



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
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 in the field of
evaluation of the educational program of the specialty
31.05.01 General medicine
Federal State-Funded Educational Institution of Higher Education
"Kemerovo State Medical University" of the Ministry of Health of the
Russian Federation
for compliance with the standards of the international program
accreditation of the IAAR
in the period from 17 to 18 November 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to the
Accreditation
Council of IAAR*



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Kemerovo

18 November 2022

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AMP - administrative and managerial personnel
HEI - higher education institution
EEC - external expert commission
FSC - final state certification
SEC - state examination committee
KemSMU - Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation
PhD in Medicine - equivalent to Candidate of Medical Sciences
LR - local regulations
MSHE - Ministry of Science and Higher Education
IAAR - Independent Agency for Accreditation and Rating
SAW - scientists and academic workers
RW - research work
SRW - student research work
EP - educational program
BPEP - basic professional educational program
TS - the teaching staff
RF - the Russian Federation
QMS - quality management system
SIW - student's independent work
FSES - Federal State Educational Standards
ETP - evaluation tools pool
DEE - Digital educational environment
IAAR – independent agency for accreditation and rating

(II) INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating No. 124-22-OD dated 30.09.2022, in the period from 17 to 18 November 2022 an external expert commission (EEC) assessed compliance of the educational program 31.05.01 General Medicine (MBBS) of the Kemerovo State Medical University of the Ministry of Health of the Russian Federation (hereinafter referred to as KemSMU, University) with the IAAR program accreditation standards.

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

EEC members:

IAAR expert, EEC Chairman – Kurmangaliev Kairat Bolatovich, PhD in Medicine, Associate Professor of West Kazakhstan Medical University named after Marat Ospanov (Republic of Kazakhstan, Aktobe);

IAAR expert – Voronov Dmitry Aleksandrovich, MD, Associate Professor of the Institute of Professional Education of the Federal State-Funded Institution "National Medical Research Center for Obstetrics, Gynecology and Perinatology named after academician V.I. Kulakov (Russian Federation, Moscow);

EEC employer, IAAR expert – Kachagina Elena Aleksandrovna, Deputy Chief Physician of the State Medical Institution "Regional Tuberculosis Dispensary" (Russian Federation, Ulyanovsk), *On-line participation*;

EEC student, IAAR expert – Zhidkov Ilya Mikhailovich, 3rd year student of the Faculty of Medicine of Volga Research Medical University of the Ministry of Health of Russia (Russian Federation, Nizhny Novgorod), *On-line participation*;

IAAR coordinator – Dzhakenova Alisa Satbekovna, PhD, Head of Medical Projects of IAAR (Republic of Kazakhstan, Astana).

(III) REPRESENTATION OF THE EDUCATION ORGANIZATION

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

The University carries out its activities in accordance with the Constitution of the Russian Federation and the Federal Law No. 273 "On Education in the Russian Federation" dated December 29, 2012, 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, 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 – specialty programs – are implemented, 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 an enlarged group of higher education specialties – 31.00.00 Clinical Medicine (MBBS).

The University 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 (Unified Register of Medical Organizations and Unified Register of Medical Personnel

subsystems), FIS of FSC and Admission, UGISM 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 amounts to 345 people. The academic degree holders rate amounts to 73%. The University implements 1 bachelor's degree EP, 5 specialty EPs, 43 residency EPs and 12 postgraduate EPs, as well as more than 200 additional education EPs.

The total number of students enrolled in bachelor's degree full-time and part-time programs, full-time specialty programs at the time of accreditation is 4107 people.

The total area of the educational and laboratory buildings of the university is 70740 sq.m. There are 3 student hostels with the total area of 20954 sq.m., a health camp named "Medic" with the area of 1603 sq.m., a university library. The University has a Central Research Centre and a number of high-tech laboratories.

The purpose of the BPEP specialty program 31.05.01 General Medicine (hereinafter referred to as BPEP) is to train specialists capable of solving professional tasks successfully (including situations of uncertainty) in medical, organizational, managerial and research activities on the basis of universal, general and specific professional competencies formed during the educational process in the university. BPEP is regulated by FSES of Higher Education of the Russian Federation. Training level – specialty. Training period – 6 years, 360 ECTS credits. Number of students at the time of accreditation – 2,123. Number of semesters – 12; form of study – full-time. The training is conducted on a state-funded and contractual basis. Graduate qualification – medical doctor. The specialty program is accessible by those who have completed secondary general or secondary vocational education are allowed to master the specialty program. The structural unit responsible for the implementation of the EP is the Dean's Office of the Faculty of Medicine. The Dean's office consists of 14 departments.

The University participates in the official rankings of the country, according to which it has the following rankings from those passed in 2021:

The University is represented in the existing, publicly recognized rankings. Following the results of the performance monitoring ranking of universities in 2021 it received grade A, 1st league. According to the "First Mission" rating of 2021 it received grade B, 4th league. According to the Hirsch Index (h-index) rating of 2021 it received grade A, h-index=61. According to "The most popular universities in Russia - MIA "Russia Today" rating of 2020 it received grade E and took the 34th place among medical universities. According to the "International Recognition" rating of 2021 – grade C.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

KemSMU's educational program 31.05.01 General Medicine has undergone the international program accreditation for the second time. Earlier, IAAR accredited this EP for a 1-year period. The accreditation is valid until 21/04/2023.

(V) DESCRIPTION OF THE EEC VISIT

The external expert work of the program evaluation of KemSMU's EP 31.05.01 General Medicine has been organized in accordance with the "Guidelines for the external evaluation of educational organizations and educational programs of IAAR" and the approved agenda and schedule.

On 16/11/2022, a preliminary meeting of the members of the External Expert Commission (EEC) of IAAR took place. During the organizational meeting the visit's agenda and the responsibilities of the EEC members were outlined. A brief review of the reports on the

specialized self-assessment of KemSMU's educational programs was conducted, defining additional data that should be requested from the university for full awareness of the members of EEC during the program accreditation.

To obtain objective information on the expert assessment, the members of EEC used the following methods: interviewing the administrative and managerial personnel (AMP), interviewing students, observation, studying the website, interviewing employees of various structural divisions and the teaching staff (TS), questioning teachers and students, visiting clinical bases, reviewing resources in the context of implementation of accreditation standards, studying educational and methodological documents before and during the visit to the university.

A total of 177 people participated in the meetings on the accredited specialty (Table 1).

Table 1 – Information on employees and students who participated in meetings with EEC:

Category of participants	Number
Rector	1
Vice-Rector's Office	2
Heads of structural divisions	19
Dean, heads of departments	13
Teachers	52
Students	60
Graduates	15
Employers	15
Total	177

On 17/11/2022 a meeting with the rector, vice-rectors, heads of structural divisions of the University, dean of the faculty and heads of the departments, TS of the departments was held.

A visual inspection of the main building was conducted, including the scientific library, classrooms, premises of the Microbiology Department, canteen and Simulation Training and Accreditation Centre.

On 18/11/2022, interviews were conducted with the students fulfilling the EP in question, including foreign students (interviewed in English). During the interview, information on the educational process was obtained, including the questions of how classes were held, especially with the use of active teaching methods, how students were involved in research work, how knowledge and skills were evaluated, how the opportunity to participate in the improvement of the educational program and the educational process organization was realized, which living conditions were provided for the students.

Then a meeting with the employers and graduates was held. During the interviews of the employers and graduates they were asked questions on their participation in the development and improvement of the EP.

On the same day, the EEC also visited the clinical and practice bases where classes were being held at the time. They visited Clinical Consulting and Diagnostic Centre named after I.A. Kolpinsky, which houses a research laboratory; Kuzbass Clinical Cardiology Dispensary named after Academician L.S. Barbarash (Department of Cardiology and Cardiovascular Surgery); Kuzbass Clinical Hospital of Emergency Medical Care named after M.A. Podgorbunsky (Department of Hospital Therapy and Clinical Pharmacology, Department of Traumatology and Orthopaedics); Kuzbass Regional Clinical Hospital named after S.V. Belyaev (Perinatal Center - Department of Obstetrics and Gynecology named after Professor G.A. Ushakova). During the inspection of clinical bases in the company of heads of departments and teachers, attention was paid to the students' movements within the facility, visiting departments, examining classrooms, the ability to master clinical and practical skills, the variety of patient profiles, the opportunity to work with patients, including children, as well as medical documentation, interviewing the administration of medical institutions, teachers, and students.

In accordance with the visit's agenda, the members of EEC attended the following practical classes:

1. Department of Microbiology and Virology. Class topic: Respiratory viruses. Groups: 2075, 2076. Teacher: Zakharova Yu.V.
2. Department of Biochemistry. Lesson topic: Matrix biosynthesis: replication, transcription, translation. Group: 2119. Teacher: Peganova Yu.A.

During the classes attention was paid to the methodology of instruction, methodological support of the classes, attendance, technical equipment used in the educational process.

During the inspection of the simulation centre attention was paid to the simulation equipment and the ways of its use in the educational process (classes were held in almost all the classrooms during visiting hours).

On the first day of the visit the teachers and students of KemSMU were questioned. A total of 118 teachers and 122 students of the accredited specialty were questioned.

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

In order to confirm the information presented in the self-assessment report the external experts requested and analysed the working documentation of the university. Along with that, the experts studied the Internet positioning of the university via the official website of the university.

(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1 "Mission and final results" standard

The evidence-based part

Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation (hereinafter referred to as KemSMU or University), devised and defined the mission of the specialty: "To train highly educated, competent, competitive medical personnel in accordance with the existing and prospective requirements of the individual, the state, society and the needs of the University, capable of professional mobility and self-improvement, while taking into account the needs of the labour market".

The university's mission and vision reflect the training strategy and the conditions necessary for its implementation. To implement the Mission, priority directions of the University's development have been identified, as set out in the Quality Policy until 2026 and the Development Agenda of KemSMU for 2021-2026.

The mission is published at the university's website <https://kemsmu.ru/education/specialitet/>.

The development and discussion of the mission of the educational program 31.05.01 General Medicine was carried out within the framework of a panel discussion with the participation of graduates, employers and students, during which the main provisions of the mission, final results of the training, list of subjects to be included in the BPEP part formed by the participants of educational relations were discussed. The teaching staff, employers, administrative and managerial personnel, graduates and students also took part in the development and revision of the Mission for General Medicine BPEP. All propositions and additions were submitted to the Dean's Office of the Faculty of Medicine for analysis and generalization.

The development of the BPEP Mission project took place at the meeting of the methodological commissions and the Council of the Faculty of Medicine. The final version of the BPEP Mission is undergoing the process of approval by the Academic Council of KemSMU.

Interviewing teachers, students and employers has revealed a sufficient level of their participation in the discussion of the EP, its goals, and learning outcomes. This is confirmed by the results of the survey conducted among the TS: more than 80% of the respondents note that

the university is open to the teachers' proposals regarding the content of the EP; they recognize that the content and quality of the educational program implementation meet the expectations of the labour market and the employers.

The analytical part.

The University has devised and defined the mission, vision and results of training in the EP 31.05.01 General Medicine, taking into account the needs of the state and society as well as current trends in the development of medical education in the industry as a whole in full compliance with the strategic documents of the national level and international recommendations in the field of medical education, as well as the university's development strategy.

Studying the plan of the specialty's EP development for 2021-2026 has revealed that its implementation requires constant monitoring of educational and research processes, and individual points of the plan are adjusted to achieve the greatest effectiveness of its implementation in accordance with the monitoring results.

The meetings with KemSMU's representatives at all levels allow us to confirm that the University has made significant efforts to define the mission, goals and final results of training in full accordance with the best international experience and the experience of other medical universities of the region. In the course of improving and implementing the BPEP, the TS of the university enjoys academic freedom to a sufficient extent. According to the results of the survey among university's employees, 49.2% of respondents evaluate the state of their academic freedoms as "very good", more than 46.6% of respondents – as "good".

Interviewing the head of the EP and TS has revealed that the responsibility for the educational program development and the allocation of resources necessary for its implementation are ensured by the participation of the university's TS in the development and review of the working curricula of subjects, in the preparation of the educational program, the participation of TS in the processes of review and approval of the programs during cathedral meetings, methodological councils of the faculty, the Academic Council, which is confirmed by the minutes of the meetings held at each level.

Interviewing students has revealed that they are involved in the process of evaluating educational programs through voicing their opinions and proposals at finishing the course of studies, mastering a specific subject, or by means of a questionnaire aimed at bringing out opinions and taking into account the comments and suggestions of the direct consumers. The comments and suggestions on the educational process organization (schedule of classes, etc.), on the library fund and other issues related to the training process are taken into account.

The university management initiates timely and appropriate recognition of the activities of individual teachers, employees, departments and groups both inside and outside the university. Training and retraining of teachers and employees (including on quality management issues) is carried out in accordance with the training plans of TS.

Strengths/Best practices:

No strengths have been identified according to this standard.

The EEC recommendations:

No recommendations for this standard

The EEC conclusions by criteria:

- ✓ ***strong positions – 0***
- ✓ ***satisfactory – 23***
- ✓ ***requiring improvement – 0***
- ✓ ***unsatisfactory – 0***

6.2 "Educational program" standard

The evidence-based part

KemSMU has developed and is implementing a full-time educational program in the specialty 31.05.01 General Medicine, with the standard training period of 6 years. The BPEP development is carried out with the participation of the TS of the departments, employers, students and graduates. The BPEP project is discussed at the Council of the Faculty of Medicine and the Central Methodological Council and undergoes the final approval process at the Academic Council of KemSMU. The structure and main contents of the devised BPEP meet the requirements of FSES 3++.

The BPEP development is carried out with the use of a spiral learning model which implies studying the subjects ranging from basic to clinical. The BPEP model is integrated, allowing for building ties between fundamental and clinical sciences. The concentric way of constructing the BPEP (mastering of one competence in the course of studying different subjects repeatedly) contributes to a better and more in-depth mastery of the competencies.

The implementation of the curriculum is carried out in the form of lectures, seminars, laboratory classes, practical classes, clinical practices and independent work of students. The amount of contact work of the students with the teaching staff during the program's training sessions amounts to 66-70% of the total time allocated for the implementation of subjects. During practical classes the following educational technologies are used: solving situational problems, case-interactive and role-based educational games, analysis of clinical cases, case method, panel and general discussions, duties in the medical base facilities, writing medical histories, portfolios, working with training simulators, etc.

Independent work of the students is regulated by the Regulations on independent work of the students and includes classroom and extracurricular work on the subject. Practical training includes practice on obtaining professional skills and professional experience, clinical practice and research work practice. Practical training is conducted on stationary and on-site (in medical institutions) basis.

Currently, 267 foreign students from near and far abroad are mastering the specialty 31.05.01 General Medicine in KemSMU. Some students study at the bilingual program with lectures, seminars, laboratory and practical classes during the courses 1-3 conducted with the help of translators. In addition, means of distance learning are provided for international students on the basis of Moodle and Zoom platforms of the University.

The BPEP is implemented in accordance with the principles of equality in relation to all the students, regardless of their gender, ethnicity, religion, sexual orientation, socio-economic status and physical capabilities. For all categories of students one educational program is implemented at the specialty of General Medicine with the use of inclusive education elements.

In the course of training in the General Medicine specialty, subjects and practices aimed at the formation and development of the principles of scientific methodology are implemented. The students master the principles of evidence-based medicine during lectures and practical classes in mathematics, public health and healthcare, health economics, epidemiology. Within the framework of clinical subjects the students also analyse clinical recommendations founded on the principles of evidence-based medicine. The General Medicine BPEP also includes the research work practice aimed at obtaining primary skills of research work. About 30% of the students participate in research work and the Student Scientific Society is functioning. The final scientific conference with the participation of 1200 students is held annually which consists of 26 sections on different scientific areas. The students also participate in conferences and forums at the national and international levels during which they present the results of their research. About 80 students are granted an increased state academic scholarship annually for their achievements in the field of research work.

The subjects of the biomedical block are represented by general theoretical and fundamental sciences. The educational program includes sections and modules on behavioural and social sciences, medical ethics, and medical law.

The clinical training of students is conducted on the basis of the competence-oriented principle and is aimed at acquiring appropriate general professional and professional

competencies. The students are trained at 14 contracted clinical bases. When organizing clinical training, attention is paid to the patient's safety, including the mandatory monitoring of the student's actions by the TS. During the practice, the employees of medical institutions appointed by the chief physician from among the full-time employees of the medical institution also serve as the students' curators. The chief physician's duty to appoint the employee responsible for the practice of students is stated in the contract on practice concluded between KemSMU and the health facility.

The BPEP of the specialty is a complex of the main characteristics of the educational process: curriculum, schedule, work programs of the subjects (modules), practice and other components programs, as well as evaluation and methodological materials. To individualize the program, a catalogue of elective courses has been formed which allows students to develop professional skills taking into account their future profession and demand in the labour market. The BPEP curriculum of the academic year 2022-2023 also includes optional subjects "Fundamentals of Information Culture" and "Foreign language (advanced course)". "Fundamentals of Information Culture" is the elective subject of the highest priority, chosen by about 80% of the 1st year students.

The BPEP administration is carried out at the faculty level (Dean's Office and methodological commissions of the Faculty of Medicine) and at the university level (Academic Council of the University, Central Methodological Council, educational and methodological association). The development, approval and implementation of the educational program is carried out in accordance with external and internal organizational, legal, regulatory, administrative and methodological documents, such as the Regulations on the main professional educational program, Regulations on the work program of the subject, Regulations on the educational and methodological support of the subject. The BPEP of 31.05.01 General Medicine is updated annually and the necessary changes are reflected in the Update List including the date of changes and administrative documents. The developers of the educational program and its components are chosen from the ranks of the TS of the departments. Students and employers are invited to take part in the development of the educational program. The students are invited members of the Faculty Council and the Academic Council of the University, which gives them the opportunity to participate in the BPEP management.

At all stages of the educational program development students are preparing for further professional activity as a medical doctor (district primary care physician) after passing the primary accreditation procedure or for further residency or postgraduate training in the chosen field of study. The monitoring of employment among KemSMU's graduates shows a high percentage of employment among the graduates of the Faculty of Medicine – 98%. The level of the employers' satisfaction with the quality of training of the graduates of the medical faculty of KemSMU according to the results of annual surveys is consistently high.

The analytical part

KemSMU has devised an educational program in the specialty 31.05.01 General Medicine that meets the requirements of FSES. The BPEP model is integrated, allowing for building ties between fundamental and clinical sciences. The BPEP development is carried out with the use of a spiral learning model which implies studying the subjects ranging from basic to clinical. The educational program includes mastering of both biomedical and behavioural and social sciences, as well as medical ethics, by the students which makes the process of mastering clinical subjects based on the concepts of the basic mechanisms of development of any pathology in terms of the current and expected needs of the society and healthcare system, as well as changing demographic and cultural conditions.

In the course of the EP implementation the university strives for vertical and horizontal integration of its components. At the same time, the horizontal integration of individual components of the educational program should still be considered insufficient, especially in the implementation of clinical subjects.

The university uses mainly traditional teaching methods (lectures, seminars, practical classes). In accordance with the recommendations of the previous accreditation the university is gradually introducing modern teaching methods when implementing the BPEP, including interactive games and case studies. At the same time, the use of innovative teaching and learning methods in the implementation of the General Medicine EP should still be recognized as insufficient.

The scientific method is used when implementing the EP. In addition, the students are actively involved in student research work, there is a system of encouraging their participation in research and development, as well as a system of stimulating and rewarding their participation in it. The fundamentals of the methodology of research work are taught to students in a number of subjects. At the same time, the university has unimplemented opportunities of expanding the scope of teaching issues related to the organization and methodology of scientific research as part of additional elective subjects. In addition, the integration of the results of scientific work carried out by the TS of the departments into the direct components of the work programs of subjects and practices in the profile has been noted as not active enough.

As a result of the previous accreditation comments were made regarding the limited number and the lack of the catalogue of elective subjects in the university. As of now, the catalogue of elective subjects has been created. At the same time, the mechanism of their selection, timing and stages of this process are not yet clearly regulated. The students are not sufficiently informed about the list of available elective subjects as well as the mechanism of choosing them.

The university builds sufficient ties between the educational program and the subsequent stages of professional training and practice, as well as its ties with real medical practice and the healthcare system as a whole. The clinical bases where the accredited educational program is implemented are sufficiently equipped, including in the context of high-tech types of medical care. There is sufficient and productive interaction between the students, teachers of specialized departments and the workers of medical institutions.

During the previous accreditation insufficient participation of all the interested parties in the formation and dynamic adjustment of the EP was pointed out. As of now, mechanisms for the participation of students, teaching staff and employers in this process have been developed. The opinion of all the participants of the educational process regarding the EP's structure and quality is being studied. At the same time, it has been noted that the graduates and employers are not sufficiently involved in this process. In addition, the results of the consolidated opinion on the EP, as well as the results of corrections or their absence (in case when they are not needed) are not properly communicated to all the stakeholders.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The EP managers are recommended to come up with elective subjects dedicated to teaching the principles of scientific methodology and scientific management, and include them in the catalogue of available elective subjects. The deadline is set for 01/09/2023.

2. The EP managers are recommended to systematically introduce the results of the university staff's scientific research into the EP, starting from the beginning of the academic year 2023/2024 (from 01/09/2023), indefinitely.

3. The EP managers are recommended to ensure the implementation of vertical and horizontal subject integration by using appropriate pedagogical technologies. The deadline is set for 01/09/2023.

4. The university's administration is advised to define the responsibilities of its academic structures concerning the EP management in its regulations and to ensure the participation of all categories of stakeholders in the management process. The deadline is set for 01/09/2023.

5. The EP managers are recommended to devise clear and accessible procedures of choosing and enrolling in elective subjects for the students, to carry out activities aimed at informing students about these procedures. The deadline is set for 01/09/2023.

6. The EP managers are recommended to develop measures aimed at systemic monitoring of the use of innovative teaching methods in the educational process. The deadline is set for 01/09/2023.

7. The faculty's administration is to train its teachers in the theory and practice of innovative teaching methods based on the modern theory of teaching adults. The deadline is set for 01/09/2023.

8. The EP managers are to develop a system of objective assessment and control of the students' independent work, which would determine, among other things, the amount of contribution of the students' independent work to the current and final assessment of academic performance in various subjects and practices. The deadline is set for 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 35***
- ✓ ***requiring improvement – 8***
- ✓ ***unsatisfactory – 0***

6.3 "Student Assessment" standard

The evidence-based part

The assessment of the students' knowledge, skills and abilities is carried out at the following levels: current assessment during practical and final classes; intermediate certification during exams and tests upon the completion of subjects, final state certification. The principles and methods of assessing students' knowledge in the form of exams and credits are set out in the Regulations on the Education Quality Control System. The main forms of knowledge assessment are testing, answering questions (by examination cards), solving cases. The contents of the test tasks and cases for conducting exams and credits are updated annually.

Intermediate certification is carried out with the use of assessment tools presented in the subject's work program. Assessment tools for intermediate certification are reviewed annually during the meeting of the department. The assessment of the level of practical skills and abilities formed during practical classes is carried out during the final (mid-term) classes on thematic patients or phantoms and simulators in the Centre of Simulation Training and Accreditation, as well as during solving situational tasks and cases. When assessing practical skills in simulated conditions, checklists developed by University staff and picked from the database of the Federal Methodological Centre for Accreditation of Specialists are used to evaluate each type of activity (professional skill).

KemSMU uses a procedure for evaluating the validity of student assessment methods used for current as well as intermediate and final control. The procedure of determining the content validity and the validity of the assessment methods' conformity is carried out in several stages during the meeting of the department, then during the process of reviewing carried out by the leading teachers, then during discussion at the methodological commission of the subject's profile. To assess the reliability and validity, the following formula is used in accordance with the Regulations on the Evaluation Funds.

The student who has not passed an exam or credit has the right to retake the intermediate certification twice. Two retakes of each exam or credit are allowed. The members of the examination commission, the days of retaking the exam and the materials of control and measurement are approved at the cathedral meeting and recorded in the minutes of the meeting of the department. The second retake involves a commission which consists of at least three

members approved and appointed by the head of the department.

The student who has successfully passed the intermediate certification on all subjects of the curriculum is allowed to take the final state certification. The criteria for assessing the formation of competencies at the state exam are set out in the FSC program. During the state examination, leading specialists of practical healthcare are invited to the EEC as independent examiners (forming at least 50% of the commission's members). The EEC report contains comments and recommendations for improvement; based on these comments, an action plan aimed at eliminating the flaws and fulfilling the recommendations is developed, and the deadlines for its implementation are set.

When studying at the General Medicine specialty, a system of appealing against the assessment results exists. The procedure of appealing against the results of the final and intermediate certification of students is described in the Regulations on Education Quality Control and the Regulations on the Final State Certification.

The students get acquainted with the evaluation criteria for each subject during the first class on it. The assessment is carried out on a 5-point scale. Transparency and accessibility of the assessment rules and procedures are ensured by making the local regulations of the University concerning the educational process and exam schedules freely available. The student can get acquainted with the logs of attendance (academic performance) of classes. Assessment of the students' extracurricular activities (including scientific, social, cultural, sports activities) is carried out as part of the assessment of the students' individual achievements during the review of their portfolio. The results of this assessment are taken into account when holding a competition for an increased state academic scholarship.

Surveys of students are conducted in order to evaluate their satisfaction with the organization of the educational process, including with the quality of the knowledge assessment system.

The analytical part

The university has defined, approved and published the principles, methods and practices used to evaluate students, including the number of exams and credits, as well as defined the criteria for setting passing scores, grades and the number of allowed retakes. At the same time, in order to obtain information on the rules of the educational process' implementation, the students are forced to turn to various sources: regulations, local acts, etc. The Academic Policy of the university does not fully reflect the requirements for the educational process and doesn't contain information on professional practice, the process of residential training and postgraduate studies.

The main methods of evaluation are testing (on paper), interviewing (with the use of questions and examination cards), solving cases. At the same time, the university does not make full use of the modern methods of evaluating the reliability and validity of assessment tools. There are no indications that external and independent experts participate in this process. The stages of the educational process are mainly recorded on paper which is an outdated method. There is no digital bank of test tasks for students to access through communal and personal electronic devices. When assessing knowledge, skills and abilities in the educational process, objective structured clinical examination (OSCE) is not used.

The local regulations contain indications of a system of formative and summative assessment existing. However, the participants of the educational process cannot always clearly define the essence of these assessment methods or give concrete examples of their use. Besides, the influence of the student's current educational activity on the final assessment on the subject (practice), as well as the process of evaluating the student's independent work, is not evident and transparent enough.

The possibility of appealing is provided at all stages of control and grading. The survey of students shows that this system actually exists and the students are partially satisfied with its results. At the same time, attention should be paid to the incomplete elimination of a possible conflict of interest in the process of appealing, particularly in case when only the members of the

department that carried out the initial assessment of the student's knowledge take part in it.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to determine the Academic Policy as the main document regulating the issues of the educational process at the university. The deadline is set for 01/09/2023.

2. The educational programs' managers are advised to supplement the Academic Policy with the sections regulating the issues of debt liquidation, practical training, training in residency and postgraduate programs. The deadline is set for 01/09/2023.

3. The university's administration is advised to keep records of the process of evaluating the students' academic achievements by introducing an electronic journal in order to ensure its openness and accessibility by all the participants of the educational process. The deadline is set for 01/09/2023.

4. The university's administration is advised to devise local documents regulating the system of rating admission to the examination sessions which will take into account the attendance of lectures, practical classes and independent work of the student. The deadline is set for 01/09/2023.

5. The EP managers are recommended to bring the methods of evaluating students in line with the final training results. The range of assessment tools should be introduced combined with determining clear assessment criteria based on the principles of validity and practice orientation (OSCE implementation). The deadline is set for 01/09/2023.

6. The university's administration is advised to systematize the principles of devising test questions, create a single bank of test questions depending on the volume of the subjects and study levels. The deadline is set for 01/09/2023.

7. The head of the university's simulation centre is advised to create a database of standardized patients on the basis of the simulation centre for effective training and assessment of communication skills of the students. The deadline is set for 01/01/2024.

The EEC conclusions on the criteria: (strong/satisfactory/requiring improvement/unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 8***
- ✓ ***requiring improvement – 7***
- ✓ ***unsatisfactory – 0***

6.4 "Students" standard

The evidence-based part

The University has defined its admission policy and implements it in the form of the Rules on admission to KemSMU for educational programs of higher education – bachelor's degree programs and specialty programs. These Rules are based off the federal rules for admission to the programs of the appropriate level. For admission to the University, an Admission Committee is created in accordance with the Regulations on the procedure for the creation and activities of the admission, subject and appealing committees.

To admit the most capable applicants to the University, a minimum threshold (score) is set for each entrance examination, and the applicants that do not pass it are excluded from the competition. Recommended minimum scores are set by the Ministry of Health of the Russian Federation. A system for filing and considering appeals against the decisions of the admission committee has been devised, which is reflected in the Regulations on the procedure for the

formation and activities of the admission, subject and appealing committees.

KemSMU has also defined a policy on the admission of students with disabilities for the General Medicine specialty in accordance with the current legislation, which is also reflected in the Rules of admission to the University. At least 10% of vacant places of the admission control figures are allocated annually for the applicants with disabilities.

The University also implements the practice of transferring students to the General Medicine specialty from other medical educational organizations. The transfer is carried out in accordance with the Regulations on the conditions and procedure of transferring students to the bachelor's degree and specialty programs of another educational organization, from other educational organizations, from one educational program to another, from one form of study to another.

KemSMU cooperates with the regional health management body. When planning the amount of state-funded places (which is needed for participation in an open public competition on the distribution of admission control figures for higher education programs), the University has it approved by the Ministry of Health of Kuzbass. When planning the distribution of the target ratio, the needs of the region are taken into account in the first place.

KemSMU has created a system of counselling and supporting students which covers the main range of problems that a student may face at various stages of his or her training. The structure of the university includes structural units and public organizations that provide aid in solving the students' problems and organize student consultations on various issues. The psychological service provides assistance to the students with little motivation to study or those who have difficulties with interpersonal communication. The Department of Extracurricular Work and Public Relations supports the students' initiatives, provides for their inclusion in professionally oriented volunteer activities, promotes the development of their public self-governing organizations. Currently there are 33 student public organizations at the University: Student Trade Union, Student Council, Hostel councils, Student Club, "Juventa", and "Atlant" medical teams, "Delta" pedagogical team, volunteer associations, healthy lifestyle clubs, sports club. Various clubs and youth associations function during extracurricular hours: Discussion club, Intellectual Cinema Club, Healthy Lifestyle Club, International club, Orthodox Club, etc.; there are three volunteer associations of different orientations, among them the regional branch of the Medical Volunteers federal public movement.

A system of financial support for the students with financial difficulties has been implemented, which includes reduction of the tuition fees or the cost of hostel accommodation. Orphan students and students with disabilities receive additional benefits and financial payments. More than 350 students receive financial assistance annually.

The University encourages the students' participation in conferences, symposiums, forums on various levels. The students' travel, accommodation and meals costs are reimbursed by the University. The university's scientific library provides the students with free textbooks. The University supports the scientific achievements and developments of its students, petitions and puts forward their publications for participation in grant and scholarship programs at the federal level, which has been confirmed by the interviewed students.

Every year, all students undergo medical examinations, periodic professional examinations, as well as free vaccinations in accordance with the approved vaccination calendar plan.

The students' self-government at the university is implemented through public student organizations run by the students themselves. The policy of student representation at the university is implemented in three directions: the students' self-government; the students' representation in the collegial bodies of the university which manage the educational process; the students' representation in the social projects which are aimed at fulfilling the regional health goals. The range of the public organizations includes Student Self-Government Council, Pedagogical Workshop on the quality of Education, Student Scientific Society, Student Hostel Council.

A system of receiving feedback on the problems and needs of students through the "Virtual Reception" system at the university's website has been created.

The analytical part

KemSMU has devised a policy of admission to the 31.05.01 General Medicine educational program which clearly regulates the student selection process in accordance with the federal legislation; these rules are communicated to all interested parties. The website contains information on the applicants' individual achievements which can provide additional points upon admission.

Target ratio admission is rationally planned taking into account the needs of the region in close cooperation with the regional health management body.

The University and the faculty have a system of supporting and encouraging students in function. There are opportunities for organizing the everyday life of the students: the university's own hostels, a sport and recreation camp, canteens and buffets in all academic buildings, a medical centre. A system of financial support for the students, including those in difficult life situations, as well as for the students with educational, scientific, sports and other achievements, is functioning and has been presented to all interested parties.

There is a sufficiently developed structure of student self-government and student public organizations (student self-government council, student hostel council, etc.)

Measures for vocational guidance and career planning of students in the General Medicine EP are being implemented on a systematic basis, including via the Graduate employment assistance centre.

The University has created a unique multi-ethnic environment in the region with opportunities for the students to gain tolerance skills, cultural and national values of the region are being popularized.

At the same time, while attending practical classes the EEC has paid attention to a large number of students (about 15-18 people in each group), which poses difficulties for placing students in the classrooms or at the clinical bases, especially when the class is held for two groups simultaneously. According to the results of the student survey, the students have also expressed their wishes to reduce the number of students in groups.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to reconsider the number of students in academic groups in order to increase the efficiency of the educational process and reduce the pedagogic load. The deadline is set for 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ *strengths* – 0
- ✓ *satisfactory* – 15
- ✓ *requiring improvement* – 0
- ✓ *unsatisfactory* – 0

6.5 "Academic staff/Teachers" standard

The evidence-based part

The policy of selection and admission of academic staff at the University is carried out in accordance with the Labour Code of the Russian Federation, Resolutions and orders of the Government of the Russian Federation, the Ministry of Health of the Russian Federation, Ministry of Education and Science of the Russian Federation, and the Charter of KemSMU.

When selecting applicants for TS positions on the basis of an open competition, priority is

given to persons with higher qualifications and more results of their pedagogical, scientific, clinical activities. When applying for a job, there are no restrictions based on gender, race, nationality, or language. The election of academic staff is carried out by a collegial management body called the Academic Council.

The staffing of the BPEP 31.05.01 General Medicine is carried out in accordance with the requirements of the FSES of Higher Education. There are established quotas in the personnel structure for: 1) scientific and pedagogical workers who have an academic degree and (or) an academic title; 2) scientific and pedagogical workers who have an education corresponding to the profile of the taught subject; 3) scientific and pedagogical workers from among the heads and employees of the organizations whose activities are related to the direction of the implemented program, that is, from the practical sphere of activity. The TS structure is approved by the staffing table. The total number of TS is 371 people, of which 342 (92%) are primary employees. The share of the teachers of biomedical subjects constitutes 17.0%, of social and behavioural subjects – 3.9%, of clinical subjects – 79.1%. The average age is 55.6 years. More than 50% of the TS have experience of scientific, pedagogical and clinical work of 15 years and higher.

The content and norms on the timing of activity of the university's TS are reflected in the Regulations on the procedure for planning and accounting for the work of the teaching staff. The standard (total) amount of working time of one teacher during an academic year is 1,512 hours, taking into account a 36-hour working week (within the rate) and 56 calendar days of vacation. The activities of scientific and pedagogical staff of the university are divided into classroom (teaching) and extracurricular (teaching and methodological, scientific, educational, therapeutic activity, professional development, as well as other activities, reflected in the official labour duties and (or) the individual working plan of the teacher) activities. The academic load of each teacher is determined depending on the position he or she holds, his or her level of qualification, and may not exceed the upper limits established for the positions of scientific and pedagogical workers.

The main document which regulates the evaluation of scientific, pedagogical and clinical achievements of the TS while taking into account the ratio of their teaching, research, clinical and administrative work is an individual plan-report of the teacher's work, which determines the scope and timing of his or her teaching, educational, methodological and scientific activities. The individual plan-report of the teacher's work is discussed at the meeting of the department and approved by the head of the department. In the course of the academic year the head of the department monitors the implementation of the whole scope of all teacher's activities. The results are discussed during the meeting of the department. At the end of each academic year, during this meeting the implementation of the planned criteria of teaching, scientific, therapeutic, educational activities are analysed. The analysis of the performance indicators of the department's TS is carried out by the dean of the faculty, head of the teaching and methodological department, vice-rector for academic affairs.

In order to encourage employees to achieve higher working results, as well as to reward them for their work at the university, in addition to the officially established salary incentive payments have been introduced. The issues connected with rewarding the staff are regulated by the University's legal acts, in particular the Regulation on Incentive Payments to the teaching staff of the University under an effective contract. This document defines the sizes of official salaries for each professional qualification group and the sizes of the salaries' multiplying factors; the conditions and amounts of compensations and incentive payments. Taking into account the working conditions of the TS, compensations, incentive payments and bonuses are introduced.

Additional professional training and development of the scientific and pedagogical workers is carried out in accordance with the requirements of professional standards as necessary, but at least once every three years. The teachers of clinical departments improve their medical qualifications in addition to pedagogical ones within the framework of continuous medical education. All full-time teachers and external part-timers take advanced training courses in

higher education teaching. The university's teachers who do not have medical education are trained under the advanced training program "Emergency First Aid" where they master first aid skills, including basic cardiopulmonary resuscitation. In order to improve the working results in the digital environment of the University and to eliminate computer illiteracy the courses "Computer and information technologies", "Working in the digital educational environment of the university" have been developed and implemented. In order to prevent extremist sentiments among students, the University's teachers have devised and are implementing a professional development program "Fundamentals of comprehensive prevention of destructive phenomena among young people".

The publishing activity of the TS is recorded and incentive payments for scientific publications, publications in international peer-reviewed journals, preparation and publication of textbooks, monographs, training manuals, as well as incentive payments for scientific leadership and thesis defense for scientific supervisors, are introduced. For young teachers under the age of 30, a personal incentive payment is paid monthly during the first 2 years.

The University provides equal opportunities for fulfilling their potential and achieving career growth to all its employees. In case of effective implementation of their official duties, active scientific, teaching and methodological activities, successful clinical work, the teachers are recommended for higher positions by competition and potentially in-demand employees are included in the KemSMU personnel reserve system.

The academic mobility of the TS is reflected in the Regulations on the Organization of Academic Mobility of Scientific and Pedagogical Workers.

The analytical part

The university has devised and implemented a policy on staff selection and recruitment that defines their professional competence, duties and responsibilities. Freely available information on competitions for vacant academic positions being held leads to increased competition among teachers. The university has the opportunity to draw practical healthcare workers into participation in the teaching process and the practice organization, including via establishing the majority of the clinical departments in the medical facilities of the city.

The absolute majority of the TS work are primary employees, involved in the teaching process on a full-time basis. The number of external part-timers includes highly qualified practical healthcare administrators and employees whose activities are related to the direction of the implemented program.

Almost all the teachers participate in various types of activities (pedagogical, scientific, organizational and methodological, etc.). At the same time, the high classroom load on the teachers does not allow for adequately and effectively allocating time for other types of TS activities.

The level of academic mobility of the teachers is also insufficient.

The University motivates its TS to achieve its strategic goals through a rating system for evaluating the activities of teachers and departments and financial incentives on the basis of an effective contract system. At the same time, attention should be paid to the insufficient use of non-material incentive measures for teachers, including the introduction of a mentor system, professional skill competitions among the TS, etc.

Professional development of the TS is carried out in accordance with the existing requirements set out in the regulatory documents of the federal and local levels. At the same time, an insufficient amount of teachers' training programs with the use of innovative teaching technologies should be noted. The teachers of clinical personnel mainly improve their qualifications in the context of direct clinical activities and pay much less attention to professional development in the field of pedagogy and andragogy, teaching methodology and the educational process. Besides, the teachers should be provided with additional educational programs on psychology, conflictology, bioethics, proper clinical practice, etc. Attention is also drawn to the fact that the teachers' professional development is mainly based on the educational

structures of the university itself; the TS do not attend other institutions which implement professional development programs, including those based on best practices, sufficiently.

In connection with the implementation of the bilingual program which involves translators, attention is drawn to the insufficient mastering of foreign language competencies by the employees.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to devise a program for drawing in young specialists to work at the university and forming a personnel reserve for senior positions. The deadline is set for 01/09/2023.

2. The university's administration is advised to devise a program for developing foreign language competencies of its employees while defining clear criteria which would allow them to teach 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. The deadline is set for 01/09/2023.

3. To improve the image and status of its teachers, the university's administration needs to devise a system of non-material incentives for teaching staff, including "The best teacher/young teacher/scientist, etc." competitions. The deadline is set for 01/09/2023.

4. The university's administration is advised to devise a program of academic mobility of its TS with no less than 10 teachers participating in it annually, starting from 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 11***
- ✓ ***requiring improvement – 1***
- ✓ ***unsatisfactory – 0***

6.6 "Educational resources" standard

The evidence-based part

In order to implement the BPEP 31.05.01 General Medicine the university has 4 academic buildings, clinical departments' premises in medical clinics, 3 hostels for accommodating 1878 students.

The University has sufficient facilities for the implementation of the curriculum: classrooms and lecture halls equipped with modern technical equipment; library and library fund; gym and sports ground with appropriate equipment; sufficient hostel space for students; catering facilities (canteen, buffets). All the facilities comply with fire safety requirements as well as sanitary and hygienic standards.

Students have access to the University library located in two buildings with a total area of 1753.8 sq.m. and 220 seats in its reading rooms. The library fund includes 866,665 publication copies of which 15,412 belong to foreign literature. KemSMU's Scientific Library is a member of the methodical association of libraries of Western Siberian universities, of the methodical association of university libraries in Kemerovo, and of the Association of Medical Libraries.

The university has established a service for civil defense, fire safety, anti-terrorism, sanitary and anti-epidemic regime. The premises of KemSMU are equipped with systems and equipment needed for creating a safe environment (fire extinguishers, fire-fighting hoses, evacuation plans, etc.). Twice a year the teachers and students are instructed on the safety issues, with the results of the instruction being recorded in registers. The university conducts a special assessment of its working conditions in accordance with its regulations.

Some elements of the educational process and partially the students' independent work take place within the framework of a well-equipped simulation training centre.

Clinical departments located in the premises of 14 medical organizations – including multidisciplinary round-the-clock hospitals, specialized medical institutions, outpatient clinical facilities, specialized medical examination bureaus, institutions or departments of medical and social profile; medical prevention facilities; psychological and pedagogical assistance institutions – are used for the clinical training of students. Medical organizations that provide clinical bases have modern material and technical equipment needed for training students in the fields of first aid, specialized emergency medical care, including high-tech emergency care, as well as palliative and rehabilitative medical care in accordance with the current Procedures for the provision of medical care in the relevant profiles, which is confirmed by the existing license. More than 50% of teaching staff of clinical departments are medical organizations' employees.

The university has computer and copying equipment in its possession. The students' access to Russian and foreign databases and library funds of the university provide support for the educational program. The bibliographic databases of the university are referenced in KemSMU's Electronic Library. The services are available at any time. Licensed electronic library databases and open source materials are used for independent work of the students. Distance learning portals at the Moodle platform which allow for 24/7 access to the educational materials provide distance learning opportunities for the students. All of the listed resources are accessible from both personal computers and portable devices (mobile phones, tablets).

KemSMU is a scientific and educational medical centre of the region. The University conducts scientific research in the field of medicine, including research aimed at integrating the obtained data into the educational program. Its results are integrated into the work of the university and other scientific and medical organizations. There are acts of implementation, expert opinions on the innovative projects of the university, acts of using the results of its intellectual activity in scientific, educational, innovative and engineering spheres. KemSMU carries out work within the framework of the world-class Scientific and Educational Center (SEC) "Kuzbass". The Central Scientific Research Laboratory of KemSMU (CSRL) conducts scientific research within the framework of the state assignment. "Applied Biotechnology and Nutritionology", "Infections and humans" are created and functioning. The university's administration supports the aspirations and interests of its employees in conducting research in the field of medical education. The employees are rewarded for their achievements in research, innovative proposals, creating monographs, textbooks and educational publications, etc.

The university has a system of the educational program's evaluation and monitoring. Monitoring of the state and effectiveness of educational activity processes, including self-examination of the university, sociological surveys on the satisfaction with the quality of the educational process at the university of the teachers, students, graduates and employers take place; internal audits are conducted on a regular basis. The curricula are reviewed and revised annually taking into account regional healthcare peculiarities, changing trends in healthcare and newest achievements in medicine. Teachers, heads of departments, and employers take part in the discussion on the educational program. The discussion takes place during the methodological council and the council of faculties. The Academic Council of the University approves the educational program for the current admission year annually.

KemSMU develops its practice of drawing foreign teachers into participating in its international scientific and practical conferences.

The analytical part

KemSMU provides for the implementation of EP 31.05.01 General Medicine with the use of appropriate material, technical, human resources, and clinical bases, which is proven by the submitted materials, the results of interviews and visual inspection. The resources of its clinical bases and bases of professional practice are sufficient for mastering clinical and professional skills by the students. Medical organizations that provide clinical bases for the university have modern material and technical bases needed for training students in the fields of first aid, and

specialized medical care, including high-tech care, emergency medical care, including specialized emergency care, as well as palliative and rehabilitative medical care. At the same time, there are indications that the clinical bases' possibilities of providing educational facilities that meet modern standards for the implementation of the educational process are limited.

The university invests sufficient funds in the development of material and technical resources (purchases of equipment, educational literature). At the same time, to provide rational use of the resources allocated by the university it is necessary to devise standards for equipping the simulation centre depending on the students' contingent and fields of training.

The University has opportunities for independent training of students: access to information and communication technologies, educational resources of the library, Internet resources. At the same time, attention is drawn to the absence of wireless Internet connection accessible for students, including via portable digital devices, in many premises and zones of the University. The system of electronic issuance of educational literature is absent as well.

When analysing the university's website, attention is drawn to the inconsistencies between the English-language and the Russian-language versions of the web pages which creates certain difficulties in obtaining the necessary information for foreign students.

The low level of academic mobility both among the TS and the students of the accredited EP must also be emphasized.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to provide wireless Internet connection in its academic premises and hostels. The deadline is set for 01/09/2023.
2. The university's administration is advised to carry out a digital transformation of its library and information activities, provide systematic training of the library staff in the best practices of librarian skills, and refurbish its premises. The deadline is set for 01/01/2025.
3. The university's and faculty's administrations are recommended to revise the English version of the website and bring its content and volume in line with the Russian version. The deadline is set for 01/09/2023.
4. The university's administration is advised to devise a program of academic mobility of its students with no less than 25 students participating in it annually, starting from 01/09/2023.
5. The head of the simulation centre is advised to devise a local regulation (standard) on providing the university's simulation centre with educational simulation equipment while taking into account the needs of the EP. The deadline is set for 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 25***
- ✓ ***requiring improvement – 5***
- ✓ ***unsatisfactory – 0***

6.7 "Educational program evaluation" standard

The evidence-based part

The monitoring of the educational program 31.05.01 General Medicine and the results of its fulfilment is carried out in accordance with the Regulations on the main professional educational program, Regulations on the work program of the subject, Regulations on the education quality control system, Regulations on the final state certification. The monitored components of the program are: 1) the structure of the program; 2) the ratio of its basic and variable parts; 3) the availability of elective subjects; 4) forms and types of practices; 5)

educational and methodological support; 6) availability of digital information and education environment (DIEE); 7) staffing; 8) logistics.

The Educational and Methodological Department (EMD) is responsible for regular monitoring of the educational program. The Dean's Office, with the active participation of the 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 and teachers.

After studying each subject the students have the opportunity to formulate their proposals on the structure, scope and content of the studied subject, as well as on methods and means of control by means of survey, and voice them to the head of the department, deans, vice-rector and rector.

The feedback between the teacher and the student is provided through the system of questioning students on the issues of social adaptation, organization of the educational process in general as well as the educational processes at individual departments and in the field of specific subjects. The results of these surveys are discussed at the faculty councils. Specific changes to the educational program brought in because of the received feedback may be made to the ratio of classwork and independent work of the students, may consist in introducing new distance learning technologies needed for mastering some part of the educational program, etc.

An annual survey of teachers and students is carried out in the form of questioning on the following areas: 1) the students' satisfaction with the quality of the educational process (the dean's office's responsibility); 2) the students' satisfaction with the quality of teaching of the subjects (the departments' responsibility); 3) the teachers' satisfaction with the work at the university (personnel department's responsibility). The results are summarized and analysed by the Department of Education Quality of the University and discussed at the Quality Council's meetings.

With the aim to create the conditions that can affect the effectiveness of their studies, the students' trade union committee, joint council of students and psychological service function are functioning which provide: protection of students' interests, their involvement in social practices, conditions needed to ensure inclusive education of persons with disabilities, effective socialization of the students that find themselves in difficult life situations, formation of intercultural, racial, gender and religious tolerance; assistance in solving the students' personal problems, support for young families. The Department of Educational and Social Work promotes mastering of universal competencies, the students' trade union committee provides legal assistance to students, protects their rights and interests both in the educational process (by monitoring the expulsion of students and scholarship allocation) and in the social sphere (by distributing space in the hostels, providing financial assistance to those in need, etc.).

The staff of the dean's offices, tutors from among senior students consult students on the questions of their academic performance in different subjects at all stages of the educational program's implementation. Each department has a timetable of ongoing consultations on every subject. The students have an opportunity to consult on the issues of their emotional state correction, adaptation problems, and employment opportunities.

The University collects and analyses feedback on the educational program from the interested parties. Following the results of their practice the students fill out diaries to which the practice supervisors from the organization attach the student's characteristic and evaluate him or her on a five-point scale according to the following criteria: the level of the student's readiness to practice, compliance with labour discipline, compliance with the principles of ethics and deontology, demonstrating working initiative, the level of mastering of the practice program by the student.

The Graduate Employment Assistance Centre monitors the employers' satisfaction with the quality of training of the Faculty of Medicine graduates annually. The employment of graduates is monitored annually and the feedback on the quality of the students' and graduates' training received from the heads of medical organizations is analysed.

Practical healthcare workers form part of the SEC, participate in the primary accreditation of graduates and primary specialized accreditation of specialists, expose the flaws and propose changes to the educational program. These recommendations are discussed at the meeting of the Faculty Council and management decisions are made based on the results.

The analytical part

KemSMU has introduced the main elements of the EP assessment for which various structural divisions of the university are responsible and appropriate regulative and methodological documents have been devised. The analysis of the materials and the results of the meeting with focus groups demonstrates that the processes of evaluation and monitoring processes of the General Medicine EP are present in the university. Surveys on the questions of satisfaction with the organization of the educational process are regularly conducted among the TS and students.

Based on the results of the evaluation procedures, the administration of the university and the faculty identify the problems and shortcomings in achieving the expected intermediate and final study goals and adjust the educational program's components.

In accordance with the recommendations based on the results of the previous accreditation, various participants of the educational relations and consumers of the educational activities' final result have been included in the advisory and collegial bodies. At the same time, the direct involvement of the main stakeholders in the processes of evaluation of various educational program aspects and their direct influence on the subsequent corrective actions remains insufficient.

The students, TS and employers regularly participate in surveys aimed at studying their opinions regarding the educational process in general and the EP and its components in particular. At the same time, the results of their answers' analysis are not actively brought to the attention of the educational relations' participants. Besides, the participants of the educational relations are not actually informed on whether any actions have been taken as a result of their feedback, and if there have been, then which ones specifically. The stakeholders do not play an active direct role during all the stages of the EP monitoring and do not feel that they influence subsequent decisions.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to analyse the effectiveness of the university's means and methods of receiving feedback from students, employees and employers in order to expose weak areas and risks in the implementation of the educational process. The deadline is set for 01/09/2023.

2. The EP manager is recommended to ensure that the interested parties are informed and that corrective action plans are developed as a result of the survey procedures no later than 1 month after receiving feedback. The deadline is set for 01/09/2023.

3. The EP manager is recommended to develop a system for controlling and monitoring the implementation of educational programs' adjustments the appropriateness of which is established based on the results of evaluating the feedback received from the educational process' participants. The deadline is set for 01/09/2023.

4. The EP manager is recommended to regularly publish information about the EP monitoring and adjustments to the EP content at the official website of the University, starting from 01/09/2023, then indefinitely.

5. The EP manager is recommended to supplement the feedback (survey) system with questions concerning the clinical practice of its graduates. The deadline is set for 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 19***
- ✓ ***requiring improvement – 5***
- ✓ ***unsatisfactory – 0***

6.8 "Management and Administration" standard

The evidence-based part

Managing the university's activities and the interaction of KemSMU's structural divisions is carried out in accordance with the Charter and the organizational structure of KemSMU.

The collegial governing body of the University is the Academic Council which includes the rector, president, vice-rectors, deans of faculties, heads of departments, teachers and students. The Academic Council reviews and makes decisions on the main areas of educational, scientific and medical activities of KemSMU as well as approves the curricula and educational programs based on the recommendations of the deans of faculties, awards honorary titles, approves local documents which regulate the main activities. The structure and functions of the Academic Council are reflected in the Regulations on the Academic Council.

The faculty and its educational program 31.05.01 General Medicine are managed on the principles of the university-wide and program Mission and Quality Policy by the methodological commissions of the faculty and cycle methodological commissions. The departments responsible for the BPEP development and implementation are the Dean's Office, the faculty's methodological commissions and cycle methodological commissions. The BPEP is developed by a team of the most qualified TS of the departments. The dean of the faculty is responsible for the BPEP development. The dean assigns a team of developers, approves the schedule deadlines for necessary tasks. The faculty's methodological commissions and cycle methodological commissions define methodological approaches to the BPEP formation, the competence matrix, scale and criteria for assessing the competence formation.

The university annually provides budget expenditure estimates as well as estimates of income and expenditure of extra-budgetary funds, analyses the income and expenditure of its financial resources. The principle of transparency is also implemented through the procurement procedure, which includes, among other things, collecting applications from the structural units of the university on the resources needed to provide qualitative implementation of the educational process and the teachers' working conditions. The planning and financial management controls the expenditure of financial resources. The University has full autonomy in defining priorities for the extra-budgetary funds' allocation and the necessary autonomy in the allocation of budgetary funds within the budget allocations.

In accordance with its Mission, the university is directly involved in solving issues related to the healthcare for the region's citizens. The employees of 24 clinical departments located in public and private medical organizations cooperate in the field of medical care provision. The members of the faculty are actively involved in the implementation of the University-Region project.

A quality management system has been developed and implemented. The documents that regulate the tasks and functioning of the QMS are the Regulations on the education quality control system, the Regulations on conducting an internal independent assessment of the quality of education at KemSMU for educational programs of higher education.

The analytical part

KemSMU has a regulated organizational structure and bodies of management of the educational program 31.05.01 General Medicine. The appropriate administrative personnel and management for the implementation of this EP, the implementation of other activities, ensuring

proper management and allocation of resources, are present.

The EEC members have paid attention to the practice of combining management roles and academic work at the departments by senior and middle-level academic managers which exists at the University, with the positions of academic managers not being primary ones.

Sufficient involvement of the faculty's administrative structures of various levels in the EP management and their joint responsibility for achieving the final learning outcomes has been noted. At the same time the university's business processes and information exchange between its structures is carried out through paper document flow.

The University strictly plans its financial and economic activities, and the expenditure of targeted funds, including for the EP implementation, is strictly controlled. At the same time, it is possible for the University to independently redistribute financial resources to achieve the final studying outcomes.

KemSMU in general and at the medical faculty in particular have a quality management system. The activities of the University and its structural divisions, the decisions of its collegial management bodies, the results of the University's work are available to its employees and main stakeholders. The University is highly interested in making the results of its activities open to a wide range of stakeholders and in ensuring the availability of information for employees. KemSMU is constantly improving the tools of informing its employees through various communication channels.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. The university's administration is advised to optimize the university's business processes by introducing an electronic document management system (at the initial stages mixed document management might be introduced). The deadline is set for 01/09/2023.
2. The university's administration is advised to reconsider its policy of simultaneously combining head positions by the senior and middle-level academic managers to allow for the effective management of the educational process. The deadline is set for 01/09/2023.
3. The university's administration is advised to introduce the practice of competitive certification of persons holding the positions of senior and middle-level academic managers every 5 years, starting from 01/09/2023.

The EEC conclusions on the criteria: (strong/ satisfactory/ requiring improvement/ unsatisfactory)

- ✓ ***strengths – 0***
- ✓ ***satisfactory – 16***
- ✓ ***requiring improvement – 1***
- ✓ ***unsatisfactory – 0***

6.9 "Constant updating" standard

The evidence-based part

A plan for the development of the BPEP specialty 31.05.01 General Medicine for 2021-2026 has been devised and approved at the meeting of the Academic Council on 28/09/2021. The document defines the main development priorities in the form of: digital transformation of the EP, updating of the educational content, logistics of educational resources, encouraging international cooperation, full participation of the stakeholders in the EP management, improving the internal evaluation system of the EP. To implement the points of the Development Plan, a Roadmap has been developed which defines the responsible persons and deadlines.

In accordance with the EEC recommendations made following the previous accreditation, the faculty has created a catalogue of elective subjects in the amount of 12 credits.

The ISO 9001-2015 quality management system is functioning at the university. A passport of risks and preventive actions monitoring have been introduced at the faculty within the framework of risk management. The university's administration carries out QMS management analysis systematically. The QMS Management Analysis for the academic year 2021-2022, approved by the Rector on 06/27/2022, has been presented to the EEC members.

The practice of presenting the rector's annual report on the main achievements, shortcomings and proposals for improving the educational, scientific, international and clinical activities of the university at the meeting of the Academic Council is in action. The Dean of the Faculty presents annual reports on the results of achieving the BPEP Mission and the training final results at the Faculty Council. Based on the results of the reports, decisions aimed at eliminating shortcomings and weaknesses are made. The minutes of the collegial management bodies' meetings have been presented to the EEC members.

Meetings of the university administration and the dean with the students and TS, at which the issues of the quality of teaching subjects, living conditions of the students, etc. are discussed, are held regularly. This has been confirmed during the meetings of the EEC members with the university's students and teachers.

In accordance with the Strategy for healthcare development of the Russian Federation until 2025 and the national Demography project, the subjects "Gerontology and geriatrics in therapy", "Gerontology and geriatrics in surgery", "Examination of temporary disability in therapy" aimed at teaching management of elderly patients, mainly in the structure of primary health care, have been introduced to the BPEP.

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

The analytical part

The process of continuously improving and updating the educational program 31.05.01 General Medicine is supported by the dynamic monitoring of the university's activities according to the criteria and expected results defined in the University's Development Plan for each strategic task, as well as by studying development models and innovations in the field of medical training.

The university's educational program takes into account modern theories in education, achievements in biomedical, behavioural, social and clinical sciences, new knowledge, concepts and methods. Measures are taken to improve the monitoring and evaluation of the educational program.

The BPEP content and educational resources are updated in accordance with the changing needs.

Attention is drawn to the fact that the dean's office staff includes 5 deputy dean positions; additionally, the deputy dean for higher nursing education has an assistant. This is due to the fact that the managerial positions of the dean's office administration are not exempt: they are all employees of the university's departments and are involved in the teaching process. At the same time, the dean's position is combined with the position of the head of the department which can create prerequisites for a conflict of interests.

Strengths/Best practices

No strengths have been identified according to this standard.

The EEC recommendations

1. In order to prevent a conflict of interests the university's administration is advised to reconsider the practice of simultaneously combining the positions of the dean of the faculty and the head of the department. The deadline is set for 01/09/2023.

The EEC conclusions by criteria:

- ✓ *strong positions* – 0
- ✓ *satisfactory* – 13
- ✓ *requiring improvement* – 1
- ✓ *unsatisfactory* – 0

**(VII) THE REVIEW OF THE STRENGTHS/
BEST PRACTICES FOR EACH STANDARD**

7.1 "Mission and final results" standard

No strengths have been identified according to this standard.

7.2 "Educational program" standard

No strengths have been identified according to this standard.

7.3 "Student Assessment" standard

No strengths have been identified according to this standard.

7.4 "Students" standard

No strengths have been identified according to this standard.

7.5 "Academic staff/Teachers" standard

No strengths have been identified according to this standard.

7.6 "Educational resources" standard

No strengths have been identified according to this standard.

7.7 "Educational program evaluation" standard

No strengths have been identified according to this standard.

7.8 "Management and Administration" standard

No strengths have been identified according to this standard.

7.9 "Constant updating" standard

No strengths have been identified according to this standard.

**(VIII) OVERVIEW OF THE RECOMMENDATIONS ON QUALITY
IMPROVEMENT**

8.1 "Mission and final results" standard

No recommendations for this standard

8.2 "Educational program" standard

1. The EP managers are recommended to provide training in the principles of scientific methodology and scientific management via elective subjects. The deadline is set for 01/09/2023.

2. The EP managers are recommended to introduce the results of the university staff's scientific research into the EP, starting from 01/09/2023.

3. The EP managers are recommended to ensure the implementation of vertical and horizontal subject integration by using appropriate pedagogical technologies. The deadline is set for 01/09/2023.

4. The university's administration is advised to define the responsibilities of its academic structures concerning the EP management in its regulations and to ensure the participation of all categories of stakeholders in the management process. The deadline is set for 01/09/2023.

5. The EP managers are recommended to devise clear and accessible procedures of choosing and enrolling in elective subjects for the students, to carry out activities aimed at informing students about these procedures. The deadline is set for 01/09/2023.

6. The EP managers are recommended to develop measures aimed at systemic monitoring of the use of innovative teaching methods in the educational process. The deadline is set for 01/09/2023.

7. The faculty's administration is to train its teachers in the theory and practice of innovative teaching methods based on the modern theory of teaching adults. The deadline is set for 01/09/2023.

8. The EP managers are to develop a system of objective assessment and control of the students' independent work, which would determine, among other things, the amount of contribution of the students' independent work to the current and final assessment of academic performance in various subjects and practices. The deadline is set for 01/09/2023.

8.3 "Student Assessment" standard

1 The university's administration is advised to determine the Academic Policy as the main document regulating the issues of the educational process at the university. The deadline is set for 01/09/2023.

2 The educational programs' managers are advised to supplement the Academic Policy with the sections regulating the issues of debt liquidation, practical training, training in residency and postgraduate programs. The deadline is set for 01/09/2023.

3 The university's administration is advised to keep records of the process of evaluating the students' academic achievements by introducing an electronic journal in order to ensure its openness and accessibility by all the participants of the educational process. The deadline is set for 01/09/2023.

4 The university's administration is advised to devise a document regulating the system of rating admission to the examination sessions which will take into account the attendance of lectures, practical classes and independent work of the student. The deadline is set for 01/09/2023.

5 The EP managers are recommended to bring the methods of evaluating students in line with the final training results. The range of assessment tools should be introduced combined with determining clear assessment criteria based on the principles of validity and practice orientation (OSCE implementation). The deadline is set for 01/09/2023.

6 The university's administration is advised to systematize the principles of devising test questions, create a single bank of test questions depending on the volume of the subjects and study levels. The deadline is set for 01/09/2023.

7 The head of the university's simulation centre is advised to create a database of standardized patients on the basis of the simulation centre for effective training and assessment of communication skills of the students. The deadline is set for 01/01/2024.

8.4 "Students" standard

1. The university's administration is advised to reconsider the number of students in academic groups in order to increase the efficiency of the educational process and reduce the pedagogic load. The deadline is set for 01/09/2023.

8.5 "Academic staff/Teachers" standard

1 The university's administration is advised to devise a program for drawing in young specialists to work at the university and forming a personnel reserve for senior positions. The deadline is set for 01/09/2023.

2 The university's administration is advised to devise a program for developing foreign language competencies of its employees while defining clear criteria which would allow them to teach 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. The deadline is set for 01/09/2023.

3 To improve the image and status of its teachers, the university's administration needs to devise a system of non-material incentives for teaching staff, including "The best teacher/young teacher/scientist, etc." competitions. The deadline is set for 01/09/2023.

4 The university's administration is advised to devise a program of academic mobility of its TS with no less than 10 teachers participating in it annually, starting from 01.09.2023.

8.6 "Educational resources" standard

1 The university's administration is advised to provide wireless Internet connection in its academic premises and hostels. The deadline is set for 01/09/2023.

2 The university's administration is advised to carry out a digital transformation of its library and information activities, provide systematic training of the library staff in the best practices of librarian skills, refurbish its premises. The deadline is set for 01/01/2025.

3 The university's and faculty's administrations are recommended to revise the English version of the website and bring its content and volume in line with the Russian version. The deadline is set for 01/09/2023.

4 The university's administration is advised to devise a program of academic mobility of its students with no less than 25 students participating in it annually, starting from 01/09/2023.

5 The head of the university's simulation centre is advised to devise a local regulation (standard) on providing the simulation centre with educational simulation equipment while taking into account the needs of the EP. The deadline is set for 01/09/2023.

8.7 "Educational program evaluation" standard

1. The university's administration is advised to analyse the effectiveness of the university's means and methods of receiving feedback from students, employees and employers in order to expose weak areas and risks in the implementation of the educational process. The deadline is set for 01/09/2023.

2. The EP manager is recommended to ensure that the interested parties are informed and that corrective action plans are developed as a result of the survey procedures no later than 1 month after receiving feedback. The deadline is set for 01/09/2023.

3. The EP manager is recommended to develop a system for controlling and monitoring the implementation of educational programs' adjustments the appropriateness of which is established based on the results of evaluating the feedback received from the educational process' participants. The deadline is set for 01/09/2023.

4. The EP manager is recommended to regularly publish information about the EP monitoring and adjustments to the EP content at the official website of the University, starting from 01/09/2023, then indefinitely.

5. The EP manager is recommended to supplement the feedback (survey) system with questions concerning the clinical practice of its graduates. The deadline is set for 01/09/2023.

8.8 "Management and Administration" standard

1 The university's administration is advised to introduce an electronic document management system at the university in order to optimize its business processes. The deadline is set for 01/09/2023.

2 The university's administration is advised to reconsider its policy of simultaneously combining head positions by the senior and middle-level academic managers to allow for the effective management of the educational process. The deadline is set for 01/09/2023.

3 The university's administration is advised to introduce the practice of competitive certification of persons holding the positions of senior and middle-level academic managers every 5 years, starting from 01/09/2023.

8.9 "Constant updating" standard

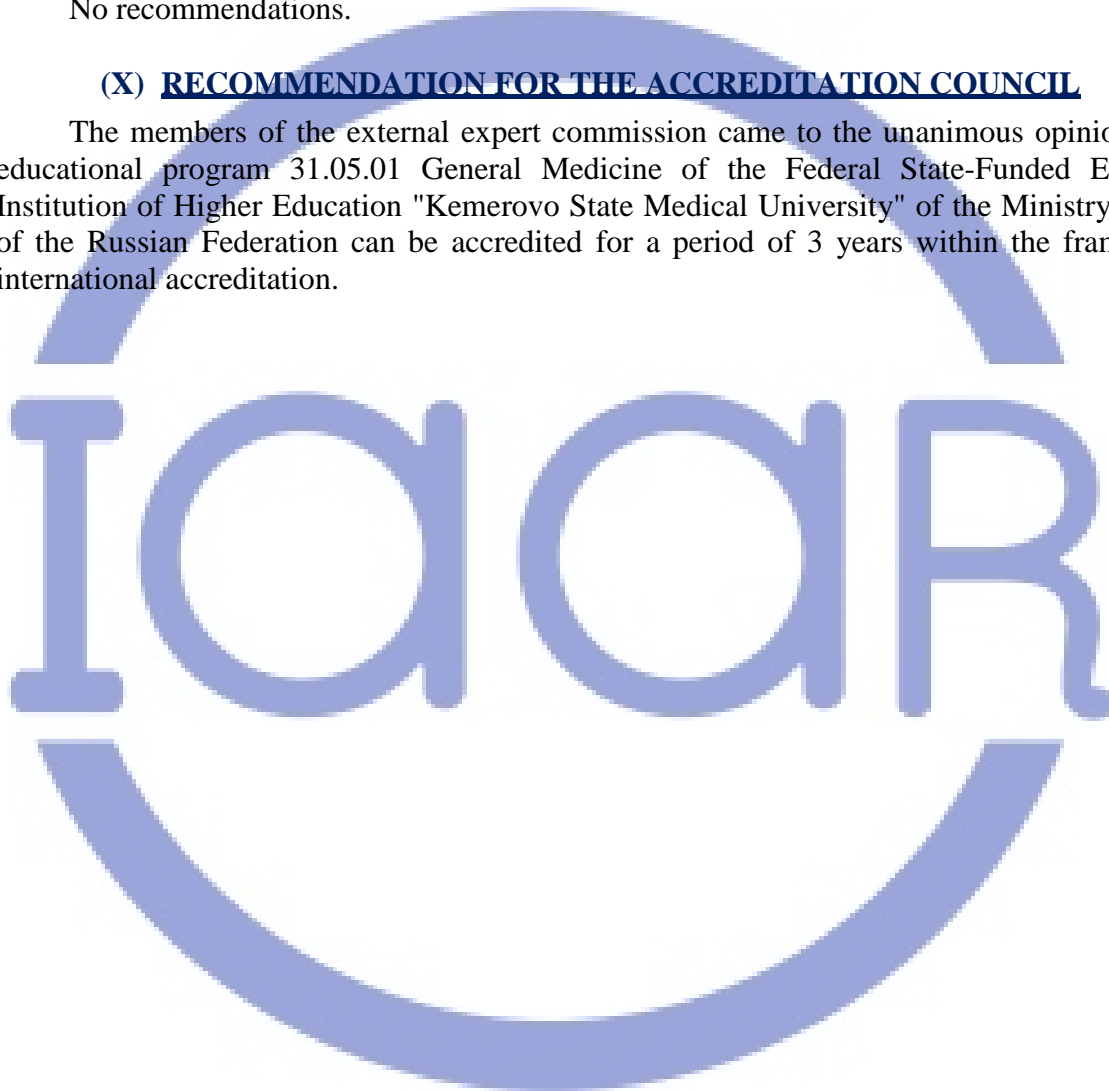
1. In order to prevent a conflict of interests the university's administration is advised to reconsider the practice of simultaneously combining the positions of the dean of the faculty and the head of the department. The deadline is set for 01/09/2023.

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

No recommendations.

(X) RECOMMENDATION FOR THE ACCREDITATION COUNCIL

The members of the external expert commission came to the unanimous opinion that the educational program 31.05.01 General Medicine of the Federal State-Funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation can be accredited for a period of 3 years within the framework of international accreditation.



Appendix 1. "PROGRAM PROFILE PARAMETERS" evaluation table

No.	No.	EVALUATION CRITERIA	The position of the organization of education			
			Strong	Satisfactory	Requires improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"						
The mission definition						
1	1	The medical education organization should define its <i>mission</i> and the mission of the EP and bring it to the attention of the stakeholders and the health sector .		+		
The mission statement should contain the goals and an educational strategy needed to train a competent doctor at the level of basic medical education :						
2	2	having an appropriate base for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	capable of performing the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	prepared for postgraduate education		+		
5	5	with a commitment to lifelong learning which includes the professional responsibility to maintain the level of knowledge and skills by means of performance assessment, audit, studying his or her own practice and recognized activities in the field of continuous professional development / <i>continuous medical education</i> .		+		
6	6	The medical education organization should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioural and social sciences.		+		
7	7	The medical education organization should ensure that the mission includes aspects of global health and reflects the main international health issues.		+		
Participation in defining the mission						
8	8	The medical education organization must ensure that the <i>main stakeholders</i> are involved in the development of the mission of the EP.		+		
9	9	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
Institutional autonomy and academic freedom						
The medical education organization should have <i>institutional autonomy</i> to develop and implement policies for which the administration and the teaching staff are responsible in relation to:						
10	10	the development and drawing up of the educational program;		+		
11	11	the use of allocated resources needed for the implementation of the educational program.		+		
The medical education organization should guarantee <i>academic freedom</i> to its employees and students:						
12	12	regarding <i>the current educational program which would allow for relying on different viewpoints concerning the description and analysis of medicine issues</i> ;		+		
12	12	by making it possible to use the results of new research for improving the studies of specific subjects/issues without expanding the educational program.		+		
Final training results						
The medical education organization should determine the expected <i>final training results</i> that students should exhibit after its completion, in relation to:						
13	13	their basic achievements in terms of knowledge, skills and abilities;		+		

14	14	the appropriate foundation for a future career in any field of medicine;		+		
15	15	their future roles in the health sector;		+		
16	16	their subsequent postgraduate training;		+		
17	17	their commitment to lifelong learning;		+		
18	18	the medical and sanitary needs of the society, the needs of the health system and other aspects of social responsibility.		+		
19	19	The medical education organization must ensure that the student fulfils his or her obligations towards the doctors, teachers, patients and their relatives in accordance with the appropriate standards of conduct.		+		
20	20	The medical education organization should determine and coordinate the ties between the final training results required upon completion and those required in postgraduate education.		+		
21	21	The medical education organization should determine the results of the students' involvement in conducting research in medicine;		+		
22	22	The medical education organization should pay attention to the final results related to global health;		+		
23	23	The medical education organization should use the results of the assessment of its graduates' competencies as a feedback tool needed to improve the educational program.		+		
Total by standard:			0	23	0	0
Standard 2 "EDUCATIONAL PROGRAM"						
Educational program model and teaching methods						
24	1	The medical education organization must define an educational program that would include an integrated model based on the subjects, organ systems, clinical problems and diseases, the model based on a modular or spiral design.		+		
25	2	The medical education organization must identify the teaching and learning methods in use that support, prepare and encourage the students to take responsibility for their learning process.			+	
26	3	The medical education organization must ensure that the educational program develops lifelong learning abilities of the students.		+		
27	4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	The medical education organization should use teaching and learning methods based on the modern theory of teaching adults.			+	
Scientific method						
Throughout the entire training program the medical education organization should teach its students:						
29	6	the principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7	scientific research methods in medicine;		+		
31	8	evidence-based medicine,		+		
32	9	which require <i>the appropriate competence level of the teachers and will be a mandatory part of the educational program.</i>		+		
33	10	The medical education organization should introduce <i>elements of scientific research</i> to the educational program in order to develop scientific thinking and the application of scientific research methods.		+		
34	11	The medical education organization should promote the students' involvement in conducting or participating in research projects.		+		
Basic biomedical sciences						
The medical education organization must define and include in the educational program:						
35	12	the achievements of <i>basic biomedical sciences</i> , needed for the formation of students' understanding of scientific knowledge;		+		
36	13	the 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 of biomedical sciences in the educational program for:						
37	14	scientific, technological and clinical products;			+	
38	15	current and expected needs of the society and healthcare system.		+		
Behavioural and social sciences and medical ethics						
The medical education organization should define and include in the educational program the achievements of:						
39	16	<i>behavioural sciences</i> ;		+		

40	17	<i>social sciences;</i>		+		
41	18	<i>medical ethics;</i>		+		
42	19	<i>medical law studies, which will provide the knowledge, concepts, methods, skills and attitudes needed for understanding the socio-economic, demographic and cultural conditions of the causes, spread and consequences of medical health problems, as well as the knowledge on the national health system and the patient's rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice.</i>		+		
The medical education organization should adjust and introduce new achievements of <i>behavioural and social sciences</i> as well as <i>medical ethics</i> to the educational program for:						
43	20	scientific, technological and clinical products;		+		
44	21	current and expected needs of the society and healthcare system;		+		
45	22	changing demographic and cultural conditions.		+		
Clinical Sciences and Skills						
The medical organization of education should identify and introduce the achievements of clinical sciences to the educational program and ensure that the students:						
46	23	acquire sufficient knowledge and clinical and professional skills in order to assume relevant responsibility which includes the activities related to health promotion, disease prevention and patient care;		+		
47	24	spend a reasonable part (one third) of the time allocated for mastering the program in planned contacts with the patients, including the goal consideration, the appropriate amount and sufficiency for training at the relevant clinical bases;		+		
48	25	implement measures on health promotion and disease prevention.		+		
49	26	The medical education organization must allocate a certain amount of time for the mastering of basic clinical subjects, including Internal Diseases, Surgery, Psychiatry, General medical practice (Family Medicine), Obstetrics and Gynecology, Pediatrics.		+		
50	27	The medical education organization must organize clinical training with paying appropriate attention to the patient safety, including monitoring of the students' actions in the clinical base conditions.		+		
The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:						
51	28	scientific, technological and clinical products;		+		
52	29	current and expected needs of the society and healthcare system.		+		
53	30	The medical education organization should ensure that each student has early contact with real patients, including gradual participation in the patient care, with assuming responsibility for the examination and/or treatment of the patient under supervision, carried out at the appropriate clinical bases.		+		
54	31	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
Structure of the educational program, its content and duration						
55	32	The medical education organization must provide a description of the content, scope and sequence of the courses and other elements of the educational program in order to ensure the appropriate balance between the basic biomedical, behavioural, social and clinical subjects.		+		
In its educational program the medical education organization should:						
56	33	ensure the horizontal integration of related sciences and subjects;			+	
57	34	ensure the vertical integration of clinical sciences with basic biomedical and behavioural and social sciences;			+	
58	35	provide the availability of elective content (elective subjects) and set the balance between the mandatory and elective part of the educational program, including the combination of mandatory elements and elective subjects or special components of choice;			+	
59	36	determine its relationship with complementary medicine, including non-traditional, traditional or alternative practice.		+		
Program management						
60	37	The medical education organization must appoint a structural unit responsible for educational programs, which, under the management of			+	

		academic leaders, would be responsible and have the authority to plan and implement the educational program, including the distribution of the resources allocated for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and courses, in order to achieve the final training results.				
61	38	The medical education organization must ensure the representation of its teachers and students in the structural unit responsible for educational programs.		+		
62	39	The medical education organization should plan and implement innovations in the educational program through the structural unit responsible for educational programs.			+	
63	40	The medical education organization should include representatives of <i>the other relevant stakeholders</i> in its structural unit responsible for educational programs, <i>including the other participants of the educational process, representatives of clinical bases, graduates of medical education organizations, healthcare professionals involved in the teaching process or other faculties' members.</i>		+		
Connection with the medical practice and healthcare system						
64	41	The medical education organization must provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, continuous professional development / continuous medical education) or practice, which the student will begin upon graduation and which would include identifying health problems and determining the required learning outcomes, a clear definition and description of the educational program's elements and their relations between them at the various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback for/from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
The medical education organization should ensure that the structural unit responsible for the educational program:						
65	42	takes into account the specifics of the graduates' future working conditions and modifies the educational program accordingly;		+		
66	43	considers modifying the educational program in accordance with the feedback received from the general public and society as a whole.		+		
Total by standard:			0	35	8	0
Standard 3 "STUDENT ASSESSMENT"						
Assessment methods						
The medical education organization must :						
67	1	define, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, maintaining the balance between written and oral exams, the use of evaluation methods based on criteria and reasoning, and the number of special exams (OSCE or Mini-Clinical Exam), as well as determine the criteria for setting passing scores, grades and the number of retakes allowed;			+	
68	2	ensure that the assessment covers knowledge, skills and attitude towards learning;		+		
69	3	use a wide range of assessment methods and formats depending on the assessment of their "utility" which includes a combination of the validity, reliability, impact on learning, appropriateness and effectiveness of assessment methods and format;			+	
70	4	ensure that the evaluation methods and results avoid conflicts of interest;			+	
71	5	ensure that the evaluation process and methods are open (accessible) for examination by external experts;		+		
72	6	use the system of appealing against the evaluation results.		+		
The medical education organization should :						
73	7	<i>record and evaluate the reliability and validity of its assessment methods which requires an appropriate process of ensuring the quality of existing evaluation practices;</i>			+	
74	8	introduce new assessment methods according to the needs;			+	
75	9	use the system of appealing against the evaluation results.		+		

The relationship between assessment and learning					
The medical education organization must use the principles, methods and practice of assessment, including the educational achievements of the students and the assessment of their knowledge, skills, professional relationship values that:					
76	10	are clearly comparable to the teaching and learning methods and final training results;		+	
77	11	ensure that the students achieve the final training results;		+	
78	12	promote learning among the students;		+	
79	13	provide an appropriate balance between formative and summative assessment in order to manage the training process and <i>evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their connection with the assessment process.</i>			+
The medical education organization should :					
80	14	<i>regulate the amount and nature of inspections of the various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process, eliminate the need to study an excessive amount of information and prevent the overloading of the educational program;</i>		+	
81	15	ensure that timely, specific, constructive and fair feedback based on the assessment results is provided to the students.			+
Total by standard:			0	8	7
Standard 4 "STUDENTS"					
Admission and Selection Policy					
The medical education organization must :					
82	1	define and implement its admission policy, including a clearly defined regulation on the student selection process;		+	
83	2	have the policy and introduce the practice of admitting students with disabilities in accordance with the state's current laws and regulatory documents;		+	
84	3	have the policy and introduce the practice of transferring students from other educational programs and medical organizations.		+	
The medical education organization should :					
85	4	establish a relationship between the student selection and the mission of organization, the educational program and the desired quality of graduates;		+	
86	5	periodically review the admission policy on the basis on relevant data acquired from the public and specialists in order to meet <i>the needs of the population and society health as a whole, including consideration of the recruitment of students which takes into account their gender, ethnic origin and language, and the potential need for a special admission policy for students belonging to low-income families and national minorities;</i>		+	
87	6	use the system for appealing against admission decisions.		+	
Intake of students					
88	7	The medical education organization must determine the number of admitted students in accordance with its material and technical capabilities at all stages of teaching and training, and make a decision on the recruitment of students which would imply the need to regulate national requirements for health personnel resources. In the case when medical education organizations do not control the intake of students, it is necessary to demonstrate their obligations by explaining all the relations while paying attention to the consequences of the decisions taken (the imbalance between the intake of students and the material, technical and academic potential of the university).		+	
89	8	The medical education organization should periodically review the number and contingent of admitted students in the process of consulting with <i>the relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with the experts and organizations dealing with the global aspects of human health resources (such as insufficient and uneven distribution of human health resources, migration of doctors, creation of new medical universities),</i> and regulate it in order to meet the health needs of the population and society as a		+	

		whole.				
Counselling and supporting students						
The medical education organization must :						
90	9	have a system of <i>academic counselling</i> for their students which would include the issues related to the choice of elective subjects, preparing for postgraduate studies, professional career planning, appointment of academic mentors for individual students or small groups of students;		+		
91	10	offer a program of providing support to its students aimed at their social, financial and personal needs, including support aimed at coping with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as providing financial assistance in the form of material aid, scholarships and loans;		+		
92	11	allocate resources for supporting the students;		+		
93	12	ensure their confidentiality when providing counselling and support.		+		
The medical education organization should provide counselling that:						
94	5	is based on monitoring the student's progress and aimed at meeting his or her social and personal needs, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	13	includes consulting and professional career planning.		+		
Student representation						
96	14	The medical education organization must define and implement a <i>policy of the students' representation</i> and <i>respective participation</i> in defining the mission, developing, managing and evaluating the educational program as well as other issues relevant to the students.		+		
97	15	The medical education organization should provide <i>assistance and support to the students' activities</i> and organizations, including providing <i>technical and financial support to the student organizations</i> .		+		
Total by standard:			0	15	0	0
Standard 5 "ACADEMIC STAFF/TEACHERS"						
Selection and recruitment policy						
The medical education organization should devise and implement a <i>policy of selection and recruitment of employees</i> , which:						
98	1	defines their category, responsibility and <i>the ratio of academic staff/teachers</i> for the basic biomedical sciences, behavioural and social sciences and clinical sciences in order to adequately implement the educational program, including the proper ratio of medical and non-medical teachers, full-time and part-time teachers, as well as the ratio of academic and non-academic staff;		+		
99	2	contains criteria for scientific, pedagogical and clinical merits of applicants, including the proper ratio of their pedagogical, scientific and clinical qualifications;		+		
100	3	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioural and social sciences and clinical sciences.		+		
In its policy on the selection and recruitment of employees the medical education organization should take into account such criteria as:						
101	4	attitude towards its mission, <i>the significance of local conditions</i> including <i>gender, nationality, religion, language and other conditions relevant to the medical education organization and the educational program</i> ;		+		
102	5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources</i> .		+		
Development policy and the employees' activities						
The medical education organization should devise and implement a policy of activities and development of the employees, which:						
104	6	allows to maintain <i>the balance between teaching, scientific and service functions</i> which includes allocating <i>time for each type of activity while taking into account the needs of the medical education organization and the professional qualifications of teachers</i> ;		+		
105	7	guarantees <i>proper recognition of the academic activity</i> with the relevant emphasis on the pedagogical, research and clinical qualifications, which <i>is implemented in the form of encouragement, promotion and/or</i>		+		

		<i>remuneration;</i>				
106	8	ensures that clinical activities and scientific research are used in the processes of teaching and training;		+		
107	9	ensures <i>the sufficient understanding of the educational program by each employee , including knowledge on the teaching/learning methods and the general content of the educational program as well as other subjects and subject areas in order to stimulate cooperation and integration;</i>		+		
108	10	<i>includes training, developing, supporting and evaluating the teachers' activities which involves all teachers, and not only newly employed, as well as the teachers drawn in from hospitals and clinics.</i>		+		
The medical education organization should :						
109	11	take into account the “teacher-student” ratio depending on the various components of the educational program;		+		
110	12	develop and implement the policy of promoting employees.			+	
Total by standard:			0	11	1	0
Standard 6 "EDUCATIONAL RESOURCES"						
Logistical capacity						
The medical education organization must :						
111	1	have sufficient <i>logistical capacity</i> for teachers and students in order to ensure adequate implementation of the educational program;		+		
112	2	<i>provide a safe environment</i> for the employees, students, patients and their caretakers, which includes providing the necessary information and <i>protecting them from harmful substances and microorganisms, complying with the safety regulations in the laboratory and during the use of equipment.</i>		+		
113	3	The medical education organization should improve the learning environment of the students by means of regular updating, expansion and strengthening of its logistical capacity which should correspond to the developments in the training practice.		+		
Resources for clinical training						
The medical organization of education must provide the resources necessary for acquiring adequate clinical experience by the students, including sufficient:						
114	4	number and categories of patients;		+		
115	5	the number and categories of <i>clinical bases</i> , which include <i>clinics, outpatient services (including PHC services), primary health care institutions, health centres and other institutions that provide medical care to the population, as well as clinical skills centres/laboratories that allow clinical training with the use of the clinical bases' capabilities and provide rotation of the main clinical subjects;</i>		+		
116	6	observation of the students' clinical practice.		+		
117	7	The medical educational organization should study and evaluate , adapt and improve its clinical training resources in order to meet the needs of the corresponding population, which would include <i>compliance and quality of the clinical training programs regarding clinical bases, equipment, number and categories of patients and clinical practice, supervision and administration.</i>		+		
Information technology						
118	8	The medical education organization must define and implement a policy aimed at the <i>effective use and evaluation of the relevant information and communication technologies</i> in the educational program.		+		
119	9	The medical education organization must provide access to web sources or other electronic media			+	
The medical education organization should provide its teachers and students with the opportunities of using information and communication technologies for:						
120	10	independent work;		+		
121	11	access to information;		+		
122	12	patient management;		+		
123	13	working in the healthcare system.		+		
124	14	The medical education organization should optimize the students' access to the relevant patient data and health information systems.		+		
Medical research and scientific achievements						
The medical education organization must :						

125	15	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the educational program;		+		
126	16	devise and implement the policy that promotes building ties between research and education;		+		
127	17	provide information on the research base and priority directions in the field of scientific research of the medical education organization;		+		
128	18	use medical scientific research as the basis for the educational program		+		
The medical education organization should ensure that the ties between scientific research and education:						
129	19	are taken into account during teaching;		+		
130	20	encourage and prepare the students for participation in scientific research in the field of medicine and their development.		+		
Expertise in the field of education						
131	21	The medical education organization must have access to the expertise in the field of education where necessary and conduct expertise which studies the processes, practices and problems of medical education and can involve doctors with experience in conducting medical education research, psychologists and sociologists in the field of education, or experts from other national and international institutions.		+		
The medical education organization must devise and implement the policy of using expertise in the field of education:						
132	22	in the development of the educational program;		+		
133	23	in the development of methods of teaching and assessment of knowledge and skills.		+		
The medical education organization should :						
134	24	provide evidence of the use of internal or external expertise in the field of medical education for developing the potential of its employees;		+		
135	25	pay due attention to developing <i>expertise in the assessment of education and research in the field of medical education as a subject that includes studying theoretical, practical and social issues of medical education</i> ;		+		
136	26	support the aspirations and interests of its employees in conducting research in the field of medical education.		+		
Exchange in the field of education						
The medical education organization must define and implement the policy of:						
137	27	cooperation with other medical universities at the national and international levels;			+	
138	28	transfer and mutual recertification of educational credits, which includes consideration of the limits of the educational program's volume that can be transferred from other educational organizations and can be facilitated by signing agreements on mutual recognition of the educational program's elements, as well as active coordination of the programs between different medical educational organizations and the use of a transparent system of credits and flexible course requirements.			+	
The medical education organization should :						
139	29	promote regional and international exchange of the employees (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
140	30	ensure that the exchange is organized in accordance with the goals, needs of the employees and students, and ethical principles.			+	
			Total by standard:	0	25	5 0
Standard 7 "EDUCATIONAL PROGRAM EVALUATION"						
Mechanisms of monitoring and evaluation of the program						
The medical education organization must :						
141	1	have a program of monitoring the process and outcomes that includes collecting and analysing data on the key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as collecting data as part of the administrative procedures connected with the students' admission, assessment and completion of studies.		+		
142	2	ensure that the relevant assessment results are taken into account when adjusting the educational program		+		
The medical education organization must devise and apply mechanisms for evaluating the educational program, which:						
143	3	are directed towards the educational program and its main components, including the model of the educational program, its structure, content and		+		

		<i>duration, and the use of its mandatory and elective parts;</i>				
144	4	are directed towards the student's progress;		+		
145	5	expose and consider the <i>problems connected to insufficient achievement of the expected final training results</i> , assuming that the information about the final training results, including the exposed flaws and problems, will be used as feedback for corrective activities and action plans aimed at improving the educational program and the subjects' curricula;		+		
The medical education organization should periodically conduct a comprehensive <i>assessment of the educational program</i> directed towards:						
146	6	<i>the context of the educational process, including its organization and resources, the learning environment and the culture of the medical education organization;</i>		+		
147	7	<i>special components of the educational program which include the description of the subject, methods of teaching and training, clinical rotations and evaluation methods;</i>		+		
148	8	the <i>overall final results</i> which will be measured by national exams, international exams, career choices and postgraduate study results;		+		
149	9	Medical education organization should rely on social responsibility/accountability.		+		
Exchanging feedback between the teacher and the student						
150	10	The medical education organization must systematically collect, analyse and provide feedback to its teachers and students including <i>information on the process and goals of the educational program as well as information on unfair practices or inappropriate behaviour of some teachers or students which will have legal consequences.</i>			+	
151	11	The medical education organization should use the feedback results to improve the educational program.			+	
Academic achievements of the students						
The medical education organization must analyse the <i>educational achievements of its students</i> regarding:						
152	12	<i>its mission and the final training results</i> of the educational program, which includes information on the average duration of study, academic performance, frequency of exam passes and failures, cases of successful graduation and expulsion, student reports on the study conditions of completed courses, the time spent on studying the areas of interest, including elective components, as well as interviewing the students taking refresher courses and the students who abandon the training program;		+		
153	13	the educational program;		+		
154	14	the availability of resources.		+		
The medical education organization should analyse the <i>educational achievements</i> of its students regarding:						
155	15	their <i>previous experience and background, including social, economic, cultural background;</i>		+		
156	16	the level of previous training at the time of their admission to the medical education organization.		+		
The medical education organization should use the analysis of the students' academic achievements to provide feedback for its structural units responsible for:						
157	17	student selection;		+		
158	18	educational program planning;		+		
159	19	student counselling.		+		
Involvement of stakeholders						
In its monitoring program and the activities aimed at evaluating the educational program the medical education organization must involve:						
160	20	the teaching staff and students;		+		
161	21	its administration and management.		+		
The medical education organization should <i>do the following in regards to the other interested parties, including other representatives of academic and administrative staff, public representatives, authorized bodies for education and healthcare, professional organizations, as well as people responsible for postgraduate education:</i>						
162	22	provide access to the evaluation results of the course and educational program;			+	
163	23	collect and analyse their feedback on the clinical practice of graduates;			+	
164	24	collect and analyse their feedback on the educational program.			+	
Total by standard:			0	19	5	0
Standard 8 "MANAGEMENT AND ADMINISTRATION"						

Management					
165	1	The medical education organization must define the management structures and functions, including their <i>relationship with the university if the medical education organization is a part or branch of it.</i>		+	
The medical education organization should appoint the <i>structural units</i> of its management <i>determining the responsibilities of each structural unit</i> and include the following groups in them:					
166	2	representatives of academic staff;		+	
167	3	students;		+	
168	4	<i>other stakeholders</i> , including the representatives of the <i>Ministries of Education and Health, health sector and public.</i>		+	
169	5	The medical education organization should ensure <i>the transparency of its management system and made decisions, which are published in bulletins, posted at the University's website, included in the protocols of review and execution.</i>		+	
Academic leadership					
170	6	The medical education organization must clearly define the responsibilities of its <i>academic leadership</i> regarding the educational program's development and management.		+	
171	7	The medical education organization should periodically re-evaluate its academic leadership regarding the fulfilment of its mission and the final training results.		+	
Training budget and resource allocation					
The medical education organization must :					
172	8	have a clear range of responsibilities and authority to provide resources for the educational program, including target training budget;		+	
173	9	allocate the resources necessary for the implementation of the educational program and distribute the educational resources in accordance with the needs.		+	
174	10	The system of financing the medical education organization should be based on the principles of efficiency and effectiveness, priority, transparency, responsibility, differentiation and independence of all budget levels.		+	
The medical education organization should :					
175	11	provide sufficient autonomy in the allocation of resources, including properly remunerating the teachers in order to achieve the final teaching results;		+	
176	12	take into account scientific achievements in the field of medicine and the health problems and needs of the society when allocating resources.		+	
Administrative staff and management					
The medical education organization must have <i>relevant administrative staff</i> , taking into account the <i>number and composition of its members in accordance with their qualifications</i> , in order to:					
177	13	ensure the implementation of the educational program and related activities;		+	
178	14	ensure proper management and allocation of the resources.			+
179	15	The medical education organization should develop and implement an internal management quality ensuring program which would include consideration of needs for improvement, and regularly review and analyse its management.		+	
Interaction with the health sector					
180	16	The medical education organization must build <i>constructive interaction</i> with the health sector, related sectors of public health and the government, <i>including information exchange, cooperation and initiatives of the organization, which would contribute to supplying the society with qualified doctors in accordance with its needs.</i>		+	
181	17	The medical education organization should attach an official status to its cooperation with the partners in the health sector, <i>which includes signing formal agreements defining the content and forms of the cooperation and/or signing a joint contract and the creation of a coordinating committee, as well as carrying out joint activities.</i>		+	
Total by standard:			0	16	1 0
Standard 9 "CONSTANT UPDATING"					

As a dynamic and socially responsible institution, the medical education organization must :						
182	1	initiate the procedures of regular review and revision of the content, results/competencies, assessment and learning environment, structure and functions, record and eliminate the flaws;		+		
183	2	allocate resources for continuous improvement.				
The medical education organization should :						
184	3	build the updating process on the basis of prospective studies and analyses and the results of its own studies and evaluation as well as literature on medical education;		+		
185	4	ensure that the process of renewal and restructuring leads to reviewing its policy and practice in accordance with its previous experience, current activities and future prospects; direct the renewal process towards the following issues:		+		
186	5	adapt the mission statement and its final results to the scientific, socio-economic and cultural development of society.		+		
187	6	modify the final results of the graduates' training in accordance with the documented needs of the postgraduate training environment, including clinical skills, public health issues training and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to the graduates upon finishing their training.		+		
188	7	adapt the educational program model and methodological approaches in order to ensure that they are relevant and appropriate and take into account modern theories in education, methodology of teaching adults, the principles of active learning.		+		
189	8	adjust the elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioural, social and clinical sciences, changes in the demographic situation and health status/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 outdated ones.		+		
190	9	devise evaluation principles and methods of conducting and setting the number of examinations in accordance with the changes in the final training results and the methods of teaching and training.		+		
191	10	adapt the student intake policy and methods of student selection with regard for changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program.		+		
192	11	adapt the recruitment policy and the formation of academic staff in accordance with the changing needs.		+		
193	12	update its educational resources in accordance with the changing needs, such as, for instance, the intake of students, the number and profile of the academic staff members, the educational program.		+		
194	13	improve the process of monitoring and evaluation of the educational program.		+		
195	14	improve the organizational structure and management principles to ensure effective performance in the face of the changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.			+	
Total by standard:			0	13	1	0
TOTAL BY ALL STANDARDS:			0	167	28	0