



«АККРЕДИТЕУ 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
on conducting international institutional accreditation
Federal State State-Funded Educational Institution of Higher Education
"Kemerovo State Medical University" of the Ministry of Health of the
Russian Federation for compliance with the NAAR
International Program accreditation standards
during the period from 15 to 16 November 2022

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
To the Accreditation Center
to the IAAR Council*



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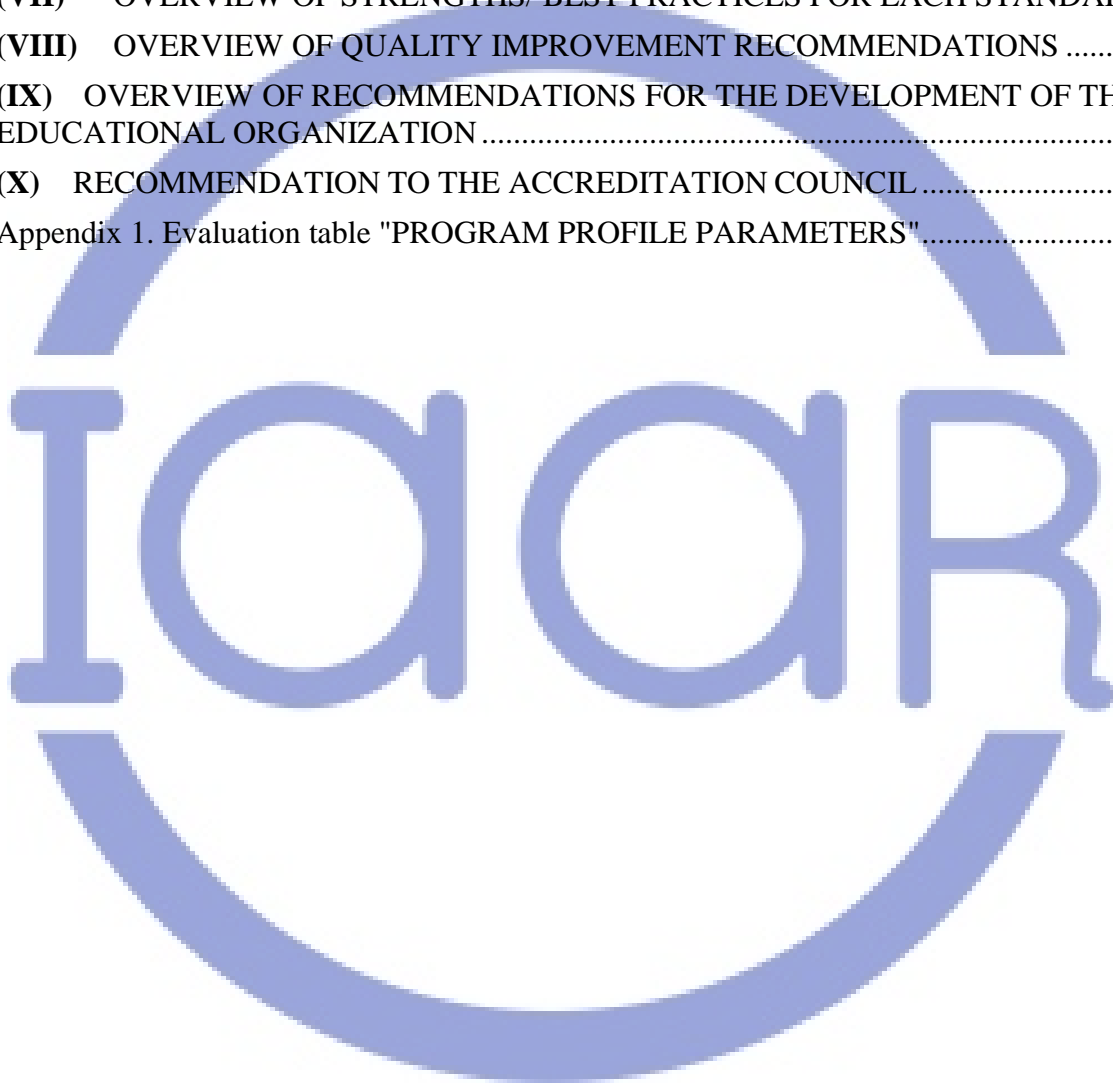
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Kemerovo

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

АУП – административно-управленческий персонал	AMP - administrative and managerial personnel
ВУЗ – высшее учебное заведение	HEI - Higher education institution
ВЭК – внешняя экспертная комиссия	EEC - external expert commission
ГИА – государственная итоговая аттестация	FSC - final state certification
ГЭК – государственная экзаменационная комиссия	SEC - state examination committee
КемГМУ – федеральное государственное бюджетное образовательное учреждение высшего образования «Кемеровский государственный медицинский университет» Министерства здравоохранения Российской Федерации	KemSMU - Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Healthcare of the Russian Federation
К.м.н. – кандидат медицинских наук	PhD in Medicine - equivalent to Candidate of Medical Sciences
ЛНА – локальные нормативные акты	LR - local regulations
МОН - Министерство образования и науки	MSHE - Ministry of Science and Higher Education
НААР – независимое агентство аккредитации и рейтинга	IAAR - Independent Agency for Accreditation and Rating
НАР – научно-академические работники	SAW - scientists and academic workers
НИР – научно-исследовательская работа	RW - research work
НИРС – научно-исследовательская работа студентов	SRW - student research work
ОВЗ – ограниченные возможности здоровья	Disabilities
ОП – образовательная программа	EP - educational program
ОПОП - основная профессиональная образовательная программа	BPEP - basic professional educational program
ППС – профессорско-преподавательский состав	TS - the teaching staff
РФ – Российская Федерация	RF - the Russian Federation
СМК – система менеджмента качества	QMS - quality management system
СРС – самостоятельная работа студента	SIW - student's independent work
ФГОС - Федеральные государственные образовательные стандарты высшего образования	FSES - Federal State Educational Standards
ФОС - фонд оценочных средств	ETP - evaluation tools pool
ЭИОС – электронно-информационная образовательная среда	DEE - Digital educational environment
IAAR – independent agency for accreditation and rating – независимое агентство аккредитации и рейтинга	IAAR – independent agency for accreditation and rating

(II) INTRODUCTION

In accordance with the order of the Independent Accreditation and Rating Agency No. 9-22- OD dated 30.09.2022, from November 15 to 16, 2022, an external expert commission (EEC) assessed compliance with the IAAR program accreditation standards of the Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Healthcare of the Russian Federation (further in the text – KemSMU, University)

The visit of the external expert commission to KemSMU was organized in accordance with the program agreed with the Chairman of the EEC, the Rector of KemSMU and approved by the General manager of IAAR.

Composition EEC:

1. **IAAR Chairman** – Kurmangaliev Kairat Bolatovich, PhD in Medicine, Associate Professor, NAO "West Kazakhstan Medical University named after Marat Ospanov" (Republic of Kazakhstan, Aktobe);
2. **IAAR Expert** – Nurgozhin Talgat Sejanovich, MD, Professor, Corresponding Member of the National Academy of Sciences of the Republic of Kazakhstan (Republic of Kazakhstan, Almaty), Online participation;
3. **IAAR Expert** – Redko Dmitry Dmitrievich, PhD in Medicine, Associate Professor, Gomel State Medical University (Republic of Belarus, Gomel);
4. **IAAR Employer** – Shitz Employer Polina Vladimirovna, Meditsina Plus LLC, Russian Federation, Moscow Smolensk, Online participation;
5. **IAAR Student** – Artishchev Vyacheslav Petrovich, 2nd-year student of the residency in the EP "Pathological Anatomy" of the Institute of Clinical Morphology and Digital Pathology of Sechenov University (Russian Federation, Moscow), Online participation;
6. **IAAR Observer** – Dzhakenova Alisa Satbekovna, PhD in Medicine, Head of Medical Projects of the Agency (Republic of Kazakhstan, Astana).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Federal State Budgetary Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation was organized by Order of the Minister of Health of the RSFSR No. 450 dated 11/14/1955 as the Kemerovo Medical Institute.

The University carries out its activities in accordance with the Constitution of the Russian Federation, Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation, other federal laws, decrees and orders of the President of the Russian Federation, resolutions and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation and the Charter of Kemerovo State Medical University.

The University has a License for educational activities No. 2343, issued by the Federal Service for Supervision of Education and Science on August 18, 2016, valid indefinitely, according to which the main professional educational programs of higher education are implemented - bachelor's degree, specialty, residency, postgraduate programs and state accreditation dated 02/19/2021 (certificate of state accreditation No. 3200, issued on February 19, 2021). By the Federal Service for Supervision in the Field of Education and Science, valid indefinitely) for enlarged groups of higher education specialties – 34.00.00 Nursing; 31.00.00 Clinical Medicine, 32.00.00 Health Sciences and Preventive Medicine, 33.00.00 Pharmacy.

KemSMU has a high-speed Internet access channel, and is connected to the resources of GIS Contingent, the Automated system of the Ministry of Health of the Russian Federation

(subsystems FRMW and FRMO), FIS GFE and Reception, USIMS HAC; there are registered domains kemsmu.ru, kemsma.ru. All university departments have access to local and global network resources.

The total number of teaching staff is 345 people. Settling down – 73%. The University implements 1 bachelor's degree program, 5 specialty programs, 43 residency programs and 12 postgraduate programs, as well as more than 200 additional education programs.

The total number of students enrolled in bachelor's degree, specialty, residency, and postgraduate programs is 4,494 people.

Terms of training: 1) 6th level 6NRK/1QF-EHEA, higher education, full-time, 1 cycle - 4 years, 240 ECTS credits (nursing - 122 students); 2) 7th level 7NRK/2QF-EHEA, higher education, full-time, 1+2 cycles (medical, 6 years, 360 ECTS credits, 2,123 students; pediatrics, 6 years, 360 ECTS credits, 986 students; dentistry, 5 years, 300 ECTS credits, 382 students; pharmacy, 5 years, 300 ECTS credits, 128 students; preventive medicine, 6 years, 366 ECTS credits, 158 students); 3) 8th level 8NRK/3QF-EHEA, higher education, cycle 3: residency (clinical medicine, 2 years, 33 programs of 120 ECTS credits, 358 students); postgraduate studies (26 programs of 180 ECTS credits, 29 students).

The total area of the educational and laboratory buildings of the university is 70740 sq.m. There are 3 student dormitories with an area of 20954 sq.m., a health camp "Medik" with an area of 1603 sq.m., a scientific library. The university has a Central Research Center and a number of high-tech laboratories.

KemSMU participates in the official ratings of the country, according to which it has the following ratings from those passed in 2021: 1) according to the results of the performance monitoring rating of universities – 2021 has a rating rating of A, 1 league. 2) according to the rating "First mission" - 2021 rating grade B, 4 league. 3) rating according to the Hirsch index - 2021 - rating A, the Hirsch index 61. 4) rating "The most popular universities in Russia - MIA "Russia Today" - 2020 rating E, 34th place among medical universities. 4) rating "International recognition" - 2021 the university has a rating rating of C.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

KemSMU is undergoing international institutional accreditation for the first time.

(V) DESCRIPTION OF THE EEC VISIT

External expert work on the international institutional accreditation of KemSMU was organized in accordance with the "Guidelines for the external evaluation of educational organizations and educational programs of the NAAR" and according to the approved program and schedule.

On 14.11.2022, a preliminary meeting of the members of the External Expert Commission (EEC) of IAAR took place. During the organizational meeting, the program of the visit was clarified, the responsibility of the members of the EEC was distributed. A brief review of the KemSMU institutional self-assessment report was conducted, additional information was determined that should be requested from the university for full awareness of the members of the EEC during accreditation.

In order to obtain objective information on the expert assessment, the members of the EEC used the following methods: interviews with management and administrative and managerial personnel, interviews with students, observation, study of the website, interviewing employees of various structural divisions, teaching staff, questionnaires of teachers and students, visits to clinical bases, review of resources in the context of standards implementation accreditation, study of

educational and methodological documents both before the visit to the university and during the visit to the university.

A total of 246 people took part in the meetings on the accredited specialty (Table 1).

Table 1 – Information about employees and students who took part in meetings with the EEC:

Category of participants	Number
Rectors	1
Vice-rectors	2
Heads of structural divisions	19
Heads of departments, heads of deans' offices	7
Heads of departments	19
Professors	70
Students	79
Graduates	30
Employers	19
Total	246

On 15.11.2022, a meeting was held with the rector of the University, vice-rectors, heads of structural divisions, heads of departments, heads of departments, teaching staff of departments.

A visual inspection of the morphological building, the anatomical museum, the Department of Morphology and Forensic Medicine was carried out. In the main building of the university, the EEC members visited the history museum of KemSMU, the center for simulation training and accreditation, the scientific library, the sports hall, the assembly hall, the dining room, and the departments.

16.11.2022 г. Interviews with students were conducted on 16.11.2022. During the interview, information about the educational process was obtained: how classes are conducted, especially with the use of active teaching methods, how students are involved in research work, how knowledge and skills are evaluated, how the opportunity to participate in improving the educational program, the organization of the educational process is realized, what living conditions are provided for students.

Then there was a meeting with employers. During the interview, employers were asked questions about their participation in the development and improvement of the university curriculum, their participation in assessing the quality of graduate training, the role of the university in the regional health system, and the availability of health care facilities in practical training of students.

When interviewing university graduates of different years, the EEC members asked questions about the quality of training at the university, the existence of the KemSMU Alumni Association, and suggestions for improving the educational process at the university.

On this day, the EEC also visited the training building No. 2, which houses the central research laboratory and dental simulation center, as well as clinical and practice bases. Visited: State Institution "Kuzbass Regional Clinical Hospital named after S. V. Belyaev", perinatal Center; State Institution "Clinical Consultative and Diagnostic Center named after I. A. Kolpinsky", which houses a research laboratory and dental center; State Institution "Kuzbass Clinical Cardiology Dispensary named after Academician L. S. Barbarash"; «Federal State Institution "Hygiene Center and epidemiology in the Kemerovo region". During the inspection of clinical bases, accompanied by heads of departments, professors, attention was drawn to the route of students within the clinic, visits to departments located in clinics, study rooms, the ability to master clinical and practical skills, a variety of patient profiles, the ability to work with patients, including children, with medical documentation, interviews with the administration medical institutions, professors, and students.

During the inspection of the simulation center, attention was drawn to the equipment and how exactly the simulation equipment is used in the educational process (during the visiting hours, classes were held in almost all classrooms).

During the visit, professors and students of KemSMU were interviewed. A total of 107 professors and 144 students in all specialties were surveyed.

The Commission notes a rather high degree of openness of the KemSMU staff in providing information to the members of the EEC, as well as a positive attitude of students and their motivation and activity.

In order to confirm the information provided in the self-assessment report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1 Standard "Mission and Final Results"

The proof part.

KemSMU carries out its activities on the basis of the Charter and in accordance with the regulatory and strategic documents adopted in the Russian Federation. The mission of KemSMU is to provide high-quality professional training and education of a highly spiritual person capable of competent, responsible and creative professional medical activities, ready to build a further career in any field of medicine, perform the role and functions of a doctor in accordance with the established requirements of the health sector, and take responsibility for maintaining the level of knowledge and skills in a multipolar and rapidly changing modern society, the world. To implement the Mission and in accordance with the goals, priority areas of university development have been identified, which are reflected in the Quality Policy and Development Program. The mission of the University is presented on the website of the University, on the information stands of its structural divisions.

The University has implemented and operates a quality management system in accordance with ISO 9001-2015 standards. The management of the University assumes obligations and is responsible for the full implementation of all areas of this Policy and creating conditions for their implementation. The provisions of the Policy are mandatory principles, directions and requirements for the activities of all University employees. The process of developing and approving the University's Mission includes several stages: informing the target audience, identifying the views of stakeholders and collecting proposals within open platforms for discussion and exchange of views of stakeholders; discussing the draft Mission and Policy, taking into account the proposals made; informing stakeholders about the decisions taken.

KemSMU has, within the framework of national legislation (the level of federal subordination), institutional autonomy for the development and implementation of policies regarding the mission for which the university administration is responsible. The University grants certain academic freedoms to the faculty and students to choose their own programs and teaching methods, to express their opinions freely, to participate freely in scientific research and publish their results, and to participate in public organizations and societies. The University constantly monitors and ensures the relationship of the final results of education with global health issues, and the University also determines and coordinates the relationship of the final results of training required at the end of training with those required in postgraduate training and / or work in practical health care.

Analytical part

According to the criteria of the "Mission and Results" standard, KemSMU has a mission. This is reflected in the university's Development Program for 2021-2026. The mission is widely presented on all information resources of the university, in an accessible form on the stands of academic buildings and clinical bases in Russian. But at the same time, in the lobby of the main building, the administrative part, which is most often visited by employers and representatives of practical healthcare, there is no information stand of the university mission. Employees are well aware of the mission of the university, but not enough graduates and students, employers and representatives of practical healthcare, which is confirmed during interviews with target groups. Given that the university has international students, you should also post information about the university's mission in English.

Based on the report of the university, representatives of students, medical and pharmaceutical organizations participated in the development and approval of the mission, information is provided in the framework of meetings, speeches, and partners are sent copies of the development program, which contains the text of the mission. At the same time, in the submitted supporting documents, the participation of external stakeholders in the development and discussion of the mission and final results within the framework of the round tables is traced only to educational programs.

During interviews with employers, it was revealed that most of them do not know the mission of the university and do not participate in its development.

The development of tactical and strategic plans is based on a regular analysis of weaknesses and strengths, for which a number of structural reorganizations were carried out with the creation of the Department of licensing, accreditation and quality management of education of KemSMU (organized by the rector's order No. 105/1-k of 15.05.2019). At the same time, the educational institution has a certificate of compliance with the requirements of the ISO 9001-2015 quality management system.

KemSMU has institutional freedom, which is implemented, among other things, in the management of material resources. Academic freedoms of the teaching staff are present in the implementation of the OP. According to the results of an anonymous survey of employees, 34% of respondents rate the state of academic freedoms as "very good", and more than 54% - as "good".

The final results are aimed at achieving students' competencies and correspond to the mission and goal of the university.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1. To inform interested parties, the university management is recommended to install an information stand in the administrative building of the university that reflects the university's Mission, vision and development prospects, including in English. Deadline: until 01.01.2023.
2. It is recommended that the university's management include external stakeholders in the process of developing and making changes to the university's mission, which is reflected in the relevant supporting documents. Deadline: until 01.01.2023.

EEC's conclusions based on the following criteria:

- *strong-0*
- *satisfactory – 22*
- *suggests improvements - 2*
- *unsatisfactory – 0*

6.2. Standard "Educational program"

The proof part.

Educational programs at KemSMU are developed on the basis of the federal state educational standard of higher education with a focus on professional standards. EP is an integrated model based on modular and / or spiral design, which includes a set of basic characteristics of education and organizational and pedagogical conditions. On the basis of the Federal State Educational BO Standard for Higher Education, KemSMU has developed a matrix of competencies (part of the EP), в which indicates the disciplines and practices involved in the formation of each competence.

The development of the draft EP is carried out by members of the working group, the project is discussed in the framework of open discussions in the format of a round table with the participation of teaching staff of departments, employers and students. Proposals for the EP are discussed at the Council of the relevant faculty and CMS of the university; all received proposals and additions are analyzed and summarized. The EP is approved by the Academic Council of KemSMU, which includes professors, heads of departments, representatives of the student society, and employers. The members of the EEC are presented with the composition of the collegial management bodies and the relevant minutes of the meetings.

When analyzing the EP, the members of the Higher School of Economics were convinced that the integrity of the educational program, which combines the fundamental nature of training with the interdisciplinary nature of professional activity, is ensured by a clear structure of the educational process, the sequence of studying disciplines and the presence of integration between disciplines. The disciplines and blocks of the EP are designed so that the main structural issues are constantly considered throughout the entire period of study, while at each subsequent level the material is supplemented and expanded, additional opportunities and connections with other aspects of the disciplines under consideration are demonstrated (spiral approach).

When visiting departments, meeting with teaching staff, students, and working with the teaching materials of disciplines, EEC members observed that при проведении занятий используются such educational technologies are used in conducting classes as: training videos, solving situational problems, business and role-playing educational games, clinical case analysis, case study method, round tables, discussions, duty in the departments of the medical base, preparation of training courses, etc. medical records, portfolios, work on training simulators, etc.

When studying disciplines aimed at the formation of competencies, в том including research activities, students' research work is used (drawing up an informational review of literature on the proposed topic, preparing an abstract, preparing an essay, report, preparing educational schemes, tables), student's research work, work in the archives of medical institutions. We also use trainings, master classes of experts and специалистов practical healthcare specialists, attend medical conferences and consultations, participate in scientific and practical conferences, meet with representatives of Russian and foreign companies, state and public organizations.

EEC members were convinced that the implementation of programs is carried out in accordance with the principles of equality in relation to students, regardless of their gender, ethnicity, religion, sexual orientation, socio-economic status and physical abilities. One inclusive education program is implemented for all categories of students. Local acts of the university were presented to the EEC members, which provide for the possibility of creating special learning conditions for disabled people and people with disabilities.

More than 30% of students participate in the implementation of scientific research, implementing the acquired knowledge concerning the methodological aspects of scientific work. Students have the opportunity to take part in the research work of professors, performing individual fragments with the presentation of the results obtained at conferences and forums of various levels. Every year, the final student scientific conference is held, where 26 sections work in scientific areas and принимают участие more than 1,200 university students take part.

Clinical training of students is based on the competence-oriented principle and is focused on the formation of appropriate general professional and professional competencies. Students are trained at 14 clinical bases with which contracts are concluded. When organizing clinical training, attention is paid to patient safety, including through mandatory monitoring of the actions of the trainee by the teaching staff. When completing internships, curators are also employees of medical institutions appointed by the chief physician from among the full-time employees of the medical institution. The duty of the chief physician to appoint an employee responsible for the practice of students is stipulated in the contract on practice concluded between KemSMU and medical institutions.

For individualization of the program in specialties, a catalog of elective courses has been formed, which allows students to develop professional skills taking into account the future profession and demand in the labor market.

The educational process is administered at the faculty level (the dean's Office of the Medical Faculty, faculty methodological commissions) and at the university level (the Academic Council of the University, the Central Methodological Council, the Educational and Methodological Association). The development, approval and implementation of educational programs is carried out in accordance with external and internal organizational and legal, regulatory, administrative and methodological documents, such as the Regulations on the main professional educational program, Regulations on the work program of the discipline, Regulations on the educational and methodological support of the discipline. The EP is updated annually; the necessary changes are reflected in the List of Changes with the date of making changes and administrative documents. Developers of the educational program and its components are persons from among the teaching staff of departments. Students and employers are invited to form the educational program. Students are invited members of the Faculty Council and the Academic Council of the University, which gives them the opportunity to participate in the management of the EP.

Monitoring of employment of graduates of KemSMU shows a high percentage of employment of graduates of the medical faculty (the main faculty of the university) – 98 %. The level of satisfaction of employers with the quality of training of graduates of the medical faculty of KemSMU according to the results of annual surveys is consistently high.

The analytical part.

The development of the KemSMU EP is carried out in accordance with federal legislation and local regulations of the university. Teaching staff of departments participate in the development of the EP with the involvement of representatives of students and employers, as well as all interested parties, taking into account the final results of training aimed at training a highly qualified employee who meets the trends of the time.

In the process of training students within the framework of the implemented programs, there is a constant process of improvement, taking into account the requests of students, employers, graduates and other interested parties, changes in the requirements for training specialists, the labor market, and modern achievements in medical science and practice are taken into account.

The construction of most EP has a traditional model, while the modular design of studying disciplines is not sufficiently used. The university declares the modular construction of the EP, but at the same time, pedagogical technologies that ensure the implementation of modular training have not been developed. The methods and forms of teaching used include conducting lectures and practical classes, ISW. Innovative educational technologies based on the modern theory of adult education are not used enough. In addition, there is no systematic monitoring of the use of innovative teaching methods by the heads of educational institutions and structures responsible for managing the educational process.

The process of preparing students includes teaching basic, biosocial, fundamental and clinical disciplines through an integrated model of educational programs. It should be noted that the EP does not include complementary disciplines that include non-traditional, traditional or

alternative medicine. In the course of conducting interviews with EP managers and professors, it turned out that the teaching staff has no idea what "complementary" medicine is.

Throughout the entire period of study, students have the right to choose the elective and elective subjects studied for the formation of in-depth training in certain types of activities. At the same time, the mechanism of their selection, terms and stages of this process are not yet clearly regulated. Students are not sufficiently informed both about the list of elective subjects being implemented and about the mechanism of their choice.

The construction of the implemented EP and wide opportunities for participation in research contribute to the formation and development of students' scientific thinking, the principles of scientific methodology, and the involvement of students in conducting scientific research at all stages of mastering the EP. It is necessary to strengthen the link between educational and research activities by filling educational programs, especially with the results of their own scientific research of university scientists (possibly through the development of elective disciplines).

The EEC members were convinced that highly qualified professors participate in the organization and conduct of the educational process at the university. At the same time, attention is drawn to the large number of students in groups (15-18 people), which creates certain difficulties in conducting practical classes, especially at clinical bases.

KemSMU defines a structural division responsible for coordinating all forms of activities aimed at planning, developing and implementing educational programs. Employees of deans' offices, departments and other departments are also actively involved in these processes. At the same time, it should be noted that during meetings with representatives of employers and graduates, their involvement in the management of the educational program is not sufficiently active: most of the work is limited to holding "round tables"; receiving feedback, system monitoring of feedback results, and carrying out corrective actions are not sufficiently used.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. It is recommended that the university management review the number of students in academic groups in the direction of decreasing in order to improve the effectiveness of the educational process and reduce the pedagogical burden. Deadline: by 01.09.2023.
2. It is recommended that EP managers provide training in the principles of scientific methodology and scientific management through elective courses. Dates: until 01.09.2023-then permanently.
3. It is recommended that EP managers use elective courses to ensure that the EP interacts with complementary medicine, including non-traditional, traditional and alternative practices. Conduct appropriate training among teaching staff. Deadline: by 01.09.2023.
4. It is recommended that CEOs introduce the results of scientific developments of university employees into the EP. Dates: from 01.09.2023.
5. It is recommended that the CE managers ensure the implementation of vertical and horizontal integration of disciplines with appropriate pedagogical technologies. Deadline: by 01.09.2023.
6. EP managers are recommended to develop clear and accessible procedures for students to choose and enroll in elective subjects, and conduct events to raise students' awareness of these procedures. Deadline: by 01.09.2023.
7. It is recommended that CE managers develop measures for systematic monitoring of the use of innovative teaching methods in the educational process. The deadline is until 01.09.2023.

8. It is recommended that EP managers develop measures to systematically analyze feedback from stakeholders on the quality of the university's EP, develop and implement corrective measures. Deadline: by 01.09.2023.

EEC's conclusions based on the following criteria:

- *strong* – 0.
- *satisfactory results* – 34;
- *suggests improvements* – 8;
- *unsatisfactory* – 0.

6.3. Standard "Student Assessment"

Proof part

At KemSMU, the goal of the student performance assessment system is to comprehensively assess the quality of academic work in the learning process and activate the systematic work of students in mastering academic disciplines, increase the objectivity of knowledge assessment, and evaluate the effectiveness of OP aimed at improving it.

In order to determine the degree of students' mastering the OP focused on achieving the final results of training and mastering competencies, current monitoring of academic performance, intermediate and final certification is carried out.

Students' academic performance is assessed in two main ways: formative and summative assessment.

Current monitoring of students' progress is carried out in order to systematically check the knowledge of students in accordance with the working programs of disciplines. An assessment of the current control is issued for each task completed by the student. When setting the current grade for a task, all types of academic work (classroom and extracurricular) are taken into account, including for clinical disciplines – on duty, working at the patient's bedside, etc. Discipline-specific WP regulate various types of ongoing monitoring of students' progress: oral questioning, written control, homework presentations, testing, solving clinical cases, observation, assessment of patient management, etc.

Intermediate certification is carried out using the assessment tools presented in the discipline's work program, which are developed by the University staff and borrowed from the database of the Federal Methodological Center for Accreditation of Specialists. Assessment tools for intermediate certification are reviewed annually at the department's meeting. Testing of the level of mastery of practical skills and abilities formed in practical classes is carried out at the final (milestone) classes on thematic subjects or on phantoms and simulators in the Center for Simulation Training and Accreditation, as well as when solving situational and case problems. When performing a task based on the clinical situation, emphasis is placed on the realism of the simulated environment, and when conducting an assessment, on technical or non-technical skills.

A student who has successfully passed the intermediate certification in all disciplines of the curriculum is allowed to participate in the state final certification. The criteria for assessing the formation of competencies in the state exam are set out in the FSC program. When conducting the state exam, leading practical healthcare specialists (at least 50% of the commission's members) are involved as independent examiners in the EEC. The EEC report contains comments and recommendations for improvement; based on the results of these comments, an action plan is developed to eliminate the comments and implement the recommendations, as well as a time frame for its implementation.

A system of appeal of evaluation results (appeal) has been developed. The procedure for appealing the results of assessment of final and intermediate attestation of students is presented in the Regulation on Quality Control of Training and the Regulation on State Final Attestation.

The principles, methods and practices used to assess students' knowledge are analyzed annually – assessment tools (tests, exam questions, coursework topics, situational tasks, clinical and professional skills). KemSMU uses a procedure for evaluating the validity of student assessment methods used for both current and intermediate and final control. The results of the analysis are discussed at meetings of the councils: the central methodological council, the Council of faculties and are brought to the attention of the departments. Faculty members, as a result of a broad discussion, determine the list of knowledge, skills, and abilities that confirm the acquisition of competencies by students, and the assessment methods used for this.

Analytical part

When analyzing the regulatory documents of the educational process, the EEC members found that the system of control of students' knowledge in academic disciplines (module) is built in accordance with the curriculum, which defines the types and forms of current control, as well as those adopted at KemSMU LNA. However, when choosing to evaluate learning outcomes for each discipline/module and OP, the methods and forms are not sufficiently taken into account.

Also, the results of interviews with teaching staff and students showed that the system of assessing students' knowledge requires improvement in order to allow the use of various assessment methods in one exam, so that students can fully reveal their academic achievements and the degree of mastering the necessary knowledge and skills of clinical thinking.

During the meetings with students, it was found out that not all students are aware of the Academic Policy of the university. At the same time, the Academic Policy does not reflect the procedure for passing an industrial internship, training in residency and postgraduate studies.

The university does not fully implement modern methods for assessing the reliability and validity of assessment tools: the system for documenting the process of evaluating students' academic achievements is carried out by maintaining traditional paper journals; at the same time, the journal sheets are not stitched or numbered, i.e. there is no control over journal management.

During the meetings, it was found that the teaching staff is not sufficiently aware of the principles of drawing up test questions, taking into account the volume and content of disciplines. There is no single bank of test tasks in electronic form with the ability to access it for students via shared and personal digital devices. The objective Structured clinical Examination (SCE) is not used to assess knowledge, skills and abilities in the learning process.

EC members were not provided with any regulations (documents) regulating the requirements for attendance at lectures, practical classes, and independent work of students.

Students' communication skills are evaluated at the simulation training center with the involvement of student and teacher volunteers. At the same time, the university has not developed methodological support for the use of the "Standardized patient" method.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. It is recommended that the OP managers bring the methods of evaluating students in line with the final results of training. Expand the range of assessment tools with the development of clear evaluation criteria based on the principles of validity and practice orientation (implementation of the OCE). Deadline: by 01.09.2023.
2. The university management is recommended to develop local regulations regulating the system of rating admission to the examination session, which will take into account the attendance of lectures, PZ and SRS. Deadline: by 01.09.2023.
3. The university management is recommended to define the Academic Policy as the main document regulating the issues of the educational process in the university. Deadline: by 01.09.2023.

4. Heads of educational programs are recommended to supplement the Academic Policy with sections that regulate the issues of debt elimination, practical training, training in residency programs, and postgraduate studies. Deadline: by 01.09.203.
5. The university management is recommended to document the process of evaluating students' academic achievements by introducing an electronic journal for openness and accessibility to all participants in the educational process. Deadline: by 01.09.2023.
6. The university management is recommended to systematize the principles of drawing up test questions, create a single bank of test questions depending on the scope of the discipline and the level of training. Dates: 01.09.2023
7. The head of the simulation center is recommended to create a database of standardized patients on the basis of the university's simulation center for effective training and assessment of communication skills. Deadline: by 01.01.2024.

EEC's conclusions based on the following criteria:

- *strong* – 0.
- *satisfactory* – 8;
- *suggests improvements* – 7;
- *unsatisfactory* – 0.

6.4. The "Students" Standard

Proof part

The University has defined and implements an admission policy, including a clearly defined Provision - the Rules for admission to the Federal State budgetary educational institution of Higher education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation for educational programs of higher education – bachelor's programs, specialty programs, residency programs and postgraduate studies. The University has defined a policy and implemented the practice of admitting students with disabilities in accordance with the current legislation, which is also reflected in the University Admission Rules.

The plan of admission to the University at the expense of the federal budget (admission control figures) is established by an order of the Ministry of Education and Science of the Russian Federation на based on the results of an open public competition for the distribution of admission control figures for higher education programs. One of the competition criteria is whether the University has a sufficient material and technical base. Admission to places with payment of the cost of educational services (extra-budget) is limited to the number of places approved by the rector after discussion at the meeting of the Academic Council of the university, taking into account the opinion of representatives of regional health care and employers, and correlates with the material and personnel capabilities of the university.

KemSMU has created a system of student support and support that covers the main range of problems that a student may face at various stages of education. The university structure includes structural divisions and public organizations that provide support for solving students' problems and organize student consultations on psychological and social support. The psychological service provides assistance to students with low motivation to study, problems of interpersonal communication. The Department for Extracurricular Activities and Public Relations supports the initiatives of students, organizes their inclusion in volunteer professionally oriented activities, and promotes the development of public organizations on a self-governing basis.

During interviews with students and visual inspection of dormitories and canteens, the EEC members found that students were satisfied with their living and food conditions, as well as with medical care. The same results were shown by a survey of students.

Analytical part

The admission rules and the work of the admissions committee allow us to select applicants who are quite capable of mastering the curriculum, are transparent and fair.

Individual educational trajectory is formed among students of KemSMU due to the presence of elective subjects. The survey takes into account the features of educational content for future professional activity in the country of future professional activity.

The policy of student representation at the university is implemented in three directions: student self-government; representation of students in the collegial bodies of the university, which manages the educational process; representation of students in проектах social projects that implement regional health problems.

The University has developed and operates a system for encouraging and motivating students' participation in the public life of the university, making decisions on the quality of education: financial incentives, awarding certificates, diplomas, memorable gifts, nomination на for recognition by other organizations, taking into account achievements when applying for residency, postgraduate studies, etc. The activities of student organizations contribute to the development of general cultural competencies and managerial experience of students. Additional premises and equipment have been allocated for the student Council.

The university has created good living and dining conditions, and all international students are provided with dormitories that have everything necessary for a normal quality of life. In canteens and other food outlets, it is possible to eat in accordance with national and cultural characteristics.

Students are provided with educational literature, electronic resources for educational and scientific activities.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

- *strong* – 0.
- *satisfactory results* – 16;
- *suggests improvements* – 0.
- *unsatisfactory* – 0.

6.5. Standard "Academic staff/Teachers "**Proof part**

The policy of selection and admission of academic staff at the university is implemented in accordance with the Labor Code of the Russian Federation, the Regulation on the procedure for filling positions of Professors belonging to the Teaching staff, approved by Order No. 749 of the Ministry of Education and Science of the Russian Federation dated July 23, 2015, the nomenclature of positions of professors of organizations engaged in educational activities, Decree of the Government of the Russian Federation No. 678 of August 8, 2013. Order of the Ministry of Health and Social Development of the Russian Federation No. 1n of January 11, 2011 "On approval of the Unified Qualification Directory of Positions of Managers, specialists and Employees, section" Qualification characteristics of positions of managers and specialists of higher professional and additional professional education" and the Charter of the Federal State

Budgetary. Also, the policy of selection and admission of employees is fixed in the Personnel Policy of KemSMU until 2026 (approved by the rector in 2021). The Recruitment Department ensures full equality and accessibility to the vacancies available at the university and guarantees equal opportunities and an objective assessment of the professional qualities of applicants. Priority is given to persons with higher qualifications, results of pedagogical, scientific, and clinical activities. The election of academic staff is carried out by the collegial governing bodies of the university – the Academic Council of the university. When applying for a job, there are no restrictions based on gender, race, national origin, or language.

The number of teaching staff is formed in accordance with the staffing table based on the needs of the educational process, the standard of academic load on the teacher and depends on the number of students. The total number of teaching staff of the University is 336 people, including 223 people with academic degrees (68 people – doctors of sciences, 155 people-PhD). The total retirement rate is 73.0%. The number of full-time teaching staff of the University is 251 people. A total of 55 external part-timers, 33 of them have academic degrees, including 14 doctors of science. The average age of full-time teaching staff is 51 years. The ratio of teaching staff to students in bachelor's and specialist's degree programs is 1: 11.6. The total number of students per teacher is 1: 13.7.

In 2021, 296 research and teaching staff members improved their qualifications under advanced training and retraining programs, "Higher School Pedagogy" courses operate on a regular basis, and this section of work is monitored by the HR department in accordance with the annual professional development plan.

The main document on the basis of which the assessment of scientific, pedagogical and clinical achievements of teaching staff is carried out, taking into account the ratio of teaching, research, clinical and administrative work, is an individual plan-report of the teacher's work, which determines the scope and timing of educational, educational, methodological, scientific and other types of work of the teacher, in accordance with the goals and the tasks of the department and the university as a whole.

Individual plan-report of the teacher's work is discussed at the meeting of the department and approved by the Vice-rector for Academic Affairs and Youth Policy. During the academic year, the head of the department supervises the implementation of the scope of all types of activities of the teacher. The results are discussed at the department meeting. Every year, at the end of the academic year, the department's meeting analyzes the implementation of planned indicators of educational, scientific, medical, and educational work. Analysis of the performance indicators of teaching staff of departments is carried out by the Dean of the faculty, head of the educational and methodological Department, Vice-rector for Academic Affairs and Youth Policy. In order to encourage employees to achieve high-quality results of work, as well as to reward them for their work performed at the university, incentive payments are established in addition to the official salary. Issues of staff incentives are regulated by local regulations of the university, in particular, the Regulation on incentive payments under an effective contract to teaching staff of the university .

The University maintains a balance of academic and professional qualifications of professors, which allows ensuring the quality of the educational process. The content and time limits of the University teaching staff are regulated by the Regulation on the procedure for planning and recording the work of the teaching staff. The academic load of a teacher is determined depending on the position held by him, the level of qualification and may not exceed the upper limits established for the positions of scientific and pedagogical workers.

Professors are engaged in research activities in accordance with their scientific specialty and the profile of the department. Leading scientists of the University publish the results of their research in periodicals indexed in the international information and analytical systems of scientific citation WoS and Scopus, as well as in journals included in the Russian Citation Index. The faculty also has the opportunity to publish the results of their research in the university scientific journals

"Bulletin of Social and Humanitarian Sciences" and "Fundamental and Clinical Medicine". The University keeps records of the publication activity of teaching staff. Professors who have a high publication activity, conduct scientific research, attract students to scientific work, and appoint postgraduates as heads of scientific laboratories, research institutes, and heads of departments.

The University's personnel policy ensures that all types of teaching activities are properly recognized. Evaluation of professors' activities is carried out based on the results of educational, methodological, scientific, and clinical activities. The University applies various methods of material and non-material incentives, motivation and promotion of employees for achievements in the professional sphere, which directly affect the professional development of employees.

To encourage the scientific activity of teaching staff, incentive allowances are established for scientific publications, for publications in international peer-reviewed journals, for the preparation and publication of textbooks, monographs, teaching aids, as well as incentives for the guidance and defense of a dissertation for a scientific supervisor.

Employees are awarded state, departmental, and regional awards for their professional achievements. Promotion in KemSMU can be initiated by the management of the department in which the employee works based on his professionalism and the effectiveness of his work, as well as by the employee himself.

Professors of clinical departments, in addition to teaching, improve their medical qualifications within the framework of the system of continuing medical education. The Department of Postgraduate Training of Specialists implements advanced training programs aimed at mastering the competencies required for each teacher. For all managerial positions, a personnel reserve has been formed from among full-time employees of the university, but the plan of work with this contingent for the formation of the necessary competencies of the head has not been defined.

Teaching staff of clinical departments work part-time in the clinical departments of specialized healthcare institutions. Medical diagnostic and advisory work of teaching staff at clinical bases is carried out in accordance with the regulatory requirements of medical institutions.

Analytical part

During the work of the EEC and during the visit, the EEC members were provided with all the necessary documentation certifying the evidence base. The personnel policy of KemSMU is carried out in accordance with the approved policy of the university and does not contradict the regulatory legal acts of the Russian Federation, which allows maintaining a balance between the teaching staff of biomedical disciplines, theoretical and clinical. The selection and appointment of academic staff takes place transparently in a competitive environment, in accordance with the qualification requirements. It should be noted that the teaching staff rate is very high-73%. The ratio of full-time employees to part – time employees is: 251 people – full-time professors (75.0%), 85-external part-time employees (25.0%). In recent years, there has been a negative upward trend in the teacher/student ratio, as a result of an increase in the number of students in study groups up to 18 people. Also during the EEC (interview, questionnaire, report) the weak side of the personnel policy is revealed an increase in the average age of teaching staff. At the same time, the University has not developed measures to attract young medical specialists, professors, and scientists.

One of the strengths of the university in the self-report was the level of proficiency of teaching staff in a foreign (English) language, which was not confirmed during the work of the EEC. This section of working with academic staff is not systematic in nature, classes with foreign students are conducted with an interpreter, which is an irrational practice. There is no documented procedure for admitting employees to work with foreign students in English (criteria, level of proficiency, availability of a certificate of English proficiency TOEFL IELTS, etc.), and a teaching staff training plan.

Evaluation of activities is carried out based on the results of educational, methodological, scientific and social activities. Clear criteria for financial incentives for these types of activities, in

particular publication activity, have been developed. The medical function of teaching staff of clinical departments is not paid, which is due to the peculiarities of national legislation in the field of healthcare. Professors in clinical departments conduct medical work only as external part-timers of healthcare institutions. KemSMU has built a clear system of professional development of employees in their specialty and pedagogy. In the course of interviews and questionnaires of teaching staff, analysis of the report revealed the problem of academic mobility of teaching staff (conducting educational and scientific events online can not be attributed to academic mobility). KemSMU successfully implements social protection of employees: social payments, annual medical examinations, vaccination, the presence of a sports and recreation camp in the structure, the possibility of preferential mortgage housing construction.

According to the results of an anonymous survey of teaching staff, the majority of professors (98-99%) are satisfied with their work at the university, with the working conditions, the attitude of management, opportunities for personal and career growth, and the level of academic freedoms.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1. The university management is recommended to develop a program for attracting young specialists to work at the university. Term: until 01.09.2023.
2. It is recommended that the university's management develop a program for the development of staff competencies in foreign languages with the definition of clear criteria for admission to teaching in a foreign language in order to increase the university's competitiveness in the educational services market and abandon the practice of using translators. Term: until 01.09.2023.
3. To improve the image and status of a university teacher, the university management should develop a system of non-material incentives for teaching staff, including competitions "Best teacher, young teacher, scientist, etc.". Deadline: until 01.09.2023..

EEC's conclusions based on the following criteria:

- *strengths* – 0.
- *satisfactory results* – 10.
- *suggests improvement* – 2;
- *unsatisfactory* - 0.

6.6. Standard "Educational resources"

Proof part

KemSMU owns 4 academic buildings, 3 dormitories for students with 1,878 beds, rented premises of clinical departments located in healthcare organizations. All objects meet the requirements of fire safety and sanitary standards. Clinical departments of the University are located directly in the medical organizations of the city. Educational buildings have all the infrastructure for conducting classes and ensuring the social and everyday needs of students. The entire classroom fund is equipped with modern technical and demonstration facilities. The university has created conditions for training disabled people and people with disabilities (barrier – free environment, etc.). Rational nutrition is organized for students-in the main building of the university there is a fully equipped dining room with a brewhouse, in other academic buildings there are buffets with hot food, wardrobes are provided along the route of students, including at clinical bases.

The University has its own scientific library, located in two buildings in premises with a total area of 1753.8 m², the number of seats in the reading rooms is 220. The students' book supply is satisfactory, and the university regularly updates its library collection. Support for the main

professional educational programs is provided by students' access to Russian and foreign databases and library collections of the university based on the full list of academic disciplines (modules). Bibliographic databases of the university are reflected in the "Electronic Library of KemSMU". For self-study, we use: 7 databases of educational resources, 3 databases of scientific resources; 4 databases of open educational resources: the EBS "LAN" database, the "Electronic Library system "Bukap" database, the "Electronic Library system "Medical Library" database MEDLIB.RU", "Educational platform YURAYT", EBS "SpetsLit", Information and reference system CODEX, Legal Reference System ConsultantPlus, open access resources: NEB "eLibrary.RU"; "Federal Electronic Medical Library" (FEMB) (<http://www.femb.ru>), foreign resources with restricted access: PubMed (<http://www.pubmed.gov/>).

24 clinical departments are located on the basis of 14 medical (pharmaceutical) institutions with which the University has concluded gratuitous lease agreements. Clinical bases include, among other things, multi-specialty round-the-clock hospitals; specialized medical institutions (obstetric and gynecological, cardiological, infectious, oncological, dermatological, ophthalmological, phthisiatric, psychiatric); outpatient and polyclinic institutions; specialized medical examination offices; institutions/departments of medical and social profile (geriatrics, palliative care) and social services institutions; institutions of medical prevention; institutions that provide psychological and pedagogical assistance, which allows students to have access to patients of any profile. Medical organizations that are clinical bases of the university have the necessary modern material and technical base. Contact with patients and performing medical manipulations by students is carried out with the informed consent of the patient under the supervision of professors or employees of a medical organization. In the educational process, students who study at clinical practical classes and during industrial internships get acquainted with the Amethyst system for the hospital, the Arena subsystem for outpatient services, which allow creating an electronic record of the patient and patient management.

The University's main building houses the Simulation Training and Accreditation Center (CSEA). In order to implement the activities of the federal project "Providing medical personnel of healthcare organizations with qualified personnel", a multi-profile accreditation and simulation center for primary and primary specialized accreditation was created on its basis in 2019. Some of the center's divisions are located on clinical bases and departments, which makes it possible to bring simulation trainings closer to practical medical activities. The Center has simulators and robots of the I-VI level of realism for practicing basic and advanced cardiopulmonary resuscitation, emergency and emergency medical care, surgical, including endoscopic interventions; a maternity room with the possibility of resuscitation of newborns, equipped with the necessary equipment, outpatient offices for conducting physical examinations of various systems and organs of patients of different periods facilities for developing skills in conducting medical and diagnostic procedures and manipulations, neonatal resuscitation facilities equipped with the necessary equipment, outpatient offices for conducting physical examinations of various systems and organs of patients of different periods of ontogenesis, facilities for developing skills in conducting medical and diagnostic procedures and manipulations, opportunities for modeling emergency zones.

KemSMU regularly analyzes the material and technical support of clinical bases to form a list of competencies mastered in this medical organization; monitors the degree of satisfaction of students with the organization of the educational process and the material and technical equipment of the clinical base.

An electronic information and educational environment has been created at the university, and a structural division, the Information Technology Department, is functioning. Distance learning portals built on the Moodle platform are used to provide distance learning. For synchronous distance learning, the Zoom platform is used. The electronic information and educational environment includes the following components: an official university website; a modular object-oriented dynamic learning environment Moodle; corporate e-mail; source of

publicly available data; electronic library systems; and a library cabinet user of the electronic information and educational environment. The university is equipped with computer and multiplication equipment: 871 personal computers, of which: 587 personal computers with access to the information and telecommunications network Internet, 469 laptop computers; 120 printers; 172 multifunctional devices of which 3 are installed in the library; 84 projectors; 26 televisions.

KemSMU of the Ministry of Health of the Russian Federation is a scientific and educational medical center of the region. The University conducts scientific research in the field of medicine, including with the aim of introducing the obtained data into the educational program. Scientific research is a priority for the University.

The expertise of teaching methods and assessment funds is carried out by specialists of faculty and cycle methodological commissions who have relevant experience in methodological and pedagogical activities, constantly improve their skills in the field of pedagogy and teaching methods, and are the authors of scientific and methodological works. Monitoring the introduction of innovations in the educational process and evaluating their effectiveness is carried out by the educational and methodological department. The results of this assessment are reviewed by the Central Methodological Council and discussed at the annual scientific and methodological conference of the University. KemSMU has a certain autonomy in the distribution of material resources.

KemSMU is constantly working on the development of academic mobility among students and professors, which is stated in the report. Within the framework of academic mobility, 5 professors of KemSMU of the Ministry of Health of the Russian Federation took part in the educational process of foreign educational institutions in Great Britain, France, and Italy. More than 250 students and 12 doctoral students of Kazakhstani universities (Kazakh National Medical University named after S. D. Asfendiyarov and NAO "Semey Medical University") completed online training at KemSMU in 2021.

Analytical part

During the work and the visit of the EEC members, documents were presented showing evidence of what was presented in the self-assessment report. The EEC members visited the morphological building, where the anatomical museum is located, the Department of Morphology and Forensic Medicine, and noted the high level of modern equipment and equipment. The main building houses the History Department of KemSMU, the Center for Simulation Training and Accreditation, the scientific library and other departments. The library is in need of renovation and technical re-equipment. In the course of interviews with students, the problem of significant remoteness of academic buildings with an undeveloped public transport network (moving takes up to 1.5 hours) was revealed. When visiting dormitories-the living conditions are satisfactory, some require cosmetic repairs. During interviews and questionnaires of students, when visiting clinical bases, acute problems of material and technical support of the educational process were not revealed, but there is a problem of difficult access to patients at some clinical bases.

The Center for Simulation Training and Accreditation is equipped with a sufficient number of modern simulators, equipment, and consumables, but the simulation training methodology suffers, the objective structured clinical exam (OCE) and the "standardized patient" training method are not implemented. The university invests significant financial resources in the development of the center, while at the same time, for the rational use of allocated resources, it recommends developing standards for equipping the simulation center, depending on the number of students and training areas.

The university has an electronic information and educational environment, but there is no wireless access (WI-FI) to the Internet. An electronic journal has not been implemented.

KemSMU works within the framework of the Kuzbass World-class Research and Education Center, a joint action program for the entire region to improve the competitiveness of Russian goods and services on world markets. REC Kuzbass was created on the initiative of the Governor

of the Kemerovo region; significant funding of about 6 million rubles is provided. Given the high shortage of medical personnel in the Kemerovo region (about 46%), an increase in student recruitment is justified along with a set of measures taken by regional authorities to secure young specialists. In the coming years, we can predict a shortage of academic space, places in dormitories, and a shortage of teaching staff, which requires measures from the university's management with increased federal funding and the support of the governor. This is confirmed by the results of a survey of teaching staff presented by the university: almost 30% of respondents note that the laboratory is equipped with modern technical equipment and that there is a shortage of classrooms. In addition, the University Development Program for 2021-2026 also predicts a decrease in educational space per 1 student from 24.9 sq. m. in 2021 to 23.9 sq.m. in 2026, but there are no measures developed to solve the problem of lack of classrooms.

During the visit of the EEC members, it was found that the problem of academic mobility of both teaching staff and students is not completely solved at KemSMU (which is also reflected in the questionnaire and in the course of interviews). All forms of online collaboration cannot be the basis for academic mobility. The program of academic mobility of students and employees has not been developed, and the structural unit responsible for implementing this important direction of university development has not been identified.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1. The university management is recommended to provide academic buildings and dormitories with wireless Internet access (WI-FI). Term: until 01.09.2023.
2. The university management is recommended to include in item 2.6 of the University Development Program for 2021-2026 measures to address the projected problem of lack of academic space. Deadline: by 01.09.2023.
3. The university management is recommended to carry out a digital transformation of library and information activities, provide systematic training of library staff in the best practices of library skills, and carry out routine maintenance of premises. Deadline: until 01.01.2025.
4. The university management is recommended to develop a program of academic mobility of teaching staff and students with annual participation in the programs of at least 10 professors and 25 students. Term: until 01.09.2023.
5. The head of the simulation center is recommended to develop a local regulatory act (standard) for equipping the simulation center of the university with educational simulation equipment, taking into account the needs of the OP. Term: until 01.09.2023.
6. The university management is recommended to bring the content and scope of the English-language version and the official website in line with the Russian-language version. Term: until 01.09.2023.

EEC's conclusions based on the following criteria:

- *strong* – 0.
- *satisfactory*-24;
- *suggests improvements of* – 66.
- *unsatisfactory* – 0.

6.7. Standard "Evaluation of the educational program"

Proof part

Within the framework of the educational program evaluation mechanisms, it is possible to track the progress of each student, starting with the results of entrance exams, current, intermediate certification, FSC and ending with the results of primary accreditation. Documentation of the admissions committee, departments, dean's office, educational administration and journal entries ensure the safety of all the results of entrance tests and other types of certification.

The overall results of mastering the BPEP are evaluated based on the results of state final certification, primary accreditation and employment of graduates, as well as on удельному the share of graduates who continued their studies at the postgraduate stage. The system for monitoring and storing learning outcomes allows you to compare student data from the moment of admission to graduation and during the period of postgraduate study. Evaluation of learning outcomes is carried out by monitoring the formation of competencies. After graduation, a survey of graduates is conducted with a view to possible correction of the educational program.

In the structure of KemSMU there is a department of quality of education, a Center for promoting employment of graduates, who regularly conduct sociological research on the satisfaction of professors, students and graduates in the questionnaire form in the following areas: 1) students' satisfaction with the quality of the educational process; 2) students' satisfaction with the quality of teaching the discipline; 3) professors' satisfaction with their work at the university; and 4) graduates' satisfaction with the quality полученного of education received. The results are summarized and analyzed by the University's Education Quality Department and reviewed at meetings of the Quality Council. Based on the results of the conducted surveys, appropriate measures are being developed to improve and correct the identified shortcomings.

Analysis of the results of current academic performance, results of intermediate and final attestation, analysis of attendance logs and academic performance takes place at meetings of departments, faculty councils, and the Academic Council of the University.

The University engages the main stakeholders in its monitoring program and in activities aimed at evaluating the educational program: faculty, students and employers.

The OP as a whole and its components are discussed by professors and associate professors of clinical and non-clinical departments, members of cyclic methodological commissions, the faculty council, and approved by the FMS protocol.

Работники Practical healthcare workers are members of the state examination commission, participate in conducting primary accreditation of graduates and primary specialized accreditation of specialists, identify shortcomings and recommend changes in the educational program.

Analytical part

The Educational and Methodological Department of KemSMU is responsible for regular monitoring of the educational program. At the same time, the University should identify a collegial body and a responsible structural unit for monitoring the implementation of strategic goals and objectives in order to more effectively implement it.

The Dean's Office, with the active participation of departments, ensures timely implementation and evaluation of the tasks set. The results are discussed at the faculty council, the central methodological Council, the quality Council, and brought to the attention of departments, professors, and other interested parties.

Monitoring of the educational program is carried out in order to identify compliance with the requirements of the Federal State Educational Standard for Higher Education. The monitored components of the program are: 1) the structure of the program; 2) the ratio of the basic and variable parts; 3) the availability of elective subjects; 4) types and types of practices; 5) educational and methodological support; 6) the availability of the electronic information and educational environment (EIE); 7) personnel support; 8) material and technical support; 9) mastering the skills of students. final learning outcomes.

The University conducts a feedback procedure among students, professors and all interested parties, but the EEC members were not provided with the developed measures to correct the

identified inconsistencies during the feedback process. Attention is drawn to the uneven distribution of respondents (teaching staff) in the results of the survey of satisfaction of teaching staff and employees with the work of KemSMU presented by the university: the overwhelming majority of respondents are over 50 years old (95%) and have more than 20 years of work experience in the university (67%).

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. The management of the university is recommended to identify the structural unit responsible for implementing and monitoring the strategic development plans of the university, informing the stages of its implementation at the collegial management bodies. Deadline: 01.09.2023
2. The university management is recommended to analyze the effectiveness of the methods developed at the university and ways to get feedback from students, employees, and employers in order to identify weak areas and risks in the implementation of the educational process. Deadline: by 01.09.2023.
3. Руководству вуза It is recommended that university managers ensure that stakeholders are informed and develop corrective action plans based on the results of the survey procedures carried out no later than 1 month after receiving feedback. Deadline: 01.09.2023 01.09.2023 г.
4. The university management is recommended to involve independent experts and professional communities for the objectivity of strategic research (feedback). Term: from 01.09.2023 onwards permanently.

EEC's conclusions based on the following criteria:

- *cand d* – 0.
- *satisfactory results* – 21;
- *suggests improvements* – 3.
- *unsatisfactory* – 0.

6.8. Standard "Management and Administration"

Proof part

KemSMU is a state-funded educational institution of federal subordination, founded by the Ministry of Health of the Russian Federation. Management of the university's activities and interaction of KemSMU structural divisions is carried out in accordance with the Charter and organizational structure of the university (approved by the Rector's order of 16.05.2019). The main governing body is the Academic Council, which is also the main collective advisory governing body. The Academic Council of the University, headed by the Rector of the University, is represented by all interested parties (vice-rectors, deans, heads of key departments, students, employers). The Academic Council reviews and makes decisions on the main areas of educational, scientific and medical activities of KemSMU, as well as approves curricula and educational programs on the recommendation of faculty deans, awards honorary titles, and approves local regulations governing the main types of activities.

The general management and management of the university's activities is carried out by the Rector. The position of rector is elective. The Rector directly reports to the vice-rectors and departments that ensure the life cycle processes of educational services. Vice-rectors supervise structural divisions in the areas of activity. For the operational solution of current organizational

and economic issues within the competence of the rector, administrative and economic management of KemSMU is a state educational organization and has limited autonomy in the implementation of financial and economic activities.

The main sources of budget formation are funds received through targeted allocation from the federal budget, funded research projects, partially paying for the education of foreign students, and providing paid services. The University has the opportunity, in accordance with regulatory documents, to independently allocate financial resources to achieve the final results of training provided for by the Charter. The University allocates funds to reward professors and support students.

Faculties and their educational programs are managed on the principles of the university-wide and program Mission and Quality Policy by faculty methodological commissions and cycle methodological commissions. The administrative division responsible for activities related to the educational process is the Educational Department. The staff of the Educational Department forms databases on the student population; analyzes the movement of the student population and analyzes statistical data on students; analyzes student performance; forms and maintains personal files of students; works with orders for the student population; advises departments on current issues; forms summary reports for submission to the external environment of the university. The Schedule Department, which is part of Department of Licensing, Accreditation and Quality Management of Education, is responsible for scheduling classes and lectures, scheduling exams, and managing lecture halls and study rooms.

To ensure the involvement of students in the implementation and achievement of the final results of the BPEP, the following departments function under the supervision of the Rector's Assistant for Educational and Social Work: the Department for Extracurricular Work and Public Relations, the Graduate Employment Promotion Center, and the Social and Psychological Service.

A quality management system (QMS) has been developed, implemented and effectively operates to assess academic leadership in relation to Mission achievement and intended educational outcomes. ISO 9001-2015. The Licensing, Accreditation and Quality Management Department and the Quality Council are structural divisions responsible for implementing the QMS. Every year, at the last meeting of the Academic Council of KemSMU, the rector of the University, as a leader in the collective implementation of the Mission and Quality Policy, brings to the attention of employees analytical information about the main achievements, shortcomings and suggestions for improving the academic, scientific, international and clinical activities of the university.

The University interacts with healthcare institutions that are the clinical bases of departments, as well as other universities in the region. All healthcare organizations have signed lease agreements, mutually beneficial cooperation, and joint use of premises, equipment, equipment, and inventory. In accordance with its Mission, the university is directly involved in solving issues related to the protection of citizens' health in the region. Constructive interaction is carried out in the provision of medical care by employees of 24 clinical departments. KemSMU trains doctors and employees in professional skills and skills for scientific analysis, communication skills and management skills necessary to improve the quality of medical care. The implementation of the national Healthcare project launched the University-Region project of the Ministry of Health of the Russian Federation in 2018. The University is a direct participant in the implementation of the Federal Projects "Providing healthcare organizations with qualified personnel" and "Development of the primary health care system". The Ministry of Health of the Russian Federation has defined subjects between 48 supervising educational organizations. In 2018, a 4-party cooperation agreement was signed between KemSMU, the Ministry of Health of Kuzbass, Regional Roszdravnadzor, and Territorial fund of compulsory medical insurance. Cooperation between the university and regional healthcare is carried out in such areas as training of qualified personnel, implementation of postgraduate training programs, development and

implementation of effective innovative technologies for diagnosis, treatment, rehabilitation of patients and disease prevention, volunteer support for practical healthcare, and expert activities. The Vice-Rector for Research, Medical Work and Regional Health Development analyzes the results of providing medical care to the population and prepares a report to the Ministry of Health of the Russian Federation.

Analytical part

Management of KemSMU is determined by the organizational structure of the department, but the function of the president and his functional responsibilities are not clear. KemSMU pays attention to compliance with the principles of collegiality and transparency. University employees note the openness and accessibility of management to the teaching staff ("very good" - 63%, "good" - 37%).

According to the self-assessment report, funding is distributed and controlled in accordance with the regulatory documents of the Ministry of Health of the Russian Federation and decisions of collegial bodies in accordance with the financial and economic activity plan. In order to encourage employees, incentive payments are established. Staff incentives are regulated by local regulations of the University, in particular, the Regulations on Remuneration of Employees, Regulations on incentive payments under an Effective contract to teaching staff of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation. Monitoring of the implementation of strategic plans is carried out at meetings of the Academic Council and the Quality Council, which allows not only monitoring the implementation of the tasks set, but also analyzing the achievements of the University.

For the effective functioning of all structures, relevant provisions have been developed that determine the interaction of various departments. The EEC members drew attention to the University's practice of combining senior and middle-level academic managers (vice-rectors, deans) with department managers, while academic managers' positions are not the main ones. This is the reason for the excessive functional load of vice-rectors (many supervised areas of university activity with combined positions of heads of departments) and deans of faculties.

The last update of the organizational structure of the university, according to the submitted document, was carried out on 16.05.2019. The submitted document does not include a department for working with international students, although there is information on this department on the website (created in 2017). https://kemsmu.ru/education/Str_ypr_Ed.php. In addition, according to the order of the rector of KemSMU No. 309 dated 16.05.2019, the structure of the university should be posted on the official website of the university; however, the website of the organizational structure of the university is not.

In recent years, KemSMU has been actively involved in the implementation of the concept of "Continuing Medical Education": up to 3,000 specialists are trained annually in advanced training courses, which in the future will determine the need to create a separate faculty of advanced training/postgraduate education. Currently, the functions of professional development of specialists are performed by the Department of Postgraduate training of specialists.

KemSMU actively participates in the implementation of the tasks of the region's practical healthcare sector. Teaching staff representatives are members of public organizations and professional communities of doctors, educational and methodological councils, and participate in solving strategic issues in the field of healthcare and medical education. Professors of KemSMU head professional public organizations such as the Association of Obstetricians and Gynecologists, the Kemerovo Regional Association of Doctors, the Regional Branch of the Union of Pediatricians of Russia for the Kemerovo Region-Kuzbass, the Society of Phthisiologists of the Kemerovo Region-Kuzbass, and the Kuzbass Branch of the All-Russian Society of Neurologists. For the period 2019-2021 Teaching staff of clinical departments prepared 78 clinical guidelines and guidelines for doctors, including 28 of them approved by the Ministry of Health of the Russian Federation.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1. For the sake of effective management of the educational process and to avoid conflicts of interest, it is recommended that the university management review the policy of simultaneous combination of senior and middle-level academic managers with senior management positions. Term: until 01.09.2023.

2. The university management is recommended to post the updated organizational structure of the university on the official website of the university. Deadline: until 01.01.2023.

EEC's conclusions based on the following criteria:

- *strong* – 0.
- *satisfactory* – 15;
- *assumes improvements of* – 2.
- *unsatisfactory* – 0.

6.9. Standard "Constant updating"***Proof part***

KemSMU has developed a Development Program for 2021-2026, which was adopted at the meeting of the Academic Council and approved by the rector of the university. The document defines the main development priorities in the form of: digital transformation, updating of educational content, material and technical support of educational resources, development of international cooperation, full participation of stakeholders in the management of educational institutions, improvement of the internal evaluation system of educational institutions, etc.

The University has implemented a quality management system (QMS). FSBEI HE KemSMU of the Ministry of Health of the Russian Federation annually confirms the validity of the certificate of compliance of the quality management system with the requirements of the GOST R ISO 9001-2015 standard. The audit is conducted by the Integrated Management Systems Certification Body of the Federal State Budgetary Institution "State Regional Center for Standardization, Metrology and Testing in the Kemerovo Region. The application of the quality management system is a strategic decision for the University, which since 2010 has been able to improve the results of its activities and provide a solid foundation for initiatives focused on sustainable development. Management reviews the QMS on a systematic basis. EEC members were presented with the "Management QMS Analysis" for the 2021-2022 academic year, approved by the rector on 27.06.2022.

There is sufficient provision of departments and structural divisions of the university involved in educational activities with material and technical, information resources, and human resources. There are regular sociological surveys of students, professors, and employees of other services about their satisfaction with the provision of resources.

The practice of the rector's annual report at the meeting of the Academic Council on the main achievements, shortcomings and suggestions for improving the academic, scientific, international and clinical activities of the university will be applied. The Dean of the Faculty reports annually on the results of achieving the BPEP Mission and the final learning outcomes to the Faculty Council. Based on the results of the reports, decisions are made aimed at eliminating shortcomings and weaknesses. The EEC members are provided with the minutes of meetings of the collegial management bodies.

Regular meetings of the university management, dean with students and teaching staff are held, where issues of the quality of teaching disciplines, living conditions of students, etc. are discussed. This was confirmed in the course of meetings of the EEC members with students and professors of the university.

Recruitment of students for educational programs is carried out in accordance with the admission control figures both on the budget, and on an extra-budgetary form, taking into account the needs of the health system of the region, country, and global health. KemSMU holds "Open Door Days" in online - and offline formats, meetings with students at faculties, работают medical classes with early career guidance are open, and Olympiads in chemistry and biology are held. The university's website contains advertising information brochures and videos about training programs.

Internationalization of education is one of the priority areas of the university's activities in accordance with the federal project "Export of Education" to achieve national goals. The university has more than 200 students from 16 countries of the far and near abroad.

In accordance with the "Strategies for the Development of Healthcare in the Russian Federation for the period up to 2025" and the national project "Demography", the disciplines "Gerontology and geriatrics in therapy", "Gerontology and Geriatrics in surgery", "Examination of temporary disability in therapy" were introduced in the BPEP, aimed at teaching the management of senile patients, mainly in the structure of primary health care.

To strengthen the practical training of students, the BPEP includes additional industrial practices for emergency care in various conditions. A simulation center equipped with modern training simulators and mannequins is actively used in the educational process.

Analytical part

The process of continuous improvement and renewal is based on dynamic monitoring of the university's activities according to the criteria and expected results defined in the university's development Program for each strategic task, as well as on the study of development models and innovations in medical education. The university's development program is reviewed and adjusted as national goals in the field of health and education change, as well as the implementation of national projects "Demography", "Education", and Health". At the meeting of the University's Executive Council on 30.09.2021, a new University Development Program for 2021-2026 was approved. Based on the results of the academic year, a report on the work is prepared, which is heard at the Academic Council and approved by the rector. At the same time, the presented report of the university's work for the 2021-2022 academic year does not form conclusions about the effectiveness of the measures taken, there is no SWOT analysis, and the points that should be paid attention to in the next reporting period are not identified.

The university's educational programs take into account current theories in education, achievements in biomedical, behavioral, social and clinical sciences, new knowledge, concepts and methods. Measures are being taken to improve the process of monitoring and evaluating the educational program. Based on the results of meetings with teaching staff, it was found out that professors of departments have the opportunity to participate in conferences, seminars, webinars on the development of medical education, higher school pedagogy, and improving the quality of education.

BPEP content and educational resources are being updated to meet changing needs. A significant amount of resources was allocated for the formation of the Moodle platform in order to implement the distance learning program. The university's teaching staff is actively involved in the process of filling the portal with educational content.

Documentation of inconsistencies and shortcomings in the work of departments, faculties, and management structures is carried out during internal and external audits of the QMS. Based on the results of audits, corrective action plans are developed to eliminate the causes of identified nonconformities and prevent their recurrence.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

1. It is recommended that the university management determine the structural unit responsible for assessing internal and external factors that affect the development of KemSMU, the implementation of the university development program activities (SWOT analysis). Deadline: by 01.09.2023.

EEC's conclusions based on the following criteria:

- ✓ *strong positions – 0*
- ✓ *satisfactory results – 13*
- ✓ *suggest improvements of – 1*
- ✓ *unsatisfactory – 0*

(VII) OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

7.1 Standard "Mission and Final Results"

No strengths were identified for this standard.

7.2 Standard "Educational program"

No strengths were identified for this standard.

7.3 Student "Assessment Standard"

No strengths were identified for this standard.

7.4 Standard "Students"

No strengths were identified for this standard.

7.5 Standard "Academic Staff /Teachers"

No strengths were identified for this standard.

7.6 Standard "Educational Resources"

No strengths were identified for this standard.

7.7 Standard "Evaluation of the educational program"

No strengths were identified for this standard.

7.8 Standard "Management and Administration"

No strengths were identified for this standard.

7.9 Standard "Continuous update"

No strengths were identified for this standard.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

8.1 Standard "Mission and Final Results"

1. The university management is recommended to install a stand with the Mission of the University in the lobby of the main building to inform interested persons. Deadline: by 01.01.2023.

2. The university management is recommended to include external stakeholders in the procedure for developing and making changes to the university's mission, which is reflected in the relevant supporting documents(s). Deadline: by 01.01.2023.

8.2 Standard "Educational program"

1. The university management is recommended to review the number of students in academic groups in the direction of decreasing in order to improve the effectiveness of the educational process and reduce the pedagogical burden. Deadline: by 01.09.2023.

2. EP managers are recommended to provide training in the principles of scientific methodology and scientific management through elective courses. Dates: until 01.09.2023-then permanently.

3. It is recommended that EP managers use elective courses to ensure that the EP interacts with complementary medicine, including non-traditional, traditional and alternative practices. Conduct appropriate training among teaching staff. Deadline: by 01.09.2023.

4. It is recommended that the heads of the EP introduce the results of scientific developments of university employees into the EP. Dates: from 01.09.2023.

5. It is recommended that the CE managers ensure the implementation of vertical and horizontal integration of disciplines with appropriate pedagogical technologies. Deadline: by 01.09.2023.

6. EP managers are recommended to develop clear and accessible procedures for students to choose and enroll in elective subjects, and to hold events to raise students' awareness of these procedures. Deadline: by 01.09.2023.

7. It is recommended that CE managers develop measures for systematic monitoring of the use of innovative teaching methods in the educational process. The deadline is until 01.09.2023.

8. EP managers are recommended to develop measures for systematic analysis of feedback from stakeholders on the quality of the university's EP, development and implementation of corrective measures. Deadline: by 01.09.2023.

8.3 Student "Assessment Standard"

1. It is recommended that the managers of the EP bring the methods of evaluating students in accordance with the final results of training. Expand the range of assessment tools with the development of clear evaluation criteria based on the principles of validity and practice orientation (implementation of the OCE). Deadline: by 01.09.2023.

2. The university management is recommended to develop local regulations regulating the system of rating admission to the examination session, which will take into account the attendance of lectures, PC and SIW. Deadline: by 01.09.2023.

3. The university management is recommended to define the Academic Policy as the main document regulating the issues of the educational process at the university. Deadline: by 01.09.2023.

4. The university management is recommended to supplement the Academic Policy with sections that regulate the issues of debt liquidation, practical training, residency programs, and postgraduate studies. Deadline: by 01.09.2023.

5. The university management is recommended to document the process of evaluating students' academic achievements by introducing an electronic journal for openness and accessibility to all participants in the educational process. Deadline: by 01.09.2023.

6. The university management is recommended to systematize the principles of drawing up test questions, create a single bank of test questions depending on the scope of the discipline and the level of training. Dates: 01.09.2023

7. The head of the simulation center is recommended to create a database of standardized patients on the basis of the university's simulation center for effective training and assessment of communication skills. Deadline: by 01.01.2024.

8.4 Standard "Students"

There are no recommendations

8.5 Standard "Academic Staff /Teachers"

1. The university management is recommended to develop a program for attracting young specialists to work at the university. Deadline: by 01.09.2023.

2. The university management is recommended to develop a program for the development of staff competencies in foreign languages with the definition of clear criteria for admission to teaching in a foreign language in order to increase the university's competitiveness in the market of educational services and abandon the practice of using translators. Deadline: by 01.09.2023.

3. In order to improve the image and status of a university teacher, the university management should develop a system of non-material incentives for teaching staff, including competitions "Best teacher, young teacher, scientist, etc.". Deadline: by 01.09.2023.-then permanently.

8.6 Standard "Educational Resources"

1. The university management is recommended to provide academic buildings and dormitories with wireless Internet access (WI-FI). Deadline: by 01.09.2023.

2. The university management is recommended to include in item 2.6 of the University Development Program for 2021-2026 measures to address the projected problem of lack of academic space. Deadline: by 01.09.2023.

3. The university management is recommended to carry out a digital transformation of library and information activities, provide systematic training of library staff in the best practices of library skills, and carry out routine maintenance of premises. Deadline: until 01.01.2025.

4. The university management is recommended to develop a program of academic mobility of teaching staff and students with annual participation in the programs of at least 10 professors and 25 students of various faculties. Term: until 01.09.2023..

5. The head of the simulation center is recommended to develop a local regulatory act (standard) for equipping the simulation center of the university with educational simulation equipment, taking into account the needs of the EP. Term: until 01.09.2023.

6. The university management is recommended to bring the content and scope of the English-language version and the official website in line with the Russian-language version. Term: until 01.09.2023.

8.7 Standard "Evaluation of the educational program"

1. The management of the university is recommended to determine the structural unit responsible for implementing and monitoring the strategic development plans of the university, informing the stages of its implementation at the collegial management bodies. Deadline: 01.09.2023

2. The university management is recommended to analyze the effectiveness of the methods developed at the university and ways to get feedback from students, employees, and employers in order to identify weak areas and risks in the implementation of the educational process. Deadline: by 01.09.2023.

3. University managers are recommended to ensure that stakeholders are informed and that corrective action plans are developed based on the results of the survey procedures carried out within 1 month of receiving feedback. Deadline: by 01.09.2023.

4. The university management is recommended to involve independent experts and professional communities for the objectivity of strategic research (feedback). Deadline: until 01.09.2023-then permanently.

8.8 Standard "Management and Administration"

1. For the sake of effective management of the educational process and to avoid conflicts of interest, the university management is recommended to review the policy of simultaneous combination of senior and middle-level academic managers with senior management positions. Deadline: by 01.09.2023.

2. The university management is recommended to post the updated organizational structure of the university on the official website of the university. Deadline: by 01.01.2023.

8.9 Standard "Continuous update"

1. The university management is recommended to determine the structural unit responsible for assessing internal and external factors that affect the development of KemSMU, the implementation of measures of the university development program (SWOT analysis). Deadline: by 01.09.2023.

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

No

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission came to the unanimous opinion that the Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Healthcare of the Russian Federation can be accredited for a period of 3 years within the framework of international accreditation.

Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

N\N	No.	EVALUATION CRITERIA	Educational organization position			
			Strong	Satisfactory	Implies Improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"						
Mission Definition						
1	1	A medical educational organization should define its mission and communicate it to stakeholders and the health sector.			+	
The mission statement should include goals and an educational strategy to prepare a competent physician at the level of basic medical education:						
2	2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, administrative medicine and research in medicine		+		
3	3	capable of performing the role and functions of a doctor in accordance with the established standards of requirements of the health sector		+		
4	4	prepared for post-graduate training		+		
5	5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance evaluation, auditing, studying one's own practices and recognized activities in the NPR/NME.		+		
6	6	A medical education organization should ensure that its mission includes advances in medical research in the biomedical, clinical, behavioral, and social sciences.		+		
7	7	A medical education organization should ensure that its mission includes aspects of global health and reflects major international health issues.		+		
Participation in mission formulation						
8	8	A medical education organization should ensure that key stakeholders are involved in mission development.			+	
9	9	The medical education organization should ensure that the stated mission is based on the views/suggestions of other relevant stakeholders.		+		
Institutional autonomy and academic freedom						
A medical education organization should have institutional autonomy to develop and implement policies for which the administration and faculty are responsible in relation to:						
10	10	the development and drafting of the educational program;		+		
11	11	the 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	in relation to the current educational program, which will allow you to rely on different points of view in the description and analysis of questions in medicine;		+		
13	13	the possibility of using the results of new research to improve the study of specific disciplines/issues without expanding the educational program.		+		
Final results of training						
A medical educational organization must : determine the expected end-results of the training that students should show upon completion regarding:						

14	14	their achievements at a basic level in terms of knowledge, skills and abilities;		+		
15	15	an appropriate foundation for a future career in any branch of medicine;		+		
16	16	their future roles in the health sector;		+		
17	17	their subsequent postgraduate training		+		
18	18	their commitment to lifelong learning;		+		
19	19	the health needs of society, the needs of the health system, and other aspects of social responsibility.		+		
20	20	The medical education organization must ensure that the student fulfills their obligations to doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
21	21	Medical education organizations should identify and coordinate the relationship of final learning outcomes required upon completion with those required in post-graduate studies		+		
22	22	Medical education organizations should identify outcomes of student engagement in medical research		+		
23	23	Medical education organizations should pay attention to global health outcomes;		+		
24	24	A medical education organization should use the results of the assessment of graduates ' competencies as a feedback tool to improve the educational program.		+		
Total according to standard			0	22	2	0
Standard 2 "EDUCATIONAL PROGRAM"						
Educational program model and teaching methods						
25	1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modular or spiral design			+	
26	2	The medical education organization should define the teaching and learning methods used that stimulate, prepare and support students should take responsibility for their learning process.		+		
27	3	The medical education organization should ensure that the educational program develops students ' lifelong learning abilities .		+		
28	4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality .		+		
29	5	The medical education organization should use teaching and learning methods based on modern adult learning theory			+	
Scientific method						
The medical education organization should teach students throughout the entire training program:						
30	6	principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7	scientific research methods in medicine;		+		
32	8	evidence-based medicine, which require the appropriate competence of teachers and will be a mandatory part of the educational program.		+		
33	9	A 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	10	A medical educational organization should promote the involvement of students in conducting or participating in research projects.		+		
Basic biomedical sciences						
The medical education organization should define and include in the educational program:						
35	11	achievements in basic biomedical sciences for the formation of students ' understanding of scientific knowledge		+		
36	12	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge .		+		
The medical education organization should adjust and introduce new achievements in the biomedical sciences in the educational program for:						
37	13	scientific, technological and clinical developments;		+		

38	14	current and expected needs of society and the healthcare system.		+		
Behavioral and Social Sciences and Medical Ethics						
The medical education organization should identify and include in the educational program the following achievements:						
39	15	behavioral sciences;		+		
40	16	social sciences;		+		
41	17	medical ethics;		+		
42	18	medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary for understanding socio-economic issues.economic, demographic and cultural conditionalities of the causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practices		+		
The medical education organization should adjust and introduce new achievements in the behavioral and social sciences in the educational program and as well as medical ethics for:						
43	19	scientific, technological and clinical developments;		+		
44	20	current and expected needs of society and the healthcare system;		+		
45	21	changing demographic and cultural conditions.		+		
Clinical sciences and skills						
The medical education organization should в образовательной программе olimit and implement the achievements of clinical sciences in the educational program and ensure that students:						
46	22	acquire sufficient knowledge and clinical and professional skills to take on appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	23	carry out a reasonable part (one third) of the program in planned contacts with patients, including consideration of the goal, the appropriate number and their sufficiency for training in appropriate clinical databases;		+		
48	24	carry out health promotion and preventionactivities.		+		
49	25	The medical education organization must establish a certain amount of time to study the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.		+		
50	26	The medical education organization should organize clinical training with appropriate attention to patient safety, including monitoring the student's activities in the conditions of clinical bases		+		
The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:						
51	27	scientific, technological and clinical developments;			+	
52	28	current and expected needs societies and health systems.		+		
53	29	The medical education organization should ensure that each student has early contact with real patients, including their gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in the appropriate clinical databases		+		
54	30	The medical education organization should structure the various components of clinical skills training in the following areas: in accordance with the specific stage of the training program.		+		
Structure of the educational program, content and duration						
55	31	The medical education organization should 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.		+		
A medical education organization should:						
56	32	ensure horizontal integration of related sciences and disciplines in the educational program;		+		

57	33	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	34	provide the possibility of elective content (elle-quatives) and determine the balance between the mandatory and elective part of the educational program, including: a combination of mandatory elements and electives or special components of your choice;			+	
59	35	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices .			+	
Program Management						
60	36	The medical education organization should identify a structural unit responsible for educational programs that, under the direction of academic leadership, has the responsibility and authority to plan and implement the educational program, including allocating allocated resources for planning and implementing teaching and learning methods, evaluating students, and evaluating the educational program and courses of study, in order to: to ensure that the final learning outcomes are achieved		+		
61	37	The medical education organization should guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	38	The medical education organization should through the structural unit responsible for educational programs, plan and implement innovations in the educational program.			+	
63	39	The medical educational organization should include representatives from other relevant stakeholders in the structure of the structural unit of the medical educational organization responsible for educational programs, including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, health professionals involved in the training process or other faculty members of the university.		+		
Communication with medical practice and the health						
care system 64	40	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, NPR/NME) or the internship that the student will start at the end of training, including identifying health problems and determining the required learning outcomes, clearly defining and describing the elements educational programs and their relationships 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 involvement of teachers and students in the work of the specialist team in providing medical care		+		
The Medical Education organization should ensure that the structural unit responsible for the educational program:						
65	41	takes into account the specifics of the conditions in which graduates will work and accordingly modify the educational program		+		
66	42	considers the modification of the educational program based on feedback from the public and society as a whole.			+	
Standard total			0	34	8	0
Standard 3 "STUDENT ASSESSMENT"						
Assessment methods						
The medical education organization should :						
67	1	define, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, maintaining a balance between written and oral exams, using criteria-based and reasoning-based assessment methods, and special examinations (OCE or Mini-Clinical Exam			+	
68	2	ensure that the assessment covers knowledge, skills, and attitudes to learning;		+		
69	3	use a wide range of assessment methods and formats depending on their "utility score", which includes a combination of validity,			+	

		reliability, and impact training, the acceptability and effectiveness of evaluation methods and format;				
70	4	ensure that evaluation methods and results avoid conflicts of interest;		+		
71	5	ensure that the evaluation process and methods are open (accessible) for external experts to review;		+		
72	6	use the system of appeal of evaluation results.		+		
A medical education organization should:						
73	7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;			+	
74	8	implement new evaluation methods as needed;			+	
75	9	use the system to appeal evaluation results.		+		
Relationship between assessment and learning						
A medical education organization should use assessment principles, methods, and practices that include student academic achievement and assessment of knowledge, skills, and professional values of relationships that are:						
76	10	clearly comparable to teaching methods, teaching methods, and final learning outcomes;			+	
77	11	ensure that students achieve the final learning outcomes;			+	
78	12	contribute to student learning;		+		
79	13	provide an appropriate balance between formative and summative assessment to manage learning and assess a student's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.			+	
The medical education organization should:						
80	14	regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;		+		
81	15	ensure that timely, specific, constructive and fair feedback is provided students based on the assessment results.		+		
Total according to standard			0	8	7	0
Standard 4 "STUDENTS"						
Admission and selection Policy						
A medical education organization must:						
82	1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
83	2	have a policy and implement the practice of admitting students with disabilities in accordance with current laws and regulations. documents of the country;		+		
84	3	have a policy and implement the practice of transferring students from other programs and medical organizations of education.		+		
The health organization of education should:						
85	4	establish a relationship between student selection and the mission of the health organization of education, the educational program and the desired quality of graduates;		+		
86	5	periodically review the admission policy, based on relevant data from the public and specialists, in order to meet the health needs of the population and society as a whole, including consideration of student their gender, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities;		+		
87	6	use the system to appeal admission decisions.		+		
Student recruitment						
88	7	A medical education organization must: determine the number of students accepted in accordance with the material and technical capabilities at all stages of training and preparation, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health personnel resources. in the case when medical educational organizations do not control the		+		

		number of students recruited, then you should demonstrate your obligations by explaining all the relationships paying attention to the consequences of the decisions made (an imbalance between the recruitment of students and the material, technical and academic potential of the university).				
89	8	The medical education organization should periodically review the number and enrollment of students 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 in health (such as insufficient and uneven distribution of human resources in health, migration of doctors, opening of new clinics, etc.). medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
Student counseling and support						
A medical education organization should :						
90	9	have a system of academic counseling for its students, which includes questions related to elective selection, preparation for postgraduate studies, professional career planning, appointment of academic mentors (mentors)for individual students or small groups of students;		+		
91	10	offer a student support program aimed at: social, financial and personal needs, which includes support for social and personal issues and events, health and financial issues, access to health care, immunization programs and health insurance, as well as financial assistance services in the form of financial aid, scholarships and loans;		+		
92	11	allocate resources to support students;		+		
93	12	ensure confidentiality regarding advice and support.		+		
A medical education organization should provide counseling that:						
94	13	is based on monitoring student progress and addresses students ' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	14	includes counseling and professional career planning.		+		
Student representation						
96	15	The medical education organization should define and implement policies for student representation and appropriate participation in the design, management, and evaluation of the educational program, and other matters relevant to students.		+		
97	16	A medical education organization should : assist and support student activities and student organizations, including providing technical and financial support to student organizations.		+		
Total according to standard			0	16	0	0
Standard 5 " ACADEMIC STAFF/TEACHERS "						
Staff Selection and recruitment Policy						
A medical education organization should define and implement a staff selection and recruitment policy that::						
98	1	defines 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 appropriate ratio between medical and non-medical teachers, full-time or part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper correlation between pedagogical, scientific and clinical qualifications;		+		
100	3	defines and monitors the responsibilities of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
The medical education organization should take into account the following criteria in its selection and recruitment policy:						

101	4	attitude to its mission, the significance of local conditions, including gender, nationality, religion, language and other conditions relevant to the medical education organization and the educational program;		+		
102	5	economic opportunities that take into account: institutional conditions for employee funding and efficient use of resources.		+		
Development policy and activities of employees						
A medical education organization should : define and implement a policy of activity and development of employees that:						
103	6	allows for a balance between teaching, research and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical educational organization and the professional qualifications of teachers;		+		
104	7	guarantees the recognition of academic activities, with an appropriate emphasis on teaching, research			+	
105	8	guarantees that clinical activities and research are used in teaching and learning;		+		
106	9	guarantees that each employee has sufficient knowledge 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 to encourage collaboration and integration;		+		
107	10	includes training, development, support and evaluation of teachers' activities, which involves all teachers, not only newly hired, but also teachers drawn from hospitals and clinics.			+	
A medical education organization should :						
108	11	take into account the teacher-student ratio depending on the various components of the educational program;		+		
109	12	develop and implement a promotion policy for employees.		+		
Total according to the standard			0	10	2	0
Standard 6 "EDUCATIONAL RESOURCES"						
Material and technical base						
A medical educational organization must :						
110	1	have a sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;		+		
111	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, compliance with safety regulations in the laboratory and at the same time using the equipment.		+		
112	3	Medical education organizations should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should correspond to developments in the practice of training.			+	
Resources for clinical training						
The medical education organization should provide the necessary resources for students to acquire adequate clinical experience, including:						
113	4	the number and categories of patients;		+		
114	5	the number and categories of clinical bases, which include clinics, outpatient services (including primary health care), primary health care facilities, centers of primary health care. public health and other institutions providing medical care to the population, as well as centers/laboratories of clinical skills that allow conducting clinical training, using the capabilities of clinical databases and providing rotation in the main clinical disciplines;		+		
115	6	monitoring the clinical practice of students.		+		
116	7	A medical education organization should study and evaluate, adapt, and improve clinical training resources to meet the needs of the population served, which will include compliance and quality for clinical training programs regarding clinical facilities, equipment,		+		

		number and category of patients and clinical practice, supervision as a supervisor, and administration.				
Information technology						
117	8	The medical education organization should define and implement policies that aim to effectively use and evaluate relevant information and communication technologies in the educational program.		+		
118	9	The medical education organization should provide access to online or other electronic media			+	
Medical education organizations should provide teachers and students with opportunities to use information and communication technologies:						
119	10	for self-study;		+		
120	11	access to information;			+	
121	12	patient management;		+		
122	13	work in the healthcare system.		+		
123	14	A medical education organization should optimize students ' access to relevant patient data and health information systems.		+		
Medical research and scientific achievements						
The medical education organization should :						
124	15	have medical research and scientific achievements as the basis for the educational program;		+		
125	16	define and implement policies that promote the relationship between research and education;		+		
126	17	provide information on the research base and priority areas in the field of education. scientific research areas of the medical education organization;		+		
127	18	use medical scientific research as the basis for the curriculum		+		
The medical education organization should ensure that the relationship between research and education:						
128	19	is taken into account in teaching;		+		
129	20	encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		
Educational Expertise						
130	21	A medical education organization should have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and problems of medical education and can involve physicians with research experience in medical education, psychologists, and sociologists in the field of education, or involve experts from other countries. national and international institutions		+		
The medical education organization should define and implement a policy on the use of expertise in the field of education:						
131	22	in the development of the educational program;		+		
132	23	in the development of teaching methods and assessment of knowledge and skills.		+		
The medical education organization should :						
133	24	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
134	25	pay due attention to the development of expertise in the evaluation of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
135	26	promote the desire and interests of employees in conducting research in medical education.		+		
Exchange in the field of education						
The medical education organization should define and implement policies for:						
136	27	cooperation at the national and international levels with other medical universities;			+	
137	28	transfer and offsetting of educational credits, which includes consideration of the limits of the educational program volume that can be transferred from other educational organizations and which may be facilitated by the conclusion of mutual agreements on recognition of the elements of the educational program, and active		+		

		coordination of programs between medical educational organizations and the use of a transparent system of credit units and flexible course requirements.				
The medical education organization should :						
138	29	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
139	30	ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.			+	
Standard total			0	24	6	0
Standard 7 "EDUCATIONAL PROGRAM EVALUATION"						
Program monitoring and evaluation mechanisms A						
medical education organization should						
140	1	have a process and outcome monitoring program that includes collecting and analyzing data on key aspects of the educational program in order to ensure that the educational process is being implemented appropriately and to identify any areas of risk management. Data collection is part of administrative procedures related to student admissions, student assessment, and graduation.			+	
141	2	ensure that the relevant evaluation results affect the curriculum			+	
The medical education organization should establish and apply mechanisms for evaluating the educational program, which:						
142	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 mandatory and elective parts;			+	
143	4	focus on student progress;			+	
144	5	identify and address issues that include insufficient achievement of the expected final learning outcomes, and will assume that the information received about the final learning outcomes, including the identified shortcomings and problems, will be used as feedback for activities and corrective action plans, to improve the quality of learning, and to improve the quality of learning. educational programs and academic programs of disciplines;			+	
A medical educational organization must : periodically conduct a comprehensive evaluation of the educational program aimed at:						
145	6	the context of the educational process, which includes the organization and resources, learning environment and culture of the medical educational organization;			+	
146	7	the special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;			+	
147	8	the general components of the educational final results that will be measured by national exam results, international exams, career choices, and post-graduate results;			+	
148	9	A medical education organization should rely on social responsibility/accountability.			+	
Teacher and student feedback						
149	10	The medical education organization should systematically collect, analyze and provide teachers and students with feedback that includes information about the educational program process and products, and also includes information about unfair practices or inappropriate behavior of teachers or students with and/or legal consequences.			+	
150	11	The medical education organization should use the feedback results to improve the educational program.			+	
Academic achievements of students						
A medical educational organization should analyze students ' academic achievements in relation to:						

151	12	its mission and the final learning outcomes of the educational program, which includes information on the average duration of training, academic performance scores, the frequency of passing and failing exams, cases of successful graduation and expulsion, student reports on the conditions of training in completed courses, 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;		+		
152	13	of the educational program;		+		
153	14	of resource availability.		+		
The medical organization of education should analyze the academic achievements of students in relation to:						
154	15	15415 their previous experience and conditions, including social, economic, cultural conditions;		+		
155	16	the level of training at the time of admission to the medical organization of education.		+		
The medical organization of education should use the analysis of students' academic achievements to provide feedback to the structural divisions responsible for:						
156	17	selecting students;		+		
157	18	planning the educational program;		+		
158	19	advising students.		+		
Stakeholder engagement A						
medical education organization should include in its monitoring program and educational program evaluation activities:						
159	20	faculty and students;		+		
160	21	its administration and management.		+		
A medical educational 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:						
161	22	provide access to the results of the course and educational program evaluation;		+		
162	23	collect and study feedback from them on the clinical practice of graduates;		+		
163	24	collect and study feedback from them on the educational program.			+	
Total according to the standard:			0	21	3	0
Standard 8 "MANAGEMENT AND ADMINISTRATION"						
Management						
164	1	The medical education organization should define its management structures and functions, including their relationship with the university, if the medical education organization is a part or branch of the university.		+		
The medical education organization should define structural divisions in its management structures, defining the responsibilities of each structural division, and include in their composition:						
165	2	165.2 representatives of academic staff;		+		
166	3	students;		+		
167	4	other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.		+		
168	5	The medical education organization should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the university's website, and included in protocols for review and implementation.			+	
Academic leadership						
169	6	The medical education organization should clearly define the responsibilities of academic leadership in relation to the development and management of the educational program.			+	
170	7	A medical education organization should periodically evaluate academic leadership regarding the achievement of its mission and ultimate learning outcomes.		+		
Training budget and resource allocation						

AThe medical education organization must::						
171	8	have a clear range of responsibilities and powers for providing the educational program with resources, including the target budget for training;		+		
172	9	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs.		+		
173	10	The system of financing a medical education organization should include: It should be based on the principles of efficiency, efficiency, priority, transparency, responsibility, differentiation and independence of all budget levels.		+		
AThe medical education organization should:						
174	11	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final results of training;		+		
175	12	when allocating resources, take into account scientific achievements in the field of medicine and public health problems and their needs.		+		
Administrative staff and management						
A medical education organization should have an appropriate administrative staff, including their number and composition in accordance with their qualifications, in order to:						
176	13	ensure the implementation of the educational program and related activities;		+		
177	14	guarantee proper management and allocation of resources.		+		
178	15	MA single educational organization should develop and implement an internal quality assurance program for management, including consideration of needs for improvement, and conduct a regular review and review of management.		+		
Interaction with the health sector						
179	16	MA single education organization should have constructive interaction with the health sector, with related health sectors of society and government, including information exchange, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
180	17	Mof a single educational organization should: formalize cooperation with partners in the health sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and/or the conclusion of a joint contract and the establishment of a coordination committee, and the implementation of joint activities.		+		
Total for the standard:			0	15	2	0
Standard 9 "CONTINUOUS UPDATING"						
The medical education organization should , as a dynamic and socially responsible institution:						
181	1	initiate procedures for regular review and revision of the content, results/competencies, assessment and learning environment, structure and function, document and address deficiencies;			+	
182	2	allocate resources for continuous improvement.		+		
A medical education organization should:						
183	3	base the renewal process on prospective research and analysis and on the results of its own research, evaluation, and literature on medical education;		+		
184	4	ensure that the renewal and restructuring process leads to a review of its policies and practices in accordance with previous experience, current activities, and future prospects; guide the process updates to the following questions.		+		
The medical education organization should focus the update process on the following:						
185	5	Adapting the mission statement and end results to the scientific, socio-economic and cultural development of society.		+		

186	6	Modifying the end results of graduate education to meet the documented needs of the postgraduate training environment, including clinical skills, public health training, and participation in research activities. the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation.		+		
187	7	Adapting the educational program model and methodological approaches to ensure that they are appropriate and appropriate and takes into account current theories in education, adult learning methodology, and active learning principles.		+		
188	8	Adjust the elements of the educational program and their relationship in accordance with advances in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health / morbidity structure 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 outdate dones.		+		
189	9	Develop assessment principles and methods of conducting and quantity of exams in accordance with changes in the final learning outcomes and teaching and learning methods.		+		
190	10	Adapt student recruitment policies and selection methods to meet changing expectations and circumstances, human resource needs, changes in the home-based education system, and the needs of the educational program.		+		
191	11	Adaptation of the policy of recruitment and formation of academic staff in accordance with changing needs.		+		
192	12	Updating educational resources to meet changing needs, such as student recruitment, the number and profile of academic staff, and the educational program.		+		
193	13	Improving the process of monitoring and evaluating the educational program.		+		
194	14	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
Standard Total:			0	13	1	0
TOTAL TOTAL FOR ALL STANDARDS:			0	163	31	0