



«АККРЕДИТЕУ 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 IAAR standards for international primary accreditation of basic medical and pharmaceutical education abroad
((based on WFM/AM SE standards))

31.05.01 General Medicine

KEMEROVO STATE UNIVERSITY

in the period from 3 to 5 May 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

***Addressed to
To the IAAR (NAAR)
Accreditation Council***



REPORT

**on the results of the work of the external expert commission on the assessment
of compliance with the requirements of the *IAAR* standards for international primary
accreditation of basic medical and pharmaceutical education abroad
(based on WFM/AM SE standards)**

31.05.01 General Medicine

KEMEROVO STATE UNIVERSITY

in the period from 3 to 5 May 2023

Kemerovo, 2023

(I) SYMBOLS AND ABBREVIATIONS

ГИА	– state final certification
ГЭК	– state examination board
Минздрав России	– Ministry of Health of the Russian Federation
НИР	– research work
ОВЗ	– (students) with a physical condition
ОП	– educational program of higher education - specialist program
ППС	– teaching staff
ПФХД	– financial and economic activity plan
КемГУ, Университет	– Federal State Budgetary Educational Institution of Higher Education "Kemerovo State University"
СМК	- quality management system
ФГОС ВО	– federal state educational standard of higher education
	– federal accreditation center
ФАЦ	
ЭИОС	– electronic information and education environment
РОО	– regional public organization
НИРС	– student research
СРС	– students' independent work
РП	– work program
ЗЕ (з.е.)	– credit



(II) INTRODUCTION

In accordance with Order No. 57-23-OD of 1.03.2023 of the Independent Agency for Accreditation and Rating, from May 3 to May 5, 2023, an external expert commission (EEC) assessed the compliance of Educational program 31.05.01 General Medicine of KemSU with the IAAR standards for international primary accreditation of basic medical and pharmaceutical education abroad (based on the WFME/AMSE standards) (no.68-18/1-OD of May 25, 2018).

The report of the external expert commission (EAC) contains an assessment of the submitted educational program according to the criteria of the IAAR, recommendations of the EAC for further improvement of the educational program and parameters of the profile of educational programs.

The composition of the EEC:

1) **Chairman of the EEC** – Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Medical University of Karaganda (Republic of Kazakhstan) *Off-line participation*

2) **IAAR Expert** – Svetlana Leonidovna Boyko, PhD, Dean of the Faculty of Grodno State Medical University (Republic of Belarus) On-line participation

3) **IAAR Expert** – Alyamovsky Vasily Viktorovich, MD, Professor, Honored Doctor of the Russian Federation, Professor of the Department of Periodontology, Moscow State Medical and Dental University named after him. Evdokimova, Moscow, Head of the Education Committee of the Dental Association of Russia (Russian Federation) *Off-line participation*

4) **IAAR expert, employer** – Kazakova Olga Stanislavovna, Deputy Chief Physician for Organizational and Methodological Work, State Autonomous Healthcare Institution of the Kemerovo Region "Kuzbass Regional Clinical Hospital named after S.V. Belyaev" (Russian Federation) *Off-line participation*

5) **IAAR expert, student** – Alexey Germanovich Mineev, 6th year student of the Institute of Clinical Medicine, Samara State Medical University (Russian Federation) *On-line participation*

6) **IAAR Coordinator** – Saydullayeva Malika Akhmedovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Kemerovo State University traces its history back to the pedagogical college (later renamed the pedagogical school), organized in 1928 to train primary school teachers and pioneer counselors). In 1949, a teacher's institute was opened on the basis of the pedagogical school, and in 1953 it received the status of a university – the State Pedagogical Institute (KSPI). In 1974, the pedagogical institute was reorganized into a university. Since 2017 – the main university of Kuzbass.

KemSU 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 Science and Higher Education of the Russian Federation, the Ministry of Education of the Russian Federation, the Ministry of Health of the Russian Federation and the Charter of the University (Amendments to the Charter of KemSU dated 29.12.2021).

KemSU is a legal entity (non-profit organization), registered in the Unified State Register of Legal Entities for No. 1034205005801 (certificate series 42 No. 0020215119 on making an entry in the Unified State Register of Legal Entities on a legal entity registered before June 21, 2002, the date of entry on 12/16/2002), registered with the tax authority (certificate of registration in the tax authority series 42 No. 003932639, registration date 22.12.1994).

The University has a license for educational activities No. 2717 dated 02/14/2018, series 90L01 No. 0009814 (Extract from the register of licenses) issued by the Federal Service for

Supervision of Education and Science, valid indefinitely, according to which the main educational programs of secondary vocational education, higher education – bachelor's degree programs, specialty programs, master's degree program are implemented, training programs for highly qualified personnel – residency programs, postgraduate training programs for scientific and pedagogical personnel, as well as programs of additional professional education and additional education for children and adults, and state accreditation (Appendix 1, Appendix 5) (certificate of state accreditation No. 3548 dated April 16, 2021, series 90A01 No.0003768, issued by the Federal Service for Supervision in the Field of education and science, valid until April 16, 2027).

The university has 16 scientific and pedagogical schools, 8 dissertation councils for the defense of doctoral and candidate theses in technical, biological, chemical, historical, psychological, philological, economic sciences (15 specialties).

KemSU is the only one of the higher education organizations in Kuzbass that has become a participant in the Strategic Academic Leadership Program "Priority-2030" based on the results of the competitive selection of the Ministry of Education and Science of Russia held in 2021.

KemSU, which previously successfully implemented its mission as a reference university for the region, maintains the same context in general and within its current strategy, striving together with partner organizations to create and cultivate in Kuzbass the best practices and technologies for the transition of resource-type regions to the trajectory of sustainable development and, above all, in the areas of health and environmental conservation, solutions to social problems. Acting in these directions, the University expands and develops partnerships with higher education and science organizations, as well as industrial partners within the framework of the consortium "Technologies and Practices of sustainable development of resource-type regions: environment, health, social well-being".

KemSU is represented in the following ratings: Times Higher Education World University Rankings 2022, Physical Sciences, Green Metric, EduRank, RUR (Russian Universities Ranking), Rating of Russian universities – 2022, XII annual National University Rating (NRU), Rating of Russian law universities (ranking of Russian universities by the level of salaries of young people employed in the legal field specialists according to the Superjob service version), the Rating of economic universities in Russia (the rating of the best economic universities by the salary level of graduates of the Superjob service), RAEX PRO – Siberian Federal District, Rating of Russian universities "National recognition", General rating of Russian universities – 2022, Rating of monitoring the effectiveness of universities, National aggregated rating.

The Medical Institute is a structural subdivision of KemSU, formed by the decision of the Academic Council of the University on January 24, 2022. (Rector's Order No. 26/10 of 21.01.22), implementing the Specialty educational programs (30.05.01 Medical Biochemistry, 31.05.01 General Medicine, 31.05.03 Dentistry), the training educational programs of highly qualified personnel in the specialties of residency (31.08.01 Obstetrics and Gynecology, 31.08.49 Therapy, 31.08.59 Ophthalmology, 31.08.67 Surgery, 31.08.68 Urology, 31.08.05 Clinical laboratory diagnostics, 31.08.32 Dermatovenerology, 31.08.42 Neurology, 31.08.69 Maxillofacial surgery, 31.08.72 General practice dentistry, 31.08.73 Therapeutic dentistry, 31.08.74 Surgical dentistry, 31.08.75 Orthopedic dentistry, 31.08.76 Pediatric dentistry, 31.08.77 Orthodontics), the Department of training of highly qualified personnel in postgraduate studies (31.00.00 Clinical medicine, 32.00.00 Health Sciences and Preventive medicine).

The Institute is guided in its activities by the Constitution of the Russian Federation, Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" and other legislation of the Russian Federation, orders of the Ministry of Health of the Russian Federation, the Ministry of Science and Higher Education of the Russian Federation, the Charter of the University, as well as the Regulations on the Medical Institute and other local regulations of Kemerovo state university.

In the 2022-2023 academic year, the first enrollment for the educational program in the specialty 31.05.01 General Medicine, implemented at Kemerovo State University, two groups were accepted: in Russian and in English. Specialists who have completed training in the

educational program 31.05.01 General Medicine and have successfully passed the primary accreditation of a specialist can continue their training under the programs of training highly qualified personnel in residency or postgraduate studies.

For the implementation of educational program 31.05.01 General Medicine, the KemSU Medical Institute has defined and implemented a policy for the selection and admission of employees. On the terms of external part-time work, the admission of external part-time workers is carried out annually - highly qualified managers and practical healthcare workers. Due to the wide involvement of part-timers and persons under the contract, the share of teachers of biomedical disciplines is 15.7%, social and behavioral disciplines – 21.2%, clinical disciplines - 63.1%. To date, within the framework of commercialization, a service is being formed aimed at improving the health of the population through personalized nutrition.

(IV) PREVIOUS ACCREDITATION

The international program accreditation educational program 31.05.01 General Medicine according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE EEC (VEK) VISIT

The work in the EEC was carried out on the basis of the approved Program of the visit of the expert commission on program accreditation of educational programs to KemSU in the period from 3 to 5 May 2023.

In order to coordinate the work of the EEC on 02.05.2023, an introductory meeting was held, 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.

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 of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students. A total of 74 representatives took part in the meetings (table 1).

Table 1 - Information about employees and students who took part in meetings with EEC IAAR:

Category of participants	Quantity
Rector	1
Vice-Rectors	6
Heads of structural divisions	16
Director of the Institute	1
Heads of departments	6
Teachers	10
Students	24
Total	74

During the tour, the members of the EEC got acquainted with the state of the material and technical base, including the KemSU Medical Institute itself, the Institute of Fundamental Sciences, the Institute of Numbers, the scientific library. laboratory of cytogenetics.

At the meeting of the EEC IAAR with the target groups of KemSU, the mechanisms for implementing the university's policy were clarified and the specification of individual data presented in the university self-assessment report was carried out.

For the period of accreditation, classes were attended by busy people: a video recording of a chemistry class in a group of English-speaking students, a project implementation class (offline).

During the work, the members of the EEC visited the following internship bases: the State Autonomous Healthcare Institution "Kuzbass Regional Clinical Hospital named after S.V. Belyaev", the State Autonomous Healthcare Institution "Kuzbass Clinical Hospital for War Veterans".

In accordance with the accreditation procedure, a survey was conducted of 22 teachers (4.5% of them according to the educational program 31.05.01 General Medicine), 24 students, students of only the 1st year.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://www.kemsu.ru/>.

Within the framework of the planned program, the recommendations on accredited Educational program KemSU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 04/05/2023.



(VI) COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION

6.1. The "Mission And Results" Standard

The evidentiary part

The KemSU Medical Institute determined the missions of the educational programs being implemented by the decision of the Academic Council of the Medical Institute (Protocol No. 1 of 18.01.2023) and brought to the attention of interested parties and the healthcare sector (the Kuzbass Employers' Council, the Kuzbass Association of Doctors, the Kuzbass Dental Association, the Public Council under the Ministry of Health of Kuzbass). The mission of educational program 31.05.01 "General Medicine" includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences, includes aspects of global health, and reflects the main international health problems of the population. The formulation, coordination and approval of the Mission of the educational program 31.05.01 "General Medicine" was widely discussed among the public (employers, practitioners, students, university staff, representatives of clinical bases and health authorities of the Kemerovo region) at a working meeting of doctors of the Siberian Federal District.

Institutional autonomy in relation to the development and implementation of the educational program "General Medicine" is guaranteed by the Federal State Educational Institution "General Medicine": disciplines (modules) and practices that ensure the formation of universal, general professional competencies. The WEC notes that the work programs of disciplines and practices are compiled in accordance with the mission of the Educational program and the educational strategy, taking into account the achievements of modern biomedicine and medical science, for the preparation of globally competitive medical personnel.

Together with the Medical Institute and the Psychological Service of KemSU, questionnaire forms have been developed for students, teachers and employers in order to analyze the educational services provided and all interested parties, to improve the quality of training. An online survey is also conducted in the traditional way. The results of the survey are heard at the meetings of the departments, the Bureau of Academic Quality, the Academic Council of the Medical Institute. The university holds meetings of the institute's management with students, where aspects of the learning process are discussed.

Educational program "General Medicine" is focused on the expectations of the employer and the needs of the labor market. The elements of the Educational program and QED are being coordinated with employers, which was confirmed during the meeting of the EEC with target groups.

Analytical part

The mission statement of Educational program General Medicine contains the goal, vision, values, principles of implementation, educational strategy, allowing to prepare a competent doctor at the level of basic medical education (specialty 31.05.01 General Medicine). The purpose and objectives of the Educational program correspond to the mission and policy. The Institute, when developing the Educational program "General Medicine", has enough independence in terms of the duration of the academic semester, the number of biomedical, behavioral, special disciplines, the inclusion of elective disciplines (elective disciplines), types of practices, i.e. ensuring maximum compliance with national and international requirements. The EEC presents its own mobile application of KemSU for the most convenient and efficient navigation in the EIOS of the university. The members of the EEC were convinced that the catalog of elective disciplines for the Educational program "General Medicine" includes disciplines, during the development of which students have the opportunity to work out professional competencies and practical skills on modern equipment using the latest, including IT technologies.

Information about conducting regular surveys of students and teaching staff was also confirmed when meeting with target groups during the visit.

The analysis of compliance with the criteria of this Standard as a whole indicates the responsibility of the management of Educational program 31.05.01 "General Medicine" in understanding the importance of clear strategic planning in achieving the goals and objectives.

Strengths/Best practices

None according to this standard.

EEC Recommendations

None according to this standard.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 24
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.2. The "Educational Program" Standard

The evidentiary part

When developing the Educational program, the following principles were observed: competence-based learning; continuity and continuity of education; flexibility of the Educational program, taking into account the current and future needs of the labor market and society; external and internal evaluation of the Educational program; evaluation of independent student certification; the principle of equality of students regardless of gender, nationality, religion, socio-economic status, physical capabilities; the principle of multilingualism.

The total volume of the Educational program is 360 credits, one credit unit includes 36 hours. The educational program consists of three blocks: compulsory disciplines (288 credits/ 88.9%) and disciplines formed by participants in educational relations (36 credits/ 11.1%); practices, including research (33 credits), and state final certification (3 credits). In addition, the Educational program includes 328 hours of physical education. The volume of the program in the academic year is no more than 70 credits.

The Educational program is built taking into account the horizontal and vertical integration of disciplines, which is reflected in the working curricula.

An example of horizontal integration is the integration of the subjects of fundamental sciences: for example, "Anatomy" - "Histology" (Location, anatomical projection by systems and organs/Microscopic and ultramicroscopic normal structure of cells, tissues and organs); "Biology" - "Histology" (Structural features of the cell / Cell functioning); "Biochemistry" - "Physiology" (Structure and features of biological membranes/Membrane permeability; Structure, biosynthesis, regulation of secretion, mechanisms of action of hormones / Physiological effects of hormones); "Internal diseases" - "Changes in the body in diseases of internal organs and systems" (Thyroid diseases, diffuse toxic goiter, autoimmune and fibrous thyroiditis, endemic goiter, hypothyroidism, thyroid cancer / Manifestations of thyroid pathology). Thus, the student of "General Medicine" has the opportunity to study a holistic approach to the patient and the relationship of physiological and pathological processes in the disease, as well as at different stages of life.

The modules "Behavioral and social sciences", "Basic biomedical sciences", "Public health and health organization" are given as examples of horizontal modules of Educational program 31.05.01 "General Medicine". As vertical modules: "Clinical Medicine" and "General Medicine", where the principle of clinical rotations will be applied, which end with an integrated 2-stage exam: an oral exam on tickets and an assessment of practical skills with the solution of situational tasks. The development of such integrated modules as "Vascular diseases of the nervous system" and "Infectious diseases of the central nervous system" is planned for the 2023-2024 academic year.

Evaluation of learning outcomes is carried out by conducting formative and summative assessment during the educational process, which is described in the academic policy. KemSU Medical Institute in Educational program 31.05.01 "General Medicine" mainly uses traditional teaching and learning. The members of the EEC received confirmation of the teachers' training in modern teaching methods, but none of these methods were implemented, nor were they presented during the course of the classes. There is no structural unit or person responsible for the introduction of innovations, the procedure has not been defined, has not been brought to the attention of the teaching staff.

The Commission notes that the basic principles of scientific methodology, including methods of analytical and critical thinking, are implemented within the framework of Educational program 31.05.01 "General Medicine" starting from the first year: disciplines "Bioethics in science and medicine" and "Project Management", educational practice "Research work".

The data presented in the report indicate that the clinical training of students on Educational program 31.05.01 "General Medicine" provides for early contact of the student with the patient, from the 1st year the educational process provides for practical training of future medical practitioners (communication with the patient, general care). The subsequent cycle of clinical, including profiling disciplines is aimed at the formation of clinical knowledge and skills necessary to solve key tasks in the professional activity of a specialist.

All students in medical organizations are instructed on occupational health and safety, supporting documents were submitted.

Analytical part

Students of Educational program 31.05.01 "General Medicine" from the first year develop the skill of critical thinking and decision-making based on evidence. The acquired skills will be consolidated at senior courses in the study of clinical disciplines and in conducting research work as part of the independent work of students and under the guidance of teachers. According to the curriculum, behavioral sciences are studied in parallel with biomedical disciplines. To ensure work with patients and acquisition of necessary clinical skills by students, KemSU has contracts with 3 clinical bases. Students of Educational program 31.05.01 "General Medicine", according to the curriculum, spend more than 40% of the program in medical organizations and have access to patients of various profiles. The KemSU Medical Institute guarantees that every student of the Educational program "General Medicine" has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, members of the EEC, in addition to contracts with clinical bases, received oral confirmation of the intentions of the heads of clinical bases about early admission of students to patients.

KemSU conducts staff training both at the pre-graduate and at the level of residency, postgraduate studies, primary specialization, retraining and advanced training of doctors. This allows the Medical Institute not only to prepare graduates for practical work in accordance with the level of qualification, but also to integrate the diploma and postgraduate level.

During the visit, experts conducted a detailed analysis of the accredited educational institution 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 educational institution. The content and form of the Educational program, the decisions taken by the management of the Educational program, are coordinated with the strategic documents of the university and the regulatory documents of the Russian Federation. The possibility of elective content is provided (electives, electives up to 40% of the total labor intensity of the Educational program 31.05.01 "General Medicine", from the hours of the students' independent work). However, teaching methods aimed at forming students' responsibility for their learning trajectory and process have not been widely implemented, teachers have been trained, but during the academic year they have not developed and implemented innovative teaching methods, while there is no structural unit

responsible for introducing innovations..

Strengths/Best practices

None according to this standard.

EEC Recommendation

1. The management of the educational institution should develop and implement teaching methods that will contribute to the formation of students' responsibility for the educational process.
Deadline: September 2023.

2. The management of the Educational program to determine the structural unit responsible for the introduction of innovations, develop the implementation procedure, bring to the attention of the teaching staff, ensure the introduction of innovative teaching methods.

Deadline: 2023-2024 academic year.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 38
- *Suggest improvements* – 2
- *Unsatisfactory* – 0

6.3. The "Student Assessment" Standard

The evidentiary part

The assessment of students' knowledge, skills and abilities is carried out at the following levels: current assessment at practical / clinical practical / seminar / laboratory classes; intermediate certification – exams, differentiated tests and tests upon completion of the study of disciplines (modules) and practical training, state final certification. At each practical / clinical practical / seminar / laboratory lesson, during the current assessment of knowledge, skills and abilities in the discipline (module), the following are conducted: testing, control work, discussion of the main sections of the topic, implementation of the practical part, solving situational tasks. The assessment of students' knowledge at practical / clinical practical / seminar / laboratory classes by teachers is carried out in accordance with the Regulations on the ongoing monitoring of academic performance and intermediate certification of students of the university, the results are published in the journal of students' academic performance. However, during the interviews with the students, the members of the VEC did not receive convincing evidence that the students are aware of how their knowledge is evaluated. The electronic journal of Academic Performance is freely available to students. There are no appeals from students on this Educational program.

The review of the Educational program by external experts is provided and was demonstrated to the members of the EEC. The department has test questions, tickets. The process of evaluating learning outcomes includes formative and summative assessment. Evaluation methods that meet the specifics of the discipline are used. In socio-humanitarian, natural science, and general professional disciplines, testing, oral or written questioning, and problem solving are used. In 3-5 courses of training "General Medicine" in special, clinical disciplines, a professionally-oriented situational task is additionally included in the examination ticket. When assessing knowledge and skills, new forms are actively used: elements of remote control based on the Moodle platform. After the examination session, students are surveyed to study their opinions on the quality of teaching in the disciplines, the examination procedure, etc. These procedures are confirmed from interviews with students in both English-speaking and Russian-speaking groups.

Analytical part

The Commission was presented with assessment methods and forms of control of students,

fixed by the "Regulations on the conduct of ongoing monitoring of academic performance and intermediate certification". It is noted that informing students about the types and forms of control is carried out at the first lesson, the terms of intermediate certification are posted on the Internet pages of departments, local regulations on the organization of the educational process and the certification procedure, the conditions for admission to the current certification, the procedure for eliminating academic debt are posted on the university's website. In an interview with target groups, incomplete information about the methods and principles of student assessment was noted.

During the course of attending classes, as well as during interviews with students, the members of the VEC note the use of an exclusively survey method in assessing students' knowledge and skills in biomedical disciplines, the survey shows that 29% of students are partially satisfied with the teaching methods in general, and more than 40% of respondents are also only partially satisfied with the objectivity of the assessment of knowledge, skills and other academic 4.2% are partially dissatisfied and 21% are partially satisfied with the information on the above issue. 29% consider evaluation methods by teachers to be partially effective. Every fifth student (21%) only partially understands the evaluation criteria, and every fourth – 25% of respondents – believe that their knowledge is not fully evaluated objectively, but partially.

The electronic journal of Academic Performance is freely available to students. The availability of information on the certification procedure excludes a conflict of interest.

Strengths/Best practices

None according to this standard.

EEC Recommendation

1. The management of the Educational program to publish and bring to the attention of students methods for evaluating students, including the number of exams, special exams (OSCE), as well as to define criteria for establishing passing scores, grades and the number of allowed retakes.

Deadline: 2023-2024 academic year.

2. The management of the Educational program to develop and implement methods for assessing students' knowledge and skills in biomedical disciplines as a guarantee of achieving the final learning outcomes.

Deadline: 2023-2024 academic year.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 14
- *Suggest improvements* – 1
- *Unsatisfactory* – 0

6.4. The "Students" Standard

The evidentiary part

The Medical Institute has defined and implements an admission policy, including a clearly defined provision on the student selection process, also has a policy and has implemented the practice of transferring students from other programs and medical educational organizations, the university is working on transferring students from other medical educational organizations. During the visit by the members of the EEC, a specific example was given. The KemSU Medical Institute determines the number of accepted students in accordance with the material and technical capabilities, as well as the need for healthcare, which was clearly voiced on the basis of a convincing analysis by the rector of KemSU.

The criteria for assessing students' knowledge of the discipline and the conditions for

studying each discipline are brought to the attention of students by the teaching staff at the first lesson in the discipline. The results of the certification are recorded in the test or examination sheet and in the student's record book. The results of the current control are brought to the attention of students after each knowledge control at practical, laboratory, seminar classes. The university regularly conducts a survey of students in order to determine the assessment of their satisfaction with the organization of the educational process, learning outcomes, the quality of lectures, practical classes, the quality of knowledge assessment, the availability of educational literature, the organization of practical training. The results of the survey are analyzed and brought to the attention of the Faculty of the University, the commission is presented with a questionnaire to assess the quality of services.

KemSU Medical Institute uses a system of academic counseling for its students, similar to KemSU, which includes issues related to the choice of electives, preparation for postgraduate study. On the university's website there is a rubric "Ask a question to the rector of KemSU", where students can ask any question, including anonymously.

Analytical part

The number of students admitted to the university is planned taking into account the total area of educational and laboratory facilities, the availability of teaching staff, the availability of educational and methodological and scientific literature, the capacity of the university's clinical bases, the availability of social and living conditions for training and living of students.

The implementation of the Educational program is carried out on the basis of the principle of equality, which means equal treatment of students regardless of gender, nationality, religion, socio-economic status, physical capabilities, ensures mutual respect for the human dignity of the student. A regulatory framework has been created and is in effect to support and protect the rights of students. Student organizations are active, which take part in the discussion and evaluation of the Educational program, as well as the cultural and social life of the university. The structural and functional units provide appropriate support to the socially vulnerable contingent of students, which was confirmed during the interview. Including English-speaking students. Information about the demand for graduates of Educational program 31.05.01 "General Medicine" was confirmed when visiting clinical bases.

Strengths/Best practices

None according to this standard.

EEC Recommendation

None according to this standard.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 16
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.5. The "Academic Staff/Faculty" Standard

The evidentiary part

When selecting applicants for the positions of teaching staff, the priority is: compliance of the qualification level of employees with the qualification requirements for the positions held, professional competence of employees. Priority is given to persons with higher qualifications, the results of pedagogical, scientific, clinical activities. 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 share of teachers of biomedical disciplines is 15.7%, social

and behavioral disciplines – 21.2%, clinical disciplines – 63.1%.

However, when analyzing the long-term plan for recruiting teachers for the implementation of Educational program in a number of clinical disciplines, inconsistencies of the specialty with the planned discipline were established, for example, a pediatrician is planned to be involved in teaching gerontology and medical psychology, a resuscitator is planned to teach pediatrics, a biologist is a specialist in bioethics, etc. At the same time, in all these cases, there is no information about retraining or advanced training of a teacher.

The rights and duties of the teaching staff are defined in the job description. There are job descriptions of teaching staff at the department, an example of the job description of an assistant of the department is given, indicating the section of clinical work. Certification of teaching staff is carried out periodically. The results of the work of the teaching staff are reflected in the rating assessment of the teaching staff, which makes it possible to identify strengths and weaknesses in the work of both each teacher and departments as a whole. Rating assessment allows you to determine the teaching staff with the highest results in all areas of the teacher's activity. For high achievements according to the results of the rating assessment, teachers are paid a monetary reward (the "Effective Contract" system is explained by the EEC). For special labor merits, teachers are presented for encouragement, for awarding. Thus, teaching staff are motivated to self-development and improvement of professional and pedagogical competencies.

Analytical part

In an interview, the teaching staff told the members of the EEC about incentive measures for conducting scientific activities, publishing educational and methodological literature, academic mobility, and professional development. Effective methods of motivating teachers are also a system of monetary awards, financial assistance to teachers for publications in the most rated scientific journals and participation in conferences.

When implementing the Educational program "General Medicine", the ratio "teacher-student" is determined by the requirements of the Ministry of Education and Science of the Russian Federation. The number of students per teacher is constantly monitored, is approximately 1:10 for the group "Healthcare". The number of students in clinical groups is planned to be no more than 13 people, in academic groups – no more than 30 people, during the interview, students rated this number as satisfactory for the educational process. The information provided by the university on this standard allows us to conclude that the qualitative and quantitative composition of the university teaching staff cannot fully ensure the full organization and conduct of the educational process in clinical disciplines, although in general, the system of training specialists in Educational program 31.05.01 "General Medicine" meets the requirements of the standard.

Strengths/Best practices

None according to this standard.

EEC Recommendation

The management of the Educational program clearly define the categories of teachers to carry out educational activities in clinical disciplines, in strict accordance with their qualifications and specialization, work experience in the specialty and other criteria, as well as to maintain a balance between academic and non-academic staff, teachers of clinical departments working as full-time employees and as part-time employees.

Deadline: 2023-2024 academic year.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 10
- *Suggest improvements* – 1
- *Unsatisfactory* – 0

6.6. The "Educational Resources" Standard

The evidentiary part

The KemSU Medical Institute has a material and technical base for the implementation of Educational program 31.05.01 "General Medicine". KemSU has 10 academic buildings, premises of clinical departments and laboratories located in its own premises and medical organizations (demonstrated when visiting clinical bases), a library, a stadium, sports and gyms, a swimming pool, a dining room and buffets (500 seats), 7 dormitories for students. The material and technical equipment of the classroom fund meets the requirements of the Federal State Educational Standard. The educational simulation classrooms available at the Medical Institute make it possible to form the necessary competencies of specialists, ensuring the safety of patients. The clinical bases of the medical Institute are institutions of primary health care, multidisciplinary hospitals that provide rotation in the main clinical disciplines, contracts have been concluded and submitted to the members of the EEC.

When interviewing students and teachers, it was found that the educational process in a number of basic medical disciplines differs from the generally accepted one in medical education and is limited to the use of text, presentation and video material, paper posters and diagrams (organs and systems of human organs), which requires significant retrofitting to ensure the final results of training in an accredited Educational program.

Digital solutions for medicine developed at the Institute are being tested and implemented in the Educational program 31.05.01 "General Medicine" of the Medical Institute and the practical activities of clinical bases.

In accordance with the requirements of educational standards, on the basis of license agreements, students are granted access to eight electronic library systems (EBS): "Lan" (<https://e.lanbook.com>), "University Library online" (<http://biblioclub.ru>), "Yurayt" (<https://urait.ru/>), "Znaniy.com" (<http://znaniy.com/>), Electronic library "Educational and publishing Center "Academy" (<https://academia-library.ru/>), "Student Consultant" (<http://www.studentlibrary.ru>), "Doctor's consultant" (<http://www.rosmedlib.ru>), "BOOTUP" (<https://www.books-up.ru>). The strategic development program of the University for 2021-2030 as one of the main directions includes "Integration of breakthrough solutions and developments in the fields of medicine of the future" together with the Kemerovo Regional Clinical Hospital named after S.V. Belyaev; Research Institute of Complex Problems of Cardiovascular Diseases SB RAS; Siberian State Medical University (Tomsk) and other partner organizations. To work in the healthcare system, which is associated with the widespread introduction and use of EGISZ, as well as telemedicine, the university is widely implementing systems used in regional and national healthcare to train specialists in practical healthcare. The university has a functioning SSS.

The examination of medical education at the Medical Institute is carried out within the framework of the work of the Bureau of Academic Quality, however, in addition to the protocol on the establishment of the Bureau of the Commission of the Higher Economic Commission, documents confirming its activities were not submitted.

Despite the possible types and forms of mobility listed in the self-assessment report, no information confirming mobility was received when interviewing teaching staff and students.

In each division (institutes, departments, services), responsible and authorized persons for labor protection and fire safety are appointed, who inform the administration about problems and violations.

Analytical part

KemSU premises are equipped with systems and inventory to create a safe environment. The Institute of Figures is widely involved in the implementation of the digital agenda of KemSU. Access to the information resources of the library is carried out through the electronic catalog and the website of the Scientific Library. All reading rooms have access to the university's local

resources and Internet resources via wireless Wi-Fi access points. At the same time, the EEC notes that international cooperation in the field of academic mobility is not developed.

Despite the presence of integration with non-medical institutes of KemSU, its own research in the field of medical education is not carried out.

The analysis of the material and technical support of the educational process in basic medical disciplines showed the need for retrofitting with visual aids, models (human anatomy, histology). The Commission was provided with the administration's intentions to purchase visual aids in the form of commercial proposals, these items were not included in the procurement plan for the 2022-2023 academic year.

Monitoring of the state and effectiveness of the processes of pedagogical activity at the university is carried out through a rating assessment of the activities of teachers; self-examination of the university; sociological studies of the satisfaction of teachers, students, graduates and employers with the quality of the educational process at the university; through external and internal audits, however, the policy on the use of expertise in the field of education has not been implemented.

Strengths/Best practices

None according to this standard.

EEC Recommendations

1. To provide the Educational program management with a material and technical base (visual aids, models, plates, etc.) for teaching human anatomy.

Deadline: 2023

2. The management of the Educational program should use expertise in the field of education to develop methods for assessing the knowledge and skills of students.

Deadline: 2023-2024 academic year

3. The management of the Educational program to assist the teaching staff in conducting their own research in the field of medical education.

Deadline: 2023-2024 academic year

4. The management of the Educational program to develop a regulation, plan / program and promote academic mobility of teaching staff and students of the Educational program 31.05.01 "General Medicine".

Deadline: 2023-2024 academic year

5. The management of the Educational program to organize a regional and international exchange of employees and students, taking into account the needs of teaching staff and students of the Educational program 31.05.01 "General Medicine".

Deadline: 2023-2024 academic year

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 25
- *Suggest improvements* – 5
- *Unsatisfactory* – 0

6.7. The "Educational Program Evaluation" Standard

The evidentiary part

Monitoring of the educational program and the results of its development is carried out by the Educational and Methodological Department of KemSU, the Directorate of the Medical Institute is responsible for regular monitoring of the Educational program "General Medicine" with the active participation of departments. Representatives of students are members of the Academic Council of the Medical Institute and can take part in the discussion of the organization of the educational process, partially confirmed during interviews with students. At the end of the

academic year, at the meetings of the academic Council of the Institute, the results of the implementation of the Educational program "General Medicine" are summed up by analyzing the progress of students, decisions are made to eliminate the identified causes.

The Educational program "General Medicine" specifies the standard terms of mastering the educational program, the scope of the specialty program – credits. The structure of the Educational program is represented by three main blocks: "Disciplines (modules)", "Practice" and "State final certification". The content and organization of the educational process during the implementation of the Educational program are fully disclosed in the curriculum presented by the EEC. The structure of the Educational program is represented by three blocks: disciplines (modules) (the mandatory part and the part formed by the participants of educational relations), practices (the mandatory part and the part formed by the participants of educational relations) and State Final Certification (the mandatory part).

The university has a system of automated assessment of the progress of intermediate certification. Students have the opportunity to master and develop competencies not only in accordance with the programs in the disciplines, but also within the framework of the SSS, participating in Olympiads in disciplines, as well as interdisciplinary, interuniversity and international conferences, the commission was given examples.

When working with the focus groups of the EEC, it was confirmed that sociological studies are regularly conducted on the satisfaction of: students with the quality of the educational process; teachers' satisfaction with the quality and working conditions. At the same time, students are not informed about the methods of assessing the student's progress, and teachers are not informed about the procedure for introducing innovations in the implementation of the Educational program.

The university departments are provided with accessible information and technical resources, including modern information technologies, in a centralized manner, depending on the needs of the departments and incoming requests. Experts have not received any examples of monitoring processes, including descriptions of how the monitoring results affected the implementation of the Educational program. The Commission visited the clinical bases of the Educational program, noted sufficient equipment and staffing for the implementation of the Educational program.

Analytical part

Evaluation of the Educational program "General Medicine" at the University is carried out continuously and consists of: ongoing control over the organization and implementation of the educational process by, as stated by the management of the accredited Educational program, the Bureau of Academic Quality of the Medical Institute (there is only a protocol on the establishment of the Bureau, other documents confirming its activity⁶ are not provided); monitoring the effectiveness of educational and educational, methodical, scientific and educational work at the departments; assessment of the quality of the educational process by the quality management sector in the form of an annual internal audit of departments; assessment of the quality of the educational process by means of questionnaires; internal cathedral assessment of the quality of teaching by mutual visits of teaching staff of departments. No other types of assessment were presented to the commission, the students found it difficult to explain the concepts of summative and formative assessment of knowledge.

The curriculum is the defining document in the implementation of the Educational program "General Medicine". The KemSU Medical Institute has identified and implemented a periodic assessment of Educational program. A survey is conducted to study the satisfaction of university teachers with their work organizations and to study the educational needs of teachers. The program for monitoring processes and results on the implementation of the Educational program, as well as the implementation of measures based on the results of monitoring was not presented.

Clinical bases involved in the educational process (conducting practical classes, industrial practices) meet the criteria and objectives of training and have technical equipment that allows for medical activities and clinical training of students.

Strengths/Best practices

None according to this standard.

EEC Recommendations

1. The management of the Educational program to determine the structural unit and develop a program for monitoring the Educational program process.

Deadline: 2023-2024 academic year.

2. The management of the Educational program to use the results of monitoring to improve the quality of the content and implementation of the Educational program, to inform students on a regular basis about the results of monitoring.

Deadline: 2023-2024 academic year.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 13
- *Suggest improvements* – 2
- *Unsatisfactory* – 0

6.8. The "Management And Administration" Standard

The evidentiary part

The management of the University's activities and the interaction of the structural and collegial divisions of KemSU is carried out in accordance with the University's Charter (amendments to the Charter of KemSU dated December 29, 2021 are submitted to the EEC) and the organizational structure of the university. According to the organizational structure, vertical and horizontal interaction of structural units is carried out at the university.

Representatives of academic staff in the Scientific Council of the Medical Institute: Moses V.G., Ladik A.V., Chaplygina O.S., Kiseleva E.A., Safronova M.N., Bannykh S.V., Romasyuk A.V., Sosurakova E. A., Soloviev A.V., Kuzmina L.S., Pasinkova M.D., Sukhoi A. C.), as part of the Bureau of Academic Quality (Moses V.G., Ladik A.V., Chaplygina O.S., Kiseleva E.A., Safronova M.N., Bannykh S.V.). Students and residents as part of the Academic Council of the Medical Institute and the Bureau of Academic Quality: Palaparambil Parvathi Pradeep (LD-221 group), Roy Chovdhuri Sulakshana (To-221 group), Kotreychuk E. S. (group Uo-221), Khrapylina V. A. (group MB-211), Izotova E. S. (group MB-201), Pilipenko O. S. (group LD-224). Other interested parties: Deputy of the State Duma of the Russian Federation Vlasova V.V., representatives of the Ministry of Education (Nekhlebova E.N.) and the Ministry of Health of Kuzbass (Garafutdinov D.M.), the health sector (Likstanov M.I., Ivanov A.V., Anastasov A.N., Te I.A., Golomidov A.V., Ivanov A.V., Shebelgut N.M., Vavin G. V.,) and the public (KROO Dental Association of Kuzbass – Lakhmotko G.I., ROO Association of Doctors of Kuzbass – Tsarik G.N.).

The University actively participates in the implementation of the regional component of the national project "Healthcare", having joined the work of the departmental project office in a number of areas (the fight against cardiovascular diseases, cancer, the development of children's healthcare, the creation of a single digital circuit in healthcare based on a unified state information system in the field of healthcare, the development of exports of medical services, modernization primary health care of the Russian Federation). As part of the implementation of the federal project "Creation of a single digital circuit in healthcare on the basis of a unified state information system in the field of healthcare", the clinical bases of KemSU use the unified medical information and analytical system of the Kemerovo region. This solution allows you to actively interact with all medical organizations of Kuzbass in a single information space, including the provision of telemedicine consultations in the all-Russian NMIC project.

The educational budget is spent according to the classification of operations of the public administration sector and the codes of the budget classification of the Russian Federation. Special attention is paid to the analysis of material support: replacement of outdated equipment, repair of premises, etc. The expenditure of funds for the implementation of the educational program is carried out in the planned volume. If there is a need for additional acquisition of material and technical values for the educational process, the university allocates financial resources. The VEC presents examples and technical specifications, commercial proposals for the implementation of the nearest purchases of equipment.

Analytical part

The KemSU Medical Institute has defined the responsibility of the academic leadership in relation to the development and management of the Educational program, where the director of the Medical Institute heads the working group on the development of the Educational program, which includes: methodological commissions on specialty and disciplines, the Academic Council of the Institute. The Academic Council consists of heads of clinical and theoretical departments, teaching staff, representatives of employers, students and representatives of student organizations. An annual analysis of the financing of the educational program is carried out for all items of expenditure.

All leading medical organizations of Kemerovo have the status of clinical bases of KemSU, which ensures a continuous process of exchange of the best medical technologies and advanced knowledge in the field of education. Effective interaction with the healthcare sector is confirmed by the contracts provided with a sufficient number and various categories of clinical bases (clinics, outpatient services, primary health care institutions, health centers and other institutions providing medical care to the population), which will allow clinical training using the capabilities of clinical bases and provide rotation in the main clinical disciplines. During the examination of the Educational program "General Medicine", experts from practical healthcare and scientific and practical centers are involved.

Strengths/Best practices

KemSU Medical Institute demonstrates constructive interaction with the healthcare sector, including information exchange and cooperation, which will contribute to providing the population with qualified medical care in accordance with the needs of society.

EEC Recommendations

No recommendations.

Conclusions of the EEC by criteria:

- *Strong* – 1
- *Satisfactory* – 16
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.9. The "Constant Renewal" Standard

The evidentiary part

The management of KemSU and the Medical Institute annually assesses the level of achievement of the Mission of the Educational program "General Medicine", the goals and the strategic development plan of the university and the Medical Institute. The adaptation of the mission statement and the final results to the scientific, socio-economic and cultural development of society for the Educational program in the specialty "General Medicine" meets the modern requirements of the development of medical education and makes it possible to train competitive specialists with higher medical education in demand on the labor market.

The recruitment of foreign students for the specialty "General Medicine" is carried out.

The KemSU Medical Institute has the main material and technical support of structural units involved in educational activities: classrooms for seminars, practical, laboratory classes, equipped with office equipment (multimedia devices, MFPs, laptops, etc.). Monitoring of the implementation of the Educational program "General Medicine" is carried out by analyzing the results of examination sessions, questionnaires of students on quality issues educational services, annual reports of the structural divisions of the institute.

The implementation of the Educational program "General Medicine" is ensured by the availability of methodological materials that are periodically updated: printed publications (textbooks, manuals), video materials (video lectures), models, layouts, etc., during the interview, intentions for a significant update of the material and technical component for basic medical disciplines were confirmed. The Educational program includes topics related to the medical examination of children and adults, COVID-19, work in the framework of telemedicine, etc.

The variability and individualization of training is provided by a variety of elective disciplines (the EEC presents a catalog of elective disciplines "General Medicine") and the possibility of choosing electives on the most pressing clinical problems.

Planning, hiring and administration of academic staff, approval of the annual staffing of the teaching staff are carried out in accordance with the legislation of the Russian Federation. For teaching staff, the system operates on a competitive basis when applying for a job. In addition, in order to ensure practice-oriented training, highly qualified specialists from healthcare institutions are involved in the implementation of the educational process. In order to ensure professional growth, administrative staff, teaching staff and other employees of the university regularly upgrade their qualifications according to the professional development plan for managers and specialists for the calendar year.

Analytical part

Forming and updating educational resources in accordance with the changes in the Educational program "General Medicine", the university is constantly replenishing funds.

Educational program "General Medicine" is coordinated with the needs of the healthcare system of the Russian Federation and in accordance with the principle of continuity of medical education. The variability and individualization of training is provided.

Monitoring of the quality management system is carried out on the basis of an independent quality assessment, audits, discussions at the Academic Council and the Medical Institute, the Academic Council of the University.

The CENTURY notes the regularity and timeliness of training of employees involved in the implementation of the Educational program.

Strengths/Best practices

None according to this standard.

EEC Recommendations

No recommendations.

Conclusions of the EEC by criteria:

- *Strong* – 0
- *Satisfactory* – 14
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

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

The "Mission and Results" Standard

None according to this standard.

The "Educational Program" Standard

None according to this standard

The "Assessment of Students" Standard

None according to this standard

The "Students" Standard

None according to this standard

The "Academic Staff/Faculty" Standard

None according to this standard

The "Educational Resources" Standard

None according to this standard

The "Evaluation of the Educational Program" Standard

None according to this standard

The Management and Administration Standard

KemSU Medical Institute demonstrates constructive interaction with the healthcare sector, including information exchange and cooperation, which will contribute to providing the population with qualified medical care in accordance with the needs of society.

The "Constant Renewal" Standard

None according to this standard

(VIII) OVERVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

The "Mission and Results" Standard

None according to this standard.

The "Educational Program" Standard

1. The management of the educational institution should develop and implement teaching methods that will contribute to the formation of students' responsibility for the educational process.
Deadline: September 2023.

2. The management of the Educational program to determine the structural unit responsible for the introduction of innovations, develop the implementation procedure, bring to the attention of the teaching staff, ensure the introduction of innovative teaching methods.

Deadline: 2023-2024 academic year.

The "Assessment of Students" Standard

1. The management of the Educational program to publish and bring to the attention of students methods for evaluating students, including the number of exams, special exams (OSCE), as well as to define criteria for establishing passing scores, grades and the number of allowed

retakes.

Deadline: 2023-2024 academic year.

2. The management of the Educational program to develop and implement methods for assessing students' knowledge and skills in biomedical disciplines as a guarantee of achieving the final learning outcomes.

Deadline: 2023-2024 academic year.

The "Students" Standard

None according to this standard.

The "Academic Staff/Faculty" Standard

The management of the Educational program clearly define the categories of teachers to carry out educational activities in clinical disciplines, in strict accordance with their qualifications and specialization, work experience in the specialty and other criteria, as well as to maintain a balance between academic and non-academic staff, teachers of clinical departments working as full-time employees and as part-time employees.

Deadline: 2023-2024 academic year.

The "Educational Resources" Standard

1. To provide the Educational program management with a material and technical base (visual aids, models, plates, etc.) for teaching human anatomy.

Deadline: 2023

2. The management of the Educational program should use expertise in the field of education to develop methods for assessing the knowledge and skills of students.

Deadline: 2023-2024 academic year

3. The management of the Educational program to assist the teaching staff in conducting their own research in the field of medical education.

Deadline: 2023-2024 academic year

4. The management of the Educational program to develop a regulation, plan / program and promote academic mobility of teaching staff and students of the Educational program 31.05.01 "General Medicine".

Deadline: 2023-2024 academic year

5. The management of the Educational program to organize a regional and international exchange of employees and students, taking into account the needs of teaching staff and students of the Educational program 31.05.01 "General Medicine".

Deadline: 2023-2024 academic year.

The "Evaluation of the Educational Program" Standard

1. The management of the Educational program to determine the structural unit and develop a program for monitoring the Educational program process.

Deadline: 2023-2024 academic year.

2. The management of the Educational program to use the results of monitoring to improve the quality of the content and implementation of the Educational program, to inform students on a regular basis about the results of monitoring.

Deadline: 2023-2024 academic year.

The Management and Administration Standard

No recommendations.

The "Constant Renewal" Standard

No recommendations.

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

-

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous opinion that the Educational program General Medicine is recommended for accreditation for a period of 5 years.



Appendix 1. Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

No.	No.	No.	EVALUATION CRITERIA	The position of the organization of education			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Mission definition				
1	1	1.1.1	A medical education organization should define its mission and bring it to the attention of stakeholders and the health sector.		+		
2	2	1.1.2	The mission statement should contain goals and an educational strategy to prepare a competent doctor at the level of basic medical education;		+		
3	3	1.1.3	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
4	4	1.1.4	capable of performing the role and functions of a doctor in accordance with the established requirements of the health sector		+		
5	5	1.1.5	prepared for postgraduate study		+		
6	6	1.1.6	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, audit, study of own practice and recognized activities in the NPR/NMO.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.		+		
8	8	1.1.8	The medical education organization should ensure that the mission includes aspects of global health and reflects the main international health issues.		+		
		1.2	Participation in the formulation of the mission				
9	9	1.2.1	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the Educational program.		+		
10	10	1.2.2	The medical education organization should ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders.		+		
		1.3	Institutional autonomy and academic freedom				
			The medical organization of education should have institutional autonomy for the development and implementation of policies for which the administration and the teaching staff are responsible in relation to:				
11	11	1.3.1	the development and compilation of the educational program;		+		
12	12	1.3.2	the use of allocated resources necessary for the implementation of the educational program.		+		

			Medical educational organizations should guarantee academic freedom to their employees and students:				
13	13	1.3.3	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of medical issues;		+		
14	14	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines/ issues without expanding the educational program.		+		
		1.4	Final learning outcomes				
			The medical organization of education should determine the expected final learning outcomes that students should show after completion, with respect to:				
15	15	1.4.1	their achievements at the basic level in terms of knowledge, skills and abilities;		+		
16	16	1.4.2	the appropriate foundation for a future career in any branch of medicine;		+		
17	17	1.4.3	their future roles in the health sector;		+		
18	18	1.4.4	his subsequent postgraduate training;		+		
19	19	1.4.5	their commitment to lifelong learning;		+		
20	20	1.4.6	the medical and sanitary needs of the health of society, the needs of the health system and other aspects of social responsibility.		+		
21	21	1.4.7	The medical organization of education must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
			The medical organization of education should:				
22	22	1.4.8	determine and coordinate the relationship of the final learning outcomes required upon completion with those required in postgraduate education;		+		
23	23	1.4.9	to determine the results of students' involvement in conducting research in medicine;		+		
24	24	1.4.10	pay attention to the end results related to global health;		+		
Итого				0	24	0	0
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
25	1	2.1.1	A medical educational organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		
26	2	2.1.2	The medical education organization should identify the teaching and learning methods used that stimulate, prepare and support students to take responsibility for their learning process.			+	
27	3	2.1.3	The medical education organization must ensure that the educational program develops students' lifelong learning abilities.		+		
28	4	2.1.4	The medical organization of education must ensure that the educational program is implemented in accordance with the principles of equality.		+		
29	5	2.1.5	The medical organization of education should use teaching and learning methods based on the modern theory of adult education		+		
		2.2	Scientific method				
			The medical organization of education should teach students throughout the entire training program:				
30	6	2.2.1	principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7	2.2.2	scientific research methods in medicine;		+		

32	8	2.2.3	evidence-based medicine, which require the appropriate competence of teachers and will be a mandatory part of the educational program.		+		
33	9	2.2.4	The medical organization of education should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods.		+		
34	10	2.2.5	The medical organization of education should promote the involvement of students in conducting or participating in research projects		+		
		2.3	Basic biomedical sciences				
			The medical organization of education should define and include in the educational program:				
35	11	2.3.1	achievements of basic biomedical sciences, for the formation of students' understanding of scientific knowledge;		+		
36	12	2.3.2	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
			The medical organization of education should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	13	2.3.3	scientific, technological and clinical developments;		+		
38	14	2.3.4	current and expected needs of society and the healthcare system.		+		
		2.4	Behavioral and social sciences and medical ethics		+		
			The medical organization of education should identify and include in the educational program the achievements of:		+		
39	15	2.4.1	behavioral sciences;		+		
40	16	2.4.2	social sciences;		+		
41	17	2.4.3	medical ethics;		+		
42	18	2.4.4	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 and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice.		+		
43	19	2.4.5	The medical organization of education should adjust and introduce new achievements of behavioral and social sciences and also medical ethics in the educational program for:		+		
44	20	2.4.6	scientific, technological and clinical developments;		+		
45	21	2.4.7	current and expected needs of society and the healthcare system;		+		
		2.5	changing demographic and cultural conditions.				
			Clinical Sciences and Skills				
46	22	2.5.1	The medical organization of education should identify and implement the achievements of clinical sciences in the educational program and ensure that students:		+		
47	23	2.5.2	acquire sufficient knowledge and clinical and professional skills in order to take on the appropriate responsibility, including measures related to strengthening the health, disease prevention and patient care;		+		
48	24	2.5.3	conduct a reasonable part (one third) of the program in planned contacts with patients, including consideration of		+		

			the goal, the appropriate amount and their sufficiency for training in the appropriate clinical bases;				
49	25	2.5.4	they carry out work on health promotion and prevention.		+		
50	26	2.5.5	The medical organization of education should set a certain amount of time for the training of basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
			A medical educational organization should organize clinical training with appropriate attention to patient safety, including monitoring of the actions performed by the student in the conditions of clinical bases.				
51	27	2.5.6	The medical organization of education should adjust and introduce new achievements of clinical sciences in the educational program for:		+		
52	28	2.5.7	scientific, technological and clinical developments;		+		
53	29	2.5.8	current and expected needs of society and the healthcare system.		+		
54	30	2.5.9	The medical organization of education should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under supervision, which is carried out in the appropriate clinical bases.		+		
		2.6	The medical organization of education should structure the various components of clinical skills training in accordance with the specific stage of the training program.				
55	31	2.6.1	Structure of the educational program, content and duration		+		
			The medical organization of education should provide a description of the content, scope and sequence of courses and other elements of the educational program in order to ensure compliance with the appropriate ratio between the basic biomedical, behavioral and social and clinical disciplines.				
56	32	2.6.2	The medical organization of education should in the educational program:		+		
57	33	2.6.3	ensure horizontal integration of related sciences and disciplines;		+		
58	34	2.6.4	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
59	35	2.6.5	to provide an opportunity for elective content (electives) and to determine the balance between the mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;		+		
		2.7	to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.				
60	36	2.7.1	Program management		+		
61	37	2.7.2	The medical organization of education should determine the structural unit responsible for educational programs, which, under the management of the academic leadership, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for planning and implementing teaching and learning methods, student evaluation and evaluation of the educational program and courses of study, in order to ensure the achievement of the final results training.		+		

62	38	2.7.3	The medical organization of education must guarantee representation from teachers and students in the structural unit responsible for educational programs.			+	
63	39	2.7.4	The medical organization of education should plan and implement innovations in the educational program through the structural unit responsible for educational programs.		+		
		2.8	A medical educational organization should include representatives from other relevant stakeholders in the structural unit of a medical educational organization responsible for educational programs, including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, healthcare professionals involved in the learning process or other faculty members of the university.				
64	40	2.8.1	Connection with medical practice and the healthcare system		+		
			The medical organization of education should provide an operational link between the educational program and the subsequent stages of professional training (internship, specialization, NPR/NMO) or practice, which the student will begin upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements of the educational program and their relationships at various stages of preparation and practices, with due regard to local, national, regional and global conditions, and also feedback for/from the healthcare sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.				
65	41	2.8.2	The medical organization of education should ensure that the structural unit responsible for the educational program:		+		
			Total	0	38	2	0
		3.	STUDENT ASSESSMENT				
		3.1	Evaluation methods				
			The medical organization of education must:				
66	1	3.1.1	define, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of evaluation methods based on criteria and reasoning, and special exams (OCE or Mini-Clinical Exam), as well as determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
67	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
68	3	3.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
69	4	3.1.4	ensure that evaluation methods and results avoid conflicts of interest;		+		
70	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for examination by external experts;		+		
71	6	3.1.6	use the system of appealing the evaluation results.		+		
			The medical organization of education should:				

72	7	3.1.7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;		+		
73	8	3.1.8	implement new assessment methods in accordance with the need;		+		
74	9	3.1.9	use the system to appeal the evaluation results.		+		
		3.2	The relationship between assessment and training				
			A medical educational organization should use the principles, methods and practices of assessment, including students' academic achievements and assessment of knowledge, skills, professional values of relationships that:				
75	10	3.2.1	clearly comparable to teaching methods, teaching and learning outcomes;		+		
76	11	3.2.2	ensure that students achieve the final learning outcomes;			+	
77	12	3.2.3	promote student learning;		+		
78	13	3.2.4	they provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.		+		
			The medical organization of education should:				
79	14	3.2.5	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 a negative impact on the learning process and eliminate the need to study an excessive amount of information and overload of the educational program;		+		
80	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.		+		
			Total	0	14	1	0
		4.	STUDENTS				
		4.1	Admission and Selection Policy				
			The medical organization of education should:				
81	1	4.1.1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
82	2	4.1.2	have a policy and implement the practice of admitting students with disabilities in accordance with the current laws and regulatory documents of the country;		+		
83	3	4.1.3	have a policy and implement the practice of transferring students from other educational programs and medical organizations.		+		
			The medical organization of education should:				
84	4	4.1.4	establish a relationship between the selection of students and the mission of the medical organization of education, the educational program and the desired quality of graduates;		+		
85	5	4.1.5	periodically review the admission policy, based on relevant data from the public and specialists in order to meet the health needs of the population and society as a whole, including consideration of the recruitment of students taking into account their gender, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities;		+		
86	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Admission of students				
87	7	4.2.1	The medical organization of education should determine		+		

			the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and making a decision on the recruitment of students implies the need to regulate national requirements for health personnel resources, in the case when medical educational organizations do not control the number of students recruited, then it is necessary to demonstrate their obligations by explaining all relationships, paying attention to the consequences of the decisions taken (the imbalance between the recruitment of students and the material, technical and academic potential of the university).				
88	8	4.2.2	The medical organization of education should periodically review the number and contingent of accepted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human resources of health (such as insufficient and uneven distribution of human resources of health, migration of doctors, the opening of new medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	Counseling and support of students				
			A medical educational organization should:				
89	9	4.3.1	have a system of academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate studies, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
90	10	4.3.2	to offer a program of student support aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans;		+		
91	11	4.3.3	allocate resources to support students;		+		
92	12	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The medical organization of education should provide counseling that:				
93	13	4.3.5	It is based on monitoring the student's progress and is aimed at the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
94	14	4.3.6	includes consulting and professional career planning.		+		
		4.4	Student Representation				
95	15	4.4.1	A medical educational organization should define and implement a policy of student representation and their respective participation in the development, management and evaluation of the educational program, and other issues relevant to students.		+		
96	16	4.4.2	Medical educational organizations should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
			Total	0	16	0	0
		5.	ACADEMIC FACULTY/STAFF				
		5.1	Selection and recruitment policy				
			The medical organization of education should define and				

			implement a policy of selection and admission of employees, which:				
97	1	5.1.1	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper ratio between teachers of medical and non-medical profile, teachers working full-time or part-time the rate, as well as the balance between academic and non-academic employees;			+	
98	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper ratio between pedagogical, scientific and clinical qualifications;		+		
99	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			The medical organization of education should take into account such criteria in its policy on the selection and admission of employees as:				
100	4	5.1.4	attitude to one's mission, the significance of local conditions, including gender, nationality, religion, language and other conditions relevant to the medical organization of education and the educational program;		+		
101	5	5.1.5	economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.		+		
		5.2	Development policy and employee activities				
			The medical organization of education should define and implement a policy of activity and development of employees, which:				
102	6	5.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers;		+		
103	7	5.2.2	guarantees the recognition of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotions and/or remuneration;		+		
104	8	5.2.3	ensures that clinical activities and scientific research are used in teaching and learning;		+		
105	9	5.2.4	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge about teaching/learning methods and the general content of the educational program, and other disciplines? and subject areas in order to stimulate cooperation and integration;		+		
106	10	5.2.5	It includes training, development, support and evaluation of teachers' activities, which involves all teachers, not only newly hired, but also teachers attracted from hospitals and clinics.		+		
			The medical organization of education should:				
107	11	5.2.6	take into account the ratio of "teacher-student" depending on the various components of the educational program;		+		
108	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	0	10	1	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical organization of education should:				
109	1	6.1.1	have sufficient material and technical base for teachers			+	

			and students to ensure adequate implementation of the educational program;				
110	2	6.2.2	to provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.		+		
111	3	6.1.3	The medical organization of education should improve the learning environment of students through regular updating, expansion and strengthening of the material and technical base, which should correspond to the development in the practice of teaching.		+		
		6.2	Resources for clinical training				
			The medical organization of education should provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
112	4	6.2.1	the number and categories of patients;		+		
113	5	6.2.2	the number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and provide rotation on the main clinical disciplines;		+		
114	6	6.2.3	observation of the clinical practice of students.		+		
115	7	6.2.4	The medical educational organization should study and evaluate, adapt and improve clinical training resources in order to meet the needs of the population served, which will include compliance and quality for clinical training programs regarding clinical bases, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.		+		
		6.3	Information technology				
116	8	6.3.1	The medical organization of education should define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
117	9	6.3.2	A medical educational organization should provide access to online or other electronic media		+		
			Medical educational organizations should provide teachers and students with opportunities to use information and communication technologies:				
118	10	6.3.3	for self-study;		+		
119	11	6.3.4	access to information;		+		
120	12	6.3.5	patient management;		+		
121	13	6.3.6	work in the healthcare system.		+		
122	14	6.3.7	The medical organization of education should optimize students' access to relevant patient data and health information systems.		+		
		6.4	Medical research and scientific achievements				
			A medical educational organization should:				
123	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for an educational program;		+		
124	16	6.4.2	identify and implement policies that promote the relationship between research and education;		+		
125	17	6.4.3	provide information about the research base and priority directions in the field of scientific research of the medical organization of education;		+		
126	18	6.4.4	use medical scientific research as the basis for the curriculum		+		

			The medical organization of education should ensure that the relationship between scientific research and education:				
127	19	6.4.5	is taken into account in teaching;		+		
128	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		
		6.5	Expertise in the field of education				
			The medical organization of education should:		+		
129	21	6.5.1	have access to expertise in the field of education, where necessary, and conduct expertise that studies the processes, practices and problems of medical education and can involve doctors with experience in conducting research 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 organization of education should define and implement a policy on the use of expertise in the field of education:				
130	22	6.5.2	in the development of an educational program;		+		
131	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical organization of education should:				
132	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education for the development of the potential of employees;		+		
133	25	6.5.5	to pay due attention to the development of expertise in the evaluation of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
134	26	6.5.6	to promote the aspirations and interests of employees in conducting research in medical education.			+	
		6.6	Exchange in the field of education				
			The medical educational organization should define and implement a policy for:				
135	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
136	28	6.6.2	transfer and offset 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 elements of the educational program, and active coordination of programs between medical educational organizations and the use of a transparent system of credit units and flexible course requirements.		+		
			The medical organization of education should:				
137	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
138	30	6.6.4	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
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Monitoring and evaluation mechanisms of the program				
			A medical educational organization should				

139	1	7.1.1	have a process and outcome monitoring program that includes the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring interventions, as well as data collection is part of administrative procedures in connection with student admission, student assessment and completion training.			+	
140	2	7.1.2	ensure that the relevant assessment results affect the curriculum			+	
			The medical organization of education should establish and apply mechanisms for evaluating the educational program, which are:				
141	3	7.1.3	aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of mandatory and elective parts;		+		
142	4	7.1.4	aimed at the student's progress;		+		
143	5	7.1.5	identify and consider problems that include insufficient achievement of the expected final learning outcomes, and will assume that the information received about the final learning outcomes, including identified shortcomings and problems, will be used as feedback for activities and corrective action plans to improve the educational program and curricula of disciplines;		+		
			The medical organization of education should periodically conduct a comprehensive assessment of the educational program aimed at:				
144	6	7.1.6	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical organization of education;		+		
145	7	7.1.7	on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;		+		
146	8	7.1.8	on the overall final results, which will be measured by the results of national exams, international exams, career choices and postgraduate study results;		+		
147	9	7.1.9	Medical education organizations should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
148	10	7.2.1	The medical organization of education should systematically collect, analyze and provide teachers and students with feedback, which 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 and/or legal consequences.		+		
149	11	7.2.2	The medical organization of education should use the feedback results to improve the educational program.		+		
		7.3	Academic achievements of students				
			The medical organization of education should analyze the educational achievements of students regarding:				
150	12	7.3.1	its mission and the final learning outcomes of the educational program, which includes information about the average duration of study, academic performance, frequency of exams and failures, cases of successful graduation and expulsion, student reports on the conditions of study in the courses completed, about the time spent to study areas of interest, including elective components, as well as interviews with students on repeat		+		

			courses, and an interview with students who leave the training program;				
151	13	7.3.2	educational programs;		+		
152	14	7.3.3.	availability of resources.		+		
			The medical organization of education should analyze the educational achievements of students with respect to:		+		
153	15	7.3.4	their previous experience and conditions, including social, economic, cultural conditions;		+		
154	16	7.3.5	the level of training at the time of admission to the medical organization of education.		+		
			The medical organization of education should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
155	17	7.3.6	selection of students;		+		
156	18	7.3.7	planning an educational program;		+		
157	19	7.3.8	advising students.		+		
		7.4	Stakeholder engagement				
			The medical organization of education should involve in its monitoring program and educational program evaluation activities:				
158	20	7.4.1	teaching staff and students;		+		
159	21	7.4.2	its administration and management.		+		
			The medical organization of education should be for other interested parties, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, as well as persons responsible for postgraduate education:				
160	22	7.4.3	provide access to the evaluation results of the course and educational program;		+		
161	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
162	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total	0	22	2	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
163	1	8.1.1	The medical organization of education should determine the management structures and functions, including their relationship with the university, if the medical organization of education is a part or branch of the university.		+		
			The medical organization of education should define structural units in its management structures with the establishment of the responsibility of each structural unit and include in their composition:				
164	2	8.1.2	representatives of academic staff;		+		
165	3	8.1.3	students;		+		
166	4	8.1.4	other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.		+		
167	5	8.1.5	The medical organization of education should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the University's website, included in protocols for review and execution.		+		
		8.2	Academic leadership				
168	6	8.2.1	The medical educational organization should clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		

169	7	8.2.2	The medical educational organization should periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical organization of education should:				
170	8	8.3.1	have a clear range of responsibilities and powers to provide the educational program with resources, including the target budget for training;		+		
171	9	8.3.2	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs.		+		
172	10	8.3.3	The system of financing the medical organization of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			The medical organization of education should:				
173	11	8.3.4	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;		+		
174	12	8.3.5	when allocating resources, take into account scientific achievements in the field of medicine and the health problems of society and their needs.		+		
		8.4	Administrative staff and management				
			A medical educational organization must have an appropriate administrative staff, including their number and composition in accordance with the qualifications, in order to:				
175	13	8.4.1	ensure the implementation of the educational program and relevant activities;		+		
176	14	8.4.2	ensure proper management and allocation of resources.		+		
177	15	8.4.3	The medical educational organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the health sector				
178	16	8.5.1	The medical organization of education should have constructive interaction with the health sector, with related sectors of public health and the government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
179	17	8.5.2	The medical organization of education should be given the official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the creation of a coordinating committee, and joint activities.		+		
			Total	1	16	0	0
		9.	CONSTANT RENEWAL				
			A medical educational organization should, as a dynamic and socially responsible institution:				
180	1	9.1.1	initiate procedures for regular review and revision of content, results/competencies, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
181	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical organization of education should:				
182	3	9.1.3	base the updating process on prospective studies and		+		

			analyses and on the results of its own study, evaluation and literature on medical education;				
183	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; direct the renewal process to the following issues		+		
184	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
185	6	9.1.6	Modification of 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.		+		
186	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure that they are appropriate and appropriate and takes into account modern theories in education, adult education methodology, principles of active learning.		+		
187	8	9.1.8	The adjustment of the elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of outdated ones.		+		
188	9	9.1.9	Development of evaluation principles and methods of conducting and number of examinations in accordance with changes in the final results of training and methods of teaching and learning.		+		
189	10	9.1.10	Adaptation of the student recruitment policy and methods of student selection taking into account changing expectations and circumstances, human resource needs, changes in the system of pre-graduate education and the needs of the educational program.		+		
190	11	9.1.11	Adaptation of the recruitment policy and the formation of academic staff in accordance with changing needs.		+		
191	12	9.1.12	Updating educational resources in accordance with changing needs, such as, for example, the recruitment of students, the number and profile of academic staff, the educational program.		+		
192	13	9.1.13	Improving the monitoring and evaluation of the educational program.		+		
193	14	9.1.14	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	14	0	
			SUM TOTAL	1	181	11	

Appendix 2. THE VISIT PROGRAM TO THE EDUCATIONAL ORGANIZATION

Date and time	EEC's work with target groups	Position and Surname, first name, patronymic of target group participants	Form of communication Filled in by an employee of the IAAR
<i>May 2, 2023</i>			
20.00-21.00	Preliminary meeting of the EEC	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
<i>Day 1: May 3, 2023</i>			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
10.30 – 11.10	Meeting with the Rector	<i>Rector – Alexander Yurievich Prosekov, Doctor of Technical Sciences, Doctor of Biological Sciences, Professor, Corresponding Member of the Russian Academy of Sciences</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.10-11.25	Technical break		
11.25-12.05	Meeting with Vice-Rectors	<ol style="list-style-type: none"> 1. <i>The first vice-rector is Yuri Nikolaevich Zhuravlev, PhD, Professor.</i> 2. <i>Vice-Rector for Digital Transformation – Roman Mikhailovich Kotov, PhD, Associate Professor.</i> 3. <i>Vice-Rector for Scientific and Innovative Work - Elena A. Zhidkova, Doctor of Economics, Associate Professor.</i> 4. <i>Vice-Rector for Youth Policy and Public Communications - Leukhova Miriya Gennadijevna, Candidate of Historical Sciences, Associate Professor.</i> 5. <i>Vice-Rector for the development of the property complex – Lisina Natalia Leonidovna, Doctor of Law, Associate Professor.</i> 	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
12.05-12.20	Technical break		
12.20-13.00	Встреча с руководителями структурных подразделений ОО	<ol style="list-style-type: none"> 1. <i>Head of the HR Department – Lolita Viktorovna Ionova, Ph.D.</i> 2. <i>Chief Accountant (Accounting and Financial Control Department) – Alexandra Mikhailovna Dvorovenko</i> 	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

		<p>3. Head of the Financial and Economic Department – Domracheva Elena Leonidovna</p> <p>4. Head of the Strategic Development Department – Vladimir V. Poddubikov, Candidate of Historical Sciences, Associate Professor</p> <p>5. Head of the Educational Department – Natalia Veniaminovna Shulgina</p> <p>6. Head of the methodological Department – Elena E. Rumyantseva, Ph.D., Associate Professor</p> <p>7. Director of the Department of Digitalization – Chebotarev Andrey Lvovich, Ph.D.</p> <p>8. Leading specialist of the career center – Cheshuina. Ksenia Andreevna</p> <p>9. Head of the Department for the Development of the KemSU DPO – Levkina Olga Mikhailovna</p> <p>10. Head of the International Cooperation Department – Elena Sergeevna Zhelonkina</p> <p>11. Head of the Scientific Personnel Training Department – Natalia Davydenko, Doctor of Technical Sciences, Professor</p> <p>12. Head of the Scientific and Innovation Department – Borovikova Anastasia Pavlovna, Ph.D.</p> <p>13. Head of the Youth Policy Department – Rudik Levovich Korchagin</p> <p>14. Chairman of the students' trade union committee – Yulia Anatolyevna Zonova</p> <p>15. The director of the campus – Molyarchuk Yuri Alekseevich</p> <p>16. Head of the Project Activity Department – Maria Alekseevna Osintseva, Ph.D.</p> <p>Director of the Scientific Library – Svetlana Rudolfovna Kurdupova</p>	
13.00-14.00	Lunch		
14.00-14.15	The work of the EEC	External IAAR Experts	<p>URL</p> <p>https://us02web.zoom.us/j/3892931765</p> <p>Conference ID: 389 293 1765 (<i>only for the EEC</i>)</p>
14.15-15.00	Meeting with Deans	Director of the Medical Institute – Moses Vadim Gelevich, MD, Professor	<p>URL</p> <p>https://us02web.zoom.us/j/3892931765</p> <p>Conference ID: 389 293 1765</p>
15.00-15.15	Technical break		

15.15-16.00	Meeting with the heads of the OP, heads of departments	<p>1. Director of the Medical Institute, Head of the Department. Internal diseases – Moses Vadim Gelevich, MD, Professor.</p> <p>2. Head of the department. Dentistry of general practice – Kiseleva Elena Aleksandrovna, MD, Professor</p> <p>3. Head of the department. Genetics and Fundamental Medicine – Varvara Ivanovna Minina, Doctor of Biological Sciences, Associate Professor.</p> <p>4. Head of the department. Ecology and Nature Management – Olga Neverova, Doctor of Biological Sciences, Associate Professor.</p> <p>5. Head of the department. Foreign languages – Sergeychik Tatiana Sergeevna, Candidate of Pedagogical Sciences, Associate Professor</p> <p>6. Head of the department. Russian language and Literature – Kim Lidiya Gustovna, PhD, Professor.</p> <p>7. Head of the department. Theories and methods of teaching natural science and mathematical disciplines – Svetlana A. Ivanova, Doctor of Technical Sciences, Associate Professor</p> <p>8. Head of the department. Digital Technologies – Stepanov Yuri Alexandrovich, Doctor of Technical Sciences, Associate Professor.</p> <p>9. Head of the department. Management named after I.P.Povovich – Morozova Elena Alekseevna, Candidate of Social Sciences, Doctor of Economics, Professor, corresponding member. SAN VS</p> <p>10. Head of the department. General and inorganic chemistry – Salishcheva Olesya Vladimirovna, D.H.M.</p> <p>Head of the Department. Improving physical culture – Bakanov Maxim Vladimirovich, Candidate of Technical Sciences, associate professor</p>	<p>URL https://us02web.zoom.us/j/3892931765</p> <p>Conference ID: 389 293 1765</p>
16.00-16.15	Technical break		
16.15-17.00	Meeting with the staff of the Educational program	<p>Teachers of Educational program General Medicine (Appendix No. 1. List of teaching staff)</p>	<p>URL https://us02web.zoom.us/j/3892931765</p> <p>Conference ID: 389 293 1765</p>
17.00-18.30	Survey of teaching staff (in parallel)	<p>Список ППС оцениваемых программ (Приложение № 2)</p>	<p>The URL is sent to the teacher's e-mail personally</p>
17.00-17.15	Technical break		

17.15-18.30	Visual inspection of the OO	1. <i>KemGU Medical Institute</i> 2. <i>Institute of Fundamental Sciences</i> 3. <i>Institute of Numbers</i> 4. <i>Scientific Library</i> 5. <i>Laboratory of Cytogenetics</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.30-18.40	The work of the EEC. Summing up the results of the first day	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
Day 2: May 4, 2023			
10.00-10.15	The work of the EEC	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
10.15-10.30	Technical break		
10.30-11.10	Meeting with students of the Educational program (in parallel)	<i>Students</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
11.10-12.30	Survey of students (in parallel)	<i>(Appendix No. 2)</i>	The URL is sent to the teacher's e-mail personally
11.10-11.25	Technical break	<i>List of students OP Medical business</i>	
11.25-13.00	Work with department documents and attendance of teaching staff classes according to the schedule (Appendix 1A with links to classes)	<i>(Appendix No. 2)</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
13.00-14.00	Lunch		
14.00-14.15	The work of the EEC	<i>Attendance of teaching staff classes according to the schedule:</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)

14.15-14.30	Technical break	<i>1. Latin language – teacher Vdovichenko E.A., Assistant, Department of Romano-Germanic Philology, Head. Department</i>	
14.30-16.00	Visiting the practice bases of the Educational program	<i>Russian Russian as a foreign language – teacher Satuchina. T.Yu., Ph.D., Department of Russian Language and Literature.</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.00-16.15	Technical break		
16.15-16.30	The work of the EEC, discussion	<i>Working with department documents:</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
16.30-16.45	Technical break	<i>1. General and inorganic chemistry, Head of the Department. Salishcheva O.V., Doctor of Economics</i>	
16.45-18.15	The work of the EEC, discussion of the results of the second day and profile parameters (recording is underway)	<i>2. Russian language and Literature, Head of the Department. Kim L.G., Ph.D., Professor</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
Day 3: May 5, 2023			
10.00-11.30	Work of the EEC development and discussion of recommendations (a record is being kept)	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
11.30-11.45	Technical break		
11.45-13.00	EEC work, development and recommendations	<i>External IAAR Experts</i>	(Individual work of the Chairman)
13.00-14.00	Lunch		

14.00-16.00	The work of the EEC discussion, decision-making by voting (a record is kept)	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (<i>only for the EEC</i>)
16.00-17.00	Preparation by the Chairman of the information on the results of the external evaluation	<i>Chairman of the VEC</i>	(Individual work of the Chairman)
17.00-17.40	The final meeting of the VEC with the leadership of the university	<i>Heads of the university and structural divisions</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
17.40-17.55	Technical break		
17.55-19.00	Work of the VEC, Discussion of the results of the quality assessment	<i>External IAAR Experts</i>	URL https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

Appendix 3. RESULTS OF THE SURVEY OF TEACHING STAFF

Total number of questionnaires: 22

1. Your department/faculty?

Faculty of Medicine (Медицинский факультет)	4,5%
Faculty of Dental Medicine (Факультет Стоматология)	0%
Faculty of Pharmacy (Факультет Фармация)	0%
Other	95,5%

2. Your Position (Ваша должность)

Assistant	4,5%
Associate Professor (Доцент)	54,5%
Senior Teacher (Старший преподаватель)	13,6%
Teacher (Преподаватель)	0
Head of the Department(Зав. кафедрой)	18,2%
Professor(Профессор)	4,5%
Other	4,5%

3. Academic degree, academic title (Ученая степень, ученое звание)

Honoured Worker (Заслуженный деятель)	0
Doctor of Science (Доктор наук)	13,6%
Candidate of Science (Кандидат наук)	72,7%
Master (Магистр)	4,5%
PhD (PhD)	0
Professor (Профессор)	4,5%
Associate Professor(Доцент)	22,7%
Other	13,6%

4. Work experience at this HEI (Стаж работы в данном вузе)

Over 5 years(Свыше 5 лет)	59,3%
1 year-5years(1год-5лет)	18,2%
Less than 1 year(Менее 1 года)	4,5%
Other	18%

	Very well	Good	Relatively bad	Bad	Very bad
How much does the content of the educational program satisfy your needs?	81,8%	18,2%	0	0	0
How do you assess the opportunities that the university provides for professional development of the teaching staff?	81,8%	18,2%	0	0	0
How do you assess the opportunities provided by the university for the career growth of teachers?	72,7%	27,3%	0	0	0
How do you assess the degree of academic freedom of the teaching staff?	59,1%	40,9%	0	0	0
To what extent can teachers use their own strategies?	63,6%	36,4%	0	0	0
To what extent can teachers use their own methods?	81,8%	18,2%	0	0	0
To what extent can teachers use their own innovations in the learning process ?	68,2%	31,8%	0	0	0
How do you assess the organization of health care and disease prevention at the university?	50 %	50 %	0	0	0
What attention does the university administration pay to the content of the educational program?	81,8%	18,2%	0	0	0
How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	59,1%	40,9%	0	0	0

Assess the level of conditions created that take into account the needs of different groups of students?	50 %	50 %	0	0	0
Evaluate the openness and accessibility of management for students	59,1%	40,9%	0	0	0
Evaluate the openness and accessibility of management for the teaching staff	68,2%	31,8%	0	0	0
What is the level of encouragement and involvement of young professionals in the educational process?	63,6%	31,8%	4,5%	0	0
Evaluate the opportunities for professional and personal growth created for each teacher and employee.	72,7%	27,3 %	0	0	0
Evaluate the adequacy of the recognition by the university management of the potential and abilities of teachers.	59,1%	40,9 %	0	0	0
How academic mobility activities are organized.	59,1%	31,8%	9,1%	0	0
How is the professional development activity of teaching staff organized	77,3 %	22,7%	0	0	0
Evaluate how the university and its management support the research work of the teaching staff.	86,4%	13,6 %	0	0	0
Evaluate how the university and its management support the development of new educational programs / academic disciplines / teaching methods.	72,7%	27,3%	0	0	0
Evaluate the faculty's ability to combine teaching with scientific research	59,1%	40,9%	5,1%	0	0
Evaluate the ability of the teaching staff to combine teaching with practical activities.	45,5 %	54,5 %	0	0	0
Evaluate whether the knowledge acquired by students at the university meets the requirements of the modern labor market.	50 %	50 %	0	0	0
How do the management and administration of the university	18,2%	81,8 %	0	0	0

perceive criticism?					
Assess how much your academic load meets your expectations and capabilities.	50 %	40,9%	9,1%	0	0
Evaluate the orientation of educational programs / curricula to provide students with the skills of analyzing the situation and making forecasts.	54,5 %	45,5%	0	0	0
Evaluate how the content and quality of the educational program implementation meet the expectations of the labor market and the employer.	45,5%	54,5%	0	0	0

31. Why do you work in this particular HEI? (Почему Вы работаете именно в этом вузе?)

A total of 21 responses:

1. It was at this university that I studied. My formation as a professional took place right here. This is my home.
2. the university provides opportunities for professional and personal development
3. Working conditions.
4. Kemerovo State University is my destiny, my whole life is connected with nimVuz and involves me in a variety of activities.
5. Kemerovo State University - federal reference University, academic leader of the region
6. I have been working at the university since the last semester of the fifth year.
7. The university provides an opportunity for professional growth, a wide scope for scientific activity, a good mat.base, development prospects.
8. According to the distribution, she got a job after graduating from University and is quite satisfied with the conditions for professional development
9. The university gives me the opportunity to develop in different directions as a teacher of linguistic disciplines, to actively engage in scientific activity and applied (practical).
10. A good environment, the possibility of implementing your own projects
11. My native university. It is growing, changing and it is very interesting
12. I studied here, and here I have the best teachers who gave me the road to life.
13. I have been working since 1987. Used to. There is no desire to change something.
14. I studied at this university, dreamed of teaching there, even when I was a student. I have been working at a scientific institute for a long time, and now I have the opportunity to combine scientific and teaching activities.
15. This is my alma mater
16. I studied at KemSU and stayed here to work
17. Since this university provides an opportunity for the realization of my professional skills and abilities.
18. I feel comfortable and enjoy the work done
19. Prestigious university, trains highly professional specialists. Prestigious.
20. This is my native university, I went through a great scientific and creative path there, gained a lot of experience and earned, as it seems to me, a high level of respect and trust from colleagues and the university management.
21. It is a good university

	Very often	Often	Sometimes	Very rarely	Never
How often do you conduct master classes and practical classes as part of your course?	9,1%	68,2%	22,7%	0	0
How often are teachers invited from outside (local and foreign) to	4,5%	68,2%	27,3%	0	0

participate in the learning process?					
--------------------------------------	--	--	--	--	--

How often do you encounter the following problems in your work:

	Often	Sometimes	Never
Lack of classrooms	0,7%	4,5%	95,5%
Unbalanced academic load by semester	0	27,3%	72,7%
Lack of necessary literature in the library	0	22,7 %	77,3%
Overcrowding of study groups (too many students in a group)	0	9,1%	90,9%
Inconvenient schedule	0	40,9%	59,1%
Poor conditions for classes in classrooms	0	0	100%
Lack of Internet access / poor internet connection	0	13,6%	86,4%
Students' lack of interest in studying	0	68,2%	31,8%
Untimely receipt of information about events	0	9,1%	90,9%
Lack of textbooks in classrooms	0	13,6%	86,4%

34. Other problems (Другие проблемы (если имеются). Укажите, пожалуйста, какие)

Total of 6 responses:

1. No
2. None
3. None
4. There are no problems. Current issues are being resolved very quickly
5. No problem
6. No

35. There are many different sides and aspects in the life of the university that affect every teacher and employee in one way or another. Rate how satisfied you are:

	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
Relations with direct management	81,8%	18,2%	0	0
Relations with colleagues at the department	90,9%	9,1%	0	0
The degree of participation in management decision-making	81,8%	18,2 %	0	
Relations with students	77,3%	22,7%	0	0

Recognition of your successes and achievements by the administration	86,4%	13,6%	0	0
Support for your suggestions and comments	81,8 %	18,2 %	0	0
Activities of the university administration	77,3%	22,7 %	0	0
Terms of remuneration	72,7%	22,7%	4,5%	0
Convenience of work, services available at the university	81,8%	18,2%	0	0
Occupational health and safety	90,9%	9,1%	0	0
Managing changes in the university's activities	77,3%	22,7%	0	0
Providing benefits: rest, sanatorium treatment, etc.	54,5%	40,9%	4,5%	0
Organization of catering at the university and its quality	68,2%	27,3%	0	4,5%
Organization of Health Care and quality of Medical Services	77,3%	18,2 %	0	4,5%

Appendix 4. RESULTS OF THE SURVEY OF STUDENTS

Total number of questionnaires: 24

1. What is your department/faculty??

General Medicine	100%
Dentistry	0%

2. What is your gender?

Male	54,2%
Female	45,8%

3. Evaluate how satisfied you are: 3.1 Relations with the Dean's Office

Great	79,2%
Well	20,8%
Partially dissatisfied	0
Not satisfied	0
I find it difficult to answer	0

4. The level of accessibility of the dean's office

Great	91,7 %
Well	8,3%
Partially dissatisfied	0
Not satisfied	0
I find it difficult to answer	0
I find it difficult to say something good	0

5. The level of accessibility and responsiveness of the university management

Completely satisfied	87,5 %
Partially satisfied	12,5%
Partially dissatisfied	0
Not satisfied	0

I find it difficult to answer	0
-------------------------------	---

6. The availability of academic counseling to you

Completely satisfied	58,3%
Partially satisfied	41,7%
Partially dissatisfied	0
Not satisfied	0
I find it difficult to answer	0

7. Support of educational materials in the learning process

Completely satisfied	91,7 %
Partially satisfied	8,3 %
Partially dissatisfied	0
Not satisfied	0
I find it difficult to answer	0

8. Availability of counseling on personal problems

Completely satisfied	58,3%
Partially satisfied	41,7 %
Partially dissatisfied	0
Not satisfied	0
I find it difficult to answer	0

	Fully satisfied	Partially satisfied	Partially not satisfied	Not satisfied	Very bad
The relationship between the student and the teaching staff	83,3 %	16,7 %	0	0	0
Financial and administrative services of the educational institution	62,5%	37,5%	0	0	0
Accessibility of health services for students	70,8%	29,2%	0	0	0
The quality of the student health service	75 %	25%	0	0	0

The level of availability of library resources	95,8 %	4,2%	0	0	0
The quality of services provided in libraries and reading rooms	91,7%	8,3%	0	0	0
Satisfaction with the existing educational resources of the university	79,2%	16,7%	4,2 %	0	0
Availability of computer classes and Internet resources	87,5%	8,3%	4,2 %	0	0
Availability and quality of Internet resources	79,2 %	12,5 %	8,3 %		
	62,5%	37,5%	0	0	0
The usefulness of the website of educational organizations in general and faculties in particular	83,3%	16,7 %	0	0	0
Classrooms, classrooms for large groups	41,7 %	41,7 %	4,2 %	12,5%	0
Rest rooms for students (if available)	62,5%	37,5%	0	0	0
Clarity of the procedure for taking disciplinary action	83,3 %	16,7%	0	0	0
The overall quality of educational programs	75 %	25 %	0	0	0
The quality of educational programs at the university	70,8%	29,2%	0	0	0
Teaching methods in general	83,3%	16,7 %	0	0	0
Responsiveness to feedback from teachers regarding the educational process	79,2%	16,7 %	4,2%	0	0
The quality of teaching	62,5%	29,2%	8,3%	0	0
Academic load/student requirements	62,5 %	33,3 %	4,2 %	0	0
Teaching staff requirements for students	79,2 %	20,8 %	0	0	0

Informational support and clarification of requirements for university applicants and the strategy of the educational program (specialty) before entering the university	75 %	20,8 %	4,2 %	0	0
Informing the requirements that must be met for the successful completion of this educational program (specialty)	87,5%	12,5%	0	0	0
Conducted tests and exams	58,3 %	41,7 %	0	0	0
Objectivity of assessment of knowledge, skills and other academic achievements	79,6%	14,3%	6,1%	0	0
Available computer classes	66,6 %	29,2%	4,2%	0	0
Available scientific laboratories	89,4%	8,7%	1,9%	0	0
The relationship between student and teacher	83,3%	16,7 %	0	0	0
Objectivity and fairness of teachers	58,3%	37,3 %	4,2 %	0	0
Informing students about courses, educational programs, and academic degrees	79,2%	16,7%	4,2%	0	0
Providing students with a hostel	75 %	16,7%	8,3%	0	0
The course program was clearly presented	70,8%	29,2%	0	0	0
The course content is well structured	79,2%	16,7 %	4,2%	0	0
The key terms are sufficiently explained	79,2%	16,7 %	4,2%	0	0
The material proposed by the teaching staff is relevant and reflects the latest scientific and practical developments	70,8%	29,2%	0	0	0

The teacher uses effective teaching methods	75 %	25%	0	0	0
The teacher owns the taught material	70,8%	29,2%	0	0	0
The teacher's presentation is clear	87,5%	12,5%	0	0	0
The teacher presents the material in an interesting way	75 %	25 %	0	0	0
Knowledge, skills and other academic achievements are evaluated objectively	79,2%	20,8%	0	0	0
The teacher satisfies my requirements of personal development and professional formation	54,2 %	45,8%	0	0	0
The teacher stimulates the activity of students	62,5%	33,5%	4,2%	0	0
The teacher stimulates the creative thinking of students	75 %	25%	0	0	0
The appearance and manners of the teacher are adequate	66,7 %	33,3 %	0	0	0
The teacher shows a positive attitude towards students	75 %	25%	0	0	0
The system of evaluation of academic achievements (seminars, tests, questionnaires, etc.) Reflects the content of the course	79,2%	20,8%	0	0	0
	75 %	25%	0	0	0
The evaluation criteria used by the teacher are clear	91,7%	8,3%	0	0	0
The teacher objectively evaluates the achievements of students	75 %	20,8 %	4,2 %	0	0
The teacher speaks a professional language	75 %	20,8%	4,2%	0	0
The organization of education provides sufficient opportunity for sports and other leisure activities	91,7%	8,3%	0	0	0

Facilities and equipment for students are safe, comfortable and modern	87,5%	12,5%	0	0	0
--	-------	-------	---	---	---

31. Other problems regarding the quality of teaching

Number of answers: 7

1. In general, everything is fine
2. There are no problems. Everything is fine.
3. There are no problems, everything is fine
4. No problems
5. There are no problems. Everything is fine.
6. Not a problem
7. Everything is fine!

