from the Dean or the Rector before the nomination is presented to the Scientific Board of the medical school. One medical school indicated that all teachers must have Board specialization and provide research. The number of students and the teaching staff determines the size of the school.

The Czech Republic did not provide any other details regarding teacher qualifications in the several medical faculties. Additionally no information was provided regarding advancement or continued employment, termination of employee status or termination of employment regarding the teaching staff. However, the Act allows members of the teaching staff and researchers in higher education institutions to receive a paid sabbatical period once every seven years.

In the amended response, the Czech Republic adds that the policies for appointment, renewal of appointment, promotion and dismissal of academic members of the medical school staff are subject to a public competition no more than every five years pursuant to the Higher Education Act of 1990 and its 1993 amendment. The statute requires the teaching staff to be fully qualified specialists with a minimum of five years of experience in their profession. All teachers must be involved in research activities. During the selection process, a teacher candidate's list of scientific publications is taken into account.

Persons appointed to an academic staff position must have demonstrated achievements within their disciplines commensurate with their academic rank. It is expected that members of the academic staff of the Faculty will have a commitment to continuing scholarly productivity, thereby contributing to the educational environment of the medical school. Regular evaluation of the policies and activities of the medical school and its academic staff occur every five years by internal evaluation procedures involving teaching, research and health care policy. The ratio of students to the academic staff does not exceed 6:1 at Czech medical schools.

Documentation:

Narrative, p. 25

Pilsner, p. 7

Enclosure 1: The Higher Education Act, Articles 70 – 75, pp.31-33 and Article 76(1) and (2), p. 34

Amended Response, p. 6

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, pp. 9-10

(d) Library: The medical school must have a library sufficient in size, breadth, and depth to support the educational program and adequately and professionally staffed.

Although Department staff could not find a section in the Higher Education Act that discussed the Country's requirements for a medical school library, the responses of the several medical faculties itemized the library resources as follows:

- The modernization of the medical library allows Internet connections in the reading room, and also internet connections in seminar rooms and classrooms enables free access to databases and electronic teaching programs.
- The library is sufficiently supplied to ensure access to all library resources.
- Itemization of the size of the collection of materials from textbooks to CDROMs.
- The library must have all the books used in teaching, current international medical journals and Internet connections with free access for the students.

The Higher Education Act does not require medical schools to have libraries and the Czech Republic did not discuss whether a medical library is a component of the internal regulations of a medical school or whether either the Scientific Board of the medical school or the Academic Senate of the medical school has authority over this resource.

In the amended response, the Czech Republic adds that medical schools must have a well-maintained and catalogued library, sufficient in size to support the educational program of the school and contain specific requirements regarding periodicals and databases that must be available for student use.

The accreditation standards require the following:

- *The Faculty must have a well-maintained and catalogued library, sufficient in size to support the educational program of the Faculty.*
- *The library should receive the leading biomedical and clinical periodicals, the current numbers of which should be readily accessible.*
- *The central computer facilities should be available to medical students.*
- *In addition, each student should have free access to the Medline database, the World Wide Web and the Internet.*
- *The librarian must be familiar with the methods of maintaining relationships between the Faculty Library and the national library systems and resources.*

Documentation:
Narrative, p. 26

Pilsner, p. 7

Amended Response, pp.6-7

Amended Documentation: Standards for Accreditation of Medical Education Programs leading to the Degree MUDr. (equivalent to M.D.) in the Czech Republic, p. 10

(e) Clinical Teaching Facilities The medical school should have affiliation agreements with each teaching hospital or clinical facility it uses that define the responsibilities of each party.

The Czech Republic has no requirements regarding the medical school's clinical teaching facilities. However, each of the responding medical schools indicated that the main clinical facility has the capacity to provide training or affiliation agreements with hospitals or clinics providing clinical clerkships. Each of the medical schools provided different responses regarding the clinical teaching facilities; however, none of these statements clearly indicate the roles and responsibilities that exist between the medical school and the clinical teaching facility.

Documentation:

Narrative, p. 28

Pilsner, p. 7

PART III: Accreditation/Approval Processes and Procedures

The entity within the foreign country that is responsible for evaluating the quality of medical education in the country and has authority to accredit/approve medical schools should have processes and procedures for granting accreditation/approval to medical schools that are comparable to the following:

1. Site Visit

The accreditation/approval process must include a thorough on-site review of the school (and all its geographically separated sites, if any) during which sufficient information is collected to determine if the school is in fact operating in compliance with the accreditation/approval standards. This review should include, among other things, an analysis of the admission process, the curriculum, the qualifications of the faculty, the achievement of students and graduates, the facilities available to medical students (including the training facilities), and the academic support resources available to students.

The accreditation/approval process must include an on-site review of all core clinical clerkship sites.

- (a) At sites that have never been visited by an accreditor whose standards are comparable, the accreditor must conduct an on-site review within 12 months of the accreditation review of the school.**
- (b) At sites that have been reviewed previously and approved by an accreditor whose standards are comparable, the accreditor must conduct an on-site review at least once during the accredited period.**
- (c) At new sites (sites opened during the accredited period and that have never been visited previously), the accreditor must conduct an on-site review within 12 months of the placement of students at those sites.**

NOTE: If an accrediting body is accrediting multiple schools that use a common core clinical clerkship site, where that site has a single coordinator responsible for the educational experience of students from the multiple schools, and where the accrediting body, whenever it visits that site, interviews students from all schools, then that site does not need to be visited more than once during the accredited period.

The Czech Republic narrative indicates that the members the Permanent Work Group for Medicine and Health Sciences of the Czech Republic Accreditation Commission conduct site visits to medical faculties as an integral part of the accreditation process. Each medical school selected for the evaluation and accreditation process prepares a written application for study program accreditation (self-study) and submits it to the Ministry of Education, Youth, and Sports. The Work Group reviews the application for accreditation eligibility prior to the site visit.

The institution's application must include among other things:

- The study program title;
- The titles and characteristics of the study branches, if applicable;
- The objectives of studies in relation to the entire study program with the specific objectives of each study branch;
- A profile of program graduate describing the general, professional and particular knowledge and abilities;
- Characteristics of the professions which graduates should be prepared to perform, the possibilities of their employment and characteristics of graduates that employers expect;
- The curriculum in conjunction with the study and examination rules;
- The method, content and depth of the state final exams;
- The curricula vitae of all academic staff, including full-time and distance;
- Information of financial resources;
- Information on technical provisions regarding the buildings, laboratories for instruction, and an opinion of a competent public health authority on the appropriateness of rooms; and

- Information on library, its accessibility, technical facility and capacity; and
- Overview of existing computer technology equipment, use of local computer networking capabilities and the internet.

Prior to making conclusions and recommending an accrediting decision, the Work Group performs the following functions during a site visit:

- Reviews admission procedures, admission examinations, and the results of the procedures and examination
- Reviews the research achievements of the school, with attention to the number and quality of publications and the degree of success in grant competition;
- Reviews the curriculum
- Elicit the opinion of students as to the quality of teaching
- Reviews the achievements of students, by reviewing the number of the school's graduates who enter PhD studies

According to the narrative, the Ministry of Health must approve the medical studies program before the CRAC submits its conclusions and accreditation recommendation to the Ministry of Education, Youth, and Sports. The Country's narrative does not explain the role that the Ministry of Health has in the accreditation process, but suggests that this ministry may assess some portion of the clinical program. *See the discussion below in the "Accrediting/Approval Decisions" section regarding the role of the Ministry of Health.*

Although the Czech Republic has reported that it does not have a mechanism to review the professional achievement of medical school graduates, the Country states that the Working Group along with the Ministry of Public Health is preparing a proposal to make this assessment available during site visits.

The Ministry of Education, Youth, and Sports established by decree what a self-study should contain. However, the country did not describe the sufficiency of the information collected by the site visitors in determining that the school is operating in compliance with the accreditation/approval standards. Additionally, the CRAC indicated that the site visitors do not have handbooks, guides, or other materials to use prior to and while conducting a site evaluation. In the absence of written policies and procedures integral to the accreditation process, it is difficult assess whether the site visitors collect sufficient information to make consistent and reliable recommendations for accreditation. For example, the narrative states that a site visit may not necessarily include a visit to all branch campuses or facilities of a medical school. However, each medical school that responded to some portion of the questionnaire indicated that it did not have branch campuses.

In its response, the Czech Republic indicated that the scrutiny of the review process includes additional procedures not mentioned above. For example, when a school is selected for an on-site visit, the CRAC sends a letter to the university's rector and the medical school dean requesting the school to cooperate with the evaluation process. A

self-study questionnaire designed for medical education evaluation is mailed to the Dean, prepared by the Dean and returned to the CRAC with required enclosures and any other documentation the school provides. An evaluation group analyzes the school's materials and visits the school. Part of the review includes interviewing the academic staff and students at the medical school. At the end of the visit, the evaluating group informs the school representatives of its preliminary conclusions and of any recommendations it might have. Afterwards, the Permanent Working Group in consultation with members of the evaluating group prepares draft conclusions about the medical school. The Permanent Working Group then discusses the conclusions in a plenary session with the CRAC at which medical school representatives participate. The CRAC votes to adopt its conclusions after the discussion.

Documentation:
Narrative, p. 29.

Enclosure 1: Higher Education Act, Article 84, p. 38

Enclosure 2: Statute of the A.C., Article 3

Enclosure 3: 42 DECREE issued by Ministry of Education, Youth, and Sports on contents of application for study programme accreditation

Amended Response: pp. 7-8

2. Qualified On-Site Evaluators

The accreditation/approval process must use competent and knowledgeable individuals, qualified by experience and training in the basic or clinical sciences, responsible for the on-site evaluation, policy-making, and decision-making.

According to the Czech Republic, a Minister of the Czech Government reports to the Prime Minister and to Parliament, and serves upon the President of the Republic accepting the recommendation for appointment. The Czech Republic did not indicate that any additional qualifications to serve as a Minister of the Czech government were required of an individual responsible for making accreditation decisions.

The Czech Republic Accreditation Commission members appoint the persons who conduct on-site evaluations and serve on the Permanent Work Group. The Permanent Work Group members are members of staff at medical schools and the Czech Academy of Sciences.

The Czech Republic application does not identify the entity responsible for setting accreditation policy for the evaluation of medical schools.

In addition to the amended response above regarding site visits, the Czech Republic indicates that the members of the Permanent Working Group for the Medicine and Health Sciences, from whom evaluation groups are selected, must be experienced in

various areas of medical and other sciences and in economics. They are recommended by the chairperson of the group and approved by the CRAC on the basis of their professional achievements, clinical and research experience, and professional reputation.

Documentation:

Narrative, p. 30

Amended Response, p. 8

3. Re-evaluation and Monitoring

The accreditation/approval process must provide for the regular reevaluation of accredited/approved medical schools in order to verify that they continue to comply with the approval standards. The entity must also provide for the monitoring of medical schools throughout any period of accreditation/approval granted to verify their continued compliance with the standards.

The accreditation/approval process must provide for the accrediting/approval entity's review of complaints it receives from students and, as appropriate, investigation and follow-up action. The entity's procedures need to ensure the timely, fair, and equitable handling of all complaints related to the standards and procedures for accreditation/approval. The procedures also need to ensure that follow-up action, including enforcement action, is appropriate based on the results of the investigation. In addition, the accreditation/approval entity must consider the complaints it has received regarding a medical school when re-evaluating the medical school for accreditation.

According to the Czech Republic, the reevaluation of medical schools occurs at varying times between seven and twelve years. The Higher Education Act allows the accreditation period not to exceed ten years for a doctoral study program, but will award accreditation to a study period for no more than double of the standard length of the program of study in some cases. According to the narrative, members of the Permanent Work Group monitor any changes related to the standards for accreditation. If the Work Group suspects a decrease in expected quality at a medical school, the working group may propose to reevaluate the medical school or conduct an immediate site visit. Despite stating that it will act to determine whether a medical faculty continues to comply with the standards during any accreditation period, the Czech Republic has not articulated its expectations or the methodology it uses to accomplish these tasks. In addition, the country does not require medical schools to submit annual reports to demonstrate compliance with the standards, although medical schools must submit an annual financial report to the Ministry as part of the annual budgetary process.