



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert
commission for the evaluation
for compliance with the requirements of the Standards for International
Institutional Accreditation
Federal State Budgetary Educational Institution of Higher Education
"Altai State Medical University"
Ministry of Health of the Russian Federation
from December 14 to December 16, 2021

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to
Accreditation
Council of the IAAR*



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

HEI – Higher Educational Institution

EEC – External Expert Commission

SSP HE – State Standard and Program of Higher Education

FSBEI HE “ASMU”, University – Federal State Budgetary Educational Institution of Higher Education "Altai State Medical University"

EI – Educational Institution

EP – Educational Program

MPEP - Main Professional Educational Program

IAAR – Independent Agency for Accreditation and Rating

SEC - State Examination Center

TS – Teaching Staff

SP – Study Plan

SFC – State Final Certification

Official site, site - the official site of ASMU in the information and telecommunication network "Internet"

AEC – Alumni Employment Center

ELS - Electronic Library System

EIEE - Electronic Information and Educational Environment

PFEA - Plan of Financial and Economic Activity

APE- Additional Professional Education

TPI- Treatment and Prophylactic Institutions

SBL - Science-Based Learning

GC - General Competences

(II) INTRODUCTION

In accordance with the Order of the Independent Agency for Accreditation and Rating No. 172-21-OD dated November 15, 2021, from December 14 to December 16, 2021 an external expert commission (EEC) assessed the compliance of FSBEI HE "Altai State Medical University" with the IAAR institutional accreditation standards (No. 10-17-OD of February 24, 2017, fifth edition).

The report of the external expert commission contains an assessment of the compliance of the activities of the Federal State Budgetary Educational Institution of Higher Education "ASMU" within the framework of institutional accreditation with the IAAR criteria, recommendations of the EEC for further improving the parameters of the institutional profile.

The composition of the EEC:

1. Chairman of the Commission - Botagoz Saitovna Turdalieva, MD, Chairman of the IAAR Expert Council (Republic of Kazakhstan);
2. Foreign Expert IAAR - Korina Alexandrovna Iliadi-Tulbure, PhD, Associate Professor of the Department of Obstetrics and Gynecology, N. Testemitanu State University of Medicine and Pharmacy (Republic of Moldova);
3. IAAR national expert – Elena Aleksandrovna Kiseleva, Doctor of Medical Sciences, Professor, Novokuznetsk State Institute for the Improvement of Physicians, a branch of the Russian Medical Academy of Continuous Professional Education of the Ministry of Health of Russia (Russian Federation);
4. Expert - employer IAAR - Svetlana Evgenievna Akimova, Deputy Chief Physician for Medical Care, Regional Children's Dental Clinic (Russian Federation);
5. Expert - student - Vyacheslav Petrovich Artishchev, 1st year student of residency in the study program "Pathological Anatomy" of the First Moscow State Medical University named after I.M. Sechenov (Russian Federation)
6. IAAR Coordinator – Malika Akhyadovna Saidulaeva, IAAR Project Manager (Republic of Kazakhstan).

(III) PRESENTATION OF EDUCATIONAL ORGANIZATION

FSBEI HE "Altai State Medical University" of the Ministry of Health of the Russian Federation (hereinafter - ASMU) was founded by Order of the Council of Ministers of the USSR dated 08/07/1954 No. 8651-R in 1954 as the Altai State Medical Institute of the Ministry of Health of the USSR.

ASMU operates on the basis of a license for educational activities (Decree of the Federal Service for Supervision in Education and Science dated August 16, 2016 No. 2216-06, Order of the Federal Service for Supervision in Education and Science dated June 27, 2019 No. 1059 "On reissuing a license for educational activities"). Perpetual license, according to which the main professional educational programs of higher and postgraduate education are implemented - specialty programs (31.05.01 General Medicine; 31.05.02 Pediatrics; 31.05.03 Dentistry; 32.05.01 Medical and preventive work; 33.05.01 Pharmacy; 37.05.01 Clinical Psychology), residency and postgraduate studies.

The university has state accreditation (certificate of state accreditation issued by the Federal Service for Supervision in Education and Science dated June 7, 2021 No. 773 "On state accreditation of educational activities of the federal state budgetary educational institution of higher education "Altai State Medical University" of the Ministry of Health of the Russian Federation", The validity of the certificate is until 06.07.2027.

There are 6628 students studying at the university in different levels of education: specialty - 5923, residency - 667, postgraduate - 38.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International institutional accreditation of FSBEI HE "Altai State Medical University" is carried out for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The visit of the external expert commission (hereinafter referred to as the EEC) to the University was organized and held from December 14 to 16, 2021. in accordance with the Program approved by the Director General of SC "IAAR" A.B. Zhumagulova and agreed with the rector I.I. Sheremetyeva. During the visit, the EEC studied the regulatory and educational and methodological documents for the accredited university, educational and methodological complexes of disciplines, methodological documents, visited the structural units and departments declared in the program that ensure the implementation of the educational process, and also checked the operation of the Moodle information systems used by the University for conducting classes online.

All materials requested by the commission were provided by university representatives in a timely manner. In order to obtain objective information on the assessment of ASMU activities, the EEC members carried out: visual inspection of classrooms, laboratories, libraries, clinical bases and their own clinics and other premises that provide training sessions; observation, interviewing employees of various structural divisions, teachers, employers, questioning the teaching staff (TS) and students.

The University ensured the presence of all employees and persons specified in the Visiting Program. The three-day Program for the EEC institutional accreditation was fully implemented, in accordance with the distribution of activities by day.

On the first day, December 14, 2021, a preliminary meeting of the Chairman and members of the EEC IAAR took place, during which the goals, program, and responsibility of the members of the EEC were announced.

The members of the EEC discussed key issues, identified additional information that needs to be requested from the structural divisions of the ASMU for validation and confirmation of the reliability of information / data during accreditation.

Meeting with Rector I.I. Sheremetyeva did not take place according to the program due to its absence due to being on a business trip. A meeting was held with the Vice-Rectors of the University: Vice-Rector for International Affairs - Alexey Yuryevich Rezinkin, Ph.D. in Philology; Vice-Rector for Academic Affairs - Igor Evgenievich Babushkin, Candidate of Medical Sciences, Associate Professor; Vice-Rector for Research and Innovation - Alexander Yurievich Zharikov, Doctor of Biological Sciences, Associate Professor; Vice-Rector for Health Development and Additional Professional Education - Dmitry Ivanovich Ganov Candidate of Medical Sciences, Associate Professor, during which everyone spoke about the supervised type of activity and main achievements, answered the questions of EEC experts.

After that, a meeting was held with the heads of the structural divisions of KSMU: the head of the department for the organization and provision of activities – L.I. Sechenova; the head of the education quality control department – M.N. Churilova; head of the educational and methodological department – A.S. Kniga; head of the legal support department – S.N. Malysheva; Head of the Public Relations Department – S.V. Belokon; Head of Informatization Department - S.O. Pugachev; Head of Accounting, Reporting and Control Department - Yu.I. Sukhikh; head of the planning and financial department – O.V. Kotlyarova; head of the personnel department - E.A Myakushev; the head of the department of educational, extracurricular and social work - N.S. Neverov; the head of the department for administrative and economic activities - A.V. Koshcheev; head of the department for international activities - Yu.V. Zeller; head of the department for ensuring safe functioning - A.V. Lyagin; head of the contract department – S.E. Mashansky; head of the scientific department - T.G. Sokolova; director of the project office for the development of regional healthcare - S.V. Pospelov; Director of the Altai incubator of medical science and innovation - D.A. Durnikin; head of the library - I.A. Kulguskina; the director of the simulation center - I.N. Chechina; director of the campus - E.A. Turubarov; the chief physician of the polyclinic of the ASMU "Consulting

and Diagnostic Center" - A.V .Pashkevich; the chief physician of the polyclinic of the ASMU "Dental Polyclinic" - A.A .Melnikov.

A meeting was held in the mode of interview with the heads and administrations of institutes and faculties, in particular, the meeting with experts of the EEC was attended by: Director of the Institute of Clinical Medicine - Elena Viktorovna Khrustaleva, MD, Professor; Director of the Institute of Pediatrics - Lyudmila Anatolyevna Strozenko, Doctor of Medical Sciences, Professor; Director of the Institute of Dentistry - Oksana Evgenievna Shishkina, Candidate of Medical Sciences, Associate Professor; Director of the Institute of Public Health and Preventive Medicine - Sergey Vasilievich Shirokostup, Doctor of Medical Sciences, Associate Professor; Director of the Institute of Pharmacy - Olesya Nikolaevna Mazko, PhD; Director of the Institute of Clinical Psychology - Alexander Evgenievich Stroganov, Doctor of Medical Sciences, Professor; Dean of the Faculty of Foreign Students - Elena Mikhailovna Betenkova, Ph.D.; Director of the Institute of Residency - Anastasia Petrovna Skudarnova, Candidate of Medical Sciences; Director of the Institute of Pre-University Education - Dmitry Yurievich Popov; director of the Institute of Additional Professional Education - Maxim Nikolaevich Chechulin, who highlighted the main areas of their activities in terms of organizing the educational process, developing, implementing and managing educational programs, working with students and faculty, interaction with the administration and other structures of the University.

Subsequently, a meeting was held with the heads of 20 departments, basic and profile disciplines. During interviews with them, information was obtained on the implementation of the educational process at the departments, the conditions provided by the university for their activities, answers were received to questions about the motivation and stimulation of teaching staff, admission and career growth, financial support for teaching staff and other aspects.

When meeting with the teaching staff of the departments, in particular with representatives of basic biomedical sciences, behavioral and social sciences, medical ethics, medical jurisprudence, clinical and professional disciplines, EEC experts asked questions about the implementation of educational, scientific and clinical processes at the University, career opportunities, and stimulation of teaching staff, providing the educational process with the necessary resources (material, technical, informational, etc.), interaction with administrative and management structures. Further, the teaching staff took part in the survey.

During a visual inspection of the material and technical equipment of the University, EEC experts visited their own polyclinics of the FSBEI HE ASMU of the Ministry of Health of Russia: "Consulting and Diagnostic Center" and "Dental Polyclinic"; simulation center, which is also an accreditation center for practical healthcare; Museum of the history of the ASMU and medicine of the Altai Territory; anatomical museum (Pirogov's table, museum exhibits, anatomical preparations).

During the day, discussions and exchange of opinions of experts were held, as well as the development of policies and the definition of a range of issues to obtain the necessary information.

On December 15, 2021, EEC experts met with the students. The meeting was held in the form of an interview, the issues of student support at the university, the functioning of the student representation, the participation of students in the activities of the university, in the development of educational programs and other issues were discussed.

Subsequently, the students took part in the survey.

A visual examination and attendance at classes was carried out at the Department of Hospital Surgery, by the head of the department Andrey Nikolaevich Zharikov, MD, professor. The department demonstrated a lesson with 4th year students, teaching materials for students, a lesson plan, control tools, literature for self-study. There was a conversation with the students, they expressed their positive opinion about the activities of the department, the university, the educational process.

EEC experts selectively visited the bases of practice: RSBHI "Regional Clinical Hospital", where the Department of Hospital Surgery, the Department of Neurology and Neurosurgery are located, RSBHI "Altai Regional Cardiology Dispensary" with the Department of Cardiology and Cardiovascular Surgery with the course of APE, RSBHI "Regional Center for Public Health and Medical Prevention" with the Department of Polyclinic Therapy.

There was a meeting with employers. Data have been obtained that the university closely cooperates with clinical sites, implements clinical training at clinical sites, graduates work in these organizations,

through events such as a job fair, young specialists are selected and invited to work, employers participate in the formation of the educational program partly through their acquaintance.

During the three days of the EEC, also after the end of all interviews and visits, the experts discussed the institutional indicators of the university in terms of their compliance with the parameters of institutional accreditation, and developed recommendations.

On 12.16.2021, upon completion of the work, EEC experts met with the management and responsible persons of the university, shared their impressions and familiarized themselves with the recommendations developed as a result of the work carried out.

According to the results of the survey:

The level of communication between management and teaching staff was rated as very good and good by 88.1%; 94% of teaching staff are satisfied with the level of attention that the management of the educational institution pays to the content of the educational program; 93.3% of the teaching staff are satisfied with the availability of the necessary scientific and educational literature in the library for teachers, 92% - with the openness and accessibility of management for the teaching staff, 81% - with the involvement of teaching staff in the process of making managerial and strategic decisions, 89.2% - with equal opportunities for all teaching staff, 89.2% are completely satisfied with the attitude of the university administration to the teaching staff.

The results of the student survey showed that students are completely satisfied with the level of accessibility of the dean's office (school, faculty, department) in 68.7% of cases, the availability of academic counseling - in 61.8% of cases, the availability of counseling on personal problems - in 57.1%, the level accessibility of library resources - 69.5%, overall quality of curricula - in 57.3%, teaching methods in general - 51.3%.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard "MISSION & RESULTS"

Evidence

The university presented the mission of the university, which is to ensure the competitiveness of regional healthcare through the training of qualified personnel of a new generation, the development of advanced medical, pharmaceutical, educational and management technologies, and the implementation of fundamental and applied research at the international level.

The mission was discussed at meetings of internal collegiate bodies; the mission was brought to the attention of external stakeholders only through the website, collegiate bodies, which include external representatives (Academic Council).

The main legal documents regulating medical educational activities: the Charter of the educational organization, approved by order of the Ministry of Health of the Russian Federation dated June 23, 2016 No. 388, as amended (2019, 2020, 2021), the ASMU Development Program for 2014-2018 development of the ASMU for the period 2020-2024, as well as certain internal regulatory documents (order No. 816-pk dated November 17, 2020 "On the preparation of the ASMU work plan for 2021", order No. 870-pk dated December 4, 2020 "On the development by the structural divisions of the ASMU of action plans for the implementation in 2021 of the "Program for the Strategic Development of the Federal State Budgetary Educational Institution of Higher Education of the ASMU of the Ministry of Health of Russia for 2020-2024", order No. 38-PK dated January 25, 2021 "On the implementation of the ASMU Work Plan and the achievement of target indicators" and etc.

The strategic development program of ASMU was developed by a working group created by the order of the rector, discussed and supplemented based on analytical studies, discussions with key stakeholders, approved at a meeting of the academic council. The strategic development program is built according to the traditional type, development directions are presented in the form of 10 projects, and each of the projects contains tasks implemented through certain activities within the period to achieve targets (indicators) with an allocated budget for a five-year development period.

The university and institutes have relative institutional and academic freedom in developing an educational program (EP). The main model state standard regulates the total number of hours and contains a small mandatory number of disciplines. The majority (more than 80%) of the EP is formed by the university independently. In addition, the university has a certain institutional autonomy in terms of resource management, academic freedom through the system of introducing the results of scientific and clinical achievements into the educational process.

The main documents regulating the duties and rights of students are the internal regulations of students, the ethical code of students, the work program of education in the specialty.

The EP has a linear-modular model according to the state educational standard of higher professional education.

The results are comparable to the competencies of a university graduate, are presented in the EP, are divided into general cultural (universal), general professional and professional competencies, implemented through knowledge, skills and skills.

The main activities that graduates can engage in are medical; research; organizational and managerial, a graduate after completing the level of basic medical education can work as a local general practitioner, a doctor for medical prevention; admissions doctor. Graduates for access to clinical practice must confirm their status with the results of an independent assessment. Graduates showed satisfactory results in 95% of cases.

After completing the basic level of medical education, the graduate can continue his studies in residency, master's and doctoral studies.

Analytics

An analysis of the documents and processes presented as evidence of compliance with the first standard indicates that the university has a mission that has been updated and developed on the basis of a collegial discussion. There is no convincing evidence that the mission has been communicated to all stakeholders and discussed based on their proposals. The strategic development program is aimed at the implementation of the mission, is built according to the project type, contains quantitative characteristics that make it possible to determine the level of achievement of indicators.

The results are presented, comparable to the competencies of the graduate.

It should be noted that in the presence of a procedure for developing and discussing the program of strategic development of the university and the mission of the organization, the experts, when studying documents, interviews with employers, did not find convincing evidence of the active participation of external stakeholders in the development and discussion of strategic documents.

The analysis of the mission showed that the mission is aimed at solving regional issues of medical education and health care in the implementation of the university's international development policy.

Despite the fact that university graduates show satisfactory performance on the results of independent evaluation, the university does not have mechanisms for using these results as a feedback tool for improving the educational program. The university does not use an active dialogue with practical healthcare to improve the EP, track the career growth of graduates.

Strengths/best practice

No strengths identified under this standard.

EEC Recommendations

✓ Revise the University's mission to reflect global health and international health issues. The term is from 03/01/2022 until the end of the 2021-2022 academic year.

✓ Develop and implement a policy and regulations for involving external stakeholders in the development and revision of the mission mechanisms for informing all stakeholders. The term is from 03/01/2022 until the end of the 2021-2022 academic year.

✓ Develop and implement mechanisms for using the results of the assessment of graduates' competencies, the results of the career development of graduates, feedback from employers as a feedback

tool to improve educational programs with regular monitoring and analysis of this process. Deadline - from 04/01/2022 and on an ongoing basis.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

strong positions - 0,

satisfactory -20,

suggest improvements - 3,

unsatisfactory - 0.

6.2. Standard "EDUCATIONAL PROGRAM"

Evidence

ASMU carries out activities for planning, monitoring, evaluating, improving and ensuring the quality and integrity of EPs in the specialties "General Medicine", "Pediatrics", "Dentistry", "Medical and Preventive Business", "Pharmacy", "Clinical Psychology". ASMU is currently implementing the EP of higher education: specialty; training of highly qualified personnel for residency programs; training of highly qualified personnel in postgraduate studies; secondary general education, additional education for children and adults (pre-university training); additional EP (professional retraining, advanced training in medical specialties in demand on the market for people with higher pharmaceutical education).

The EP model of the university in medicine is classical, linear, based on academic disciplines and contains fundamental, general, social, humanitarian and specialized clinical disciplines, divided into compulsory, elective and optional disciplines, which are studied in the form of theoretical courses, seminars and practical work, clinical practitioner. The main professional EP in the specialty is updated annually, taking into account the analysis of the progress of students in terms of work programs in the disciplines, taking into account the opinion of students. The university has identified and included in the EP achievements in medical ethics, social and behavioral sciences, and clinical sciences.

On the part of ASMU, the rector's office, the dean's office of the faculty, the teaching staff of the department, the institute, students, residents and the Educational and Methodological Department, as well as interested parties participate in this process: employers - representatives of public and private medical and sanitary institutions. On the part of the students, representatives are the Council of Students for the Quality of Education and the Trade Union Committee of Employees.

Each discipline is credited with a certain number of ECTS study credits, which provide accounting and evaluation of students' academic progress. OP 31.05.01 "Medicine" is implemented for six years and consists of 360 ECTS credits. Each semester is credited with 30 ECTS credits (900 hours). The regulations for the organization of education at the university are set out in the Academic Calendar, indicating the terms and duration of semesters, practice, examination sessions and vacations. The university provides the opportunity to build an individual learning path, within the framework of the implementation, which developed a catalog of elective and optional disciplines. Elective disciplines provide students with the opportunity for personalized learning in accordance with their desire.

In the process of studying at the university, teaching methods are used, including lecture courses, seminars, practical / laboratory work, clinical practice, research activities and independent work. All forms of education use both traditional and interactive teaching methods. Interactive methods and types of learning include interactive lecture and/or lecture with visual support (PowerPoint), knowledge test through interactive assessment, problem-based learning, computer-assisted learning, role play, group project, conceptual graph, individual research, debate, problem solving. Students learn practical skills from the university simulation center, which includes: accreditation and simulation center; multi-profile center for primary and primary specialized accreditation of specialists; obstetric department of the simulation center; the surgical department of the simulation center and the experimental operating room (WetLab).

To form the necessary skills and abilities within the framework of the competency-based approach, ASMU distinguishes 3 stages of training: mastering practical skills in caring for patients (1-2 years of study); phantom-simulation training in methods of examination and treatment of patients (3-4 years of

study); training in the skills of providing medical care to patients with various pathologies (4-6 years of study). The university guarantees the early contact of the student with real patients, including his participation in the examination and provision of medical care. From the first courses, with the possibility of integrating the knowledge gained in the social and humanitarian disciplines and in the university simulation center, students develop effective communication skills. Subsequently, they serve as prerequisites for the student's access to clinical disciplines, where their level of complexity is developed and increased. Training in clinical medicine consists of a theoretical and practical part of mastering clinical disciplines and passing educational and industrial practices to gain professional skills and experience. PM at clinical departments is organized at 43 bases of medical/pharmaceutical organizations in Barnaul.

A necessary condition for ensuring the educational process in clinical disciplines is the availability of appropriate clinical facilities that meet modern requirements for the training of specialists, equipped with educational, methodological and visual aids, educational literature, the Internet, which ASMU has. The university's own Consultative and Diagnostic Center and Dental Polyclinic equipped with modern equipment are used. In the educational process, the possibilities of our own simulated pharmacy are actively used.

Independent and extracurricular work of students, with the possibility of its individual control, as well as distance learning is carried out using the Moodle educational platform, which hosts all educational materials, open access assessment tools necessary to assess the level of mastering educational programs in remote access. In 2020, the platform has been updated to the latest version, the storage capacity has been doubled.

Interactive and innovative teaching methods are provided by appropriate information and communication resources. Informatization of the educational process with free access for students, Internet access and access to foreign bases of scientific and educational literature provide students with the latest data on the achievements of science and the clinic. In the context of additional EP, the educational process is carried out using distance-learning technologies, students independently control the intensity of training without interruption (or partial separation) from the main activity.

Throughout the training program, students of different levels of education at ASMU master and master the skills of critical and analytical thinking, the basics of evidence-based medicine, and modern research methods. The EP contains elements of analytical and experimental studies.

Analytics

The management of the university constantly involves interested parties in the development of the EP, to evaluate its effectiveness, an analysis is carried out by international experts. OP is dynamically developing and corrected depending on the new needs of society, the development of health care, demographic and cultural conditions. ASMU also has about 8 foreign partner universities and scientific and educational organizations from Belarus, India, China, Kazakhstan, China, Kyrgyzstan, Tajikistan, Uzbekistan, with which contracts, agreements, memorandums and protocols in the field of science and education have been signed, which indicates the possibility of creating interesting and innovative joint EPs.

The actualization of the EP is carried out taking into account the development and needs of healthcare. Taking into account the rapid development of practical health care, it is necessary to develop in students the need for continuous improvement through self-control and self-development, which are realized through the independent work of students, as well as an individual learning path through the choice of elective disciplines.

The university has identified and included in the EP achievements in medical ethics, social and behavioral sciences, and clinical sciences. During interviews, it was found that the achievements of biomedical sciences are introduced into education through additions and changes to work programs.

Interviews of students by EEC members revealed that 89.1% are completely and partially satisfied with the overall quality of the EP, 81.0% say that the course program was clearly presented, 72.4% say that the course content is well structured. When questioning students, it was found that when conducting training, teaching staff use modern and effective teaching methods (80.6%), and the material proposed by the teacher is relevant and reflects the latest achievements of science and practice (80.8%). According to

the survey data, teachers know the material they teach (94.%), and the teacher's presentation is understandable (83.7%).

Changes have been made to the work programs of disciplines for the 2021-2022 academic year related to the modern demands of practical healthcare. Particular attention is paid in the EP to changing activities in the context of the spread of COVID-19 infection.

Strengths/best practice

No strengths identified under this standard.

EEC Recommendations:

- ✓ Revise, develop and implement an EP model based on modular or spiral design, discipline integration, organ systems and/or clinical issues. Deadline - until 09/01/2022.
- ✓ Revise and implement student learning methods that stimulate students' ability to learn throughout life and systematize the use of innovative teaching methods, in particular active methods. Deadline - until 09/01/2022.
- ✓ Implement and systematize the use of effective pedagogical technologies in medical education, such as: problem-based learning (PBL), team-based learning (TBL), case-based learning (CBL), integrated learning, etc. Include methods in the education process teaching and learning andragogy (based on modern adult learning theory). Deadline - until 09/01/2022.
- ✓ Include sources of evidence-based medicine (guidelines, protocols, algorithms) in the list of educational literature in order to familiarize students with a modern clinical approach. Deadline - until 09/01/2022.
- ✓ Ensure horizontal integration of related sciences and disciplines in the design of education. Deadline - until 09/01/2022.
- ✓ Ensure vertical integration of clinical sciences with basic biomedical, behavioral, social, clinical sciences and medical ethics in the design of education. Deadline - until 09/01/2022.
- ✓ It is necessary to ensure greater representation of teachers and students to the relevant institutions for the management of the EP. Deadline - from 01.02.2022 and on an ongoing basis.
- ✓ It is necessary to involve representatives from other relevant stakeholders (graduates, healthcare professionals) in the development of the EP, for a multifaceted approach to programs and achievement of results. Deadline - from 01.02.2022 and on an ongoing basis.
- ✓ Constantly monitor the labor market, employers' requests and take into account its results when updating and developing the EP. Deadline - from February 1, 2022 and on an ongoing basis.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

*strong positions - 0,
satisfactory - 36,
suggest improvements - 7,
unsatisfactory - 0.*

6.3. Standard “METHODS OF ASSESSMENT”

Evidence

Assessment of the formation of students' competencies is carried out throughout the entire period of study and includes three levels of assessment: current control, intermediate certification and state final certification. The current control of progress is carried out in all disciplines provided for by the curriculum in the specialty, and is organized by the departments during the period of theoretical training during the semester in accordance with the work program of the academic discipline, calendar curriculum and class schedule. The teacher independently chooses the forms and methods of current control, with preference given to combined types. The analysis of students' progress is carried out based on the results of comparing

the input control (knowledge slice) and the output control (results of intermediate certification) in the discipline using a point-rating system.

Assessment procedures help to prevent the occurrence of a conflict of interest, since they are carried out in accordance with the regulations, are permanent and are communicated to students in advance. In case of disagreement with the final and intermediate assessment, the student has the right to submit an application to the appeal commission. The content and assessment methods are updated annually. The results of the analysis are discussed at meetings of methodological commissions, academic councils of institutes / faculty.

Evaluation is carried out continuously, provides feedback between the student and the teaching staff. Summative learning is implemented with a point-rating system of evaluation. BRS provides for continuous monitoring of students' knowledge at all stages of education, integration of control results from one stage to another, determination of the student's rating by discipline, for a semester, academic year, period of study. Each discipline of the curriculum is estimated at 100 points.

The formation of the final learning outcomes for the EP is checked and confirmed during the state final certification. At least 50% of representatives of practical healthcare are present in the state examination commission. For high academic performance and extracurricular activity, students receive bonus points that they need to enter clinical residency. An important role in the development of measures to encourage students for extracurricular activities is played by student self-government bodies. As part of the examination session, students take up to 5 exams. The intervals between exams are usually 3 days. The Oral Response Stages of the State Examination incorporate elements from many disciplines, allowing for interdisciplinary integration.

ASMU regularly conducts a survey of students on the issues of satisfaction with the organization of the educational process, learning outcomes, the quality of lectures, the quality of practical classes, the quality of the knowledge assessment system, the provision of educational literature, the organization of practical training and extracurricular activities. The results of such surveys are regularly reported to the members of the academic council and the administration, brought to the attention of the entire teaching staff.

Analytics

To assess the educational achievements of ASMU students, various methods are used depending on their assessment of usefulness. This guarantees a multilateral assessment of the acquired knowledge and practical skills. Assessment methods are formed according to the conceptual principles of focusing on assessing the achievement of final results in terms of competencies. ASMU has developed a knowledge assessment system at all stages of education. Students are informed about the assessment criteria, the plan for various types of knowledge control, the number of exams, the balance between oral and written exams. The University periodically and properly analyzes the validity of assessment methods, taking into account suggestions from both students and teaching staff. The system for assessing students' knowledge is continuously studied by the dean's office and is an open system for introducing new methods in this activity. However, interviewing students by members of the EEC revealed that it is necessary to improve the mechanism for assessing the knowledge, skills, abilities, competencies of students, as well as organizing, monitoring and evaluating students' independent work.

Confirmation of the fact that students have achieved the results provided for in the UE is the assessment at the final exam. The results obtained at the final exam are slightly higher than the average score for all years of study, which is explained by the survival of the accumulated knowledge over the years of study and the multilateral analysis of questions at the final exam. At the end of each semester, at various levels (meetings of departments and faculty councils), an analysis of the results achieved in teaching students on various types of control is carried out. The results obtained are covered in the relevant protocols and annual reports. The proposals received as a result of the discussion of the data obtained from the survey of students, as well as the proposals of employers, are used in the process of reviewing the PM. Educational achievement is the result of education. To measure it, there are different forms and methods of evaluation. The assessment fixes the result achieved by the student in relation to the declared competencies. Successful development of competencies requires a student to understand what to strive for (this is realized through

almost any form of assessment that involves feedback), and an understanding of how much he has progressed relative to himself (awareness of individual progress). The visual system of individual progress of students includes: reflecting the learning outcomes of the student at all stages and a portfolio, where the individual achievements of the student are recorded. The individual progress of the student is analyzed by the commission (when various types of scholarships are awarded); curators of student groups; dean's office staff.

The university conducts periodic surveys of students' opinions on various forms of assessment, the correctness of exams, and transparency. The proposals received as a result of the discussion, the data obtained from the survey of students, as well as the proposals of employers are used in the process of reviewing the EP.

Since 2016, a program of accreditation of specialists has been introduced. In connection with these new procedures, the University revised the EP in all specialties, the content and forms of training were harmonized with the requirements of accreditation, taking into account the fact that graduates immediately after accreditation, without undergoing an internship and residency, receive the right to occupy the position of a doctor. The multi-profile accreditation and simulation center is part of the ASMU Simulation Center. The Center organizes and conducts the procedure for primary, primary specialized and periodic accreditation of specialists, as well as the assessment and certification of the competencies and skills of citizens, specialists and employees of first aid services and departments.

According to the results of the survey of respondents, 73.0% of students answered that they were partially and completely satisfied with the system for assessing educational achievements, 79.5% were partially and completely satisfied with the evaluation criteria used by the teacher, 74.0% were partially and completely satisfied with the objective assessment of achievement. ASMU students are partially and completely satisfied with the level of accessibility of the dean's office (school, faculty, department) at 92.5%; the level of accessibility and responsiveness of the leadership (university, school, faculty, department) in 87.5% and the availability of academic counseling in 87.1% of cases.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Continue work on the development of mechanisms for assessing the reliability and validity of student assessment methods, using modern and objective methods. Deadline - from 03/01/2022 and on an ongoing basis.

Continue work on the development of mechanisms for assessing the EP, aimed at the progress of the student. Deadline - from 03/01/2022 and on an ongoing basis.

Determine and maintain a balance between formative and summative assessment, regulating the policy and procedures for assessing the progress of students at all levels, with a guarantee of providing assessment results to students, providing constructive and fair feedback. Deadline - from 03/01/2022 and on an ongoing basis.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

strong positions - 0,

satisfactory - 12,

suggest improvements - 3,

unsatisfactory - 0.

6.4. Standard “STUDENTS”

Evidence

In order to attract motivated and well-prepared applicants to ASMU, the Institute of Pre-University Education of the Federal State Budgetary Educational Institution of Higher Education of the ASMU of the

Ministry of Health of Russia is building an effective system of career guidance. To identify gifted children and organize targeted work with them, ASMU holds: Olympiads in chemistry and biology for schoolchildren and students of secondary vocational educational institutions; regional competition of research and design works "The new generation chooses a healthy lifestyle", scientific and practical conference "Start in medicine".

In order to ensure the transparency of the selection procedure and equal access to training, the university carries out a number of activities:

- informing through the site about the start of accepting documents no later than 1 month before the start of the selection committee;

- placement on the website of information about the procedure, rules of admission;

- organization of the work of the appeal commission;

- publication of the results of entrance examinations and the list of applicants on the site.

ASMU adheres to the basic principles of state policy in the field of education:

- 1) equality of the rights of all to receive a quality education;

- 2) priority development of the education system;

- 3) availability of education at all levels for the population, taking into account the intellectual development, psychophysiological and individual characteristics of each person;

- 4) respect for human rights and freedoms;

- 5) stimulation of the education of the individual and the development of giftedness;

- 6) the continuity of the education process, ensuring the continuity of its levels;

- 7) the unity of education, upbringing and development;

- 8) the democratic nature of education management, the transparency of the education system.

The target figures for admission to a specialty for training at the expense of the state budget are approved by the Ministry of Health of the Russian Federation. The figures for admission to a specialty for training on a paid basis are approved by the rector of the university in agreement with the Ministry of Health of the Russian Federation. Information on the number of places provided at the university for higher education at the expense of the republican budget and on a paid basis is brought to the public by the university annually no later than April 1. The Ministry of Health of the Russian Federation annually approves the number of places for higher education on the terms of targeted training and brings it to the university by May 1. The University has developed and operates the Procedure for filing and considering appeals by the admissions committee of the educational institution "Altai State Medical University" based on the results of an interview with applicants from among foreign citizens and stateless persons, which establishes the level of their proficiency in the language in which the educational process is carried out, to the extent, sufficient to master the content of the educational program of higher education, to make a decision on enrolling in the 1st course at the educational institution "Altai State Medical University", according to which applicants who do not agree with the decision of the subject examination committee can file an appeal. Students of a paid form of education are entitled to transfer from a paid form of education to education at the expense of the budget in accordance with the "Regulations on the procedure for transferring ASMU students from paid education to education at the expense of the budget."

As part of the process "Implementation of main educational programs", from 01/26/2020, the regulation on the type of activity "Rules of internal regulations for students" was put into effect.

The university has a "Regulation on the provision of financial assistance to students", which regulates the grounds and amount of financial assistance. There is an "Agreement between the university and the primary trade union organization of students for 2021-2024", which addresses the issues of material support, housing, recreation and health improvement. The primary trade union organization includes 99% of students.

At the University, students express their suggestions during participation in the survey, the results of which are approved by the orders of the rector and posted on the University website, for example: order No. 161-PK dated February 20, 2020 "On approval of the report on the results of a sociological study on the study of the quality and organization of practical training of graduates (specialty)"; order No. 386-PK dated May 12, 2020 "On approval of the report on a sociological study of the study of the quality and organization of the educational process using distance learning technologies"; order No. 938-pk dated

December 30, 2020 "On approval of the sociological research report"; order No. 558-pk of 08/04/2021 "On approval of the report on sociological research among graduates studying in specialist's programs".

The University has a "Code of Ethics for Students" (dated December 29, 2015, approved by the rector). The system of student self-government of the university and the procedure for its activities are regulated by the Regulations "On student self-government".

The working group of the Dental Institute includes 1 student of the 5th year (Martynova Alina Alekseevna), which is confirmed by the Order of November 22, 2021 No. 86 "On the formation of a working group for the development of the BEP in the specialty Dentistry 31.05.03".

To confirm material support, encouragement and incentives for students, the EEC was provided with orders on "On the appointment of a rector's scholarship for ASMU students" (09/24/2021 No. 713/, 02/18/2021 No. 38-s, 09/21/2020 No. 166-s).

Accounting for disciplines completed in other educational organizations is allowed in the manner and to the extent provided for by the Regulations on academic mobility of ASMU students and the agreement concluded between educational organizations. There is a need to improve the accounting procedure for disciplines studied in the framework of academic mobility.

Analytics

One of the main tasks of the University at the present stage is the training of specialists who are able to respond in a timely manner to changes that occur in the healthcare system. FSBEI HE ASMU of the Ministry of Health of Russia, performing the task of increasing the adaptability of vocational education to the needs of the labor market and ensuring the proper demand for graduates, uses a system consisting of a set of educational technologies based on a combination of traditional and innovative teaching methods, practice-oriented learning, as well as the distribution process, employment of graduates and monitoring their demand.

In the course of interviewing students, members of the EEC found that during meetings with the heads of departments, the dean's office and students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues.

The results of the student survey are moderately high satisfaction rates in terms of the attitude and level of accessibility of the dean's office (68.7%), the relationship between the student and the teacher is completely satisfied (66.5%), the accessibility and responsiveness of the university management are at the level of average indicators (59.3%), support with educational materials in the learning process (60%).

57.1% of students are satisfied with the availability of counseling on personal problems, 53.6% with the financial and administrative services of the educational institution, 69.5% with the availability of library resources, 75.7% with the quality of services provided in libraries and reading rooms, and with the existing educational resources of the university 69.5%, the usefulness of the website of educational organizations in general and faculties in particular 72.2%, the clarity of the procedure for taking incentive and disciplinary measures 57.9%, the overall quality of curricula 57.3%, the teaching methods in general are completely satisfied 51.3%, and the quality of teaching - 59.6%.

Less than half of the respondents (48.5%) are fully satisfied with the academic requirements for students, and 53.4% of the respondents recognize fair examinations. The strategy of the educational program fully satisfies 65% of ASMU students.

Conducting examinations and testing for 51.5% of students is recognized as a fully satisfying criterion. The available computer classes satisfy 72.4% of students, but scientific laboratories only for 58.7%.

The relationship between a student and a teacher is recognized by 62% of the respondents as completely acceptable, while informing students about courses and educational programs - 59.8%.

41.5% of respondents are completely satisfied with the provision of a hostel, while 10.4% of respondents from the ASMU students participating in the survey of the EEC are completely dissatisfied.

Less than half of the respondents expressed their full agreement on the criteria for a clearly presented course program (46.7%), structured course (46.3%), sufficient explanation of key terms (48.3%), relevant material reflecting modern achievements in medical science and practice (48.8%), effective teaching

methods were noted in 45.8%, the presentation of the material by the teacher in an interesting form (39%), the teacher's satisfaction with the requirements and expectations of professional and personal development (41.9%), how the teacher stimulates activity and creativity thinking of students (35.3%), a positive attitude on the part of the teacher was noted by 42.1% of students, the system for evaluating educational achievements, their comprehensibility in the region of 43%, while the objectivity of the teacher is noted by 39%. But the question about the objectivity of assessing knowledge, skills and achievements remained unanswered (0%)

Equipment and facilities for students in terms of safety, comfort and modernity were considered worthy by 48.5% of respondents.

Indicators that more than half of the respondents recognized as optimal: the teacher owns the material (64.5%); the appearance and manners of the teacher (56.8%); knowledge of a professional language (65.1%); sufficient opportunity for sports and leisure activities (50%); equipping the library (50.2%); equal opportunities for mastering educational programs and personal development for all students (54.6%).

University students have the opportunity to receive advice aimed at social and personal needs, including academic support; consultations related to financial issues, health problems, immunizations, etc. 1 student is represented in collegiate bodies of the university.

Evidence-based materials on the mandatory inclusion of students representing all educational programs in the collegiate governing bodies of the university to participate in defining the mission, developing and assessing the quality of educational programs are not presented for the EEC. An approved system of academic counseling for students on the choice of elective disciplines, the formation of an individual educational trajectory and the planning of a professional career is not presented for the EEC.

Satisfactory marks were given by the members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Inclusion of students representing all educational programs in the collegiate governing bodies of the university to participate in defining the mission, developing and assessing the quality of educational programs. Deadline - 01.09. 2022.

Optimize the system of academic counseling for students on the choice of elective disciplines, the formation of an individual educational trajectory and the planning of a professional career. Deadline - 01.09. 2022.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

strong - 0,
satisfactory - 16;
suggest improvements - 0;
unsatisfactory - 0.

6.5. Standard "ACADEMIC STAFF/TEACHERS"

Evidence

When selecting applicants for teaching staff positions, the priority is: compliance of the qualification level of employees with the qualification requirements for the positions held, professional competence of employees. Priority is given to persons with higher qualifications, the results of pedagogical, scientific, clinical activities. Qualification requirements for the positions of teaching staff related to teaching staff are approved by order of the Ministry of Health and Social Development of Russia dated January 11, 2011 No. 1n. The policy of selection and admission of academic staff at the University is carried out in accordance

with the Labor Code of the Russian Federation, the Regulation "On the procedure for filling the positions of teaching staff related to the teaching staff", approved by order of the Ministry of Education and Science of Russia dated July 23, 2015 No. 749, the Nomenclature of positions of teaching staff of organizations engaged in educational activities, positions of heads of educational organizations, approved by Decree of the Government of the Russian Federation of 08.08.2013 No. 678, Order of the Ministry of Health and Social Development of the Russian Federation of 11.01.2011 No. 1n "On Approval of the Unified Qualification Directory of Positions of Managers, Specialists and Employees, Section "Qualification characteristics of the positions of managers and specialists of higher professional and additional professional education", the charter of the Federal State Budgetary Educational Institution of Higher Education ASMU of the Ministry of Health of Russia, the Regulations "On the procedure for replacing of positions of teaching staff related to the faculty of the ASMU", Regulations "On the election of the dean of the faculty and heads of departments of the ASMU".

The staffing of basic educational programs in accordance with the requirements of the Federal State Educational Standard involves the introduction of effective mechanisms for advanced training and retraining of teaching staff, focused on the priority areas of development of the University. The University has created the necessary conditions for additional professional education of employees, for combining work with education. The University guarantees free additional professional education of teaching staff in accordance with the frequency established by law. All teaching staff belonging to the teaching staff of the University underwent professional retraining under the additional professional program of professional retraining "Teacher of Higher Education". In order to improve professionalism, master communication skills, modern pedagogical tools, technologies, young specialists at the University are implementing the "Regulations on mentoring".

The results of the work of the teaching staff are reflected in the assessment of the effectiveness of the activities of the departments, which makes it possible to identify the strengths and weaknesses in the work of both each teacher and the departments as a whole. Evaluation of the effectiveness of the activities of the departments allows you to determine the teaching staff with the highest results in all areas of the teacher's activities. For high achievements based on the results of evaluating the effectiveness of the activities of the departments, teachers are paid a monetary reward (Order No. 777-pk dated November 23, 2016 "On the introduction of effective contracts in the FSBEI HE ASMU of the Ministry of Health of Russia").

The University maintains a balance of academic and professional qualifications of teachers, which allows to ensure the quality of the educational process. The balance between teaching, research and other functions is determined by the order of the Ministry of Education and Science of the Russian Federation dated 22.12. 2014 No. 1601 "On the duration of working hours (norms of hours of pedagogical work for the wage rate) of pedagogical workers and on the procedure for determining the teaching load of pedagogical workers, stipulated in the employment contract", "Regulations on the norms of time and the procedure for calculating the educational and other types of workload of professors" teaching staff of ASMU".

Analytics

To carry out the educational process, on the basis of the curricula, the staff of the teaching staff is formed, which is approved by the staffing table. The number of teaching staff is planned based on the needs of the educational process, the standard teaching load per teacher, the contingent of students in all EPs. When planning the work of teaching staff at the university, a balance is maintained between teaching (educational and methodological), research, ideological and educational activities, as well as medical (for clinical departments) and international activities.

The workload of each teacher is regulated by an individual plan, which reflects the distribution of types of all areas of activity differentially depending on the position held.

The individual plan consists of the following sections: educational activities, educational and methodological work, research activities, spiritual and educational and mentoring activities, quantified in conventional hours, as well as the timing of their implementation. Individual plans of pedagogical and scientific-pedagogical personnel are considered at the meetings of the department and approved by the head

of the department. Evaluation of the work of the teaching staff is part of the quality assurance system, is carried out twice a year and takes into account all types of teacher activities.

Academic mobility is represented by short-term exchange programs. Extracurricular educational activity is an integral part of the pedagogical norm and consists of practical internship management, project or diploma work management, monitoring of students' individual activities, evaluation activities, monitoring of students' extracurricular educational activities.

According to the results of a student survey conducted during the EEC visit, about 80% of students provided positive answers ("very good" and "good") that teachers use effective teaching methods (73%); know the material being taught (76%); use effective teaching methods (70%); present the material in an understandable form (79%); present the material in an interesting way (76%); satisfies the requirements in terms of personal development and professional development of future specialists (72%); stimulate the activity of students (77%); stimulate creative thinking of students (72%); demonstrate a positive attitude towards students (72%); speak a professional language (79%).

The results of the student survey showed moderately high rates of complete satisfaction in terms of the attitude and level of accessibility of the dean's office (68.7%), the relationship between the student and the teacher is completely satisfied (66.5%), the accessibility and responsiveness of the university management are at the level of average indicators (59.3 %). Indicators that more than half of the respondents recognized as optimal: the teacher owns the material (64.5%); the appearance and manners of the teacher (56.8%); knowledge of a professional language (65.1%). To increase student satisfaction, it is planned to introduce modern teaching methods, taking into account the best international practice.

Evidence-based materials on the application of modern methods of adult education in the educational process of ASMU are not presented for the EEC. Satisfactory marks were given by the members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Expand the range of teaching methods, taking into account the best international practices (TBL, CBL, RBL, etc.). Deadline - until 01.09.2022.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

strong - 0,
satisfactory - 12;
suggest improvements - 0;
unsatisfactory - 0.

6.6. Standard "EDUCATIONAL RESOURCES"

Evidence

For the educational process at ASMU, 8 educational and laboratory buildings of the university with a total area of 39444 m² are used (of which 5 buildings with a total area of 35321 m² are under operational management, 3 buildings with a total area of 4438 m² are leased). In addition, large medical organizations in the city of Barnaul with a total area of 11320 m², equipped with modern medical diagnostic equipment, are used free of charge as 43 educational and clinical bases. At the university, in the operational management of the FGBOU HE ASMU, 3 student hostels for 1550 places with a total area of 18919 m² are used for living, all state-funded students who need housing are provided with places in hostels.

The simulation center of the FGBOU HE ASMU has the following structure: accreditation and simulation center; multi-profile center for primary and primary specialized accreditation of specialists; obstetric department of the simulation center; surgical department of the simulation center; experimental

operating room (WetLab). In total, there are more than 300 units of simulation equipment. For the EEC, a Certificate of awarding the simulation and accreditation center of the ASMU of the highest (III) level was presented (valid for 11.25.21 – 11.25.24, All-Russian public organization ROSOMED "Russian Society for Simulation Education in Medicine").

The overwhelming majority of the teaching staff of clinical departments has medical categories, in addition to teaching, they also carry out medical activities (consultations, rounds, consultations, curation of patients, manipulations, operations, including complex and high-tech ones), which makes it possible to bring the preparation process closer to real medical practice.

The introduction and development of information technologies at the university is carried out within the framework of the informatization program and is regulated by local regulations. Students gain knowledge in the use of basic methods, methods and means of obtaining, storing, processing information, skills in working with a computer as a means of managing information, solving standard problems of professional activity using information, bibliographic resources, biomedical terminology, information and communication technologies and taking into account the basic requirements of information security.

Clinical departments have access to medical information systems of hospitals and polyclinics, which allows students to get acquainted with real patients and engage in scientific work. When conducting the examination of the EP, experts from practical healthcare, scientific and practical centers, and scientific organizations are involved. University employees are representatives of practical health care, which increases the demands on the content of the University's EP.

EEC during the visit, according to the program, visited the clinical bases of the ASMU, with which contractual relations have been established. The clinical practice of students is carried out in accordance with the "Regulations on the practice of students" on the basis of relevant agreements, orders of the rector. The following subdivisions are organized at the University: the Institute of Additional Professional Education, the Educational and Methodological Department, the Education Quality Control Department, the Project Office for the Development of Regional Health Care, the Center for Promoting Employment of Graduates, the Center for Analytical and Methodological Support of Healthcare in the Altai Territory. They carry out the study of topical issues of pedagogy, medical and pharmaceutical education, the quality of education.

The university provides a safe working environment for employees, where a special assessment of working conditions was carried out at 996 workplaces, all structural divisions are covered. For 890 jobs, the conditions were recognized as optimal and acceptable, and for 106 there are signs of occupational hazards (Cards for a special assessment of working conditions No. 273, No. 275, No. 276, No. 285, No. 281, No. 280, No. 279, No. 205, No. 201, No. 200, No. 196, No. 195, No. 191, No. 190, No. 181, No. 235, No. 236, No. 234, No. 233, No. 239, No. 240, No. 241, No. 242, No. 238, No. 256, No. 243).

Analytics

During the interviews of students and teachers, the vast majority presented ignorance about the modern educational technology RBL, this technique is not implemented in the educational process.

Academic mobility exists among teaching staff, during interviews, teaching staff and students expressed their readiness to participate more actively in mobility programs. Lack of experience in creating and implementing network (joint) educational programs (including "two-degree programs"), as well as the presence of objective difficulties in harmonizing the curricula of educational programs with medical partner universities. Lack of experience in participating in the implementation of the "Visiting Professor" program and, as a result, the lack of participation of foreign FRS in the scientific and educational process.

According to the results of the survey, 352 ASMU teachers, 255 of whom had more than 5 years of experience at ASMU, provided positive answers ("very good" and "good") that there is satisfaction with the content of the educational program (40.6% and 56.3 %), there is an opportunity for continuous development (42.9% and 49.7%), the involvement of teaching staff in the process of making strategic and managerial decisions (25.6% and 55.4%), encouraging innovation (32.7% and 55.4%), equal opportunities (33.2% and 56%), academic mobility (25.6% and 60.2%).

The results of the student survey showed moderately high rates of complete satisfaction in terms of the attitude and level of accessibility of the dean's office (68.7%), the relationship between the student and

the teacher is completely satisfied (66.5%), the accessibility and responsiveness of the university management are at the level of average indicators (59.3 %). Indicators that more than half of the respondents recognized as optimal: the teacher owns the material (64.5%); the appearance and manners of the teacher (56.8%); knowledge of a professional language (65.1%).

Evidence-based materials on regular feedback from students to identify the degree of satisfaction with the available educational resources are not presented for the EEC, guarantees of the use of health information systems by students are not documented, aspects of ensuring the accessibility of the process and assessment methods for examination in the field of education are not documented. Satisfactory marks were given by the members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

The university has a strong material and technical base for the activities of teachers and student education, including its own university clinics, all clinics of the city are the clinical bases of the university, which allows for a variety of patients and clinical cases and an adequate implementation of the educational process.

EEC recommendations:

Conduct regular feedback (at least once a semester) with students to identify the degree of satisfaction with the available educational resources. Deadline - until 01.09.2022.

Document the guarantees for the use of health information systems by students. Deadline - until 01.09.2022.

To document the guarantees for the implementation of the policy on the use of expertise in education, to ensure the availability of the process and assessment methods for expertise in the field of education. Deadline - 01.09.2022.

It is recommended to develop a clear methodology and relevant tools for assessing the quality of the educational process, taking into account the final learning outcomes and teaching methods. Deadline - until 09/01/2022.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

strong - 1,
satisfactory - 26;
suggest improvements - 4;
unsatisfactory - 0.

6.7. Standard “EDUCATIONAL PROGRAM EVALUATION”

Evidence

The Educational and Methodological Department (UMU) is responsible for regular monitoring of the EP. The dean's office, institutes, the education quality control department, with the active participation of the departments, ensure the timely implementation and evaluation of the tasks set. The results are discussed at methodological commissions in the specialty, academic councils of institutes / faculty, educational and methodological commission of the academic council of the university and brought to the attention of departments and teaching staff. Each student has access to information about the internal e-mail of any employee of the University. At ASMU, students express their suggestions during participation in the survey, the results of which are approved by the orders of the rector and posted on the website.

The structure of the MEP is represented by three main blocks: "Disciplines (modules)", "Practice, including research work" and "State final certification", as well as a fund of evaluation funds. The content and organization of the educational process in the implementation of the MPEP are fully disclosed in the curricula, calendar-training schedules and are provided with the necessary set of local regulations. Within the framework of the EP, the structure, volume and content of the studied disciplines, the amount of contact work, the requirements for the applicant and the results of mastering the EP by the graduate, the list of

necessary competencies are assessed. The content of the EP is discussed at meetings of the departments in March-April of the current academic year, then analyzed at a meeting of the methodological commission in the specialty, after approval by the methodological commission, it is discussed at a meeting of the academic council of the institute/faculty and submitted to the academic council of the university, and approved by order of the rector of the university.

As part of the EP assessment mechanisms, it is possible to track the progress of each student. The system for recording and storing results allows you to monitor these data during the entire training period. These data are discussed at the departments, dean's office, institutes. Students have the opportunity to master and develop competencies not only in accordance with the programs in the disciplines, but also by participating in contests, as well as interdisciplinary, interuniversity and international conferences.

The main indicators of the quality of education are the results of current control, intermediate and state final certification of students. The university has developed and effectively operates a system of quality control of education. All EPs have state accreditation. For feedback, ASMU uses various tools (a sociological survey on student satisfaction with the quality of the educational process, graduates with the quality of the education received, satisfaction of the teaching staff with the quality and working conditions). The University has a Legal Support Department that analyzes information about violations by teaching staff and students. Dispute Settlement Commission Established.

Analytics

In the process of interviewing students, it was revealed that ASMU constantly conducts a survey, with the involvement of the main representatives of the student body for the evaluation of the EP. The task of this council includes targeted monitoring of the EP and the development of proposals for amending the existing local acts of the university. The analysis of the results obtained is brought to the departments, institutes, deans.

With the participation of the university administration, it develops anonymous online questionnaires in order to effectively monitor the most important issues of the educational process. Each questionnaire includes both closed and open questions, allowing the teaching staff and students to express their wishes on one or another aspect under study. The teaching staff is fully satisfied with the involvement in the process of making managerial and strategic decisions in 25.6% of cases, partially satisfied in 55.4% of cases. The level of communication between teaching staff and management is satisfactory (88.1%). Teaching staff are satisfied with the support of the university and its management in the development of new EPs in 92.9%. Students noted the high level of accessibility of the dean's office (school, faculty, department) (94.5%), the high level of accessibility and responsiveness of the leadership (university, school, faculty, department) (89.2%).

ASMU monitors educational, scientific and other processes, systematically evaluates the results of activities. The monitoring results are used to improve the EP, aimed at the progress of the student. Feedback is maintained between the teaching staff and students, including a system of questioning the satisfaction of the EP and other activities of the university, aimed at improving the EP.

During the visit, the EEC visited selectively the departments. Conducted interviews - interviews with staff of the departments and staff of the clinic. During the conversation, it was confirmed that the evaluation of the EP is carried out on a regular basis. Employees of the department and institutes work in close cooperation, being able to combine teaching with scientific research (79.3%). The teaching staff noted that at ASMU "... it is very interesting to work; there are opportunities for development, a convenient schedule, good relations in the team." "You can succeed in both teaching and doing research." "This prestigious university has all the conditions for the work of a teacher, for conducting educational and scientific activities."

Syllabuses, the MOODLE electronic system, and magazines were presented at the departments. Conducted interviews with students and residents. Students' feedback on teaching methods, clinical practice is positive. A high level of encouragement and involvement of young professionals in the educational process (93.3%) and a level of stimulation and involvement of young professionals in the educational process (83.5%) were noted. Students noted the high quality of study programs at the university and the teaching methods in general (85.5%), the speed of response to feedback from teachers on the educational

process (92.1%), the availability of academic counseling (88.8%) and the high level of implementation of these rules and strategies of the EP (specialty) (89%).

During the survey, students said that teachers use effective teaching methods (76.8%), objectively evaluate knowledge, skills and other educational achievements. Teachers meet their requirements and expectations for professional and personal development (76.6%) and stimulate students' creative thinking (51.4%). Teaching staff (98%) and students (94.9%) noted good and friendly relations between teachers and students.

Given the sufficient number of studies in the field of medical education at the university, when meeting with focus groups, there were no other answers to the question of what active methods are used in training, except for the simulation center and scientific projects. In this regard, it is necessary to systematize the use of innovative teaching methods in all courses and departments, in particular active methods (problem-based learning (PBL), team-based learning (TBL), case-based learning (CBL), integrated learning, etc.). It is necessary to include in the education process the methods of teaching and learning andragogy (based on the modern theory of adult learning). The survey of students showed that "... there are few hours of practice to develop skills. I would like more practical training", "few comments on the answer to the task in order to understand their mistakes in order to avoid them in the future.

Insufficient information was provided on the results of the survey of all stakeholders, and how feedback was used to improve the EP. There is not enough data on the opinion of graduates about the educational process and the development of EP. And the conversation held with the graduates revealed the fact that they lack knowledge about the functioning of ASMU at the moment. Their opinion is important and can lead to an improvement in the teaching process and the content of the EP, creating a direct link between the needs of the labor market. From this point of view, the opinion of stakeholders is also important, which is not sufficiently referenced by the result of the survey of stakeholders.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Develop mechanisms for evaluating the effectiveness and monitoring of the EP, including all stakeholders, as well as quality control systems, taking into account the requirements for achieving the final learning outcomes and mastering the competencies of graduates and are aimed at student progress. Conducting monitoring of the EP, by the University, on a regular basis, as well as the processes and results of student learning. Conduct a systematic survey of students about the degree of satisfaction with the assessment system. Deadline - until 09.01.2022.

On an ongoing basis, analyze the educational achievements of students through feedback from the structural units responsible for their selection, consultation and planning of the EP. The term is until 06/01/2022 and on an ongoing basis.

In order to form students' scientific thinking - to expand the elements of scientific research in the EP. Deadline - until 05.01.2022.

Constantly monitor the labor market, employers' requests and take into account its results when updating and developing the EP. Deadline - from 01.03.2022.

Communicate the monitoring results to stakeholders (administration, teaching staff, students) through feedback, which includes information about the quality of the educational process, comments and suggestions for its improvement. The term is until 06.01.2022 and on an ongoing basis.

Involvement of graduates in the process of developing the EP, especially those who have completed their studies over the past 2-3 years, in order to assess the possibility of applying the acquired theoretical knowledge and practical skills in practice and the need to improve them. Take corrective actions based on alumni suggestions. The term is until 06.01.2022 and on an ongoing basis.

EEC conclusions by criteria (strong/satisfactory/ suggest improvements/unsatisfactory)

strong positions - 0,

satisfactory - 21,

suggest improvements - 3,
unsatisfactory - 0.

6.8. Standard “MANAGEMENT & ADMINISTRATION”

Evidence

The structure of the university has been developed taking into account new trends in the development of university management. The main structural units responsible for the implementation of the educational process are the institutes represented by the Institute of Clinical Medicine, the Institute of Pediatrics, the Institute of Dentistry, the Institute of Public Health and Preventive Medicine, the Institute of Pharmacy, the Institute of Clinical Psychology, the Dean's Office of the Faculty of Foreign Students, the Institute of Residency, the Institute of Pre-University Education, the Institute Additional Professional Education.

Deans of faculties and directors of institutes are responsible for the development of educational programs. Under their management, working groups develop draft work programs for disciplines and educational programs. The working groups include: methodological commissions, academic councils of institutes and faculties. Academic management of educational programs is accountable to the Academic Council of the Faculty (Institute). The Academic Council evaluates the organization of the program implementation, considers the issues of the current student performance, preparation for the sessions and their results based on the materials of the dean's office; organization of educational and methodological work at the departments of the faculty (publishing, creation of electronic manuals, etc.); evaluates the educational work at the faculty (listening to the headmen of the streams, curators of the groups); the work of the student scientific circle in the departments, etc., the industrial practice of students, medical work and communication with practical health care; discussion of the results of state certification of graduates of the faculty / institutes; consideration of issues of awarding nominal scholarships, awards to students, issues of stimulating teaching staff.

The general management of ASMU is carried out in accordance with the legislation of the Russian Federation on the basis of a combination of the principles of unity of command and collegiality. Management is carried out at 2 levels: the national level (the Ministry of Science and Higher Education of the Russian Federation - determining the policy in the field of higher education. The Ministry of Health of the Russian Federation - as a founder) and the institutional level, which is represented by the governing and administrative structures of the University.

The sole executive body is the rector. The rector leads the organization and has vice-rectors for the main areas of activity.

The general management of ASMU activities is carried out by an elected representative body - the Academic Council of the University. The Academic Council includes the rector, vice-rectors, dean of the faculty, directors of institutes, heads of departments, heads of structural divisions, teachers, students, employers.

All divisions of the University carry out their activities and interact with each other in accordance with the Charter approved by the founder, local regulations signed by the rector.

The university has the status of a federal state budgetary institution and receives funding for the implementation of the state task. The financial and economic activities of the university are carried out in accordance with the Charter, the Budget Code, Federal Laws, orders of the Government of the Russian Federation, the Plan for Financial and Economic Activities of Federal State Institutions (PFEA), subordinated to the Ministry of Health of the Russian Federation. All resources are spent only for their intended purpose in accordance with the PFEA.

The university is involved in the main processes of regional healthcare. This is achieved with the participation of employees of the clinical departments of the university in expert, innovative, medical activities at clinical sites.

Analytics

Focus group interviews with administrative staff, scientific and pedagogical workers, students showed a high level of involvement in the implementation of the ASMU Mission and the implementation

of the strategic development program of the university. The managerial qualities of the Rector of the University make it possible to effectively organize all processes, determine indicators for departments and officials that contribute to the implementation of the adopted tasks. Collegial governing bodies participate in the development of the University development policy in all areas.

Academic management of the educational program is carried out at 3 levels:

Level 1 (general management of the implementation of the educational program) is provided by the Rector, Vice-Rector for Academic Affairs, Vice-Rector for Health Development and Additional Education, Vice-Rector for Research and Innovation, Vice-Rector for International Affairs;

Level 2 (responsibility for the implementation of the educational program in accordance with the federal state educational standards, curriculum, curriculum) is assigned to the deans (institutes);

Level 3 (responsibility for the implementation of programs of disciplines and practices) is the head of the department.

Such an organization of educational program management allows taking into account the opinions of all stakeholders, managing the program taking into account the context of changes taking place in society, in the education system, and in the healthcare sector.

The university has the status of a federal state budgetary institution and receives funding for the implementation of the state task. The cost of paid educational services at the University is determined in accordance with the approved standard and internal documents.

The university ensures the transparency of funding by reporting the management to representatives of the Academic Council on financial and economic activities, posting information on the university website.

During visits to clinical sites, interviews with employers, assessment of the activities of structural units for interaction with practical healthcare, the experts did not find full evidence of constructive interaction both with the healthcare sector and with related sectors of public health and government, including the exchange of information, including feedback communication, cooperation and university initiatives that contribute to the provision of qualified doctors in accordance with the needs of society.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Involving employers in the process of developing the EP, in discussing the development program of the university, the competencies of graduates and the mechanisms for achieving the necessary competencies to improve the educational program. Carry out corrective actions based on the proposals of employers and representatives of practical healthcare. The term is until 06/01/2022 and on an ongoing basis.

EEC conclusions by criteria (strong/satisfactory/ suggest improvements/unsatisfactory)

strong positions - 0,

satisfactory - 17,

suggest improvements - 0,

unsatisfactory - 0.

6.9. Standard “PERMANENT UPGRADE”

Evidence

ASMU has a mission, vision, strategic development program with the definition of the main 10 areas of development. All strategic and position documents are brought to the attention of all interested parties. The main strategic documents are being revised, which is evidence of the adoption of a new program of strategic development of the university for 2020-2024.

The university is guided by the national legislative framework in terms of solving problems and achieving strategic goals in the direction of "Education" and "Health".

During the study period, the last five years, new structural units were created at the University: in 2016, a faculty of foreign students, a professorial clinic was opened, in 2018, a dental department of the consultative and diagnostic center of the ASMU was opened to develop clinical practical skills for students and residents of dentists and provide dental care to the population of the Altai Territory within the framework of compulsory health insurance.

A simulation center has been launched and is functioning for all categories of students, on the basis of which a multifunctional accreditation center has been opened to conduct an independent examination of the practical training of graduates and representatives of practical healthcare.

In the university in 2016, the Institute of Occupational Health and Industrial Ecology was established and is functioning.

The Institute of Clinical Psychology was opened and in 2019 applicants were recruited for the specialty program 37.05.01 Clinical Psychology.

In 2020, the Altai Incubator of Medical Science and Innovation was organized. In 2021, a scientific and educational complex "Health saving", a clinical research management center, a biochemical research laboratory, a sports and recreation complex were created.

The educational program is periodically reviewed, which is associated with the introduction of new education standards.

The policy of admission of applicants is updated annually; since 2016, a separate faculty of foreign students has been opened at the university. The requirements for teaching staff have changed, when hiring, the emphasis is on knowledge of a foreign language in addition to the professional qualities of the applicant.

To determine the level of satisfaction with the processes taking place in the university, a system of questioning students and teaching staff has been adopted and is functioning. The results are considered and discussed at meetings of the advisory bodies of the institutes and the faculty.

Financing is determined by the authorized body, the university is engaged in the distribution of funding for certain needs on its own. This process is built on a system of applications and studying the needs of departments in material and technical equipment or updating.

The strategic development program of the university is aimed at expanding educational services to the population to meet the needs of the human resources potential of the Altai Territory, the Altai Republic and international space.

Analytics

ASMU defines its mission, develops a strategic development program and other local legal documents, focusing on the constantly changing socio-economic conditions, legal requirements, cultural, spiritual and moral values of the country's society.

The strategic development program is defined as a system of processes that are interconnected and reinforce each other. ASMU implements a policy of constant monitoring of its activities in all areas and updating regulations, procedures, resources in accordance with new requirements and requests from all interested parties. Educational programs implemented at the university are periodically reviewed.

The university is updating educational resources in accordance with changing needs, such as student enrollment, the number and quality of academic staff, and educational programs on an ongoing basis.

When conducting interviews and studying the processes taking place in the university, the experts did not find convincing evidence that the renewal process is built on the results of prospective studies, marketing research, and studying the personnel market, especially international. The university does not have processes aimed at studying medical education as a science and/or discipline.

The mission of the organization does not adequately reflect the current development of the university and its future plans. The mission, as the purpose of the organization, should cover all the strategic aspects of the development of the organization of education.

Focus-group interviews with administrative and managerial personnel, teachers, and students revealed insufficient knowledge of the teaching staff of teaching methods based on the theory of adult learning.

Monitoring of the educational program, its evaluation is based on the study of the questionnaire, which is insufficient to obtain objective information and transform the educational program and the educational process based on evidence.

Building university management, making evidence-based management decisions will further improve educational programs and the learning process, which will be the best practice of the university and will provide an opportunity to increase the university's ratings, identify its niche at the international level.

Strengths/best practice

According to this standard, no strengths were identified.

EEC recommendations:

Develop and implement the process of studying medical education as a science to improve the teaching skills of teaching staff, use new, modern teaching methods. The term is from 09.01.2022 and on an ongoing basis.

To develop actively the academic exchange of teaching staff, AUP for the exchange of experience and improvement of teaching staff competencies in the field of medical education. The term is from 09.01.2022 and on an ongoing basis.

Revise the mission, taking into account modern challenges and vision, the goals of the development of the university, its further positioning at the international level. The term is from 03.01.2022 until the end of the 2021-2022 academic year.

Revise and update the EP, methods of teaching and assessing students to comply with their modern theories in education, adult learning methodology, and active learning principles. Deadline until 09.01.2022 and on an ongoing basis.

EEC conclusions by criteria (strong/satisfactory/suggest improvement/unsatisfactory)

strong positions - 0,
satisfactory - 10,
suggest improvements - 4,
unsatisfactory - 0.

(VII) OVERVIEW OF STRNGTHS/BEST PTACTICE FOR EACH STANDARD

- ✓ According to the standard 1 "Mission and Results": not identified.
- ✓ According to standard 2 "Educational Program": not identified.
- ✓ According to standard 3 "Methods of Assessment": not identified.
- ✓ According to standard 4 "Students": not identified.
- ✓ According to standard 5 "Academic Staff/Teachers": not identified.
- ✓ According to standard 6 "Educational Resources":
- ✓ The university has a strong material and technical base for the activities of teachers and student training, including its own university clinics, all clinics of the city are the clinical bases of the university, which allows for a variety of patients and clinical cases and an adequate implementation of the educational process.
- ✓ According to Standard 7 "Educational Program Evaluation": not identified.
- ✓ According to standard 8 "Management and Administration": not identified.
- ✓ According to the standard 9 "Permanent Update": not identified.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

According to standard 1 "Mission and Results":

- Revise the University's mission to reflect global health and international health issues. The term is from 03.01.2022 until the end of the 2021-2022 academic year.
- Develop and implement policies and procedures for involving external stakeholders in the development and revision of the mission; mechanisms for informing all stakeholders. The term is from 03.01.2022 until the end of the 2021-2022 academic year.
- Develop and implement mechanisms for using the results of the assessment of graduates' competencies, the results of the career development of graduates, feedback from employers as a feedback tool to improve educational programs with regular monitoring and analysis of this process. Deadline - from 04.01.2022 and on an ongoing basis.

According to standard 2 «Educational Program»:

- Review, develop and implement an EP model based on modular or spiral design, discipline integration, organ systems and/or clinical issues. Deadline - until 09.01.2022.
- Revise and implement student learning methods that stimulate students' ability to learn throughout life and systematize the use of innovative teaching methods, in particular active methods. Deadline - until 09.01.2022.
- Implement and systematize the use of effective pedagogical technologies in medical education, such as: problem-based learning (PBL), team-based learning (TBL), case-based learning (CBL), integrated learning, etc. Include methods in the education process teaching and learning of andragogy (based on modern adult learning theory). Deadline - until 09.01.2022.
- Include sources of evidence-based medicine (guidelines, protocols, algorithms) in the list of educational literature in order to familiarize students with a modern clinical approach. Deadline - until 09.01.2022.
- Ensure horizontal integration of related sciences and disciplines in learning design. Deadline - until 09.01.2022.
- Ensure vertical integration of clinical sciences with core biomedical, behavioral, social, clinical sciences and medical ethics in teaching design. Deadline - until 09.01.2022.
- It is necessary to ensure greater representation of teachers and students to the relevant institutions for the management of the EP. Deadline - from 01.02.2022 and on an ongoing basis.
- It is necessary to involve representatives from other relevant stakeholders (alumni, healthcare professionals) in the development of the EP, for a multifaceted approach to programs and achievement of results. Deadline - from 01.02.2022 and on an ongoing basis.
- Constantly monitor the labor market, employers' requests and take into account its results when updating and developing the EP. Deadline - from February 1, 2022 and on an ongoing basis.

According to standard 3 «Methods of Assessment»:

- Continue work on the development of mechanisms for assessing the reliability and validity of student assessment methods, using modern and objective methods. Deadline - from 03.01.2022 and on an ongoing basis.
- Continue work on the development of mechanisms for assessing the EP, aimed at the progress of the student. Deadline - from 03.01.2022 and on an ongoing basis.
- Define and maintain a balance between formative and summative assessment, governing policies and procedures for assessing student performance at all levels, ensuring that assessment results are provided to students, providing constructive and fair feedback. Deadline - from 01.03.2022 and on an ongoing basis.

According to standard 4 «Students»:

- Inclusion of students representing all educational programs in the collegiate governing bodies of the university to participate in defining the mission, developing and assessing the quality of educational programs. Deadline - 01.09. 2022.

- Optimize the system of academic counseling for students on the choice of elective disciplines, the formation of an individual educational trajectory and the planning of a professional career. Deadline - 01.09. 2022.

According to standard 5 «Academic Staff/Teachers»:

- Expand the range of teaching methods, taking into account the best international practices (TBL, CBL, RBL, etc.). Deadline - until 09.01.2022.

According to standard 6 «Educational Resources»

- Conduct regular feedback (at least 1 time per semester) with students to identify the degree of satisfaction with the available educational resources. Deadline - until 01.09.2022.

- Document safeguards for the use of health information systems by trainees. Deadline - until 01.09.2022.

- Document the guarantees for the implementation of the policy on the use of expertise in education, ensure the availability of the process and methods of assessment for expertise in the field of education. Deadline - 01.09.2022.

- It is recommended to develop a clear methodology and relevant tools for assessing the quality of the learning process, taking into account the learning outcomes and teaching methods. Deadline - until 01.09.2022.

According to standard 7 «Educational Program Evaluation»

- Develop mechanisms for evaluating the effectiveness and monitoring of the EP, including all stakeholders, as well as quality control systems, taking into account the requirements for achieving the final learning outcomes and mastering the competencies of graduates and are aimed at student progress. Conducting monitoring of the EP, by the University, on a regular basis, as well as the processes and results of student learning. Conduct a systematic survey of students about the degree of satisfaction with the assessment system. Deadline - until 09.01.2022.

- On an ongoing basis, analyze the educational achievements of students through feedback from the structural units responsible for their selection, counseling and planning of the EP. The term is until 06.01.2022 and on an ongoing basis.

- In order to form students' scientific thinking - to expand the elements of scientific research in the EP. Deadline - until 05.01.2022.

- Constantly monitor the labor market, employers' requests and take into account its results when updating and developing the EP. Deadline - from 01.03.2022.

- Communicate the monitoring results to stakeholders (administration, teaching staff, students) through feedback, which includes information about the quality of the educational process, comments and suggestions for its improvement. The term is until 06.01.2022 and on an ongoing basis.

- Involvement of graduates in the process of developing the EP, especially those who have completed their studies in the last 2-3 years, in order to assess the possibility of applying the acquired theoretical knowledge and practical skills in practice and the need to improve them. Take corrective actions based on alumni suggestions. Deadline - until 06.01.2022 and on an ongoing basis.

According to standard 8 «Management & Administration»

- Involving employers in the process of developing the EP, in discussing the development program of the university, the competencies of graduates and the mechanisms for achieving the necessary competencies to improve the educational program. Carry out corrective actions based on the proposals of employers and representatives of practical healthcare. Deadline - until 06.01.2022 and on an ongoing basis.

According to standard 9 «Permanent Upgrade»

- Develop and implement the process of studying medical education as a science in order to improve the pedagogical skills of teaching staff, use new, modern teaching methods. The term is from 09.01.2022 and on an ongoing basis.
- Develop an active academic exchange of teaching staff, AUP for the exchange of experience and improving the competencies of teaching staff in the field of medical education. The term is from 09.01.2022 and on an ongoing basis.
- Revise the mission, taking into account modern challenges and vision, the goals of the development of the university, its further positioning at the international level. The term is from 03.01.2022 until the end of the 2021-2022 academic year.
- Revise and update the EP, methods of teaching and assessing students to comply with their modern theories in education, adult learning methodology, and active learning principles. Deadline until 01.09.2022 and on a permanent basis.

(IX) OVERVIEW OF THE RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION

- Communicate to all stakeholders the mission, quality policy and vision of the organization.
- Optimize the mechanism for the participation of students and employers in the development and evaluation of the quality of educational programs.

Appendix 1. EVALUATION TABLE
INSTITUTIONAL PROFILE PARAMETERS

№	№	№ criterion	ASSESSMENT CRITERIA	Position of the Educational Organization			
				strong	satisfactory	suggest improvement	unsatisfactory
		1.	«MISSION & RESULT»				
		1.1	Definition of mission				
1	1	1.1.1	The medical education organization must define its mission and communicate to stakeholders and the health sector.		+		
			The mission statement must contain the objectives and educational strategy to prepare a competent physician at the level of basic medical education:		+		
2	2	1.1.2	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate education		+		
5	5	1.1.5	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance assessment, auditing, learning from one's own practice and recognized activities in the CPD/CME.		+		
6	6	1.1.6	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.			+	
		1.2	Participation in defining the mission				
8	8	1.2.1	The medical education organization must ensure that key stakeholders are involved in the development of the mission		+		
9	9	1.2.2	The medical education organization should ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders.			+	
		1.3	Institutional autonomy & academic freedom				

			A medical education organization must have institutional autonomy to develop and implement a policy for which the administration and faculty are responsible for:				
10	10	1.3.1	development and compilation of an educational program;		+		
11	11	1.3.2	use of allocated resources necessary for the implementation of the educational program.		+		
			A medical education organization should guarantee academic freedom to its staff and students:				
12	12	1.3.3	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
12	12	1.3.4	the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	Final goals of training				
		1.4.1	The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:				
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14	14		an appropriate basis for a future career in any branch of medicine;		+		
15	15		their future roles in the health sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
19	19	1.4.2	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20	20	1.4.3	The medical education organization should determine and coordinate the relationship of the final learning outcomes required upon completion with those required in postgraduate education		+		
21	21	1.4.4	The medical education organization should determine the results of the involvement of students in research in medicine		+		
22	22	1.4.5	The medical education organization should pay attention to global health outcomes;		+		
23	23	1.4.6	A medical education organization should use the results of graduate competency assessment as a feedback tool to improve the educational program.			+	
			Total	0	20	3	0
		2	EDUCATIONAL PROGRAM				
		2.1	Model of educational program & methods of teaching				

24	1	2.1.1	The medical education organization must define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.			+	
25	2	2.1.2	The medical education organization must define teaching and learning methods used that encourage, prepare and support students to take responsibility for their own learning process.			+	
26	3	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.		+		
27	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	Medical education organization must use teaching and learning methods based on modern adult learning theory			+	
		2.2	Scientific method				
		2.2.1	The medical education organization must teach students throughout the entire program of study:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,			+	
32	9		which require the appropriate competence of teachers and will be a mandatory part of the educational program.				
33	10	2.2.2	The medical education organization should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods		+		
34	11	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.		+		
			Basic biomedical sciences				
			The medical education organization must determine and include in the educational program:				
35	12	2.3.1	achievement of basic biomedical sciences to form students' understanding of scientific knowledge		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge		+		
			The medical education organization must adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of society and the health care system.		+		
		2.4	Behavioral & social sciences & medical ethics				

		2.4.1	The medical education organization must determine and include in the educational program the achievement of:				
39	16		behavioral sciences;		+		
40	17		social sciences;		+		
41	18		medical ethics;		+		
42	19		medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis of public health problems, effective communication, clinical decision making and ethical practice		+		
		2.4.2	The medical education organization should correct and introduce new achievements in the behavioral and social sciences and also medical ethics in the educational program for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of society and the health system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences & skills				
			The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable portion (one-third) of the program in planned contact with patients, including consideration of the purpose, the appropriate number and their sufficiency for training in appropriate clinical sites;		+		
48	25	2.5.3	work on health promotion and prevention.		+		
49	26	2.5.4	The medical education organization must set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The medical education institution must organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		
			The medical education organization must adjust and introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		

52	29	2.5.7	current and expected needs of society and the health care system.		+		
53	30	2.5.8	The medical education institution must ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+		
54	31	2.5.9	The medical education organization must structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
		2.6	The structure of the educational program, content and duration				
55	32	2.6.1	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and clinical disciplines.		+		
			The medical education organization follows in the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide an opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components;		+		
59	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		2.7	Program management				
60	37	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and courses of study to ensure that learning outcomes are achieved		+		
61	38	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs.			+	
62	39	2.7.3	The medical education organization must , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		

63	40	2.7.4	The medical education organization must include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. professors of university faculties.			+	
		2.8	Relationship with medical practice and healthcare system				
64	41	2.8.1	The medical education organization must provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements curriculum and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of health care		+		
			The medical education organization must ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program			+	
66	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	0	36	7	0
		3.	STUDENTS ASSESSMENT				
		3.1	Methods of assessment				
			Medical educational institution must :				
67	1	3.1.1	define, approve and publish the principles, methods and practices used for student assessment, including the number of examinations and other tests, maintaining a balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;				
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "assessment of usefulness", which includes a combination of validity, reliability, impact				

			on learning, acceptability and effectiveness of assessment methods and format;				
70	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (available) for review by external experts;		+		
72	6	3.1.6	use a system for appealing the results of the evaluation.		+		
			The medical education organization must :				
73	7	3.1.7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;			+	
74	8	3.1.8	implement new assessment methods as needed;			+	
75	9	3.1.9	use the system to appeal the results of the evaluation.		+		
		3.2	Relationship between assessment and learning				
			A medical education organization must use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve learning outcomes;		+		
78	12	3.2.3	promote student learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.			+	
			The medical education organization must :				
80	14	3.2.5	regulate the number and nature of reviews of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;		+		
81	15	3.2.6	Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
			total	0	12	3	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization must :				
82	1	4.1.1	define and implement an admissions policy, including a clearly defined policy on the student selection process;		+		
83	2	4.1.2	have a policy and implement the practice of accepting students with disabilities in accordance with applicable laws and regulations of the country;		+		

84	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
			The medical education organization must :				
85	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	review admission policies periodically, based on relevant input from the public and professionals, to meet the health needs of the population and society as a whole, including consideration of student enrollment based on gender, ethnicity and language, and the potential need for a special admissions policy for underprivileged students families and national minorities;		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student recruitment				
88	7	4.2.1	The medical education organization must determine the number of students admitted in accordance with the logistical and capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce, in the case when the medical education organizations do not control the number of students recruited, then you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and the logistical and academic potential of the university).		+		
89	8	4.2.2	The medical education institution must periodically review the number and cohort of students admitted in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources health care, the migration of doctors, the opening of new medical schools) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	Student counseling and support				
			The medical education organization must :				
90	9	4.3.1	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for postgraduate education, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
91	10	4.3.2	offer a student support program focused on social, financial and personal needs, which includes support		+		

			for social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, and financial assistance services in the form of financial assistance, scholarships and loans;				
92	11	4.3.3	allocate resources to support students;		+		
93	12	4.3.4	ensure confidentiality regarding advice and support.		+		
			The medical education organization should provide counseling that:				
94	13	4.3.5	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	14	4.3.6	include counseling and professional career planning.		+		
		4.4	Student Representation				
96	15	4.4.1	The medical education institution must define and implement a policy of student representation and their appropriate participation in the development, management and evaluation of the educational program, and other matters relevant to students.		+		
97	16	4.4.2	The medical education organization must provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
			Total	0	16	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The medical education organization must determine and implement a staff selection and admission policy that:				
98	1	5.1.1	determines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			A medical education organization must take into account criteria such as:				
101	4	5.1.4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
102	5	5.1.5	economic opportunities that take into account the		+		

			institutional conditions for the financing of employees and the efficient use of resources.				
		5.2	Development Policy and Employee Activities				
			A medical education organization must determine and implement a policy for the activities and development of employees, which:				
104	6	5.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
105	7	5.2.2	guarantees the recognition of merit in academic work, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and / or remuneration;		+		
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
108	10	5.2.5	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired teachers, but also teachers drawn from hospitals and clinics.		+		
			The medical education organization must :				
109	11	5.2.6	take into account the “teacher-student” ratio depending on the various components of the educational program;		+		
110	12	5.2.7	develop and implement employee promotion policies.		+		
			Total	0	12	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization must :				
111	1	6.1.1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;	+			
112	2	6.1.2	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
113	3	6.1.3	The medical education organization should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		
		6.2	Clinical Training Resources				
			The medical education institution must provide the				

			necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	the number and categories of patients;		+		
115	5	6.2.2	the number and categories of clinical sites, which include clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical disciplines;		+		
116	6	6.2.3	observation of clinical practice of students.		+		
117	7	6.2.4	The medical education institution should study and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will include relevance and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.		+		
		6.3	Information Technology				
118	8	6.3.1	The medical education organization must define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
119	9	6.3.2	Medical education organization must provide access to network or other electronic media		+		
			A medical education organization must provide teachers and students with opportunities to use information and communication technologies:		+		
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	patient management;		+		
123	13	6.3.6	work in the healthcare system.		+		
124	14	6.3.7	A medical education organization must optimize student access to relevant patient data and health information systems.			+	
		6.4	Medical research and scientific achievements				
			The medical education organization must :				
125	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for the educational program;		+		
126	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education organization;		+		
128	18	6.4.4	use medical research as the basis for the curriculum		+		
			The medical education organization should ensure that the relationship between research and education:				
129	19	6.4.5	taken into account in teaching;		+		
130	20	6.4.6	encourages and prepares students to participate in		+		

			scientific research in the field of medicine and its development.				
		6.5	Expertise in the field of education				
			The medical education organization must :				
131	21	6.5.1	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education, and may involve physicians with experience in medical education research, educational psychologists and sociologists, or the involvement of experts from other national and international institutions		+		
			A medical education organization must define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of an educational program;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical education organization must :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
135	25	6.5.5	to pay due attention to the development of expertise in education assessment and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;			+	
136	26	6.5.6	to promote the desire and interests of employees in conducting research in medical education.			+	
		6.6	Exchange in education				
			The medical education organization must define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
138	28	6.6.2	transfer and offset of educational loans, which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which may be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.		+		
			The medical education organization must :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and in compliance with ethical principles.				
			Total	1	25	4	0

		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Program monitoring and evaluation mechanisms				
			The medical education organization must				
141	1	7.1.1	have a program for monitoring processes and outcomes, including the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with admission students, student assessment and completion of training.			+	
142	2	7.1.2	ensure that relevant assessment results influence the curriculum		+		
			A medical education organization must establish and apply mechanisms for evaluating an educational program that:				
143	3	7.1.3	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;		+		
144	4	7.1.4	focused on student progress;		+		
145	5	7.1.5	identify and address issues that include underachievement of expected learning outcomes and will assume that information received on learning outcomes, including gaps and problems identified, will be used as feedback for activities and corrective action plans to improve learning programs and curricula of disciplines;		+		
			A medical education organization must periodically conduct a comprehensive assessment of the educational program aimed at:				
146	6	7.1.6	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
147	7	7.1.7	on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
148	8	7.1.8	to overall outcomes, which will be measured by national examination results, international examinations, career choices and postgraduate study outcomes;		+		
149	9	7.1.9	A medical education organization must rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical education organization should systematically collect, analyze and provide feedback to teachers and students, which includes information		+		

			about the process and products of the educational program, and also includes information about bad practice or inappropriate behavior of teachers or students with and / or legal consequences. The medical education organization should use the results of the feedback to improve the educational program.				
151	11	7.2.2	The medical education organization should use the results of the feedback to improve the educational program.		+		
		7.3	Academic achievements of students				
			The medical education organization must analyze the educational achievements of students regarding:				
152	12	7.3.1	its mission and the final learning outcomes of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;		+		
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	provision of resources.		+		
			The medical education organization must analyze the educational achievements of students regarding:				
155	15	7.3.4	their previous experiences and conditions, including social, economic, cultural conditions;		+		
156	16	7.3.5	the level of training at the time of admission to a medical educational institution.		+		
			A medical education organization should use the analysis of students' educational achievements to provide feedback to structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder Engagement				
			The medical education organization must , in its monitoring program and activities for the evaluation of the educational program, involve:				
160	20	7.4.1	teaching staff and students;			+	
161	21	7.4.2	its administration and management.		+		
			The medical education organization should for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:				
162	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		

163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;			+	
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total	0	21	3	0
		8.	MANAGEMENT & ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part or a branch of the university.		+		
			A medical education organization must determine structural divisions in its management structures with the establishment of the responsibility of each structural division and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	other stakeholders, including representatives of the ministry of education and health, the health sector and the public.		+		
169	5	8.1.5	A medical education organization should ensure the transparency of the management system and decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
		8.2	Academic management				
170	6	8.2.1	The medical education organization must clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		
171	7	8.2.2	The medical education organization should periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical education organization must :				
172	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;		+		
173	9	8.3.2	allocate the resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.		+		
174	10	8.3.3	The system of financing a medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			The medical education organization must :				
175	11	8.3.4	provide sufficient autonomy in the allocation of		+		

			resources, including decent remuneration of teachers in order to achieve the final learning outcomes;				
176	12	8.3.5	when allocating resources, take into account scientific advances in medicine and public health problems and their needs.		+		
		8.4	Administrative staff and management				
			A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Engagement with the health sector				
180	16	8.5.1	The medical education organization must have a constructive interaction with the health sector, with related sectors of the health of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
181	17	8.5.2	A medical education organization must be given official status of cooperation with partners in the health sector, which includes the conclusion of official agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.		+		
			total	0	17	0	0
		9.	PERMANENT UPGRADE				
			As a dynamic and socially responsible institution, a medical education organization must :				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization must :				
184	3	9.1.3	base the update process on prospective studies and analyzes and on the results of their own research, evaluation and literature on medical education;			+	
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions.		+		

186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.			+	
187	6	9.1.6	Modification of graduate learning outcomes in line with the documented needs of the postgraduate training environment, including clinical skills, training in public health and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches to ensure that they are appropriate and relevant and takes into account modern theories in education, adult learning methodology, principles of active learning.			+	
189	8	9.1.8	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health/morbidity of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete ones.		+		
190	9	9.1.9	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
191	10	9.1.10	Adapt student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-MOE system, and curriculum needs.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as student enrollment, number and profile of academic staff, educational program.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the educational program.			+	
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.		+		
			total	0	10	4	0
			GRAND TOTAL	1	170	24	0