



«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 on the assessment of compliance with the requirements of the standards of program accreditation of the educational program
33.05.01 Pharmacy

FSFEO HE KemSMU of the Ministry of Health of Russia

From February 15 to 17 , 2022

**INDEPENDENT ACCREDITATION AND RATING AGENCY
EXTERNAL EXPERT COMMISSION**

***Addressed to
Accreditation
Council IAAR***



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"17" February 2022

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

SFE	— state final examination
AE	— additional education
Contracts for the provision of paid educational services	— education contracts concluded when applying for training at the expense of individuals and (or) legal entities
APE	— additional professional education
c. u.	— credit units
ICP	— information card of the process
KemSMU, University	— Federal State-funded Educational Institution of Higher Education "Kemerovo State Medical University" Ministries of Health of the Russian Federation
Control figures, budget allocations	— limits of control figures for admission of citizens to study at the expense of budget allocations of the federal budget, budgets of constituent entities Russian Federation, local budgets
Ministry of Health of the Russian Federation	— Ministry of Health Of the Russian Federation
Ministry of Education and Science of the Russian Federation	— Ministry of Education and Science Of the Russian Federation
Research Institute	— scientific research institute
LHO	— limited health opportunities
EP	— educational process
EPMP HE	— main professional educational program of higher education - программа specialty program
Official website	— official website of FSFEI HE KemSMU of the Ministry of Health of the Russian Federation in and out of the formation and telecommunication network "Internet "
IC	— intermediate certification
Teaching staff	— professorial teaching staff
FEAP	— financial and economic activity plan
WP	— working program
DWP	— working program of the discipline
IWP	— working program of the internship
QMS	— quality management system
EMD	— educational and Methodical Department
EDP	— curriculum
DPTS	— department of postgraduate training of specialists
CSTA	— center for simulation training and accreditation
FSES HE	— Federal State Educational Standard of Higher Education
FIS FSE and Reception	— federal information system for state final examination
FAT	— fund of assessment tools
FRMO	— automated system Ministry of Health Russia
FRMP / FRMR target quota	— automated system Ministry of Health Target quota in Russia target admission quota for training
CMC	— central methodological council
GEPC	— graduate employment promotion center
EIEFP	— electronic information and educational field platform

(II) INTRODUCTION

In accordance with the order of the Independent Accreditation and Rating Agency No. 9-22- OD dated 10.01.2022, from February 15 to 17, 2022, an external expert commission (EEC) assessed compliance with the IAAR program accreditation standards of the 3.05.01 Pharmacy educational program of the Federal State-funded Educational Institution of Higher Education "Kemerovo State Medical University" of the Ministry of Health of the Russian Federation (approved and introduced in accordance with the order of the NAAR No. 68-18/1-OD dated May 25, 2018).

The report of the external expert commission contains an assessment of the compliance of KemSMU activities within the framework of program accreditation with the IAAR criteria, recommendations of the EEC on further improvement of the parameters of educational programs and the parameters of the program profile of educational programs.

The composition of the EEC:

1. **Chairman of the EEC comission** – Ion Bologan MD, N. Testemitanu State University of Medicine and Pharmacy (Republic of Moldova) (online);
2. **IAAR Expert** – Tulupova Elena Sergeevna, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) (offline);
3. **IAAR expert** – Zhankalova Zulfiya Meyrkhonovna, MD, gastroenterologist, Kazakh National Medical University. Asfendiyarova (Republic of Kazakhstan) (offline);
4. **IAAR expert** – Yerlan Tursynbayevich Kashkinbayev, PhD, NAO "Astana Medical University" (Republic of Kazakhstan) (online);
5. **IAAR expert** – Kolomiets Natalia Eduardovna, Ph.D., Professor, Siberian State Medical University of the Ministry of Health of Russia (Russian Federation) (offline);
6. **Expert employer IAAR** – Shits Polina Vladimirovna, LLC "Medicine Plus", Russian Federation (Russian Federation) (online);
7. **Expert - student of IAAR** – Olovyannikov Yuri Sergeevich, a student of the 5th year of the educational program "General medicine" of the Institute of Clinical Medicine of the Altai State Medical University (Russian Federation) (online);
8. **Coordinator IAAR** – Saydulayeva Malika Akhyadovna, project Manager of IAAR (Republic of Kazakhstan) (offline).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

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

The University carries out its activities in accordance with the Constitution of the Russian Federation, Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation, other federal laws, decrees and orders of the President of the Russian Federation, resolutions and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation 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. 3500, issued on February 19, 2021 G. By the Federal Service for Supervision in the Field of Education and Science, effective February 19, 2027) for an enlarged group of higher education specialties – specialty: 32.00.00 Health sciences and preventive medicine.

KemSMU has a high-speed Internet access channel, and is connected to the resources of GIS Contingent, the Automated system of the Ministry of Health of the Russian Federation (subsystems FRMW and FRMO), FIS GFE and Reception, USIMS HAC; there are registered domains kemsmu.ru, kemsma.ru. All university departments have access to local and global network resources.

The University is represented in the existing, publicly recognized ratings: University Performance Monitoring Rating - 2021 (Rating A, League 1); First Mission Rating – 2021 (Rating B, League 4); Hirsch Index Rating – 2021 (Rating A, Hirsch Index 61); The most popular universities Russia - IIA "Russia Today" - 2020 (Rating E, 34th place among medical universities); Rating "International recognition" - 2021 (Rating C).

Kemsmu trains students in the educational programs of bachelor's degree, specialty, postgraduate studies. The duration of training in EP 33.05.01 Pharmacy is 5 years, 300 ECTS credits, the total number of students in EP on 02/16/2022, the number of professorial-teaching staff, a brief description of EP is presented in tables 1-3.

Table 1 – Contingent of EP 33.05.01 Pharmacy

Grade	Number of students
1	25
2	19
3	30
4	32
5	36
Total	142

Professorial-teaching staff participating in the implementation of EP 33.05.01 Pharmacy in the university staff of 78 people (Table. 2), the settlement rate is 78%.

The total number of professorial-teaching staff is 78 people, of which 74 (95%) are the main employees.

Table 2 – Professorial-teaching staff of the educational program 33.05.01 Pharmacy

Total	Professor	Associate Professor	Lecturer/Senior Lecturer	Assistant
74	11	42	12	8

A brief description of EP 33.05.01 Pharmacy is presented in Table 3.

Table 3 – Information about EP 33.05.01 Pharmacy

PART I	
Educational program	33.05.01 Pharmacy
Level / Training period	Higher education - specialty / 5 years
Structural division (Dean)	Dean's Office of the Faculty of Pharmacy (Dean – V. V. Bolshakov, Candidate of Biological Sciences)
Main departments (heads of departments)	Department of Pharmacy (Head - I. G. Tantsereva, Candidate of Pharmaceutical Sciences, Associate Professor); Department of Pharmacology (Head – S.V.Denisova, Candidate of Biological Sciences, Associate Professor); Department of Pharmaceutical and General Chemistry (Head - E. M. Maltseva, Candidate of Pharmaceutical Sciences, Associate Professor).
Number of ECTS credits / credit units	300
Duration of study (number of semesters), form of study	number of semesters - 10 form of study - full-time
Start of training (Autumn semester / Spring semester)	September 01 / 08 February 08
Requirements for applicants	Persons who have a general secondary, vocational secondary or higher education are allowed to study the specialty program.
Further education opportunities (upon completion of the program)	Residency (pharmaceutical technology; pharmacy management and Economics; pharmaceutical chemistry and pharmacognosy), postgraduate study (pharmacy)
Goals and objective EP	Goal: to create competitive, highly educated, self-developing specialists in the field of healthcare, training to train highly qualified pharmaceutical personnel with effective humanism, fundamental citizenship and high moral qualities, based on the integration of education, fundamental and applied science and innovative approaches technologies in the interests of the individual, society, and the state.
Short description EP	EPMP HE in specialty 33.05.01 Pharmacy regulates the goals, expected results, content, conditions and technologies of the educational process implementation, assessment of the quality of graduate training in this specialty and includes: general characteristics of the educational program, curriculum, academic calendar, working programs of disciplines (modules training programs, assessment tools, and methodological materials) that ensure the implementation of relevant educational technologies.

Learning outcomes	As a result of mastering the special and theta educational program in the specialty 33.05.01 Pharmacy , a graduate should have developed universal, general professional, professional skills, professional competencies. Federal State Educational Standard MD specialty 33.05.01 " Pharmacy
Specialization	-
Additional characteristics	-
The number of admitted students	141
Tuition fee	Order No. 89 on the cost of training on a contractual basis in the 2021-2022 academic year of 31.05.2021
Employment opportunities, possible career paths	According to the Order of the Ministry of Health of the Russian Federation No. 707n dated 08.10.2015: Pharmacist, pharmacist-technologist in medical and pharmaceutical organizations.

The training of students in EP 33.05.01 Pharmacy is carried out in accordance with the current legislative and legal regulations of the Russian Federation, coordinated with the Strategic Development Plan of the University for 2021-2026, with the mission, vision and strategy of the university.

(IV) DESCRIPTION OF THE EEC VISIT

The EEC work was carried out on the basis of the Visit Program of the expert commission within the framework of the program accreditation of educational programs in the period from February 15 to 17, 2022.

In order to coordinate the work of the EEC, an introductory meeting was held on 02/14/2022, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an agreement was reached on the choice of examination methods.

In order to obtain objective information on the evaluation of the university's activities, the members of the EEC used such methods as visual inspection, observation, interviewing employees of various structural divisions, teachers, students, graduates and employers, questioning the teaching staff, students.

The meetings of the EEC with the target groups were held in accordance with the specified program of the visit, in compliance with the established time interval. On the part of the University staff, the presence of all persons specified in the visit program was ensured.

In accordance with the requirements of the standards, in order to obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors, heads of structural divisions, deans, heads of departments, teachers of departments, students, graduates, employers, interviews and questionnaires of teachers and students were conducted. A total of 77 people took part in the meetings (Table 4).

Table 4 - Information about employees and students who took part in meetings with the IAAR EEC

Category of participants / number

University Management		Heads of structural divisions	Deans	PTS Of EP Pharmacy	Students Of EP Pharmacy	Employers Of EP Pharmacy
rector	vice-rectors					
1	2	18	3	21	25	7

The departments present an educational and methodological complex of disciplines, journals, work plans of the SSC, monographs, methodological recommendations, etc. Teaching staff of departments. Interviews were conducted with students of medical, pediatric, dental, pharmaceutical faculties. Students' feedback about teachers, internship bases, teaching methods, including the applied score-rating system of knowledge assessment, learning conditions are positive.

According to the program of the EEC visit, a tour of the university was also conducted, during which the experts visited: the pharmaceutical building, the Center for Simulation Training and Accreditation (pharmaceutical building), the Central Research Laboratory.

As part of the visit program, a visit to the practice bases took place: the I.A. Kolpinsky Clinical Consulting and Diagnostic Center, the Kuzbass Clinical Cardiology Dispensary named after Academician L.S. Barbarash, the Center for Hygiene and Epidemiology in the Kemerovo Region, the Center for Quality Control and Certification of Medicines, JSC Pharmacies of Kuzbass, Pharmacy No. 125.

During visits to practical bases, meetings with heads of medical and pharmaceutical organizations and students, evidence of clinical and practical training was obtained. Based on the results of the study and audit of the submitted documentation that meet the criteria of the Standard, it should be concluded that the students' practices are at a fairly high level.

In accordance with the accreditation procedure, an on-line survey of teachers and students was conducted. 250 people took part in the survey of teachers. 99.8% of respondents noted that they are satisfied with the content of the educational program, 97.2% with opportunities for continuous development of potential, professional development, the ability to actively apply their own teaching methods in the educational process. 98% of respondents answered that the library has the necessary scientific and educational literature. Only 91.5% consider the degree of involvement of teaching staff in management decision-making sufficient, 93.6% assess the level of feedback from management. 95.6% rated the adequacy of recognition of the potential and abilities of teachers positively. 94-95% of respondents consider it difficult to combine teaching with scientific and practical activities. Only 84% of respondents noted satisfactory criticism of the management and administration of the University. Many respondents are satisfied with the support of the management, both with regard to the development of new educational programs and motivational approaches.

A survey of 604 students of 3 educational programs of the specialty was conducted. According to the results of the survey, 92.9% and 89.3% are satisfied with the relationship with the dean's office and the level of its accessibility, 86.1% of respondents are satisfied with the relationship and responsiveness of the management; only 88% of respondents are satisfied with the availability of academic counseling, educational materials (94.4%), availability of library resources and quality of services (95.2% and 97%), educational resources (95%), classrooms (80.3%), clarity of disciplinary procedures (77%), the overall quality of curricula (90.9%), teaching methods (89.5%), quality of teaching (92.8%), objectivity and fairness of teachers (86.4%), available scientific laboratories (83.5%), fairness of examinations and attestation (88%), provision of dormitories (63.5%).

As part of the planned program, recommendations for improving the university's activities, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 17.02.2022.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The educational program 33.05.01 "Pharmacy" is undergoing the international accreditation procedure for the first time.

(VI) COMPLIANCE WITH INTERNATIONAL PROGRAM ACCREDITATION STANDARDS

6.1. The standard "Mission and final results"

The mission of KemSMU is to provide high-quality professional training and education of a highly spiritual person capable of competent, responsible and creative professional medical activity in a multipolar and rapidly changing modern world. The mission of the university is posted on the official website of the university <https://kemsmu.ru/departments/ulamko/>.

The mission, purpose and objectives of the educational program 33.05.01 Pharmacy is to train highly educated, competitive specialists in the labor market in accordance with the existing and prospective requirements of the individual, the state, society and the needs of the University, the development of students' personal qualities, as well as the formation of general cultural (universal), general professional and professional competencies in accordance with the requirements of the Federal State Educational specialty 33.05.01 Pharmacy.

The educational program 33.05.01 "Pharmacy" is implemented in the Federal State Budgetary Educational Institution of the Ministry of Health of the Russian Federation on the basis and in accordance with the license for educational activities and appendices to it. Information is also provided on the University's website <https://kemsmu.ru/sveden/document/>.

To implement the EP in the specialties of 33.05.01 Pharmacy, the University has a material and technical base that complies with the current fire safety rules and regulations, and provides for all types of disciplinary training, practical and scientific work of students provided for in the curriculum and extracurricular activities.

The bases for student practice are selected in accordance with the Mission of the University; meet the criteria and objectives of practical training; are known in the pharmaceutical and medical services market; have technical equipment that allows students to carry out educational activities. The practice bases currently cover the necessary need for the distribution of students for practical classes and industrial and educational practice. The University has signed an agreement with each base. The University analyzes the results of feedback from employers—heads of medical institutions about the quality of graduates of educational programs in the following ways: through feedback in the form of official letters from employers about satisfaction with the competencies of graduates in the EP and through a questionnaire to determine the level of satisfaction of employers.

Graduates of OP 33.05.01 Pharmacy, after completing the EP and passing the state final exams, receive a diploma of a pharmacist and can carry out activities in accordance with the law "On the circulation of Medicines http://www.consultant.ru/document/cons_doc_LAW_99350/ and other regulatory legal documents in accordance with the acquired competencies as a pharmacist, pharmacist-technologist, as well as further postgraduate training in accordance with Article 82 of the Federal Law dated December 29, 2012 N 273 FL "On Education in the Russian Federation"; continuing education in residency, master's, postgraduate and doctoral studies.

In its activities, KemSMU is guided by: the Constitution of the Russian Federation, Federal Law No. 273-FL of December 29, 2012 "On Education in the Russian Federation, other federal laws, decrees and orders of the President of the Russian Federation, resolutions and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation (Ministry of Health of the Russian Federation) and the Charter of the University <https://kemsmu.ru/upload/iblock/1a3/1a384f960321d50b64d6b91d5b51dfce.pdf>.

The mission of the EP is aimed at the creation and practical application of the acquired theoretical knowledge and practical skills and skills in accordance with national and international requirements and needs of the health sector. The levels of the National Qualifications Framework of the Russian Federation, including in the field of healthcare, correspond to the European Qualifications Framework and Council of Europe Recommendations 15.6/2017 of 22.05.2017 on the European Qualifications Framework for Lifelong Education, which gives university graduates access to subsequent levels of medical education in other European countries.

The University has determined the expected final learning outcomes that students demonstrate after completing the curriculum. Competencies and skills that characterize the qualification of a pharmacist are presented in the Federal State Educational Standard.

University autonomy consists in the right of the university community to organize and self-government, to exercise academic freedom without any ideological, political or religious interference. The University has institutional autonomy in the introduction of new subjects in the educational program 33.05.01 Pharmacy.

Thus, the mission and vision of KemSMU correspond to the Charter of the organization, updated at the meeting of the Academic Council, determine the main activities of the organization and are presented in the Development Strategy of KemSMU for the period 2021-2025, the mission of the university and EP 33.05.01 Pharmacy are focused on the training of a competent pharmacist.

Analytical part

Analyzing the compliance of the EP with international accreditation standards in accordance with the IAAR standards, it should be noted that, in general, the University's activities meet the criteria of the "Mission and Final Results" standard.

The main activity of the EP is regulated by the main regulatory and legal documents of the Russian Federation, internal local documents of the university <https://kemsmu.ru/sveden/document/>. The passage of the procedure of state accreditation of educational activities and professional and public accreditation in 2021 confirms the activities of the University and OP 33.05.01 within the framework of the current educational standards of the Russian Federation.

The activity within the framework of the international standards of IAAR accreditation according to this standard is confirmed by the route links on the university's website, which the EEC got acquainted with during the review of the self-assessment report and the examination. The mission of the university and the EP are defined, which are published on the educational organization's website and are available for review by all interested parties via the links <https://kemsmu.ru/departments/ulamko/> and https://kemsmu.ru/departments/edu/study_plan/. The mission statement contains a goal and an educational strategy.

Those responsible for the EP have determined the expected final results of students' education in terms of knowledge, skills, abilities that are the basis for postgraduate training, postgraduate education, training in the system of continuing medical and pharmaceutical education, future career, and the needs of society. The list of knowledge, skills and abilities are reflected as in the EP [https://kemsmu.ru/uchebnoe-upravlenie/obrazovatelnye-programmy /](https://kemsmu.ru/uchebnoe-upravlenie/obrazovatelnye-programmy/), work programs of disciplines, practice programs, state final certification, presented to the members of the EEC on Google drive and during visits to the structural divisions of the university.

The University has developed a Code of Ethics for a student of the FSBEI IN Kemgma of the Ministry of Health of Russia, posted at the link https://vk.com/@overhear_kemgu-kodeks-etiki-studenta-kemerovskogo-gosudarstvennogouniversit, which defines the rules and obligations of students in relation to citizens, parents, teachers, employees, administration, each other, university, region, country.

The members of the EEC note that the management of EP 33.05.01 Pharmacy uses the results of the assessment of graduates' competencies as a feedback tool to improve EP.

At the same time, the members of the EEC note that, despite the fact that the mission was brought to the attention of all interested parties through publication on the official website, during focus meetings with the teaching staff, students, respondents had an insufficiently clear idea of the mission of the University and the EP. The students did not participate in the discussion, the formulation of the mission; the employers at the meeting with the members of the EEC also did not confirm their participation in the discussion, the formation of the mission of the University and the EP.

The material resources available at the university are used responsibly in order to adequately implement the goals set by the mission. The members of the EEC note that great importance is attached at the university to the formation of proper behavior among students in relation to each other, teachers, colleagues, patients and their relatives.

The university management declares a high demand for personnel, a high level of training and the percentage of employment in the region, which during the visit was confirmed by the main stakeholders-employers, can confirm the compliance of EP 33.05.01 with the declared final results.

Strengths / best practices according to Standard 1 "Mission and end results"

There are no strengths according to this standard.

EEC Recommendations

Responsible for the EP from September 1, 2022 to ensure;

- representation and participation of a wide range of stakeholders (graduates, employers, etc.) in the development, discussion, formation, regular revision and implementation of the mission of EP 33.05.01 Pharmacy;
- taking into account the opinions of a wide range of stakeholders in the formulation, revision and implementation of the mission of the EP.

The conclusions of the EEC according to the criteria of standard 1 "Mission and final results"

are strong positions – 0,
satisfactory – 21,
suggest improvements – 2,
unsatisfactory – 0.

6.2. Standard "Educational program"

The evidentiary part

The main professional educational program (MPEP) specialty 33.05.01 [Pharmacy](#) developed on the basis of [FSES of HE in specialty 33.05.01 "Pharmacy"](#), approved by the Order of the Ministry of Education and Science of the Russian Federation No. 219 dated 27.03.2018 "On approval of the Federal state educational standard of higher education – specialty in specialty 33.05.01 Pharmacy", [professional standard "Pharmacist", approved by Order of the Ministry of Labor and Social Protection of the Russian Federation No. 91n dated March 9, 2016](#); regulatory and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation.

The total volume of the educational program is 300 credit units (c.u.). The structure of the MPEP corresponds to the Federal State Educational Standard in the field of Pharmacy training (specialty level) and consists of three blocks. Block 1 is represented by the disciplines of the mandatory part (a total of 255 c.u.). Block 2 includes practices (42 c.u.). Block 3 is the state final certification (3 c.u.). In addition, the structure of the MPEP includes a part formed by participants in educational relations (37 c.u.). When developing MPEP, students are provided

with the opportunity to master elective (physical education) and elective disciplines.

The EP specifies the mission and purpose of the EP, defines the requirements for the final learning outcomes and actually reflects the learning objectives facing all participants in the educational process.

The educational program (EP) for the specialty program 33.05.01 Pharmacy is published by posting various information materials on the university's website https://kemsmu.ru/socpolicy/supports/lang/OPOP%20FF%202020_2.pdf.

The MPEP model is integrated, allowing for the interconnection between fundamental and pharmaceutical sciences. The concentric way of constructing the MPEP (multiple mastering of one competence in different disciplines) contributes to a better and in-depth mastery of competencies.

The curriculum, calendar training schedule for EP 33.05.01 Pharmacy are posted on the University's website <https://kemsmu.ru/departments/edu/curriculum/>, they are approved by the Vice-rector for Academic Affairs. The principle of continuity and continuity of teaching is observed in the EP and curriculum. The program is designed in such a way as to ensure the acquisition of sufficient knowledge, the formation and development of the necessary professional competencies in specific areas of practical activity.

Training sessions in the disciplines are conducted in the form of contact work with students (lectures, seminars, practical classes, consultations, individual work with students), independent work of students and practice ([Regulations on the procedure for planning and accounting for the work of the teaching staff](#)).

The educational technologies used, methods and methods of teaching are presented in the work programs of disciplines and practices ([Regulations on the work program of the discipline, Regulations on the practices of students in educational programs of higher education - bachelor's and specialty programs](#)). When studying disciplines aimed at the formation of competencies, students' research work is widely used (compiling an information review of literature on the proposed topic, preparing an abstract, preparing an essay, report, preparing educational schemes, tables), student's educational and research work, work in a simulation pharmacy. Also, trainings, master classes of experts and specialists of practical pharmacy, visits to professional conferences and seminars, participation in scientific and practical conferences, meetings with representatives of Russian and foreign companies, state and public organizations are widely used.

Elements of scientific research are a component of some educational programs implemented at the university and aimed at the formation of scientific thinking and the acquisition of research skills of students.

Practical training takes place in the form of educational and industrial practices.

The program is implemented in accordance with the principles of equality in relation to students, regardless of their gender, ethnicity, religion, socio-economic status and physical abilities.

KemSMU creates conditions for the implementation of EP for the disabled and persons with disabilities.

EP Pharmacy provides an opportunity to master elective disciplines in the amount of 10-20%.

The development, approval and implementation of the educational program is carried out in accordance with external and internal organizational and legal, regulatory, administrative and methodological documents, such as [Regulations on the main professional educational program](#), [Regulations on the work program of the discipline](#), [Regulations on the educational and methodological support of the discipline](#) and others .

The Academic Council of KemSMU approves the educational program approved by the Central Methodological Council. The dean of the faculty, the teaching and Methodological department is responsible for organizing the preparation, development of the basic educational program and its implementation. There is a constant monitoring of the implementation of the

requirements of the Federal State Educational Standard (Protocol No. 2 of the meeting of the Academic Council of the Faculty of Pharmacy dated 10/25/2021).

The educational program management mechanism implemented at KemSMU is effective and allows for prompt adjustments (Minutes No. 4 of the meeting of the central Methodological council dated 02/27/2020).

The structures that manage educational programs include representatives of students, teachers, administrative staff, heads of pharmaceutical organizations, state and regional pharmacy management bodies. Their opinion is taken into account when making a decision on the approval or adjustment of educational programs.

Representatives of practical pharmacy (heads of pharmacy organizations, pharmacy management bodies, licensing, pharmaceutical supervision) are members of the State Examination Commission for conducting the GFE procedure (state exam), the number of non-university employees should be, in accordance with national requirements, at least 50% of the total number of members of the GEC.

Thus, currently, according to EP 33.05.01 Pharmacy, functions are distributed among the structures responsible for managing educational programs, taking into account the representation of students and teachers. The educational program is evaluated by interested parties, which makes it possible to adjust the EP and make certain changes.

Analytical part

During the visit, experts conducted a detailed analysis of the accredited EP 33.05.01 Pharmacy for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes aimed at satisfying the interests of students and all participants in the educational process of the EP. The content and form of the EP, the decisions taken by the management of the EP, are coordinated with the strategic documents of the university and the regulatory documents of the Russian Federation. The University has budgetary funding at its disposal and is able to attract funds from the university's commercial activities for the implementation, improvement and training of teaching staff within the framework of the EP.

In general, the management of KemSMU and EP declares the involvement of stakeholders in the development of educational programs and evaluation of its effectiveness. Nevertheless, the analysis of the documents allows us to conclude that the participation of employers (work format, representation) in the work of collegial management bodies is not spelled out in the Charter of KemSMU <https://kemsmu.ru/upload/iblock/1a3/1a384f960321d50b64d6b91d5b51dfce.pdf>.

In the "Regulations on the Academic Council" SMK-OS-05-PKO-00.06.2019 of 31.10.2019 there is an indication that representatives of students can be elected to the members of the academic council, but neither the share nor the format of their participation in the work, decision-making are prescribed. As for employers, various bodies and organizations, there is no mention of them at all https://kemsmu.ru/departments/ulamko/documents/poloj/poloj_uch-sovet_31.10.19.pdf.

In the "Regulations on the Central Methodological Council" there is not a word about the principles of the formation of this body, the principles of formation, the role of participants in the work of the CMS, decision-making, etc. [«https://kemsmu.ru/upload/data_files/cko/ucheb_upravl/poloj_cms_30.11.18.pdf](https://kemsmu.ru/upload/data_files/cko/ucheb_upravl/poloj_cms_30.11.18.pdf).

As part of the main scientific, methodological and organizational body of KemSMU - CMS, there are no representatives of interested parties <https://kemsmu.ru/umu/cms/files/%D0%9F%D1%80%D0%B8%D0%BA%D0%B0%D0%B7%20%D1%81%D0%BE%D1%81%D1%82%D0%B0%D0%B2%20%D0%A6%D0%9C%D0%A1%202021-2022.pdf>;

Employers and students are also not represented in the academic council of the faculty <https://kemsmu.ru/departments/ulamko/%D0%9F%D1%80%D0%B8%D0%BA%D0%B0%D0%B7%20%D0%BD%D0%B0%20%D0%A1%D0%A4%D0%A4%202021-2022.pdf>.

Also, the report and responses during the online visit do not reflect how interested persons are informed when the content of the EP changes, and where the changes made to the OP are published. In the process of familiarization with the content of the university's website, it was found that the work done does not find proper reflection on it. In particular, the publication of the results of monitoring various aspects of the educational process.

Analysis of the documents on EP 33.05.01 Pharmacy related to the standard under consideration, the self-assessment report allows us to conclude that the latest achievements of science in specific disciplines, changes in the needs of society and the professional environment are not key in monitoring EP.

The educational program should be developed and adjusted depending on the needs of society, the development of pharmacy and healthcare in general, demographic and cultural conditions, which should be reflected in the content of disciplines and practices, a set of elective and elective disciplines. In the presented curricula there are elective disciplines in physical culture, which does not allow to implement the principle of forming an individual educational trajectory of students https://kemsmu.ru/education/specialitet/uch_plan/ff.php.

The responses of the focus group participants at different levels confirm the absence of a catalog of elective disciplines.

The commission also notes that in the self-assessment report and on the official website of KemSMU in the Regulations on Elective Disciplines (elective disciplines) QMS-OS-03-PD-00.48-2019, the application form and documents on the choice of elective and elective subjects are not presented, in this regard, it is necessary to supplement this provision https://kemsmu.ru/departments/edu/normative_doc/poloj_dis-electiv_31.10.19.pdf.

The self-assessment report describes in very general terms the processing of EP materials in connection with changes in various fields of science and practice:

During the interview with the teaching staff, answers were given on the question of specific changes in the current academic year that were made to the PWP based on the recommendations of employers (the discipline "Management and Economics of Pharmacy" is given as an example).

During the interviews of teaching staff and students, it was not possible to find out the specific changes in the current academic year that were made to the DWP and PWP based on the recommendations of employers, students, modern scientific research, prospective studies. The examples given in the report and responses cannot be considered successful.

In the submitted documents on EP Pharmacy, there is no regulation of the number and format of evaluation of educational achievements of students.

According to the results of interviewing representatives of focus groups, analysis of the submitted documents, the Commission of the EEC found that teaching and learning methods based on the modern theory of adult education are poorly used at the university, modern active and interactive learning technologies are practically not used. The training is conducted according to the traditional "question-answer" scheme.

Strengths / best practice according to Standard 2 "Educational program"

There are no strengths according to this standard.

EEC Recommendations

For the active participation of students in the educational process, the development of self-learning skills, those responsible for the implementation of EP 33.05.01 Pharmacy to ensure the use of innovative teaching and learning methods based on the modern theory of adult education from September 2022.

Responsible for the implementation of the EP on a regular basis, starting from September 1, 2022, to ensure:

- representation of teachers studying as part of the collegial body responsible for educational programs;

- representation of other stakeholders (representatives of practical healthcare, pharmacy) as part of the collegial body responsible for educational programs,

as well as to fix in local regulatory documents the norms of representation and actual participation of stakeholders in the collegial management bodies of the EP and their representativeness when making decisions on the management of the EP.

By December 1, 2022, those responsible for the EP should ensure the formation of a catalog of elective disciplines (electives), taking into account the opinions of students, employers, graduates; and also provide students with the opportunity to choose elective disciplines.

The management of the University, by May 1, 2022, to determine the structural unit responsible for planning and implementing innovations in the EP.

Conclusions of the EEC according to the criteria of standard 2 "Educational program"

strong positions – 0,
satisfactory – 39,
suggest improvements – 4,
unsatisfactory – 0.

6.3. The standard "Student Assessment"

The evidentiary part

The policy and procedure for evaluating the results of training at Kemsu are carried out in accordance with the objectives of the EP, the final results of training within the framework of existing local regulatory documents.

The principles and methods of assessing students' knowledge in exams and tests are established in [Regulation on the quality control system of training](#), approved by the Academic Council of the FSFEO of HE KemSMU of the Ministry of Health of the Russian Federation (Protocol No. 6 of 02/27/2020).

The assessment of students' progress is based on [Regulation on the quality control system of training](#). At each practical lesson, students' knowledge, skills, and attitude to the learning process are evaluated.

A student who has successfully passed the intermediate certification in all disciplines of the curriculum is allowed to the state final certification. The criteria for assessing the formation of competencies at the state exam are set out in [in the GFE program https://kemsu.ru/uchebnoe-upravlenie/gosudarstvennaya-itogovaya-attestatsiya /](https://kemsu.ru/uchebnoe-upravlenie/gosudarstvennaya-itogovaya-attestatsiya/).

Для оценки достижений каждый обучающийся формирует личное портфолио в течение всего периода обучения в университете.

To assess achievements, each student forms a personal portfolio during the entire period of study at the university.

KemSMU uses a procedure for assessing the validity of all methods used for both current and intermediate and final control – interview questions, professionally-oriented situational tasks, tests, in several stages (first at a meeting of the department, then in the process of reviewing by leading teachers, then during discussion at the methodological commission on the profile of the discipline.)

The methods of assessment of exams are corrected annually to eliminate the identified shortcomings. Local acts regulating the system of assessing the quality of students' competencies, their readiness for independent practical work in healthcare, are discussed and approved by the Academic Council of the University, which, in addition to scientific and pedagogical staff, includes students and leading specialists of the health authorities of the region. Assessment methods and results avoid conflicts of interest, as they are carried out not spontaneously, but according to the calendar and thematic plan of disciplines; they are permanent and are

communicated to students in advance. The evaluation system is objective, as it is determined by the criteria set out in the relevant regulation.

Students' academic performance is assessed in two main ways: formative assessment (assessment for learning) and summative assessment (assessment of learning).

The university regularly conducts surveys of students to assess their satisfaction with the organization of the educational process, learning outcomes, the quality of lectures, the quality of practical classes, the quality of the knowledge assessment system, the availability of educational literature, the organization of practical training, the organization of extracurricular activities. The results of such surveys are considered at a meeting of the department, Faculty Council, Quality Council.

To increase the objectivity of the assessments, it is planned to more actively introduce computerized independent methods, conduct audio and video recording of processes, as well as continuous improvement of the regulatory framework.

Transparency and accessibility of assessment procedures is ensured by free access of interested persons to regulatory documents related to the educational process, as well as educational and methodological complexes of disciplines.

Within the framework of institutional autonomy, the University independently determines the requirements for learning outcomes in individual disciplines, including the content and form of assessment funds, the form, content and procedure for conducting current, intermediate and final certification.

Analytical part

At the University, the schedule of intermediate certification is compiled by the schedule department, in cooperation with the deans, and brings to the attention of students through the university's website, information stands <https://kemsmu.ru/umu/shedules/>.

KemSMU has developed a knowledge assessment system at all stages of training. Students have clarity regarding assessment criteria, types of knowledge control, number of exams, balance between oral and written exams.

The procedure for conducting the GFE is regulated by the Order of the Ministry of Education and Science of the Russian Federation "On approval of the procedure for conducting the state final certification of educational programs of higher education - bachelor's degree programs, specialty programs and Master's degree programs" dated June 29, 2015 N 636 (as amended. from 03/27/2020).

The University declares a periodic analysis of the validity of assessment methods, taking into account the proposals of students and teachers, however, from meetings with focus groups of heads of structural divisions, heads, teaching staff, members of the EEC conclude that none of the focus groups has an understanding of the principles of validity. Neither the self-assessment report nor the focus group responses show how the evaluators are trained for the accredited EP, how their qualifications in this field are evaluated, who and how ensures the validity, objectivity, reliability of evaluation tools (starting from their planning and ending with design, testing and examination).

Since 2016, the procedure for accreditation of specialists has been introduced in the Russian Federation. In connection with these new procedures, the University revised the MPEP in all specialties, the content and forms of training were harmonized with the requirements of accreditation, taking into account the fact that graduates immediately after accreditation, without passing a residency, receive the right to occupy the position of pharmacist.

Every year, at various levels (meetings of departments, academic Council of the faculty, quality council), the analysis of the achieved results in the training of students on various types of control, as well as the results of the questionnaire, is carried out. The results obtained are recorded in the relevant protocols and annual reports.

To measure the result of education, there are different forms and methods of assessment. The assessment records the result achieved by the student in relation to the declared competencies. For the successful development of competencies, a student needs to understand

what to strive for (this is realized through almost any form of assessment, which implies feedback), and an understanding of how far he has progressed relative to himself (awareness of individual progress). A visual system of accounting for individual progress of the student helps the subjects of the educational process to fix both the areas of risk of difficulties and the progress of the student forward. At different departments implementing EP Pharmacy, there is a different assessment system: traditional and PRS. At the meetings with the focus groups of students, there were different opinions about the assessment methods used.

The individual progress of the student is analyzed by the scholarship commission (when awarding various types of scholarships based on the relevant provisions posted on the university's website) <https://kemsu.ru/socpolicy/supports/>.

The issues of maintaining a balance between written and oral exams, formative and summative assessment, using assessment methods based on criteria and reasoning, and special examinations, criteria for establishing passing scores, grades and the number of allowed retakes, regulating the number and nature of inspections of various elements of the educational program remained unclear from the submitted documents and responses of the focus groups.

There is no heading on the university's website: "Ask a question to the rector", "Ask a question to the vice-rector", where students can ask any question, including anonymously. However, at a meeting with the members of the EEC, students, when asked "do you have the opportunity to contact the rector, vice-rectors through the website?", expressed themselves in this way: "it is easier for us to approach in person than to write something somewhere."

Strengths / best practice according to Standard 3 "Student Assessment"

There are no strengths according to this standard.

EEC Recommendations

Responsible for the implementation of the EP, monitoring and its revision on a regular basis from the 2022-2023 academic year to ensure:

- teaching teaching staff to use a wide range of assessment methods and assessment formats, taking into account their validity, reliability, impact on training, acceptability and effectiveness of assessment methods and format (December 2022);
- approbation, technical and substantive examination of assessment tools, documentation of the assessment of reliability and validity of the assessment methods used (September 2022);
- introduction of new assessment methods in accordance with the need (December 2022);
- when developing a system for assessing students' academic achievements, a balance between formative and summative assessment of competencies (December 2022).

Conclusions of the EEC according to the criteria of standard 3 "Student assessment"

strong positions – 0,
satisfactory – 11,
предполагают улучшения – 4,
unsatisfactory – 0.

6.4. The "Students" Standard

The evidentiary part

The procedure for admission to the EP is regulated by the order of the Ministry of Education and Science of the Russian Federation No. 1147 dated 14.10.15 "On approval of the Procedure for admission to higher education educational programs - bachelor's degree programs, specialty programs, master's degree programs".

The University has defined and is implementing an admission policy, an Admission Committee is being created in accordance with [Regulations on the procedure for the formation and activities of the admission, subject and appeal commissions](#). Information about admission rules, admission control figures are posted on the website of the university

"Entrant"<https://kemsmu.ru/abitur/>.

The chairman of the admissions committee is the rector, who appoints the executive secretary of the admissions committee to work with applicants and their legal representatives.

Persons with secondary general, secondary vocational or higher education are allowed to master educational programs. Annually KemSMU establishes a quota of targeted admission in accordance with the quota of admission to targeted training established by the Government of the Russian Federation, state authorities of the subjects of the Russian Federation, which is up to 75% of the number of budget places.

For the selection of the most capable applicants to study at the University, a minimum threshold (score) is set for each entrance test. In addition, the applicant's portfolio is evaluated, preference is given to applicants with a high score of entrance tests, who have individual achievements. There are opportunities for students with disabilities and disabled people to study at the University, which is reflected in the Rules of Admission to the University. At least 10% of places from the number of admission control figures are allocated annually for the admission of applicants with disabilities and disabled people. An appeal in case of disagreement with the results can be filed during or after the completion of the entrance exams.

The University has a policy and implements the practice of transferring students from other medical educational organizations. The transfer is carried out in accordance with [Regulations on the conditions and procedure for transferring students under bachelor's degree programs, specialty to another educational organization, from other educational organizations, from one educational program to another, from one form of study to another.](#)

Kemsu has created a system of support and support for students. The organizational structure of the university includes structural units and public organizations that provide support for solving students' problems and organizing student consultations on various issues. The psychological service provides assistance to students with low motivation to study, problems of interpersonal communication. [Department of Educational and Social Work](#) supports student youth initiatives, organizes their inclusion in volunteer professionally-oriented activities, promotes the development of public organizations on a self-governing basis. [Department of Inclusive Education](#) coordinates the activities of structural units that provide support for the education of students with disabilities and persons with disabilities (LHO).

Information support of educational and social work is carried out through the University's website, social networks, bulletin boards, the newspaper "Medik Kuzbass".

KemSMU has more than 10 student public organizations and associations: student trade union, student council, student councils of dormitories, student club, student medical teams "Juventa", "Atlant", student pedagogical team "Delta", volunteer associations, healthy lifestyle clubs, sports club. Various clubs and youth associations work outside of school hours: Discussion Club, Intellectual Cinema Club, Healthy Lifestyle Club, International Club, Orthodox Club, etc.

KemSMU has three volunteer associations of various directions, among them the regional branch of the federal public movement "Medical Volunteers".

In order to stimulate and financially support students at the University, scholarships are paid: state academic scholarships; state social scholarships <https://kemsmu.ru/socpolicy/supports/>. The order of distribution of the scholarship fund by types of scholarships is determined by the university in accordance with the Regulations on the appointment of scholarships and other payments to other categories of students SMK – OS-03-PD-00.12-2021 https://kemsmu.ru/socpolicy/HLS/27.05.21_poloj_stipendii.pdf.

A system of financial support has been developed for students with financial difficulties: a reduction in the cost of tuition, a reduction in the cost of living in a hostel. Orphan students and students with disabilities have additional benefits and financial payments posted on the corresponding page of the website (https://kemsmu.ru/socpolicy/benefits_guarantees/)

There is a structural division in KemSMU [graduate employment assistance Center](#), which is engaged in advising students on their professional career and employment.

Students have the opportunity to provide housing in university dormitories. The procedure for the provision of places, check-in and eviction from dormitories can be found on the university's website <https://kemsmu.ru/socpolicy/campus/>.

The university has created a system for receiving feedback about the problems and needs of students through the "Virtual Reception" system on the university's website.

Analytical part

The University has a policy of admission and recruitment of students for educational programs of specialty, bachelor's degree, residency, postgraduate studies. Training is possible at the expense of budgets of various levels, and within the framework of contracts for the provision of paid educational services. Transparency of the admission procedure is achieved by informing applicants and their representatives on the official website of KemSMU in the information and telecommunications network "Internet". The rules are posted on the university's website: <https://kemsmu.ru/abitur/special/>; <https://kemsmu.ru/abitur/bachelor/>; <https://kemsmu.ru/abitur/ordinat/>; https://kemsmu.ru/Digital_University/info-dlya-postup-v-ordinaturu/; https://kemsmu.ru/departments/aspirant/edu_activ/; <https://kemsmu.ru/abitur/aspirant/>.

The number of students admitted to the university is determined taking into account the area of the academic premises, the availability of teaching staff, the degree of provision of manuals and scientific literature, the possibility of providing adequate conditions for study and residence of students

KemSMU has developed a social policy <https://kemsmu.ru/socpolicy/>, a regulatory framework has been created and is in place to support and protect the rights of students. Active student organizations that take part in the discussion and evaluation of the EP, as well as the cultural and social life of the university. In order to improve the quality of applicants, the University has a department of pre-university training and career guidance.

Issues related to the social and financial needs of students, career planning, are regularly discussed at meetings of the Academic Council of the Faculty, meetings of the elders, the Academic Council, meetings with the Dean of the Faculty and the rector, contact the rector, vice-rectors on the website. Thus, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues, which was confirmed at meetings with focus groups.

At the same time, the EEC notes that the average passing score for admission to the Faculty of Pharmacy has sharply decreased in 2020, 2021, which indicates a downward trend in the overall level of training of students. The analysis of this information and the nature of the decisions taken are not reflected in the submitted documents.

The members of the EEC note that the university does not have a sufficiently developed system of advising students on the choice of electives, which is confirmed at meetings with focus groups of students, deans, as well as during a survey of students during visits to structural units.

An analysis of the documents presented on the KemSMU website, uploaded by the university to Google drive, as well as the results of interviews in different focus groups showed that the university does not have a policy of representation of students in collegial bodies of different levels, which was already noted above in standard 1 "Mission and final results" and standard 2 "Educational program".

In general, analyzing the results of the EEC visit, it is possible to assert that EP 33.05.01 meets most of the criteria of the "Students" standard.

Strengths / best practice according to standard 4 "Students"

There are no strengths according to this standard.

EEC recommendations.

By September 1, 2022, the management of the University and the EP will determine and consolidate in local regulatory documents the norms of representation and actual participation of

students in the collegial governing bodies of the University and the EP and their representativeness in making decisions on the management of the EP, and other issues related to student life.

Conclusions of the EC on the criteria of standard 4 "Students"

strong positions – 0,
satisfactory – 7,
suggest improvements – 1,
unsatisfactory – 0.

6.5. Standard "Academic staff/Teachers"

The evidentiary part

The requirements for the personnel conditions for the implementation of the specialty program are established by the Federal State Educational Standard. The implementation of the educational program "33.05.01. Pharmacy" is provided by management and scientific and pedagogical workers, as well as persons involved in the implementation of the EP specialty on the basis of regulatory documents of various levels.

For the study of the EEC, documents that are in the public domain were submitted for public review on the university's website, in Appendices to the self-assessment report:

Labor Code of the Russian Federation,

Regulation on approved by Order of the Ministry of Education and Science of the Russian Federation No. 749 dated July 23, 2015,

The nomenclature of positions of pedagogical workers of organizations engaged in educational activities, positions of heads of educational organizations, approved by the Decree of the Government of the Russian Federation dated August 8, 2013 No. 678 "On approval of the nomenclature of positions of pedagogical workers of organizations engaged in educational activities, positions of heads of educational organizations",

Order of the Ministry of Health and Social Development of the Russian Federation No. 1n dated 11.01.2011 "On approval of the Unified Qualification Directory of positions of managers, specialists and employees, section "Qualification characteristics of positions of managers and specialists of higher professional and additional professional education",

The Charter of the FSFEO of HE KemSMU of the Ministry of Health of Russia.

The full-time number of teaching staff is planned based on the needs of the educational process, the standard of the teaching load on the teacher and depends on the contingent of students.

Total	Professor	Associate professor	Lecturer/Senior Lecturer	Assistant
74	11	42	12	8

The duties and rights of employees are defined in job descriptions. According to the submitted documents, the staff of EP 33.05.01 is 74 people, including, in accordance with the requirements of the Federal State Educational Standard, highly qualified managers and employees of practical pharmacy, whose activities are related to the direction of the program being implemented. The share of teachers of biomedical disciplines is 44.9%, social and behavioral disciplines – 38.5%, pharmaceutical disciplines – 16.7%. The personnel policy being implemented allows maintaining a balance of ratios between medical and non-medical teachers and between full-time and part-time teachers.

The ratio "teacher - student" (1:1.81), the balance of academic and professional qualifications of teachers, is regulated in [Regulation on the procedure for planning and accounting for the work of the teaching staff](https://kemsu.ru/departments/ulamko/documents/poloj/26.11.20_poloj_planrab_pps.pdf) QMS-OB-01-PD-00.05-2020 https://kemsu.ru/departments/ulamko/documents/poloj/26.11.20_poloj_planrab_pps.pdf.

EP specialty 33.05.01 Pharmacy is provided by experienced teaching staff. Teachers have an education and/or additional professional education corresponding to the academic disciplines taught; also, all teachers regularly undergo advanced training in accordance with the requirements of the Ministry of Science and Higher Education of the Russian Federation.

The University improves the recruitment practice by forming and training a reserve of personnel, including from among residents, improving professional training, developing measures to improve the recruitment process and stimulating personnel.

[The announcement of the competition](https://kemsmu.ru/departments/staff/documents/) is published in open access on the university's website <https://kemsmu.ru/departments/staff/documents/>, this allows both university employees and third-party applicants to participate in the competition. To participate in the competition, applicants submit biographical data, information about research activities, professional development and other professional achievements. All applicants must have the necessary level of qualifications for educational, research and medical work. Qualification requirements for the positions of teaching staff related to the teaching staff were approved [by the order of the Ministry of Health and Social Development of Russia dated 11.01.2011 No. 1n](#).

One of the key priorities of Kemsu development in accordance with the quality policy is the continuous improvement of the professional competence of scientific and pedagogical workers and administrative and managerial personnel. The teaching staff is not only an adherent of the university's mission, but also an active propagandist of the stated purpose and directions of KemSMU development. This is reflected in the Regulation on the procedure for advanced training of the teaching staff and staff of the QMS-OB-01-PD-00.03-2019 https://kemsmu.ru/departments/ulamko/documents/poloj/poloj_poryadok-povish-kvalif-PPS_25.03.19.pdf.

The University has created conditions for continuous professional development of teaching staff. Cycles of advanced training of teaching staff in pedagogy and psychology of higher education, as well as in individual specialties within the framework of additional education (AE) and additional professional education (APE) are organized and regularly conducted.

The academic community takes part in the cultural and social life of the university and the region.

Teachers are engaged in research activities in accordance with their scientific specialty and the profile of the department. University scientists publish the results of their research in periodicals indexed in the international scientific citation systems WoS and Scopus, journals included in the RSCI. Teachers use achievements in scientific work in the educational process at lectures, practical, laboratory and seminar classes. Scientific research of teaching staff is used in teaching and learning.

Academic staff participates in the development of learning concepts at various levels, as well as in the development of curricula, academic disciplines taught in educational units. The relevant duties of the teaching staff are provided for in their job descriptions.

In order to stimulate employees to a high-quality result of work, as well as encouragement for the work performed at the university, in addition to the official salary, incentive payments have been established. The issues of staff promotion are regulated by the local regulations of the university, in particular, [Regulations on incentive payments under an effective contract to teaching staff of the University](#). The Regulation defines the size of official salaries by professional qualification groups, the size of the increasing coefficients to salaries; the conditions and amounts of compensatory and incentive payments in accordance with the lists and payments approved by the Ministry of Health of the Russian Federation. Taking into account the working conditions of the teaching staff, compensatory payments, incentive allowances and bonus payments are established.

Analytical part

The University has developed and implemented a policy for the recruitment and admission of teaching staff, which determines the required experience, criteria for scientific, educational,

pedagogical and clinical achievements, including the balance between teaching, scientific activities, specialist qualifications, their responsibility, the responsibility of employees.

In its policy of selection of teaching staff, the mission of the educational program, the needs of the education system and the needs of the healthcare system of the Russian Federation are taken into account. The EEC experts note that the University maintains a balance of academic staff /teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program in the specialty 33.05.01 Pharmacy, developed criteria for admission of teaching staff, including scientific, pedagogical and other achievements of applicants, monitoring of the responsibility of academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences, the institutional conditions for financing employees and efficient use of resources are taken into account.

The University has established time standards for each type of activity, taking into account the needs of the University and the professional qualifications of teachers. Depending on the position held, pedagogical work consists of two parts: – educational load (all types of contact work of a teacher with students provided for by the educational program) and other work provided for by an employment contract or job description, scientific, research, methodological, preparatory, organizational work, individual work with students.

However, the analysis [Regulations on the procedure for planning and accounting for the work of the teaching staff](https://kemsmu.ru/departments/ulamko/documents/poloj/26.11.20_poloj_planrab_pps.pdf) QMS-OB-01-PD-00.05-2020 https://kemsmu.ru/departments/ulamko/documents/poloj/26.11.20_poloj_planrab_pps.pdf. and the answers in focus groups show no difference in the hours of study load between different categories of positions, the same number of hours (10!) allocated for the preparation of publications in journals, without highlighting the levels of these journals (HAC, WoS, Scopus).

The development policy of the teaching staff of the University is aimed at the management and development of human potential, the promotion of employees, maintaining the number of staff at an optimal level, as well as the implementation of a rational process of updating the existing human potential, capable of ensuring the fulfillment of institutional goals and objectives.

The teaching staff of the University has the right to elect colleagues and be elected to all governing bodies of the University is guaranteed in accordance with the applicable criteria and procedures. Promotion mechanisms, both in scientific, educational, and managerial spheres, provide that each University employee has the necessary conditions for work and performance of official duties. The procedures for organizing and conducting competitions are based on the following principles: transparency – comprehensive information about vacancies and employment conditions; providing all interested parties with information on how the competition is organized and conducted; objectivity – ensuring equal conditions for candidates for vacant positions, selection based on clearly defined criteria and a unified methodology for assessing the level of competence of candidates; merit selection – selection based on the results achieved by the most competent persons.

The EEC experts also note that according to the results of interviews with teaching staff of students, analysis of the content of working curricula in disciplines and attendance of practical classes, teaching and teaching methods focused on memorization (reproduction) and understanding of educational material that do not reflect all the learning outcomes planned in the OP prevail in the educational process.

Neither the teaching staff nor the students are properly oriented in the field of teaching and learning methods such as TTL, BL, RBL, project-oriented learning, etc.

KemSMU has introduced differentiated remuneration based on the results of the achievements of teaching staff only for employees (effective contract) whose place of work at the university is the main one, the rest of the employees do not receive incentive payments.

Meetings with different focus groups showed the absence of all types of academic mobility at the university. The focus group of students did not know what academic mobility was at all. It should be noted that against the background of the lack of academic mobility as such at the

University, 86.4% positively assessed it when questioning the teaching staff on the question of how the work on academic mobility was set.

Strengths / best practice according to Standard 5 "Academic staff / Teachers"

There are no strengths according to this standard.

EEC Recommendations

University Administration until September 2022:

- to guarantee recognition of academic activities (pedagogical, research, clinical) of all employees, including part-timers in various forms (remuneration, awards, promotions), with reflection in the relevant local regulations of the university, including the effective contract system;

- review the balance of time between teaching, clinical, scientific, methodological and educational functions for the teaching staff, with the establishment of adequate time for each type of activity.

Conclusions of the EEC according to the criteria of standard 5 "Academic staff / Teachers"

strong positions – 0,
satisfactory – 10,
suggest improvements – 2,
unsatisfactory – 0.

6.6. Standard "Educational resources"

Доказательная часть

To implement EP 33.05.01. Pharmacy, the university has sufficient material and technical base (4 academic buildings, pharmaceutical departments located in pharmaceutical clinics, 3 dormitories for students, a scientific library, gyms, buffets).

The library organizes operational information and library services for students, postgraduates, teachers, researchers and other employees. The library fund is equipped with printed and electronic educational publications. The electronic library is open around the clock, access to resources on the university's website <https://kemsmu.ru/science/library/>.

Students are provided with the resources of Russian and foreign EBS (EB), professional databases, information and reference and search engines: EMB "Doctor's consultant" URL: [http://www.rosmedlib.ru /](http://www.rosmedlib.ru/), EBS "Student Consultant" URL: <http://www.studentlibrary.ru/>,

Open access resources: NEB "eLibrary.RU"; "Federal Electronic Medical Library" (FEML) (<http://www.femb.ru>), which is part of the unified state information system in the field of health care as a reference system; electronic library subscription of the Central Library Service (<http://www.emll.ru>); Website of the World Health Organization (<http://www.who.int/ru>), foreign resources with limited access: PubMed ([http://www.pubmed.gov /](http://www.pubmed.gov/))

To provide distance learning opportunities for students, residents and continuing medical education of medical professionals, distance learning portals built on the Moodle platform are used, which allow providing access to educational materials around the clock.

In the educational process, the ATOLL system of automation of preferential drug provision, various automation programs for warehouse accounting and the release of pharmacy assortment goods are used.

Students have the opportunity to practice and acquire the skills necessary for further work at the following practice bases: JSC "Drugstores of Kuzbass", LLC "UK "Edelweiss", GBUZ KO "Center for Quality Control and certification of medicines".

Responsibility for the facilities of KemSMU is borne by the vice-rector for administrative and economic work, there is also a service for civil defense, fire safety, anti-terrorism and

sanitary and anti-epidemic regime. In each department (departments, services), responsible and authorized persons for labor protection and fire safety are appointed, who inform the administration about problems and violations. The premises of KemSMU are equipped with systems and equipment to create a safe environment (fire extinguishers, fire-fighting "hoses", evacuation scheme, etc.). There are fume hoods in chemical laboratories. The laboratories have first aid kits and instructions for actions in case of accidents, as well as personal protective equipment.

In order to ensure the accessibility of buildings and structures and the safe presence of disabled students and persons with disabilities in them, the entrance to the main academic building has been re-equipped in accordance with the requirements for accessibility of the environment for low-mobility citizens of SNiP 35.01.2001, SP 42.13330, GOST R 51261, GOST R 52875. There are several entrances with a minimum height difference, equipped with ramps, an opening lock and a button to call a duty officer or a security officer. An alarm and notification system for persons with disabilities is equipped, which contributes to ensuring the safety of students in accordance with SNiP 21-01 and GOST 12.1.004. Information signs about the availability of situational assistance to persons with disabilities are placed in accordance with the requirements. On the ground floor of the main building there is a toilet cubicle accessible to students with limited mobility.

The introduction and development of information technologies at the university is determined by the requirements for the electronic information educational environment described in the Federal State Educational Standard.

Local acts regulating work with information technologies are:

Local acts regulating work with information technologies are:

- Regulations on the electronic information and educational environment QMS-OS-03-PD-00-39-2021;
- Regulations on electronic educational resources QMS-OB-03-Pd-01.02-2019;
- Regulations on Information Technology Management;
- Regulation on the processing of personal data QMS-OB-04-PD-00.05-2018;
- Personal Data Processing Policy QMS-OB-04-P-00.01-2017;

The electronic information and educational environment of the university includes the following components:

1. The official website of the University;
2. Modular object-oriented dynamic learning environment Moodle;
3. Corporate Email;
4. Directory of publicly available data;
5. Electronic library systems;
6. Personal account of the user of the electronic information and educational environment.

7. Legal systems: Consultant and Code The University is equipped with computer and multiplying equipment: personal computers 871 units, of which: 587 personal computers with access to the information and telecommunications network Internet, laptop computers 469; printers 120 units; multifunctional devices 172 of them installed in the library 3 units; projectors 84 units; televisions 26 ed.

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

KemSMU develops the practice of attracting foreign teachers within the framework of international scientific and practical conferences without pay (Lebanon, UAE, Italy, Egypt, Jordan, Uzbekistan, Lithuania)

The accounting of disciplines passed in foreign educational organizations is allowed in the order and scope provided for by the normative act of KemSMU. To date, this process is regulated [Regulations on the procedure for crediting the results of students' mastering of academic subjects, courses, disciplines \(modules\), practice, additional educational programs mastered in other organizations engaged in educational activities.](#)

In the 2020/2021 academic year, within the framework of academic cooperation, a course of lectures on microbiology was held for Kemsu students by teachers of the School of General Medicine-1 of the Kazakh National Medical University named after S.D. Asfendiyarov. The thematic plan of lectures was presented by the topical directions in medicine "The microbiome of the human body" and "The importance of the human microbiome in the development of somatic pathologies", "Antibiotic resistance. Methods of determination" and "Molecular bases of antibiotic resistance", "Mycoses".

Analytical part

The EEC experts state that within the framework of the standard "Educational Resources" in the specialty 32.05.01 Pharmacy, during the work of the expert commission and the analysis of the submitted documentation, it was revealed, in general, that the material, technical, library and information resources used to organize the learning process are sufficient, meet the requirements of the standard, the Federal State Educational Standard, the needs of students, PPS and meet their purpose.

Auditoriums and specialized research laboratories and other premises comply with the established norms and rules. The EEC confirms the availability of student support systems, including support through the university's website.

The EEC confirms the availability of student support systems, including support through the university's website, through personal appeals to the dean, vice-rector, rector, curator, student dean. During the interview, the students expressed full satisfaction with the cost of tuition, the availability of discounts, incentives and thanks from the management, the food and medical care system, accommodation in dormitories, the monitoring of the student support process.

The process of practical training is provided through its implementation in pharmacy institutions, according to the discipline being studied, on the basis of contracts concluded with practice bases.

During the interview, the students expressed full satisfaction with the cost of tuition, the availability of discounts, incentives and thanks from the management, the food system and medical care.

The University provides free access to electronic sources of information for students and employees. All departments and departments are connected to the University's internal network and the Internet. Free access to Wi-Fi is provided in the university space.

Along with this, members of the EEC, as well as focus groups of students, teaching staff note the insufficient number of scientific databases to which scientific, pedagogical staff and students can freely access; the insufficient level of publication activity of teaching staff on OP 33.05.01 Pharmacy in leading domestic and foreign peer-reviewed journals.

The University promotes the expansion of forms and methods of attracting students to participate in scientific research, improving their capabilities in publishing work, performing scientific research.

Despite the fact that the report declares regular consultations with experts in the field of education and pharmacy on the development of teaching methods and evaluation, none of the focus groups (heads of structural divisions, deans, heads of departments) could give examples and explain the mechanism and policy of expertise. The Commission also notes the absence of an expert assessment policy in the development of the OP, its revision.

In the opinion of the EEC experts, the academic mobility system at the University suggests improvement, it has been established that not all categories of staff and students are covered by the academic mobility development program, especially in terms of internships. It is also necessary to improve the accounting procedure for disciplines studied within the framework of academic mobility of students.

In addition, the commission notes that the submitted documents do not provide information on specific scientific studies that are implemented in OP 33.05.01 Pharmacy.

The mechanism and policy of expertise in the development of OP, the development of teaching methods and knowledge assessment are not defined.

Strengths / best practice according to Standard 6 "Educational resources"

There are no strengths according to this standard.

EEC Recommendations

By the end of 2022, the university administration should develop a policy of academic mobility of administrative and managerial personnel, teaching staff and students, including provision of appropriate resources and taking into account the needs of administrative staff, teaching staff and students.

Responsible for the EP until the end of 2022 to organize an examination of the EP, including teaching methods and skills assessment, according to the results of which to make changes to the EP.

Responsible for the EP until the end of 2022 to conduct an examination in the assessment of education and in the research of theoretical, practical and social issues of medical education.

Conclusions of the WEC according to the criteria of Standard 6 "Educational resources" (strong/ satisfactory/ suggest improvements/ unsatisfactory)

strong positions – 0,
satisfactory – 25,
suggest improvements – 5,
unsatisfactory – 0.

6.7. The standard "Evaluation of the educational program"

The evidentiary part

Monitoring of the educational program and the results of its development is carried out on the basis of local regulations: [Regulations on the main professional educational program](#), [Regulations on the work program of the discipline](#), [Provisions on the quality control system of training](#), [Regulations on the state final certification](#).

After studying each discipline, students have the opportunity to formulate and bring to the attention of the head of the department, dean, vice-rector and rector proposals on the structure, scope and content of the discipline being studied, as well as on methods and means of control by means of a questionnaire. In addition, students are represented in the Academic Council of the FSFEO of HE KemSMU of the Ministry of Health of Russia.

For the analysis of educational programs, there is a feedback system that includes areas related to educational and extracurricular processes.

The Dean's office, the faculty Council, the central methodological council, the Council for the quality of education identify existing problems in relation to various components of the educational program, educational and methodological support of disciplines and practices, accessibility of the electronic information and educational environment, personnel, material and technical support, the results of the development of the educational program. The departments, the dean's office, and the educational department monitor the progress of students during the semester, identify underachieving students, conduct individual work with this category of students, with parents.

The content of the educational process is regularly checked by the educational and methodological department and the dean's office. The educational program is evaluated by interested parties - internal and external consumers: students, employers, heads of health authorities participating in the state final certification and in the primary accreditation of graduates.

An annual sociological survey of teachers and students is conducted in questionnaire form in the following areas:

1) students' satisfaction with the quality of the educational process;
 2) students' satisfaction with the quality of teaching the discipline;
 3) satisfaction of teachers with their work at the university. The results are summarized and analyzed by the University's Education Quality Department and reviewed at meetings of the Quality Council.

The University has established a Commission on compliance with the requirements for Official Conduct and conflict of interest resolution.

On the basis of the anti-corruption action plan developed in accordance with Article 13.3 of the Federal Law "On Combating Corruption" and in order to ensure measures to prevent corruption, KemSMU conducts a set of organizational, explanatory and other measures for anti-corruption education of employees and students at the university.

KemSMU annually monitors employers' satisfaction with the quality of graduate training, including graduates of the Faculty of Pharmacy. About 40 employers from various regions of Russia take part in the study every year. The purpose of monitoring is to provide objective information reflection of the state of satisfaction of employers with the quality of graduates of the university, analytical generalization of the data obtained and the development of corrective measures aimed at improving the quality of graduate training.

Employees of practical healthcare and pharmacy are members of the state examination commission, participate in the primary accreditation of graduates, identify shortcomings and recommend changes in the educational program.

Monitoring and evaluation of learning outcomes and their implementation is provided by surveys of students and the teaching staff of the University.

Analytical part

The members of the EEC note that the university has a system of assessment of the EP, based on the use of various methods of collecting, processing and analyzing information in the context of the EP and the University as a whole. The data testifying to the involvement of teaching staff, students and university staff in the process are given <https://kemsmu.ru/departments/ulamko/otdel-kachestva-obrazovaniya/consumers/>.

A survey and questionnaire of students, employers and graduates is conducted in the traditional format, and using information and communication technologies, which is presented in the documents of the University.

The Commission notes that the University's website does not provide information on the results of the survey and the measures taken to satisfy students, teaching staff, employers, graduates with the educational process, ITB, working conditions, and other aspects of academic and extracurricular work. There is no information on the satisfaction of the needs of the staff of EP Pharmacy, as well as on the consideration of complaints from all interested parties.

In the submitted documents, the commission notes the negative dynamics of the decline in the average passing score for admission to the Faculty of Pharmacy from 71.27 in 2019 to 61.8 in 2021. There is no information about whether the information received has been analyzed and what decisions have been made based on it.

At meetings with focus groups of heads of departments, teaching staff, students, to the question of what active teaching methods are used, respondents had difficulties with answers, and therefore, the commission notes the need to master and apply these technologies and teaching methods (PBL, TBL and others).

In the submitted documents and responses, there is no analysis and the nature of the decisions taken to take into account the achievements of students in the context of previous experience, conditions, level of training at the time of admission, selection, planning of the EP.

Insufficient information was provided from KemSMU on the results of the survey of all interested parties, and how feedback was used to improve the educational program. It is also probably necessary to expand the range of forms, methods and models of feedback can be

expanded, taking into account the specifics of the EP in the specialties implemented at the university as a whole (oral and written comments; interviews in focus groups, etc.).

Thus, separate elements of monitoring of the educational process are carried out at KemSMU. Feedback is maintained between teachers and students, including a questionnaire system of satisfaction with educational and other activities of the university, aimed at improving the educational program.

Strengths / best practice according to Standard 7 "Evaluation of the educational program"

There are no strengths according to this standard.

EEC Recommendations

The management of the University and those responsible for the implementation of the EP to develop a program for monitoring key aspects of the EP by September 2022.

By the end of December 2022, those responsible for the EP should ensure a qualitative improvement in the content and implementation of the EP based on the implementation of the monitoring results obtained.

Responsible for the EP to involve teaching staff and students in the process of monitoring the EP, starting from the 2022 academic year.

The management of the University and those responsible for the implementation of the EP should conduct a comprehensive assessment of the educational program on a regular basis from the 2022-2023 academic year, aimed at:

- context of the educational process;
- description of the discipline, teaching methods, training and evaluation methods;

The management of the University and those responsible for the implementation of the EP need to develop and apply on a regular basis from 2022-2023 mechanisms for evaluating the educational program aimed at:

- student's progress;
- search for problems of insufficient achievement of the expected final learning outcomes and for the implementation of measures and corrective action plans to improve the educational program and curricula of disciplines.

Those responsible for the implementation of the EP should collect and study feedback from graduates on a regular basis from 2022 to obtain information, improve the EP and the quality of training of students.

Conclusions of the VEC according to the criteria of standard 7 "Evaluation of the educational program"

- strong positions – 0,
- satisfactory – 16,
- suggest improvements – 8,
- unsatisfactory – 0.

6.8. Standard "Management and Administration"

The evidentiary part

The management of Kemsu is carried out in accordance with the legislation of the Russian Federation on the basis of a combination of the principles of unity of command and collegiality.

The collegial governing body of the University is the Academic Council, which includes the rector, president, vice-rectors, deans of faculties, heads of departments, heads of departments, teachers, students. The Academic Council reviews and makes decisions on the main areas of educational, scientific and medical activities of KemSMU, as well as approves curricula and educational programs on the recommendation of the deans of faculties, awards honorary titles, approves local regulations governing the main activities. The structure and functions of the Academic Council are presented in [Regulations on the Academic](#)

[Councilhttps://kurskmed.com/upload/sveden/rukovodstvo/589.pdf](https://kurskmed.com/upload/sveden/rukovodstvo/589.pdf)

According to the organizational structure, vertical and horizontal interaction of structural units is carried out at the university. The general management and management of the university's activities is carried out by the rector. Vice-rectors and departments are directly subordinate to the rector. Vice-rectors supervise structural divisions in the areas of activity. The Dean's Office of the Faculty of Pharmacy is a division located in the office of the Vice-Rector for Academic Affairs. In the course of performing the main tasks and functions, the dean's office interacts with other departments of the university. Interaction of the dean's office with departments and students is carried out within the framework of meetings of councils and commissions.

The management of the educational program on the principles of the university-wide and program Mission and Quality Policy is carried out by faculty methodological commissions, cycle methodological commissions.

The tasks and functions of the staff are defined by job descriptions. Regulations on structural divisions and job descriptions are developed in accordance with The standard of the organization. Organizational documentation. Regulations on the structural unit. Structure and management.

Transparency of decisions made by the university management, as well as collegial associations, is provided through the official website of the university. The electronic information and educational environment of the university provides transparency in the management of the educational process for students, teachers, heads of departments, dean, parents (legal representatives).

The University has the status of a federal state budgetary institution and receives funding to fulfill a state task. The final values and the value of the components of the basic standards of costs for the provision of public services for the implementation of educational programs, industry correction coefficients and the procedure for their application are approved by the Ministry of Education and Science of the Russian Federation.

Financing is carried out in accordance with agreements concluded with the Ministry of Health of the Russian Federation. Financing of the educational program is carried out from the following sources: subsidies for financial support of the state (municipal) task from the federal budget; targeted subsidies in accordance with the Budget Code of the Russian Federation; proceeds from the provision of paid educational services, other paid services.

The financial and economic activities of the University are based on the principles of efficiency, efficiency, priority, transparency. All information about the sources and amounts of funding for the implementation of educational programs is published on the official website <https://kemsmu.ru/sveden/budget/>. The budget execution report is reported annually to the Academic Council of the University.

The University has the necessary autonomy to determine the priority areas of spending. For the implementation of the educational program, financial resources are allocated for all types of activities and expenditure items: payroll, material and technical support of the educational process (purchase of manuals, devices, equipment, consumables for the educational process), maintenance, current, capital repairs, utilities, remuneration of teachers: for high achievements in scientific and methodological activities; for the presence of state, departmental and university awards and distinctions; based on the results of the rating quality control of activities. The University allocates funds to support students (organization of cultural, sports, recreational work with students).

The administrative division responsible for activities related to the educational process is the Educational Department (ED), which forms databases on the contingent; analyzes the movement of the contingent, analyzes statistical data on students; analyzes student performance; forms and maintains personal files of students; works with orders; advises departments on current issues; forms summary reports for submission to the external environment of the

university. The Schedule Department, which is part of ULAMCO, is responsible for scheduling classes and lectures, exam schedules, managing lecture halls and study rooms.

To continuously improve the quality of education based on the process approach, the university has developed and approved quality management system (QMS) <https://kemsu.ru/departments/ulamko/documents/>. According to the principles of the QMS, a register of QMS processes has been developed, each of which is regulated by the corresponding process information card (ICP).

Every year, in order to implement the tasks set, plans for training specialists, research activities, the University updates and approves the Staffing table.

KemSMU, in accordance with the current regulatory legal acts, concluded agreements on practical training of students with practice bases (3 contracts).

The University carries out work on the development of international activities and expands the scope of international cooperation.

Monitoring, measurement, analysis and improvement processes are planned and applied. The process of updating the university takes place through the implementation of the mission, vision of the university, based on improving the quality of education and introducing innovations in education, science and practice.

The educational program in specialty 33.05.01 Pharmacy, implemented at KemSMU, is focused on the needs of the healthcare system and society, the achievement of final learning outcomes that contribute to increasing student responsibility and developing lifelong learning skills.

Analytical part

FSFEO of HE KemSMU of the Ministry of Health of Russia in accordance with the Charter approved by the order of the Ministry of Health of the Russian Federation, it is a federal state budgetary educational institution of higher education that implements educational programs of higher and secondary vocational education, additional educational programs, as well as basic professional educational programs of postgraduate medical and pharmaceutical education.

In 2021. Kemsu has passed the procedure of state accreditation of educational activities and the procedure of professional and public accreditation.

Financial support for the implementation of the specialty program for OP 33.05.01 Pharmacy is carried out in an amount not lower than those established by the Ministry of Education and Science of Russia. The cost of training according to https://kemsu.ru/sveden/paid_edu/ / according to OP 33.05.01 Pharmacy is 77,000 rubles in different training courses https://kemsu.ru/sveden/paid_edu/files/dog-ff_20.pdf.

The University independently carries out financial and economic activities, developing a financial and economic activity plan (PFHD) in accordance with the order of the Ministry of Health of the Russian Federation dated 09.12.2016 N. 951n "On approval of the Procedure for drawing up and approving the financial and economic activity plan of federal state institutions subordinate to the Ministry of Health of the Russian Federation". The financial autonomy of the university correlates with the principles of responsibility to society for the quality of all professional training, scientific research, provision of services, with the effective disposal of funds and state property.

The implementation of resources is implemented depending on the specifics and needs of the EP, academic disciplines and practices, conditions for practical and laboratory classes, etc. To determine the resources necessary for the implementation of the program, each department of the University (dean's office, department, library and other services) forms

an application for the purchase of textbooks, equipment, office equipment, computers, etc.
Applications

of departments are satisfied during the year in accordance with the procurement schedule and the PFHD. This policy does not contradict the federal legislation of the Russian Federation and ensures the institutional autonomy of the university.

The share of scientific and pedagogical workers implementing the educational program, having an education in the profile of the discipline, is at least 70% in the total number of NPR, having a scientific degree - at least 65%, the share of employees from among the managers and employees of the organization whose activities are related to the direction of the implemented program is at least 10%, which corresponds to national education standards.

The implementation of EP 33.05.01 Pharmacy is provided by management and scientific and pedagogical workers, as well as persons involved under the terms of a civil contract (CC) on a paid or gratuitous basis.

To motivate employees to improve the quality and effectiveness of their activities, KemSMU has created and operates a competitive environment. The administration of the university is guided by the results of scientific, methodological, educational work when assigning a stimulating part of the salary (effective contract system). However, as noted by the teaching staff, payments are accrued only to the main employees, external part-timers do not receive them.

At the same time, the Commission notes that when analyzing the information presented on the website, it was not possible to assess the procedure and transparency of administrative decisions taken, which should be taken into account in the future.

Strengths / best practices according to Standard 8 "Management and Administration"

No strengths have been identified according to this standard.

EEC Recommendations

The management of the University and the EP by September 1, 2022 to determine the list of collegial management bodies, which should include:

- students;
- other interested parties (including employers, representatives of the Ministry of Education, Health, the public).

The conclusions of the EEC on the criteria of standard 8 "Management and administration"

strong positions – 0,
satisfactory – 15,
suggest improvements – 2,
unsatisfactory – 0.

6.9. The "Constant updating" standard

Доказательная часть

The University is an educational organization of higher education, which, as one of the main objectives of its activities, carries out educational activities on educational programs of higher education and scientific activities created for the implementation of educational, scientific, social and other non-commercial functions.

The University carries out its activities in cooperation with the Ministry of Health of the Russian Federation, other federal executive authorities, executive authorities of the subjects of the Russian Federation and local self-government bodies, public associations, other legal entities and individuals.

KemSMU is a dynamically developing educational institution with a socially responsible approach to the training of pharmaceutical and medical personnel at the national, federal and international levels.

The university conducts an annual analysis by the management of the level of achievements of the mission, goals and plans of the university. The input data for the analysis are the results of monitoring the implementation of the activities of the strategic plan, internal audit of the structural divisions of the university, the report of external and internal commissions.

The results of the analysis are heard at a meeting of the Academic Council and the Rector's Office, which are the basis for measuring and improving efficiency.

The process of renewal at the University is based on the implementation of the mission, vision of the university, based on improving the quality of education at the university through the introduction of innovations in education, science and practice; as well as on improving the student recruitment policy and personnel policy; strengthening educational resources; improving the processes of monitoring and evaluation of programs; the University management structure.

According to the Documented Documentation Management Procedure, all process owners are required to monitor and measure the relevant process and annually submit a report on the functioning of the process with the identification of deficiencies and identification of areas for improvement. Documentation of inconsistencies and shortcomings in the work of departments, faculty as a whole is carried out during internal and external audits of the QMS. Based on the results of the audits, in order to eliminate the causes of the identified inconsistencies and prevent their recurrence, the departments develop corrective action plans. According to the results of the academic year, all departments, councils, commissions and prepare reports on the results of the implementation of plans. These results are analyzed by the Dean's office of the faculty, the top management of the university for making decisions for future periods, and are also reflected in the strategic development plans of the faculty and the university.

Documentation of inconsistencies and shortcomings in the work of departments, faculty is carried out during internal and external audits of the quality management system. Based on the results of the audits, in order to eliminate the causes of the identified inconsistencies and prevent their recurrence, the departments develop plans for corrective and preventive measures. According to the results of the training, all departments, councils, commissions prepare reports on the results of the implementation of plans, processes at the Faculty of Pharmacy.

The process of updating the fields of activity is based on the constant study of trends in development and innovation in the field of medical and pharmaceutical education, participation in conferences, participation in international projects.

The process of updating educational resources is carried out in accordance with changing needs, the development of research directions in pharmacy, innovative technologies of surgical intervention, treatment of many diseases, as well as socio-economic requirements of the labor market in the field of pharmaceutical services.

Employees and teaching staff of the educational program 33.05.01 Pharmacy are ready for constant updates of the elements of the educational program. In order to improve the quality of the EP, structural divisions conduct internal audits, according to the developed indicator. Based on the results of the audit, an action plan is being developed that contributes to the updating and improvement of the EP, as well as training trainings and seminars for teaching staff.

The university has a practice of assessing the quality of educational programs. The mechanisms of evaluation are control visits to classes, demonstration classes of teachers, questionnaires, sociological surveys of participants in the educational process, reviews of external practice managers, conclusions of the chairman of the state attestation commission, reviewers.

The improvement of the organizational structure and management principles in order to ensure the effectiveness of education is an important task of the faculty management and an important institutional element. Monitoring of the quality management system is carried out on the basis of an independent quality assessment, external and internal audits, discussions at the quality council in order to assess the functioning, ensure the basic principles of the university's policy, as well as to achieve the strategic goals and mission of the program.

Analytical part

After analyzing the submitted documents and talking with the participants of the focus groups, the members of the EEC concluded that the University, as a dynamic and socially responsible institution, should initiate procedures for regular review and revision of the content,

results/competence, assessment and learning environment. It is necessary to thoroughly review the structures and functions, document and eliminate deficiencies in the accredited EP, taking into account the fact that the University constantly allocates resources for continuous improvement.

Along with the overall satisfactory assessment of the EP's activities under this standard, the Commission notes that the following issues related to this standard are not fully reflected in the self-report and did not find detailed confirmation during the EEC visit.

Analysis of the documents on EP 33.05.01 Pharmacy related to the standard under consideration, the self-assessment report allows us to conclude that the latest achievements of science in specific disciplines, changes in the needs of society and the professional environment, prospective studies are not key when updating and revising the content of the EP.

The self-assessment report, other submitted documents on EP 33.05.01 Pharmacy, interviews with focus groups do not provide evidence of adaptation of the EP model and methodological approaches that guarantee the use of modern theories of education, adult learning methodology, principles of active learning; processes of monitoring and evaluation of EP.

Strengths / best practices according to Standard 9 "Constant updating"

There are no strengths according to this standard.

EEC Recommendations

Those responsible for the implementation of the EP during 2022-2023 should:

- to adapt the model of the educational program and methodological approaches that take into account modern theories in education, the methodology of adult education and the principles of active learning;

- to conduct and improve the process of monitoring and evaluation of the educational program on a regular basis;

- to base the process of updating the eP on modern, as well as prospective studies, the results of their own study, evaluation and literature on pharmaceutical and medical education.

Conclusions of the EEC according to the criteria of Standard 9 "Constant updating"

strong positions – 0,

satisfactory – 11,

suggest improvements – 3,

unsatisfactory – 0.

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

7.1 Mission and Deliverables Standard

No strengths were identified for this standard .

7.2 Standard "Educational program"

No strengths were identified for this standard .

7.3 Standard "Student assessment"

No strengths were identified for this standard .

7.4 Standard "Students"

No strengths were identified for this standard .

7.5 Academic Staff Standard/Teachers"

No strengths were identified for this standard .

7.6. Educational Resources Standard

No strengths were identified for this standard .

7.7 Standard "Evaluation of the educational program"

No strengths were identified for this standard .

7.8 Standard "Management and Administration"

No strengths were identified for this standard .

7.9 "Continuous update" standard

No strengths were identified for this standard .

(VIII) OVERVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

8.1 Standard "Mission and final results"

Responsible for the EP from September 1 , 2022 to ensure;

- representation and participation of a wide range of stakeholders (graduates, employers, etc.) in the development, discussion, formation, regular revision and implementation of the mission of EP 33.05.01 Pharmacy;
- taking into account the opinions of a wide range of stakeholders in the formulation, revision and implementation of the mission of the EP.

8.2 Standard "Educational program"

For the active participation of students in the educational process, the development of self-learning skills, those responsible for the implementation of EP 33.05.01 Pharmacy to ensure the use of innovative teaching and learning methods based on the modern theory of adult education from September 2022.

Responsible for the implementation of the EP on a regular basis, starting from September 1, 2022, to ensure:

- representation of teachers studying as part of the collegial body responsible for educational programs;
- representation of other stakeholders (representatives of practical healthcare, pharmacy) as part of the collegial body responsible for educational programs, as well as to fix in local regulatory documents the norms of representation and actual participation of stakeholders in the collegial management bodies of the EP and their representativeness when making decisions on the management of the EP.

By December 1, 2022, those responsible for the EP should ensure the formation of a catalog of elective disciplines (electives), taking into account the opinions of students, employers, graduates; and also provide students with the opportunity to choose elective disciplines.

The management of the University, by May 1, 2022, to determine the structural unit responsible for planning and implementing innovations in the EP.

8.3 Standard "Student Assessment"

Responsible for the implementation of the EP, monitoring and its revision on a regular basis from the 2022-2023 academic year to ensure:

- teaching teaching staff to use a wide range of assessment methods and assessment formats, taking into account their validity, reliability, impact on training, acceptability and effectiveness of assessment methods and format (December 2022);
- approbation, technical and substantive examination of assessment tools, documentation of the assessment of reliability and validity of the assessment methods used (September 2022);
- - introduction of new assessment methods in accordance with the need (December 2022);

- when developing a system for assessing students' academic achievements, a balance between formative and summative assessment of competencies (December 2022).

8.4 Standard "Students"

By September 1, 2022, the University and the EP management will determine and consolidate in local regulatory documents the norms of representation and actual participation of students in the collegial governing bodies of the University and the EP and their representativeness in making decisions on the management of the EP, and other issues related to student life.

8.5 Standard "Academic staff/Teachers"

University Administration until September 2022:

- to guarantee recognition of academic activities (pedagogical, research, clinical) of all employees, including part-timers in various forms (remuneration, awards, promotions), with reflection in the relevant local regulations of the university, including the effective contract system;

- review the balance of time between teaching, clinical, scientific, methodological and educational functions for the teaching staff, with the establishment of adequate time for each type of activity.

8.6 Standard "Educational resources"

By the end of 2022, the university administration should develop a policy of academic mobility of administrative and managerial personnel, teaching staff and students, including provision of appropriate resources and taking into account the needs of AUP, teaching staff and students.

Responsible for the EP until the end of 2022 to organize an examination of the EP, including teaching methods and skills assessment, according to the results of which to make changes to the EP.

Responsible for the EP until the end of 2022 to conduct an examination in the assessment of education and in the research of theoretical, practical and social issues of medical education.

8.7 The standard "Evaluation of the educational program"

The University management and those responsible for the EP should develop a program for monitoring key aspects of the EP by September 2022.

Responsible for the EP to monitor the implementation of monitoring results in the EP by the end of December 2022.

Responsible for the EP to involve teaching staff and students in the process of monitoring the EP, starting from the 2022 academic year.

The management of the University and those responsible for the implementation of the EP should conduct a comprehensive assessment of the educational program on a regular basis from the 2022-2023 academic year, aimed at:

- context of the educational process;
- description of the discipline, teaching methods, training and evaluation methods;

The management of the University and those responsible for the implementation of the EP need to develop and apply on a regular basis from 2022-2023 mechanisms for evaluating the educational program aimed at:

- student's progress;
- search for problems of insufficient achievement of the expected final learning outcomes and for the implementation of measures and corrective action plans to improve the educational program and curricula of disciplines.

Those responsible for the implementation of the EP should collect and study feedback from graduates on a regular basis from 2022 to obtain information, improve the EP and the quality of training of students.

8.8 Management and Administration Standard

The management of the University and the EP by September 1, 2022 to determine the list of collegial management bodies, which should include:

- students;
- other interested parties (including employers, representatives of the Ministry of Education, Health, the public).

8.9 The "Constant updating" standard

Those responsible for the implementation of the EP during 2022-2023 should:

- to adapt the model of the educational program and methodological approaches that take into account modern theories in education, the methodology of adult education and the principles of active learning;
- to conduct and improve the process of monitoring and evaluation of the educational program on a regular basis;
- to base the process of updating the EP on modern, as well as prospective studies, the results of their own study, evaluation and literature on pharmaceutical and medical education.

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

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission came to the unanimous opinion that the educational program 33.05.01 Pharmacy, implemented in the Federal State Budgetary 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.

Appendix 1. Evaluation table "PARAMETERS of the SOFTWARE PROFILE"
33.05.01 Pharmacy

№	№	EVALUATION CRITERIA	The Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
"MISSION AND RESULTS"						
Mission definition						
1	1	A medical education organization should define its <i>mission</i> and that of the OP and communicate it to stakeholders and the health sector .		+		
The mission statement should include goals and an educational strategy to train a competent doctor at the level of basic medical education :						
2	2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, administrative medicine and research in medicine		+		
3	3	capable of performing the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	prepared for postgraduate training		+		
5	5	with a commitment to lifelong learning, It includes professional responsibility to support the level of knowledge and skills through performance evaluation, auditing, studying own practices and recognized activities in <i>the NPR/NMO</i> .		+		
6	6	A medical education organization should ensure that its mission includes medical research achievements in the biomedical, clinical, behavioral, and social sciences.		+		
7	7	A medical education organization should ensure that its mission includes aspects of global health and reflects major international health issues.		+		
Participation in mission formulation						
8	8	The medical education organization should ensure that <i>key stakeholders</i> are involved in the development of the OP mission.			+	
9	9	The medical education organization should ensure that the stated mission of the OP is based on the views/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 faculty are responsible in relation to::						
10	10	development and preparation of the educational program;		+		
11	11	use of the allocated resources necessary for the implementation of the educational program.		+		
A medical education organization should guarantee <i>academic freedom</i> to its staff and students:						
12	12	in relation to <i>the current educational program</i> , which will be allowed to rely on different points of view in the description and analysis of questions on medicine;		+		

12	12	in the possibility of using the results of new research to improve the study of specific disciplines/issues without expanding the educational program.		+		
Final learning outcomes						
The medical education organization should determine the expected <i>final learning outcomes</i> that students should show upon completion, relative to:						
13	13	of their achievements at a basic level in terms of knowledge, skills and abilities;		+		
14	14	of an appropriate foundation for a future career in any field of medicine;		+		
15	15	of their future roles in the health sector;		+		
16	16	of their subsequent postgraduate training;		+		
17	17	of their lifelong learning commitments;		+		
18	18	public health health needs, health system needs, and other aspects of social responsibility.		+		
19	19	The medical education organization must ensure that the student fulfills obligations to doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	The medical education organization should determine and coordinate the relationship of the final learning outcomes required upon completion with those required in post-graduate training		+		
21	21	Medical education organizations should determine the results of involving students in conducting research in medicine;		+		
22	22	Medical education organizations should pay attention to the final results related to global health;		+		
23	23	Medical educational organizations should use the results of the assessment of graduates ' competencies as a feedback tool for improving the educational program.		+		
Total			0	21	2	0
EDUCATIONAL PROGRAM						
Educational program model and teaching methods						
24	1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modular or spiral design.		+		
25	2	A medical educational organization must : identify <i>the teaching and learning methods used</i> that encourage, prepare, and support students to take responsibility for their learning process.		+		
26	3	The medical education organization must ensure that the educational program develops students ' lifelong learning abilities.		+		
27	4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	Medical education organizations should use teaching and learning methods based on modern adult learning theory.			+	
The scientific method						
The medical education organization should teach students throughout the entire training program:						
29	6	principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7	scientific research methods in medicine;		+		

31	8	evidence-based medicine,		+		
32	9	which require <i>the appropriate competence of teachers and will be a mandatory part of the educational program.</i>		+		
33	10	Medical educational organizations should include <i>elements of scientific research in the educational program</i> for the formation of scientific thinking and the application of scientific research methods.		+		
34	11	Medical education organizations should promote the involvement of students in conducting or participating in research projects.		+		
Basic biomedical sciences						
The medical organization of education should define and include in the educational program:						
35	12	achievements <i>in basic biomedical sciences</i> , to develop students' understanding of scientific knowledge;		+		
36	13	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
A medical educational organization should adjust and introduce new achievements in the biomedical sciences in the educational program for the following purposes::						
37	14	scientific, technological and clinical developments;		+		
38	15	current and expected needs of society and the healthcare system.		+		
Behavioral and social sciences and medical ethics						
The medical educational organization should define and include in the educational program the following achievements::						
39	16	<i>behavioral sciences;</i>		+		
40	17	<i>social sciences;</i>		+		
41	18	<i>medical ethics;</i>		+		
42	19	<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditionalities of the causes, spread and consequences of medical health problems, as well as knowledge about the national health system. health care system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice.</i>		+		
A medical education organization should adjust and introduce new achievements <i>in the behavioral and social sciences as well as medical ethics in the educational program</i> for:						
43	20	scientific, technological and clinical developments;		+		
44	21	current and expected needs of society and the healthcare system;		+		
45	22	changing demographic and cultural conditions.		+		
Clinical Sciences and Skills						
The medical education organization should identify and implement achievements in the clinical sciences in the educational program and ensure that students::						
46	23	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	spend a reasonable part (one third) of the program in planned contacts with patients, including consideration of the goal, the appropriate number and their needs. sufficient training in relevant clinical databases;		+		

48	25	carry out health promotion and prevention activities.		+		
49	26	A medical education organization must set a certain amount of time for training in the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, and pediatrics.		+		
50	27	The medical education organization should organize clinical training with appropriate attention to patient safety, including monitoring the student's activities in the conditions of clinical bases.		+		
The medical educational organization should adjust and introduce new achievements of clinical sciences in the educational program for the following purposes::						
51	28	scientific, technological and clinical developments;		+		
52	29	current and expected needs of society and the healthcare system.		+		
53	30	The medical education organization should ensure that each student has early contact with real patients, including their gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, which is carried out in the appropriate clinical databases.		+		
54	31	A medical education organization should structure the various components of clinical skills training according to the specific stage of the training program.		+		
Structure of the educational program, content and duration						
55	32	The medical education organization should describe the content, scope, and sequence of courses and other elements of the educational program to ensure that an appropriate balance is maintained between the basic biomedical, behavioral, social, and clinical disciplines.		+		
The medical organization of education should be included in the educational program:						
56	33	provide horizontal integration of related sciences and disciplines;		+		
57	34	provide vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	provide the possibility of elective content (electives) and determine the balance between the mandatory and elective part of the educational program, which includes a combination of mandatory elements and electives or special components in the following areas: your choice;			+	
59	36	determine the relationship with complementary medicine, which includes non-traditional, traditional or alternative practices.		+		
Program management						
60	37	The medical education organization should identify a structural unit responsible for educational programs that, under the direction of academic leadership, has the responsibility and authority to plan and implement the educational program, including allocating allocated resources for planning and implementing teaching and learning methods, evaluating students, and evaluating the educational program and courses of		+		

		study, in order to ensure that final results are achieved training.				
61	38	The medical education organization should guarantee representation from teachers and students in the structural unit responsible for educational programs.			+	
62	39	The medical educational organization should plan and implement innovations in the educational program through the structural division responsible for educational programs.			+	
63	40	The medical educational organization should include representatives from <i>other relevant stakeholders</i> , in the structure of the structural unit of the medical educational organization responsible for educational programs, <i>including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, health professionals involved in the training process, or other teachers of university faculties.</i>			+	
Communication with medical practice and the healthcare system						
64	41	The medical organization of education should provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, NPR/NME) or practice, which the student will start at the end of training, including identifying health problems and determining the required learning outcomes, clearly defining and describing the elements of the educational program and their relationships at various stages training and practical training, with due regard to local, national, regional and global contexts, as well as feedback to/from the health sector and the involvement of teachers and students in the work of the specialist team in health care delivery.			+	
A medical educational organization should: ensure that the structural unit responsible for the educational program:						
65	42	takes into account the specifics of the conditions in which graduates will work and accordingly modify the educational program;			+	
66	43	considers the modification of the educational program based on feedback from the public and society as a whole.			+	
Total			0	39	4	0
STUDENT RATING						
Evaluation methods						
The medical education organization should:						
67	1	define, approve and publish the principles, methods and practices used for student assessment, including the number of exams and other tests, maintaining a balance between written and oral exams, using criteria-based and reasoning-based assessment methods, and special examinations (OCE or Mini-Clinical Exam). as well as define criteria for establishing passing scores, grades, and the number of allowed retakes;			+	
68	2	ensure that the assessment covers knowledge, skills, and attitudes to learning;			+	
69	3	use a wide range of assessment methods and formats depending on their "utility assessment",			+	

		which includes a combination of validity, reliability, and impact on learning evaluation methods and format;				
70	4	ensure that evaluation methods and results avoid conflicts of interest;		+		
71	5	ensure that the evaluation process and methods are open (accessible) for external experts to review;		+		
72	6	use the system of appeal against evaluation results.		+		
A medical educational organization should::						
73	7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;</i>			+	
74	8	implement new evaluation methods as needed;			+	
75	9	use the system to appeal evaluation results.		+		
Relationship between assessment and learning						
The medical education organization should use principles, methods and practices of assessment, including students' academic achievements and assessment of knowledge, skills, and professional values of relationships that:						
76	10	clearly comparable to teaching methods, teaching methods, and final learning outcomes;		+		
77	11	ensure that students achieve the final learning outcomes;		+		
78	12	promote student learning;		+		
79	13	provide an appropriate balance between formative and summative assessment to manage learning and evaluate student academic progress, which requires setting rules for evaluating progress and evaluating students' progress. their relationship to the evaluation process.			+	
A medical educational organization should::						
80	14	<i>regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study an excessive amount of information and overload the educational program;</i>		+		
81	15	ensure that timely, specific, constructive and fair feedback is provided to students based on the results of the assessment.		+		
Total			0	11	4	0
students						
Admission and selection policy						
The medical education organization should :						
82	1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
83	2	have a policy and implement the practice of admitting students with disabilities in accordance with the current laws and regulations of the country;		+		
84	3	have a policy and implement the practice of transferring students from other programs and medical educational organizations.		+		
A medical educational organization should::						
85	4	establish the relationship between student selection and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
86	5	periodically review the admission policy, based on		+		

		relevant data from the public and specialists, in order to meet <i>the health needs of the population and society as a whole, including consideration of the recruitment of students based on their gender, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities;</i>				
87	6	use the system to appeal admission decisions.		+		
Student enrollment						
88	7	The medical organization of education should determine the number of students accepted in accordance with the material and technical capabilities at all stages of training and preparation, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health personnel resources. in the event that medical organizations of education do not control the number of students recruited, they should demonstrate their obligations by: explain all relationships, paying attention to the consequences of the decisions made (the imbalance between the recruitment of students and the material, technical and academic potential of the university).		+		
89	8	The medical education organization should periodically review the number and enrollment of students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human resources in health (such as insufficient and uneven distribution of human resources in health, migration of doctors, opening of new medical universities)</i> . and regulate in order to meet the health needs of the population and society as a whole.		+		
Advising and supporting students						
A medical education organization must :						
90	9	have a system of <i>academic counseling</i> students, which includes questions related to <i>elective selection, preparation for post-graduate studies, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;</i>		+		
91	10	offer a student support program focused on <i>social, financial and personal needs, which includes support related to social and personal issues, health and financial issues, access to health care, immunization programs and health insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans;</i>		+		
92	11	allocate resources to support students;		+		
93	12	ensure confidentiality regarding counseling and support.		+		
A medical education organization should provide counseling that::						
94	13	is based on monitoring student progress and addresses students ' social and personal needs, including academic support, support for personal problems and situations, health issues, financial issues;		+		
95	14	includes counseling and professional career planning.		+		

Student representation						
96	15	The medical education organization should define and implement <i>policies for student representation and appropriate participation</i> in mission definition, development, management and evaluation of the educational program, and other matters relevant to students.			+	
97	16	The medical education organization should promote and support student activities and student organizations, including <i>providing technical and financial support to student organizations</i> .		+		
Total			0	15	1	0
ACADEMIC STAFF/TEACHERS						
Selection and recruitment policy						
The medical education organization should define and implement <i>a staff selection and admission policy</i> that::						
98	1	defines their category, responsibilities, and <i>balance of academic staff/teachers</i> in basic biomedical sciences, behavioral and social sciences, and clinical sciences for the adequate implementation of the educational program, including the appropriate ratio between medical and non-medical teachers, full-time or part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	contains criteria for scientific, pedagogical and clinical merits of applicants, including an appropriate balance between teaching, scientific, and clinical qualifications;		+		
100	3	defines and monitors the responsibilities of academic staff/faculty in basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
		A medical education organization should take into account the following criteria in its recruitment policy::				
101	4	attitude to its mission, <i>the significance of local conditions, including gender, nationality, religion, language and other conditions relevant to the medical education organization and educational program</i> ;		+		
102	5	<i>economic opportunities that take into account the institutional conditions for employee funding and efficient use of resources</i> .		+		
II Development policy and employee performance						
The medical education organization should define and implement a policy for the activities and development of employees that::						
103	6	allows you to maintain <i>a balance between teaching, research and service functions</i> , which includes setting <i>the time for each type of activity, taking into account the needs of the medical educational organization and the professional qualifications of teachers</i> ;			+	
104	7	guarantees <i>the recognition of academic activities</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications, and <i>is carried out in the form of awards, promotions service and / or remuneration</i> ;			+	
105	8	ensures that clinical activities and research are used in teaching and learning;		+		
106	9	ensures <i>that each employee has sufficient knowledge of the educational program</i> , which		collaboration. +		

		<i>includes knowledge of teaching/learning methods and the general content of the educational program, and other disciplines and subject areas in order to encourage collaboration and</i>				
107	10	<i>includes training, development, support and evaluation of teachers ' activities, which involves all teachers, not only newly hired, but also teachers drawn from hospitals and clinics.</i>		+		
A medical educational organization should::						
108	11	take into account the teacher-student ratio depending on the various components of the educational program;		+		
109	12	develop and implement employee promotion policies.		+		
Total			0	10	2	0
EDUCATIONAL RESOURCES						
Material and technical base						
A medical educational organization must::						
110	1	have a sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the educational program;		+		
111	2	provide a <i>safe environment</i> for employees, students, patients and those who care for them, including providing the necessary information and <i>protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and at the same time using the equipment.</i>		+		
112	3	Medical education organizations should improve the environment in which training of students through regular updating, expansion and strengthening of the material and technical base, which should correspond to the development in the practice of training.		+		
Resources for clinical training						
		The medical education organization should provide the necessary resources for students to acquire adequate clinical experience, including, but not limited to::				
113	4	number and categories of patients;		+		
114	5	number and categories of <i>clinical bases</i> that include <i>clinics, outpatient services (including primary health care), primary health care facilities, health centers and other public health care facilities, as well as clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical databases and provide rotation in the main clinical disciplines;</i>		+		
115	6	monitoring the clinical practice of students.		+		
116	7	The health education organization should <i>examine and evaluate</i> , adapt and improve clinical training resources to meet the needs of the population served, which will include <i>compliance and quality for clinical training programs regarding clinical facilities, equipment, number and category of patients and clinical practice, supervision as a supervisor, and administration.</i>		+		
Information technology						
117	8	The medical education organization should define and implement policies that focus on <i>the effective</i>		+		

		<i>use and evaluation of relevant information and communication technologies</i> in the educational program.				
118	9	A medical educational organization should provide access to online or other electronic media		+		
Medical education organizations should provide teachers and students with opportunities to use information and communication technologies:						
119	10	for self-study;		+		
120	11	access to information;		+		
121	12	patient management;		+		
122	13	work in the healthcare system.		+		
123	14	A medical education organization should optimize students ' access to relevant patient data and health information systems.		+		
Medical research and scientific achievements						
A medical educational organization must ::						
124	15	have a <i>research activity in the field of medicine and scientific achievements</i> as a basis for the educational program;		+		
125	16	define and implement policies that promote the relationship between research and education;		+		
126	17	provide information on the research base and priority areas in the field of research of the medical educational organization;		+		
127	18	use medical scientific research as a basis for the curriculum		+		
A medical education organization should ensure that the relationship between research and education is consistent.:						
128	19	is considered in teaching;		+		
129	20	encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		
Expertise in the field of education						
A medical educational organization must ::						
130	21	have access to <i>educational expertise</i> , where appropriate, and conduct expertise that examines the processes, practices, and problems of medical education and can involve physicians with research experience in medical education, psychologists, and sociologists in the field of education, or through the involvement of experts from other national and international institutions.			+	
The medical education organization should define and implement a policy on the use of expertise in the field of education:						
131	22	in the development of the educational program;		+		
132	23	in the development of teaching methods and assessment of knowledge and skills.			+	
A medical educational organization should ::						
133	24	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;		+		
134	25	pay due attention to the development of <i>expertise in educational assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;			+	
135	26	promote the desire and interests of employees in research in medical education.		+		
Exchange in the field of education						
The medical education organization should define and implement a policy for::						
136	27	cooperation at the national and international		+		

		levels with other medical universities;				
137	28	transfer and offsetting of educational credits, which includes consideration of the limits of the scope of the educational program that can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on mutual recognition of educational program elements, and active coordination of programs between medical educational organizations and the use of a transparent credit unit systems and flexible course requirements.		+		
The medical education organization should :						
138	29	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
139	30	ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.			+	
Total			0	25	5	0
EVALUATION OF THE EDUCATIONAL PROGRAM						
Mechanisms for monitoring and evaluating the program						
The medical education organization should						
140	1	have a program for monitoring processes and outcomes, including the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately, and to identify any areas that require intervention, as well as data collection is part of administrative procedures in connection with student admission, student evaluation and completion of training.			+	
141	2	ensure that the relevant assessment results affect the curriculum			+	
The medical educational organization should establish and apply mechanisms for evaluating the educational program, which:						
142	3	focus on the educational program and its <i>main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of mandatory and elective parts;</i>			+	
143	4	focus on student progress;			+	
144	5	identify and address <i>problems that include insufficient achievement of the expected final learning outcomes, and will assume that that the information received about the final results of training, including the identified shortcomings and problems, will be used as feedback for carrying out activities and corrective action plans, for improving the educational program and academic programs of disciplines;</i>			+	
The medical education organization should periodically conduct a comprehensive <i>evaluation of the educational program</i> aimed at:						
145	6	<i>the context of the educational process, which includes the organization and resources, learning environment and culture of the medical education organization;</i>			+	
146	7	<i>for special components of the educational program, which include: description of the discipline and methods of teaching and learning, clinical rotations, and assessment methods;</i>			+	
147	8	for <i>general final results</i> to be measured by national		+		

		exam results, international exams, career choices, and post-graduate learning outcomes;				
148	9	Health education organizations should rely on social responsibility/accountability.		+		
Teacher and student feedback						
149	10	The medical education organization should systematically collect, analyze and provide teachers and students <i>with feedback that includes information about the process and products of the educational program, and also include information about unfair practices or inappropriate behavior of teachers or students with legal consequences.</i>		+		
150	11	The medical education organization should use the feedback results to improve the educational program.		+		
Academic achievements of students						
A medical educational organization should conduct an analysis <i>учебных достижений</i> of students ' academic achievements in relation to:						
151	12	<i>its mission and final learning outcomes</i> of the educational program, which includes information on the average duration of training, academic performance scores, the frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the conditions of study in the courses taken, on the time spent studying areas of interest, including elective components, and interviews with students on repeat courses, and interviews with students who leave the program of study;		+		
152	13	of the educational program;		+		
153	14	of resource availability.		+		
A medical educational organization should analyze <i>учебные достижения</i> students ' academic achievements in relation to the following factors::						
154	15	of their <i>previous experience and conditions, including social, economic, cultural conditions;</i>		+		
155	16	of the level of training at the time of admission to a medical educational organization.		+		
A medical education organization should use an analysis of students ' academic achievements to provide feedback to the structural units responsible for:						
156	17	selecting students;		+		
157	18	planning the educational program;		+		
158	19	advising students.		+		
Stakeholder engagement						
The medical educational organization should include in its monitoring program and activities aimed at evaluating the educational program::						
159	20	faculty and students;			+	
160	21	its administration and management.		+		
A medical educational organization should: <i>for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:</i>						
161	22	provide access to course and educational program evaluation results;		+		
162	23	collect and study feedback from them on graduate clinical practice;		+		
163	24	collect and study feedback from them on the educational program.		+		
Total			0	16	8	0
MANAGEMENT AND ADMINISTRATION						
Management						
164	1	The medical educational organization should		+		

		define its management structures and functions, including their <i>relationship with the university, if the medical educational organization is a part or branch of the university.</i>				
A medical educational organization should define <i>structural divisions in its management structures with the definition of responsibility for each structural division</i> and include them in their composition:						
165	2	representatives of academic staff;		+		
166	3	students;			+	
167	4	<i>other stakeholders</i> , including representatives of the Ministry of Education and Health, the health sector and the public.			+	
168	5	Medical educational organizations should ensure <i>transparency</i> of the management system and decisions made, which <i>are published in bulletins, posted on the university's website, and included in protocols for review and implementation.</i>		+		
Academic guidelines						
169	6	The medical education organization should clearly define the responsibilities of <i>academic leadership</i> in relation to the development and management of the educational program.		+		
170	7	A medical education organization should periodically evaluate academic leadership regarding the achievement of its mission and ultimate learning outcomes.		+		
Training budget and resource allocation						
A medical education organization must :						
171	8	have a clear range of responsibilities and powers for providing the educational program with resources, including the target budget for training;		+		
172	9	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs.		+		
173	10	The system of financing a medical educational organization should include: It should be based on the principles of efficiency, efficiency, priority, transparency, responsibility, differentiation and independence of all budget levels.		+		
A single educational organization should :						
174	11	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final results of training;		+		
175	12	when allocating resources, take into account scientific achievements in the field of medicine and public health problems and their needs.		+		
Administrative staff and management						
A medical educational organization must have <i>an appropriate administrative staff</i> , including their number and composition in accordance with their qualifications, in order to::						
176	13	ensure the implementation of the educational program and related activities;		+		
177	14	ensure proper management and allocation of resources.		+		
178	15	The health education organization should develop and implement an internal quality assurance management program that includes consideration of needs for improvement, and conduct a regular review and review of management.		+		
Interaction with the health sector						

179	16	The medical education organization should have a <i>constructive interaction</i> with the health sector, with related health sectors of society and government, <i>including information exchange, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.</i>		+		
180	17	A medical educational organization should be given an <i>official status</i> . with partners in the health sector, <i>which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the establishment of a coordination committee, and conducting joint activities.</i>		+		
Total			0	15	2	0
CONSTANT UPDATE						
The medical organization of education should be considered as a dynamic and socially responsible institution:						
181	1	initiate procedures for regular review and revision of content, results / competencies, assessment and learning environment, structure and function, document and address deficiencies;		+		
182	2	allocate resources for continuous improvement.		+		
A medical educational organization should :						
183	3	base the update process on prospective studies and analyses and on the results of their own research, evaluation and literature on medical education;			+	
184	4	ensure that the update and restructuring process leads to a review of their policies and practices in accordance with previous experience, current activities and future prospects; direct the update process to the following questions::		+		
185	5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
186	6	Modifying the final learning outcomes of graduates in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation from the MOO.		+		
187	7	Adapts the educational program model and methodological approaches to ensure that they are appropriate and appropriate and takes into account current theories in education, adult learning methodology, and active learning principles.			+	
188	8	Adjust the elements of the educational program and their relationship in accordance with advances in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health / morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of outdated ones.		+		
189	9	Development of assessment principles and methods of conducting and quantity of examinations in accordance with changes in final learning outcomes and teaching and learning methods.		+		

190	10	Adapt student recruitment policies and selection methods to meet changing expectations and circumstances, human resource needs, changes in the pre-university education system, and the needs of the educational program.		+		
191	11	Adapt the policy of recruitment and formation of academic staff in accordance with changing needs.		+		
192	12	Updating educational resources to meet changing needs, such as student recruitment, the number and profile of academic staff, and the educational program.		+		
193	13	Improve the process of monitoring and evaluating the educational program.			+	
194	14	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.				
		Total	0	11	3	0
		TOTAL IN TOTAL	0	163	31	0

