



«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 standards on the international program accreditation of basic medical and pharmaceutical education

(WFME/ AMSE/ESG standards)

34.03.01. Nursing

FSBEI HE “Kirov State Medical University”  
of the Ministry of Healthcare of the Russian Federation

December 5-7, 2023

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
*External Expert Commission*

*IAAR Recognition (Accreditation) Council*



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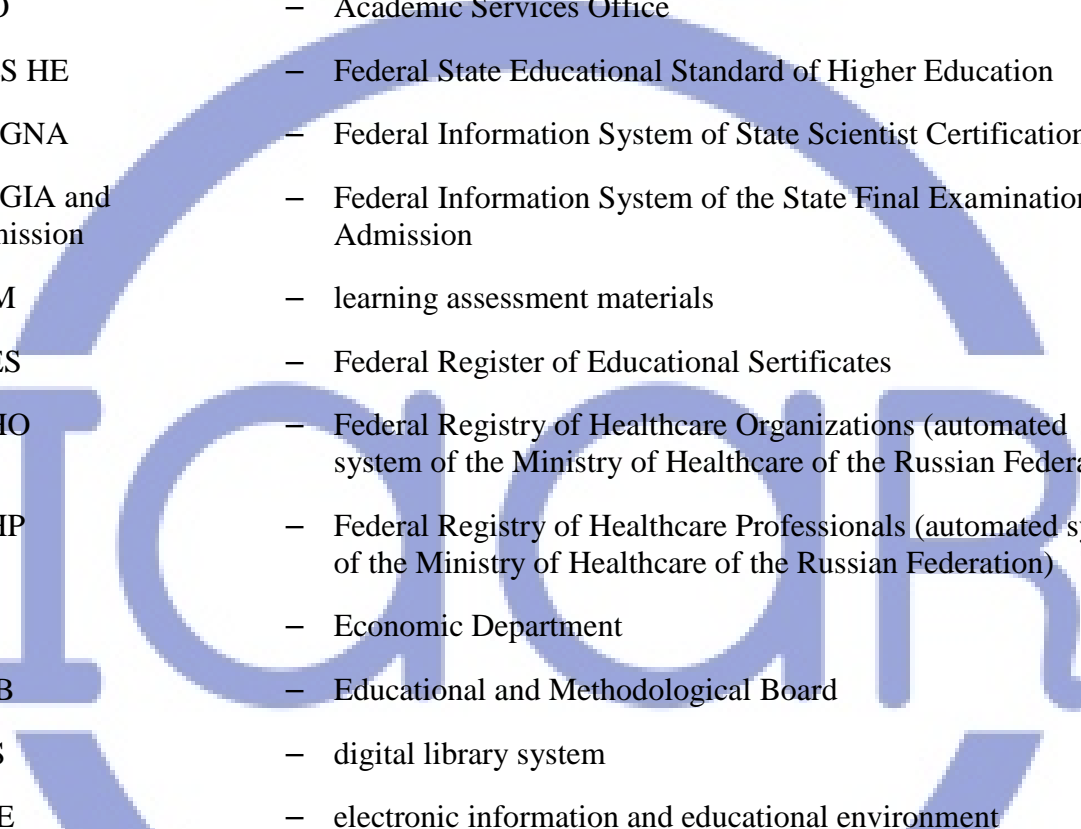
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## LIST OF ABBREVIATIONS

COVID-19	– the novel COVID-19 infection
IT	– information technology
SFE	– State Final Examination
GIS SCOS	– State information system "Modern digital educational environment"
SEB	– State Examination Board
USE	– unified state exam
c.p.	– credit points/credits
ICE	– the Institute of Continuing Education
Kirov State Medical University	– Federal State Budgetary Educational Institution of Higher Education "Kirov State Medical University of the Ministry of Healthcare of the Russian Federation"
IHIS	– integrated healthcare information system
HP	– healthcare providers
MAS-centre	– Multipurpose Accreditation and Simulation Centre
MOH Kirov region	– Ministry of Healthcare of Kirov region
MOH Russia	– Ministry of Healthcare of the Russian Federation
MSHE Russia	– Ministry of Science and Higher Education of the Russian Federation
IAQE	– independent assessment of the quality of education
NPR	– academic staff
OBG, GO and ChS	– safety, civil defense and emergency situations
LHC	– limited health capacities
GPS	– general professional skills
MPEDP	– main/major professional education degree program
OSCE	– Objective Structured Clinical Examination
official website	– the official website of Kirov SMU in the telecommunications network "Internet"
PrS	– professional skills
ATS	– academic teaching staff
BP	– business plan



DEP	– Department of Economics and Planning
RSIC	– Russian Scientific Information Centre
QMS	– quality management system
SSS	– student scientific society
LA	– labour actions
JF	– job functions
US	– universal skills
ASO	– Academic Services Office
FSES HE	– Federal State Educational Standard of Higher Education
FIS GNA	– Federal Information System of State Scientist Certification
FIS GIA and Admission	– Federal Information System of the State Final Examination and Admission
LAM	– learning assessment materials
FRES	– Federal Register of Educational Certificates
FRHO	– Federal Registry of Healthcare Organizations (automated system of the Ministry of Healthcare of the Russian Federation)
FRHP	– Federal Registry of Healthcare Professionals (automated system of the Ministry of Healthcare of the Russian Federation)
ED	– Economic Department
EMB	– Educational and Methodological Board
DLS	– digital library system
EIEE	– electronic information and educational environment

## INTRODUCTION

In accordance with Order No. 151-23-OD dated 29.09.2023 of the Independent Agency For Accreditation and Rating, from December 5 to December 7, 2023, an external expert commission assessed the compliance of the educational program 34.03.01 Nursing at Kirov State Medical University of the Ministry of Healthcare of the Russian Federation with standards for international primary accreditation of basic medical and pharmaceutical education programs (based on WFME/ AMSE/ ESG) No.150- 22-OD dated December 21, 2022, third edition).

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

### **Members of the EEC:**

**IAAR expert – Chairman of the EEC** - Omarkulov Bauyrzhan Kadenovich, PhD, Associate Professor, NAO "Medical University of Karaganda" (Karaganda, Republic of Kazakhstan.), Off-line participation;

**IAAR expert** – Moroz Irina Nikolaevna, MD, Professor, Belarusian State Medical University (Minsk, Republic of Belarus), Off-line participation;

**IAAR expert** – Vasily Viktorovich Alyamovsky, MD, Professor, Honored Physician of the Russian Federation, Moscow State Medical and Dental University named after Evdokimov, Head of the Education Committee of the Dental Association of Russia (Moscow, Russian Federation) Off-line participation;

**IAAR expert** – Seidakhmetova Aizat Ashimkhanovna, PhD, AO South Kazakhstan Medical Academy (Shymkent, Republic of Kazakhstan) On-line participation;

**IAAR expert - Employer of EEC** – Shits Polina Vladimirovna, Director of OOO "Medicine Plus" (Smolensk, Russian Federation), On-line participation;

**IAAR Expert - EEC Student** -- Diana Egorova, 6th year student, specialty "Medicine", Volga Region Research Medical University (Nizhny Novgorod, Russian Federation), On-line participation;

**IAAR expert - EEC Student** -- Bazarbayeva Victoria, 2-year undergraduate, specialty "Molecular Biology", Vyatka State University, (Kirov, Russian Federation), Off-line participation;

**IAAR Coordinator** – Alisa Satbekovna Dzhakenova, PhD, Head of Medical Projects of the Agency (Astana, Republic of Kazakhstan), Off-line participation.

## **INTRODUCTION OF THE EDUCATIONAL INSTITUTION**

Federal State Budgetary Educational Institution of Higher Education "Kirov State Medical University" of the Ministry of Healthcare of the Russian Federation was founded on April 2, 1987 by Order of the Council of Ministers of the USSR No. 705r as a branch of Perm State Medical Institute. In May 1994, the Government of the Russian Federation adopted a resolution on the establishment of Kirov State Medical Institute as an independent educational institution. By the Order No. 833 of November 7, 2016 of the Minister of Healthcare of the Russian Federation V.I. Skvortsova Kirov State Medical Academy was renamed the University.

At the end of 2011, Kirov State Medical Academy became the first university in Kirov to receive a certificate of conformity of the quality management system in relation to the development and provision of educational services for pre-university, higher, postgraduate professional education programs in accordance with the field of licensing and state accreditation. In addition, the University has repeatedly won the All-Russian competition "100 best goods of Russia" in the nominations "Services in the field of education" (2008, 2015) and "Best specialized University" (2012, 2013). The Academy was also the first among the country's medical universities to be included in the register of the Russian Chamber of Commerce and Industry and received a certificate of certification confirming the high level of professional training of graduates. The high achievements of the university, its recognition and authority were reflected in the main event of 2016 – on November 7, by order of the Minister of Health of the Russian Federation, Kirov State Medical Academy was renamed into the University. Kirov State Medical University is one of the top three universities in the Volga Federal District (2023). Over the past 5 years, the university's rating has been steadily growing, based on the analysis of the Interfax news agency, presented in the section "National University Rating". The University carries out its activities in accordance with the Constitution of the Russian Federation, the federal law of December 29, 2012. No. 273-FZ "On Education in the Russian Federation", other federal laws, decrees and orders of the President of the Russian Federation, resolutions and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation and the Charter of the University (and amendments to the Charter).

The University has a license for educational activities No. L035-00115-43/00097167, issued by the Federal Service for Supervision of Education and Science on December 26, 2016, valid indefinitely, according to which the main professional educational programs of higher education are implemented – specialist's, bachelor's degree programs, training programs for scientific and scientific-pedagogical personnel in graduate school, residency programs and state accreditation (Certificate of State accreditation No. 3318, issued on January 23, 2020 by the Federal Service for Supervision of Education and Science, valid indefinitely) for each integrated group of specialties and training areas. The total number of students enrolled in bachelor's degree programs, specialty programs: 2911. Intramural form of study: 2,726 students. Intra-extramural form of study: 92, of which: 34.03.01 Nursing - 55.

## **DESCRIPTION OF THE PREVIOUS ACCREDITATION**

Previous accreditation educational program 34.03.01 Nursing 23.01.20, No. 3318. International accreditation in IAAR – for the first time.

## **DESCRIPTION OF THE VISIT OF THE EXTERNAL EXPERT COMMITTEE**

Work of the external expert commission (the Commission, the EEC) was carried out on the basis of the approved Program of the visit of the external expert commission for accreditation of educational programs of Kirov SMU in the period from December 5 to December 7, 2023.

In order to coordinate the work of the EEC, an introductory meeting was held on 01.12.2023, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and 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 units, deans of faculties, heads of departments, teachers, students, employers. A total of 71 representatives took part in the meetings (table 1).

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



Category of participants	Количество
Rector	1
Vice-rectors	5
Heads of structural units	21
Deans of faculties	3
Heads of departments	5
Teaching staff	13
Students	16
Employers	7
<b>Total</b>	<b>71</b>

During the visual inspection, the members of the EEC got acquainted with the Anatomical Museum, the Multi-profile Accreditation and Simulation Center located in the educational building No. 2, the library located in the educational building No. 1, physical education and sports club located in the educational building No. 3. The EEC visited hostel No. 4, the laboratory of directed regulation of intermicrobial interactions in exo- and endomicroecological systems of the Department of Microbiology and Virology in the academic building No. 3.

At the meeting with the University's target groups, the mechanisms for implementing the University's policy were clarified and selected data presented in the University's self-assessment report were specified.

During the visit, the members of the EEC inspected the following practice facilities: 1. Department of Nursing - Kirov Regional State Clinical Budgetary Healthcare Institution "Center of Oncology and Medical Radiology" (Stroiteley Avenue, 23). 2. Department of Obstetrics and Gynecology - Kirov Regional Clinical Perinatal Center (Moskovskaya str., 163).

In accordance with the accreditation procedure, a survey of 113 teachers was conducted, of which 28 (24.8%) teaching staff members belong to the Nursing programme, students – 319, of whom 38 (11.9%) are students of the Nursing programme.

The teachers note that the University provides a unique medical quality professional education. The University is a major international scientific center, and creates conditions for the professional growth of all participants in the educational process. At the same time, in the questionnaires, 4 teaching staff members noted relatively poor opportunities for advanced training of the teaching staff, 3 teaching staff members - the level of conditions that take into account the needs of different groups of students, 6 teaching staff members - the ability of the teaching staff to combine teaching with scientific research. The cases of inviting teachers from outside (local and foreign) to participate in the educational process are very rare. 6 teaching staff members are not satisfied with the organization of meals at the university and its quality, conditions of remuneration.

The students noted that the teachers are excellent and the equipment is all in good condition, but there are many elderly teaching staff who no longer yield to the times. 7 students are not satisfied with the support of educational materials in the learning process, 46 students noted the lack of rest rooms for students, 10 were not satisfied with the teaching methods, 19 with the requirements for students, 15 with providing students with a dormitory.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the working documentation of the University.

As part of the planned program, recommendations for improving accredited educational programs of Kirov State Medical University, developed by the EEC based on the results of the examination, were presented at the final meeting of the EEC with the administration on 07.12.2023.

## **COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION**

### **6.1. Standard «Mission and Outcomes»**

#### ***The Evidentiary Part***

Kirov SMU carries out its activities on the basis of the Charter of the Kirov SMU and in accordance with regulatory and strategic documents adopted in the Russian Federation. The mission of the University is to form high professional, civic and moral qualities of a person in the context of the integration of Kirov State Medical University into the world educational, scientific and socio-political space.

The mission of the University reflects the desire of the Kirov State Medical University staff to serve for the benefit of humanity, taking into account global international problems of health protection and ensuring the sanitary and epidemiological well-being of the world's population.

To implement the Mission, the priority directions of the University's development have been identified, as set out in the Quality Policy and the Strategic Development Program of the University.

Kirov State Medical University sets itself the goal of increasing the competitiveness and attractiveness of educational services provided that meet the expectations of consumers and stakeholders, in compliance with legislative and legal requirements for the activities of educational organizations with integration into the global educational space, striving to take leading positions in the field of medical education.

The Mission of MPEDP Nursing is to create conditions for the training of highly professional bachelors who are able to creatively and effectively carry out professional, medical, pedagogical, scientific and managerial activities at the middle level of medical staff, for the formation of socio-personal qualities of students: communication, tolerance, responsibility, purposefulness, and also increasing the general culture.

The purpose of the MPEDP: training of medical personnel with formed universal, general professional and professional competencies in accordance with the requirements of the Federal State Educational Standard for Higher Education in the field of training 34.03.01 Nursing.

Kirov State Medical University guarantees that the Mission, Quality Policy, and Strategic Development Program of the University provide for the introduction of achievements of medical research in the field of biomedical, clinical, behavioral and social sciences into the educational process in 34.03.01 Nursing.

The mission of the University and the mission of the MPEDP in the context of the integration of the Kirov State Medical University into the world educational, scientific and socio-political space reflects the desire of the Kirov State Medical University staff to serve for the benefit of humanity, taking into account global international problems of health protection and ensuring the sanitary and epidemiological well-being of the world's population. The Mission of the Kirov State Medical University and the Mission of the MPEDP are aimed at preserving, strengthening and improving the health of the population of Russia and the whole world through the dissemination and application of progressive knowledge in the field of healthcare; at serving for the benefit of all mankind, which contributes to improving the quality of medical care and the lives of the world's population in the aspect of global preservation and promotion of health. To this end, the content of the MPEDP includes issues related to actions in prevention AIDS, child mortality, cancer, infectious diseases, digitalization of healthcare and other problems.

The MPEDP is developed by a working group including the head of the MPEDP, members of the methodological commission, teachers of departments with the involvement of practical health workers and students, coordinated with the University and approved by the decision of the Academic Council of the University. The discussion of the work programs of the disciplines that make up the MPEDP is carried out by teachers at the meetings of the department. As part of the Student Council, an educational direction has been allocated, which implements projects to improve the quality of education. When developing an MPEDP, the faculty has sufficient independence in terms of the duration of the academic semester, the number of biomedical, behavioral, clinical disciplines, the inclusion of elective disciplines (elective disciplines), types of practices, i.e. ensuring their maximum compliance with national and international requirements. The structure and content of the curriculum contributes to the development of academic mobility of both students and teachers, as well as international cooperation in the field of media.



As a result of mastering the bachelor's degree program, a graduate should have universal, general professional and professional competencies realized through knowledge, skills and abilities.

A specialist who has completed the development of MPEDP is preparing for the following types of professional activity: therapeutic and diagnostic; medical and preventive; rehabilitation; organizational and managerial; pedagogical; scientific research.

The results of mastering the MPEDP are determined by the competencies acquired by the graduate, i.e. his ability to apply knowledge, skills and personal qualities in accordance with the tasks of professional activity.

The University systematically analyzes and determines the results of student involvement in research in medicine and vocational education. According to the University's Quality Policy, aimed at increasing the level of competence development based on the unity of educational, scientific, innovative processes and the advanced development of learning content in relation to practical activities, leads to a constant strengthening of the link between science and education, which has a beneficial effect on the current learning process and the preparation of students for research work in the field of health care.

The assessment of the final results of the development of MPEDP in the form of the formation of all competencies fixed in the educational program will be carried out with the SFE of graduates.

### ***The Analytical Part***

Experts note that based on the materials provided by the staff of the departments, information posted on the official website of the University, meetings with focus groups allow us to conclude that the implementation of MPEDP 34.03.01 Nursing meets the requirements of the Standard.

The University's development strategy is aimed at ensuring the quality and effectiveness of all activities - educational, scientific, clinical and managerial for successful integration into the European Higher Education Area. The interests of the University are expressed in the form of goals and objectives presented in the Strategic Plan. The main objectives of the Strategic Plan of the University have been selected and approved taking into account the requirements of the mission and the possibilities of their implementation.

The experts were convinced that at the current stage of the University's management system is focused on the development of strategic planning, the use of modern management methods, and a multilateral internal quality assessment.

However, the expected learning outcomes of the MPEDP are not posted on the University's website. Due to the fact that the Bologna Process defines three levels of education that should be linked and consistent in the SD, the MPEDP does not define the relationship between the learning outcomes required upon completion with those required in postgraduate education.

When developing learning outcomes, attention should be paid to the expected learning outcomes related to global health.

When conducting interviews with focus groups, it was not possible to find out from stakeholders about the mission of the MPEDP and the expected learning outcomes.

### ***Strengths/best practices***

According to this standard, no strengths have been identified.

### ***Recommendations of the EEC***

1. By the end of the 2023-2024 academic year, the heads of the MPEDP should inform all stakeholders and the health sector of the mission of the MPEDP and the expected learning outcomes.

2. By the end of the 2023-2024 academic year, the heads of the educational institution should determine and coordinate the link between the learning outcomes required upon completion with those required in postgraduate studies.

### ***The conclusions of the EEC according to the criteria:***

- *Strong* – 0
- *Satisfactory* – 11
- *Requires improvement* – 2

- *Unsatisfactory – 0*

## 6.2. Standard “Educational program”

### ***The evidentiary part***

The EP in the specialty 34.03.01 Nursing was developed on the basis of the Federal State Educational Standard for the specialty 34.03.01 Nursing, approved by Order of the Ministry of Education and Science of the Russian Federation dated 22.09.2017 No. 971, and professional standards.

The content of the EP describes general characteristics of the specialty 34.03.01 Nursing: purpose of the EP, form of study (intra-extramural), standard period for mastering the EP (4 years 6 months), complexity and structure of the EP, the amount of contact work (23.97% of the total time allocated to the implementation of disciplines), qualifications assigned to graduates ("Academic nurse. Teacher"), requirements for the applicant (general secondary, secondary vocational education or higher education) and the language of educational process (the state language of the Russian Federation or a foreign language in accordance with the charter of Kirov State Medical University). Further, the EP describes future professional activities of graduates who have mastered the EP, namely: the area of professional activity, objects, types, tasks of professional activity for which graduates are being prepared. Requirements for the results of mastering the EP include universal competencies (UC 1-10), general professional competencies (GPC 1-13) and professional competencies (PC 1-10), which must be formed as a result of mastering the EP by a graduate. The structure of the EP also includes a comparison of the professional tasks of the Federal State Educational Standard and the labor functions of the professional standard, indicators of competence achievement, curriculum, calendar training schedule, working programs of disciplines (modules), practices, working program of education, calendar plan of educational process for the academic year, as well as methodological guidelines for students and evaluation tools. The total volume of the EP is 240 credit units (c.u.). The structure of the EP corresponds to the Federal State Educational Standard in the specialty 34.03.01 Nursing (bachelor's degree level) and consists of three blocks. Block 1 is represented by the disciplines of the mandatory part (109 units in total) and the disciplines belonging to the part formed by participants in educational relations (26 units). Block 2 includes practices (96 units). Block 3 is the state final assessment (9 units).

In 2023, a working group was created from among the teaching staff of the graduate department to review the EP, and the main provisions of the EP were discussed at the methodological commission on the areas of correspondence education. Then the EP was approved by the Academic Council of the faculty and approved by the decision of the Academic Council of the University. Development and control of the implementation of the EP is carried out by the head of the educational program, the staff of the Dean's office of the Faculty of Socio-Economics and ASO.

Implementation of the educational program in the specialty 34.03.01 Nursing is carried out in lessons, which are conducted in the form of contact work with students (lectures, seminars, practical classes, consultations, individual work of students), independent work of students and practice

The following educational technologies are used in practical classes: educational videos, solving situational problems, business and role-playing educational games, analysis of clinical cases, brainstorming method, small group method, case method, round tables, discussions, portfolio preparation, training on simulators, etc.

Throughout the entire period of study, students have the right to choose the subjects they study within the framework of elective courses (elective disciplines) for the formation of in-depth training in certain types of activities and, accordingly, the implementation of an individual educational trajectory, actively taking responsibility for their studies.

The implementation of the EP "Nursing" is carried out using teaching and learning methods based on the modern theory of adult education. In the andragogical model of learning, the leading role belongs to the student himself, as an equal subject of the learning process. The task of the teacher is ultimately to encourage and support the development of an adult to self-government, to assist the student in determining the parameters of learning and searching for information. The main characteristic of the learning process is the process of independent search for knowledge, formation of skills and qualities.

The clinical training of students is aimed at acquiring sufficient knowledge, clinical and professional skills to implement measures related to strengthening public health, preventing diseases and

providing adequate and timely care to patients. The competence-oriented principle of building an EP in the specialty 34.03.01 Nursing in the study of clinical sciences is focused on the formation of appropriate general professional and professional competencies. The educational process is one of the directions of practical implementation of new data obtained as a result of scientific research. The departments are constantly working to improve the methodological base.

### ***The analytical part***

During the visit, experts conducted a detailed analysis of the EP “Nursing” for compliance with the requirements of the modern education market, principles and methods of organizing educational, research and educational processes aimed at satisfying the interests of students and all participants in the educational process of the EP.

The content and form of the EP, the decisions taken by the management of the EP, are mainly coordinated with the strategic documents of the university and regulatory documents. According to the materials received at the request of the EEC expert, the newly developed competencies of the students coincide with the ongoing reforms of the nursing service. Modernization of educational programs involves high-quality training of competitive specialists by integrating the best international practices of education, science and clinics.

Nevertheless, according to the materials received at the request of the EEC experts, the curriculum is built in the form of a sequence of courses, subjects, whereas it is necessary to draw up a curriculum based on a modular or spiral structure, with a focus on achieving learning outcomes, according to the requirements of higher education. Traditional teaching methods are used, whereas, according to the requirements, it is necessary to use student-centered teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process. When interviewing students, 10 percent said they were not satisfied with the teaching methods.

The curriculum of the EP should include methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine. During the visit, the experts did not see the organization of the safety of the learning environment and patients, including monitoring the actions performed by the student in the conditions of clinical/industrial bases.

The curriculum does not comply with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized disciplines, only the disciplines themselves are described, there is no modular structure. Horizontal integration of related sciences and disciplines, vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences has not been carried out.

For the successful implementation of the EP, it is necessary to ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial bases, healthcare professionals involved in the learning process in the committee responsible for the EP.

### ***Strengths/best practices***

According to this standard, no strengths have been identified.

### ***Recommendations of the external expert commission***

1. By the 2024-2025 academic year, managers of the educational program are required to develop a curriculum based on a modular or spiral structure, with a focus on achieving learning outcomes.

2. In the 2024-2025 academic year, managers of the educational program are required to use student-centered teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process.

3. In the 2024-2025 academic year, managers of the educational program are required to include methods of analytical and critical thinking in the EP; research methods in healthcare and evidence-based medicine.

4. In the 2024-2025 academic year, the administration of the University and the managers of the EP are required to ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial facilities, healthcare professionals involved in the learning process in the University’s committee responsible for the EP.

5. The administration of the University and the managers the EP in the 2024-2025 academic year



are required to provide an opportunity to plan and implement innovations in the EP through the committee responsible for the EP.

***Выводы ВЭК по критериям:***

- *Strong* – 0
- *Satisfactory* – 23
- *Requires improvement* – 5
- *Unsatisfactory* – 0

**6.3. Standard «Assessment of students»**

***The evidentiary part***

The principles and methods of assessing students' knowledge in exams and tests are established by the “Procedure for conducting ongoing monitoring of academic performance and intermediate certification of students at the Kirov State Medical University of the Ministry of Health of the Russian Federation”, approved by the Academic Council of Kirov State Medical University (Protocol No. 7 of 30.08.2022) and put into effect by Order No. 481 dated 01.09.2022. The procedure defines the requirements for monitoring current academic performance and midterm assessment, as well as the procedure for eliminating academic debt for higher education programs at the University. The quality of mastering higher education at the University is assessed by carrying out ongoing monitoring of academic performance and intermediate certification of students, which are forms of checking the progress of the curriculum, the learning process, the results of students' mastering of educational material and the formation of competencies, as well as correlating the results obtained with the requirements established by the Federal State Educational Standard in the field of training.

The current monitoring of students' academic performance provides an assessment of the progress of mastering disciplines (modules) and practical training and is carried out to determine the level of training of students and their assimilation of educational material on individual topics (sections) of disciplines (modules), practical skills and abilities provided by the practice programs. The forms of current control at the University include: a discussion on the topic of the lesson, testing, solving situational problems, a colloquium, evaluation of laboratory work, evaluation of writing educational case histories, checking the level of practical skills on thematic patients or on phantoms in the MAC-centre. Assessment sheets developed by University staff and taken from the database of the Federal Methodological Center for Accreditation of Specialists are used to assess practical skills in simulated conditions (OSCE). When performing a task provided by the conditions of a clinical situation, emphasis is placed on the realism of the simulated environment, and when conducting an assessment on technical or non-technical skills, depending on the objectives of the training. The assessment of knowledge and skills of students in practical classes by teachers is carried out in accordance with appendix B to the work program of the discipline, the results are displayed in the attendance record of classes.

The midterm assessment is carried out using the evaluation tools presented in the work program of the discipline. Evaluation tools for midterm assessment undergo internal examination and receive approval from the Academic Council of the Faculty and the Educational and Methodological Board. The results of the current monitoring of academic performance in disciplines (modules) are evaluated according to a four-point system – “excellent”, “good”, “satisfactory”, “unsatisfactory”, or according to a point-rating system implemented at the department and approved by the Educational and Methodological Board. Midterm assessment of students ensures the assessment of midterm and final learning outcomes in disciplines (modules), practical training and is carried out in accordance with the curriculum of the educational program in the form of exams, assessment tests and credit tests in academic disciplines (modules), based on the results of practical classes. Exams and tests are the final stage of studying the entire discipline or part of it and are aimed at verifying the knowledge and skills of students on theoretical issues, checking the ability to analyse and synthesise the knowledge gained and apply it to solve practical problems, checking the acquired skills of individual work, the degree of development of creative thinking. In accordance with the Federal State Educational Standard, exams and tests are aimed at checking and evaluating knowledge, skills, and (or) work experience that characterise the stages of competence formation in the process of mastering the educational program. The credit test based on the

results of the practical training serves as a verification form for the development of professional skills and experience of professional activity provided by practical training programs.

The methods and practices used to assess students' knowledge – assessment tools (tests, exam questions, case problems, clinical and professional skills) are analysed and improved annually. The results of the analysis are discussed at the methodological commission, the academic council of the faculty, the Educational and Methodological Board, and brought to the attention of the teaching staff. As a result of extensive discussion, faculty members determine the list of knowledge, skills and competencies, the mastery of which confirms the acquisition of competencies by students, and the assessment methods used for this. The database of situational tasks is reviewed annually in accordance with the introduction of new clinical recommendations and standards of care. Assessment of the development of practical skills in first aid, emergency and emergency medical care for the most common critical conditions for all students in the enlarged group of specialties “Clinical Medicine” are evaluated according to the principles of the OSCE. The introduction of the simulation stage of knowledge assessment is an important addition to the existing system for assessing students' knowledge, skills and behavior.

The validity of the assessment of knowledge, skills and behaviour is confirmed by the student at each practical lesson, which makes the assessment methods more effective. The results of the current and midterm assessment are reflected in the attendance records. The results of the semi-annual interim certifications are drawn up in the form of electronic summary tables, analyzed and discussed at the academic council of the faculty and the University.

To ensure transparency of the assessment results, exams (midterm assessment and State Final Examination) are conducted with the involvement of employers. These persons are attracted from public and private medical institutions of Kirov region. The participation of employers ensures the transparency and independence of the assessment.

### ***The analytical part***

Having analysed the work of the general professional educational program according to this standard, the commission notes that the University has a system for evaluating the general professional educational program based on the use of various methods of collecting, processing and analysing information in the context of the general professional educational program and the University as a whole. The data testifying to the involvement of the teaching staff, students and university staff in the process were presented. All procedures according to the standard and assessment processes are prescribed and followed.

The survey of students and employers is conducted in traditional formats (paper questionnaires, oral conversation), which was confirmed by the participants of the focus groups. The results containing the evaluation of educational programs are discussed at the meetings.

In general, the University monitors educational and other processes, for which appropriate procedures and regulations were developed. Feedback is maintained between teachers and students, including a questionnaire system for satisfaction with educational and other types of university activities aimed at improving the educational program.

The University's policy on evaluating students' academic achievements, including the timing of the assessment, methods and forms of implementation, is reflected in the work programs. Students' academic achievements (knowledge, skills) are evaluated on a scale.

At the same time, the University does not use criteria-based assessment methods, which include a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format. External experts are not involved in reviewing the assessment methods used. To conduct the assessment, it is necessary to open the procedure, inform students about the developed criteria.

The experts were convinced that the University does not use principles, methods and practices of assessment that are comparable to the planned results of education and teaching and learning methods that guarantee the achievement of the planned learning outcomes, facilitate the learning of students, provide an appropriate balance of formative and final assessment for the direction of study and decision-making on academic performance.

***Strengths/best practices***

According to this standard, no strengths have been identified.

***Recommendations of the External expert commission***

1. In the 2024-2025 academic year, heads of the educational program should use a wide range of criteria assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.

2. In the 2024-2025 academic year, the heads of the educational program should provide the possibility of ensuring an open assessment procedure and its results, informing students about the criteria and assessment procedures used.

3. In the 2024-2025 academic year, the heads of the educational program should provide the possibility of documenting and evaluating the reliability and validity of assessment methods.

4. In the 2024-2025 academic year, the heads of the educational program should use the principles, methods and practices of assessment that are comparable with the planned results of education and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance.

***The conclusions of the External expert commission according to the criteria:***

- *Strong* – 0
- *Satisfactory* – 6
- *Requires improvement* – 4
- *Unsatisfactory* – 0

**6.4. Standard “Students”*****The evidentiary part***

The University defined and is implementing an admission policy, including a clearly established Provision – the Rules of admission to the Federal State Budgetary Educational Institution of Higher Education “Kirov State Medical University” of the Ministry of Healthcare of the Russian Federation for educational programs of higher education – bachelor's degree programs, specialty programs. Admission is carried out in accordance with the Rules of admission to the University, which are adopted at a meeting of the Academic Council of the University and approved by the order of the Rector of the University.

The University defined a policy and put into practice the admission of persons with disabilities and limited health capacities in accordance with current legislation, which is also reflected in the rules of admission to the University and the Regulations on the admission of persons with disabilities and limited health capacities to Kirov State Medical University of the Ministry of Healthcare of the Russian Federation.

The University's cooperation with the Ministry of Healthcare of the Kirov region, the Ministry of Education of the Kirov region on the issue of planning budget places leads to the fact that the admission rate within the employer-sponsored quota tends to increase, which provides a guarantee of employment for citizens who have completed their studies in those regions and considering those specialists who are in demand among the population and who meet the need for public health and society as a whole.

Kirov State Medical University has created a system of support and support for students, covering the main range of problems that a student may face at various stages of education. There are departments and public associations that provide advisory support and support to students on various issues of student life. These include: the psychological counseling service, the Council of curators, the Council for educational work, the department of practical training and employment of graduates, the department of information and youth policy, the office for coordinating international affairs, the union of students, the Student Council of the University, volunteer associations.

The necessary conditions were created to meet the social, financial and personal needs of students.



Human resources. The University employs competent specialists who accompany the educational process of students. To provide personnel support for people with disabilities or persons with limited health capacities, staff of dean`s offices, departments, and offices are annually trained under the advanced training program “Organisation of support for students with limited health capacities at the University.” In the 2023/2024 academic year, there are no persons with limited health capacities at the program 34.03.01 Nursing of the University. The activities of the psychological counseling service are aimed at adapting first-year students and overcoming possible psychological difficulties in subsequent courses of study. Both curators and tutors, as well as staff of the service, conduct individual counseling and group classes, work on teaching psychological literacy, psychoprophylaxis, and psychotherapy. A special place in the work of the psychological service is occupied by events with certain categories of students that require special attention: orphans, students with disabilities, students raising children, etc.

The university developed a comprehensive program for the organisation of psychological assistance to students with disabilities and limited health capacities, and a work flow chart is developed annually to increase the accessibility of facilities and services for the disabled and persons with limited health capacities. As part of the action plan to increase the values of accessibility indicators, a phased adaptation of the architectural environment is developed. It is planned to expand the conditions for unhindered access to the main buildings of the University, increase the number of sanitary and hygienic rooms that meet accessibility requirements, and install information terminals in the University buildings.

The volunteer movement is also professionally oriented. Since 2016, the regional headquarters of the All-Russian public movement “Medical Volunteers” has been functioning at the University. The students actively proved themselves during the pandemic, providing great practical assistance in working with the population. They worked in call centers, clinics, vaccination centers, and were engaged in the delivery of food and medicines. More than 4,000 hours of work, and more than 500 sets have been delivered. Currently, work is underway in 6 areas. More than 40 educational organisations are partners of medical volunteers; there are more than 180 people in the ranks of the detachment.

There is a student television, a corporate newspaper “Doctor” is published. The main content of the information portals are events from the life of the University.

### ***The analytical part***

Experts note that the University creates conditions and encourages the growth of student activity and functioning of student cultural organisations. For example, events organised by the student council are provided by the University administration, appropriate territorial, technical and methodological support.

Students participate in annual surveys on satisfaction with the quality of education, the results of which are presented at councils of various levels, are the basis for making managerial decisions to improve the quality of education and create a favorable educational environment. Students' involvement in the development, management, and evaluation of the educational process is monitored.

The Career Guidance working group organises visits to secondary schools, meetings with graduating students and participation in parent-teacher conferences. The University created a unique interethnic environment, tolerance between students, and an atmosphere of respect for cultural and national values.

A student council will be created at the University for students of the general professional educational program “Nursing”, it is planned to expand the possibilities and increase the accessibility of informing applicants about the unique capabilities of the University through the telecommunications and information network “Internet”.

It is planned to create a student scientific council, which will support and promote a more in-depth study of various courses, conducting scientific experiments with teachers who have an academic degree and perform research work. It is planned to publish a scientific journal, which will also include the best research papers performed by students.

However, the practice of student representation and their participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students has not been implemented.

***Strengths/best practices***

According to this standard, no strengths have been identified.

***Recommendations of the External Expert Commission***

1. In the 2024-2025 academic year, the management of the University and the head of the educational program should introduce the practice of student representation and their proper participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students.

***The conclusions of the External Expert Commission according to the criteria:***

- Strong – 0
- Satisfactory – 15
- Requires improvements – 1
- Unsatisfactory – 0

***6.5. Standard “Academic staff/teachers”******The evidentiary part***

The main resource of the University is the teaching staff. The policy of selection and admission of academic staff at the University is carried out in accordance with the Labor Code of the Russian Federation, the Regulation “On the procedure for substituting positions of teaching staff”, approved by order dated August 31, 2023. No. 438-ОД, the Nomenclature of positions of teaching staff of organisations engaged in educational activities, positions of heads of educational organisations, approved by Decree of the Government of the Russian Federation dated February 21, 2022 No. 225 “On approval of the nomenclature of positions of teaching staff of organisations engaged in educational activities, positions of heads of educational organisations”, by Order of the Ministry of Healthcare and Social Development of the Russian Federation dated 11.01.2011 No. 1n “On approval of the Unified Skills Guide for positions of managers, specialists and non-manual workers, section “Qualification characteristics of positions of managers and specialists of higher professional and additional professional education” and the Charter of the University.

The recruitment and selection policy ensures full equality and accessibility for all vacancies available at the University and guarantees equal opportunities and an objective assessment of the applicants' professional qualities.

The decision to hire for a job is not influenced by race, nationality, gender, age, religion, or political views. The University is characterised by the openness of recruitment and selection procedures, their transparency, the objectivity of competitions, elections and procedures for the selection of applicants for scientific and pedagogical positions.

The announcement of the competition and elections is published in open access on the University's website, which allows both University employees and external applicants to participate in the competition and elections.

The election of academic staff who meet the qualification requirements for the positions is carried out by the collegial governing boards of the University – the Academic Council of the University, academic councils of faculties.

The total number of University teaching staff is 302 people, out of whom 250 (82.8%) are the main full-time employees.

52 (17.2%) teachers were hired on the terms of external part-time work. The number of external part-timers includes highly qualified managers and practical healthcare workers whose activities are related to the direction of the educational program.

The qualitative composition of the teaching staff is determined by the personnel potential with a doctorate or PhD degree. The academic degree holders rate has remained stable at a level of at least 70% over the past 5 years. All teachers of clinical departments have certificates of specialists or information about the passage of accreditation.

Teaching staff has a high level of qualification and competence, more than 60% of teaching staff have 15 years of experience in scientific, pedagogical and clinical work and more.

52 University teachers underwent professional retraining under the “Higher School Teacher” program, 36 of them are employees of clinical departments.

The rights and duties of the teaching staff are defined in the job description. Teachers implement disciplines in accordance with the work program of the discipline and the results of educational activities. Monitoring the results of students' studies at the midterm assessment, and later – at the State Final Examination and during primary accreditation allows evaluating the performance of duties.

The educational program and its constituent elements (curriculum, work programs, assessment tools) are clearly defined and brought to the attention of each teacher. There is a close connection between the teachers of the departments and the dean.

In order to stimulate employees to a high-quality result of work, as well as incentives for work performed at the University, in addition to the official salary, incentive payments have been established. The issues of staff encouragement are regulated by the local regulations of the University.

The standard (total) amount of working time of one teacher in an academic year is at least 1,500 hours, based on a 36-hour working week (within the rate), considering 56 calendar days of vacation. The assessment of teachers' activities is carried out based on the results of educational, methodological, scientific, and clinical activities. The University applies various methods of material and non-material incentives, motivation and promotion of employees for achievements in the professional field, which directly affect the professional development of employees.

Employees are awarded state, departmental, regional and university awards for achievements in their professional activities.

There are the necessary conditions for additional professional education of employees, to combine work with training. The University guarantees free additional professional education for teaching staff in accordance with the frequency established by law.

### **The analytical part**

When selecting the teaching staff, priority is given to specialists with clinical experience, who are more energetic, trained in the latest innovations of modern medicine. The University has an atmosphere of mutual respect and trust, a free, stimulating environment for professional development and teamwork.

At the University, new teachers undergo pedagogical and methodological training according to the work plan. To implement the strategic objectives of the University, the motivation of teaching staff is carried out. The results of the teachers' work are reflected in the rating assessment of the teaching staff, which makes it possible to identify strengths and weaknesses in the work. The rating assessment allows determining 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 reward.

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

The information provided by the University on this standard allows concluding that the qualitative and quantitative composition of the University teaching staff ensures a full-fledged organisation and conduct of the educational process, the training of specialists meets the requirements of the standard.

General professional educational program “Nursing” has the necessary human resources for nursing in pedagogical and scientific areas. The Center for Continuing Medical Education implements professional development and retraining programs.

The teachers have completed advanced training, but not all teachers have advanced training in nursing, research in Nursing for further professional development in nursing on an ongoing basis.

### ***Strengths/best practices***

According to this standard, no strengths have been identified.

### ***Recommendations of the External Expert Commission***

1. The management of the University and the educational program from 2024-2025 of the new academic year to ensure the passage of advanced training of teachers in research at the Nursing, for further professional development in nursing on an ongoing basis.



***The conclusions of the External Expert Commission according to the criteria:***

- Strong – 0
- Satisfactory – 7
- Improvements are suggested – 1
- Unsatisfactory – 0

**6.6. Standard “Educational resources”*****The evidentiary part***

To implement the educational process, there are 3 academic buildings, premises of clinical departments and laboratories located in medical organisations, 4 dormitories for students.

The analysis of the material and technical equipment of the classroom fund for the development of the educational program showed full compliance with the requirements of the Federal State Educational Standard. The University has sufficient facilities for the implementation of the curriculum: the presence of educational and lecture halls equipped with modern technical equipment; a library and library collection; gyms and sports fields with appropriate equipment; a sufficient fund of dormitories for students; catering facilities (canteen, snack bar). All facilities comply with fire safety and sanitary standards.

Clinical departments of the University are located directly in the medical organisations of the city. Academic buildings have all the infrastructure to conduct classes and provide for the social and everyday needs of students. The entire classroom fund is equipped with modern technical and demonstration facilities.

In 2019, in order to form and improve the professional competencies of students in practical training, MAS center was established in Kirov State Medical University. The accessible environment organised at the University meets the needs of students with limited health capacities currently studying. For unhindered access of students with limited health capacities to classrooms and dormitories, the entrances to the buildings are equipped with ramps with railings on both sides, there is an expanded doorway, signs for the direction of movement. At the entrance to the buildings, there are signs with the name of the organisation and working hours made in relief-dotted Braille. To ensure that students with disabilities and disabilities are informed, an information touch terminal is located in the main building of the University. Conditions have been created for unhindered access to sports, for living in a hostel for people with disabilities. There are conditions for sports activities, convenient living in the dormitory and unhindered access to doing the practical training.

For physical culture and sports and for conducting physical culture, recreation and sports events, the sports and recreation complex of Kirov State Medical University has the necessary sports facilities and provides sports fields for the organisation of sports groups of the city. In the gym, fitness room and ski base, students of 1-6 courses have practical classes, theoretical and methodological, as well as lecture courses.

The University has a separate structural unit, the fitness and sports centre (FSC), which has about 10 sports groups: volleyball, mini-football, swimming, fitness for the University staff and teachers, darts, table tennis, arm wrestling, karate, basketball.

The FSC gym and fitness rooms are equipped with all the necessary sports equipment for physical education classes. Annually, FSC organises more than 27 physical culture, sports and wellness events. One of the most significant competitions is the Spartakiad of students of medical and pharmaceutical universities of the Volga Federal District, in which national teams of the University take part annually.

In the University, there is a library with a total area of 579.6 m<sup>2</sup>. Reading rooms are located in Building No. 1 of the University, the area of reading rooms is 132.5 m<sup>2</sup>, the number of seats in the reading rooms is 45. There are 4 dormitories equipped with everything necessary for students to stay. The premises comply with the fire safety requirements of living in a dormitory, sanitary and hygienic standards.

Students are provided with rational nutrition; in the academic building No. 3, there is a fully equipped canteen. In the academic building No. 1, there is a snack bar. Self-education classrooms are located on the ground floors.

The premises of Kirov State Medical University are equipped with systems and necessary equipment to create a safe environment (fire extinguishers, fire hoses, evacuation scheme, etc.). There are fuming boards in chemical laboratories. When working in a chemical laboratory, students follow the instructions. A small required amount of reagents is provided for the work of students, the rest of the stock is stored in the University warehouse. The units have first aid kits and accident instructions.

The clinical bases include 3 medical organisations, including multidisciplinary round-the-clock hospitals; specialised medical institutions (obstetric and gynecological, oncological, pediatric hospitals). Clinical bases of the University (medical organisations) have the necessary modern material and technical base for training the organisation of nursing care, which is confirmed by the presence of a license. At clinical bases, students under the supervision of teachers, can share medical equipment and tools to master professional competencies in nursing in surgery, nursing in pediatrics, nursing in obstetrics and gynecology and in such areas as assistant of a ward nurse, assistant of a procedural nurse, polyclinic nurse, assistant ward, procedural nurse, nurse polyclinics.

Access to electronic educational resources is provided from the computer classes of the University and the library. There is an opportunity to access both global Internet resources and internal electronic and library collections.

An educational website based on LMS Moodle is used to implement distance learning for students. The Pruffme platform is used for synchronous distance learning (webinars and online lectures).

The University is equipped with computer and multiplying equipment: 897 personal computers, out of which: 105 personal computers with access to the information and telecommunication network "Internet" with an open access for students; 87 personal computers are available for individual work in computer classrooms and library reading rooms; 146 laptops; printers 216 units; multifunctional devices 189 units; projectors 100 units; interactive whiteboards – 5 items, 3D anatomical table - 1 unit. In the University classrooms, there is an access to electronic resources via wireless Wi-Fi technology.

#### ***The analytical part***

During the work of the External expert commission, introductory visits were conducted to the structural units declared in the Program: the SMU Clinic, clinical /practical bases equipped with the necessary equipment, resources, working according to international standards, to provide students with appropriate clinical/practical experience. The bases of practical training were also shown: 1. Department of Nursing - Kirov Regional State Clinical Budgetary Healthcare Institution "Center of Oncology and Medical Radiology" (Stroiteley Av., 23). 2. Department of Obstetrics and Gynecology - Kirov Regional Clinical Perinatal Center (Moskovskaya Str., 163).

The experts of the Higher School of Economics state that within the framework of the standard "Educational Resources", during the work of the expert commission of the External expert commission, visits to departments, practical bases, analysis of the submitted documentation, it was revealed that the material and technical base used to organise the learning process is sufficient and meets the requirements. Classrooms, scientific laboratories and other premises used in the implementation of the educational program comply with established standards. The implementation of educational programs at the University is ensured by the free access of each student to information resources and library collection.

The External expert commission confirms the availability of student support systems, including support through personal appeals to the dean, vice-rector, rector, curator, mentor. The members of the External expert commission believe that the existing material and technical base of the University contributes to the expansion of forms and methods of attracting students to participate in scientific research in the field of nursing care, publication activity.

At the same time, students and teaching staff are not involved in academic mobility programs both in the Russian Federation and abroad, scientific and technical programs are not being implemented. The possibilities of modern information and communication technologies are not fully used.

In addition, according to the materials received at the request of the expert of the External expert commission, correlations between scientific research and educational process is not traced, priority directions in the field of scientific research are not defined.

***Strengths/best practices***

The presence of a SMU Clinic, clinical/practical facilities equipped with the necessary equipment, resources, working according to international standards, to provide students with appropriate clinical/practical experience.

***Recommendations of the External expert commission***

1. In the 2024-2025 academic year, the heads of educational institutions and teaching staff should use research activities and scientific achievements in the field of medicine as the basis for the educational program.

2. Starting from the new academic year, the management of the University and the educational program should formulate and implement policies that strengthen the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education.

3. In the 2024-2025 academic year, the heads of educational institutions and teaching staff should introduce the practice of national and international cooperation with other educational organisations, including the mobility of teaching staff and students, as well as the transfer of educational credits.

4. In the 2024-2025 academic year, the management of the University and the educational program should promote the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes.

***The conclusions of the External expert commission according to the criteria:***

- Strong – 1
- Satisfactory – 11
- Requires improvements – 2
- Unsatisfactory – 0

**6.7. Standard “Assessment of the educational program”*****Evidentiary part***

The development of general professional educational program in future graduates forms universal, general professional and professional competencies that will allow them to successfully cope with social and professional adaptation, be socially mobile, stable and competitive in the labour market, solve professional tasks in the field of therapeutic and diagnostic, medical and preventive, rehabilitation, organizational and managerial, pedagogical and research types activities.

The educational program evaluates the structure, volume and content of the disciplines, including the part formed by the participants of educational relations, the amount of contact work, as well as the requirements for the applicant and the results of mastering the bachelor's degree program, the list of necessary competencies. The content of the educational program is discussed at the meetings of the departments in February or March of the current academic year, the departments make their suggestions on updating the educational program. The proposals of the departments are discussed at the methodological commission on the areas of correspondence education and then submitted to the Educational and Methodological Board for consideration, after which they are approved by the academic council of the University. Also, by the beginning of each academic year, information is collected on all components of the educational program. The analysis is carried out on the basis of the acts of readiness of departments and structural units, as well as the act of readiness of the University. Problem areas are identified and corrective and preventive action plans are being developed.

Within the framework of the assessment mechanisms, it is possible to monitor the academic performance of each student, starting with the results of entrance exams, current, intermediate certification, subsequent State Final Examination and primary accreditation. The documentation of the admission commission, departments, dean's office, educational department, 1C database: University database, students' personal accounts on the University's educational website ensure the safety of all the results of entrance examinations and other types of certification. The system of registration and storage of the results of academic performance of all students allows monitoring this data during the entire period of study at the University. The results of the midterm assessment for each semester (examination sessions,



academic and industrial practice) are analysed. These data are regularly discussed at departments, the Academic Council of the Faculty, Educational and Methodological Board, and the Academic Council of the University. Mechanisms aimed at the progress of students in professional and personal development were developed and used.

The content of the educational process is regularly checked by the Academic Services Office and the dean's offices. The survey is evaluated by the interested parties - internal and external consumers: students, teachers. Employers and heads of healthcare organisations will necessarily participate in the state final certification and in the primary accreditation of graduates in 2024. In the reports on the State Final Examination and accreditation, they will note the shortcomings of the development of the educational program and make recommendations, which will make it possible to adjust the educational program considering all proposals and make changes reflecting innovations in medicine and the healthcare system.

The educational program evaluates the structure, volume and content of the disciplines, including the part formed by participants in educational relations, the amount of contact work, teaching and learning methods and materials for student assessment (learning assessment materials). The data obtained are discussed at the meetings of the departments and considered when processing the working programs of the disciplines.

The total results of the development of the general professional educational program will be evaluated based on the results of the state IT certification, primary accreditation and employment of graduates, according to the proportion of graduates who continued their studies at the postgraduate stage. The system for monitoring and storing learning outcomes allows comparing student data from the moment of admission to graduation and during postgraduate studies. The assessment of learning outcomes is carried out by monitoring the formation of competencies.

Information on social responsibility and the contribution of students and graduates to “social results” (participation in the volunteer movement, scientific achievements, participation in the public life of the University, city, region) is monitored. This information is presented in student electronic portfolios. Information about graduates, their current work and social status is monitored and accumulated in the materials of the Department of Practical training and employment of graduates. The Department collects and analyses employer feedback on graduates to assess the University's response to the needs of society, patients and the healthcare system.

The teaching staff is interviewed as part of the annual monitoring of satisfaction with working conditions at Kirov State Medical University, where the climate in the team, the comfort of the relationship between the teacher and students, and more are studied. Surveys of students and graduates are conducted according to the annual plan of the Central Office of the Quality Management System. At the same time, on the instructions of the University management, unscheduled monitoring is carried out to identify problems, collect consumer opinions and suggestions on improving the provision of educational services at Kirov State Medical University.

Students have the opportunity to evaluate the education in each course of study as part of the monitoring “Teacher in students` eyes” and a questionnaire on satisfaction with the conditions of study at Kirov State Medical University. Assessing the quality of graduate training in the framework of the sociological survey “Employers' satisfaction with the training of graduates of Kirov State Medical University”, employers make proposals to improve the quality of training of graduates of Kirov State Medical University, which are later used to work in University departments, including the psychological counseling service. When monitoring the employment of graduates of the first year of graduation, the issue of emerging difficulties of a young specialist at the initial stage of his career is studied, the most problematic points are brought to the management for corrective actions.

The head of the Central Office of the Quality Management System brings information on the results of monitoring at meetings of the Academic Council, the rector's office, the Educational and Methodological Board, by sending summary data to the departments of the University, the information is analysed and appropriate decisions are made to improve the quality of services and increase the loyalty of the interested persons. The results of these monitoring are compiled into reports and used in the work of the University in order to continuously improve processes and improve the quality of educational services. The results of the monitoring “Teacher in students` eyes” are used in evaluating the criteria for the effectiveness of the heads of departments.

Access to the monitoring results for external parties is carried out through the official website of the University, where the results of surveys of consumers of educational services are publicly available.

The formation of the general professional educational program takes place in the process of discussions among the staff of the University, the dean's office, the head of the general professional educational program, departments, teachers, students, potential employers, taking into account the analysis of students' academic achievements. The educational program is determined by the head of the educational program together with the dean's office and submitted for consideration by the academic council of the Faculty of Socio-Economics and the Academic Council of the University. Correction is carried out by supplementing new disciplines, elective and elective courses, and making changes to the content of the studied disciplines. The educational program is approved by the Rector of the University.

As part of the survey of external consumers and interested persons, surveys of employers are conducted that assess the quality of training of graduates of Kirov State Medical University. After students complete practical training in medical organisations, an annual survey is conducted of both students and practice managers from organizations in order to identify current problems, corrective actions are taken to increase customer satisfaction and continuous improvement by the organisation of practice as an important element of the educational program. When monitoring the employment of graduates of the first year of graduation, the issue of emerging difficulties of a young specialist at the initial stage of his career is studied, the most problematic points are brought to the management for corrective actions.

### ***The analytical part***

Experts note that all procedures according to the standard are prescribed and followed in the submitted documents. Students, faculty and staff of the University have the right at any time to send their comments, complaints and suggestions on any issues related to the organization and quality of the scientific and educational process at the University through oral or written appeals to the responsible persons. Regular internal and external stakeholder surveys conducted at the University make it possible to consider existing and potential needs.

Having analysed the work of the educational program according to this standard, the commission notes that the University has a system of assessment of the educational program based on the use of various methods of collecting, processing and analysing information in the context of the educational program and the University as a whole. The data testifying to the involvement of teaching staff, students and university staff in the process are presented.

A survey of students and employers is being conducted, which was confirmed by the participants of the focus groups. The results containing an assessment of educational programs are heard at meetings with the participation of heads of practical healthcare organisations.

Internal and external stakeholders are involved in the processes of monitoring the educational program. The teaching staff, which has its representation in the councils and departments of the University, implements the processes of monitoring and periodic review of the educational program and learning outcomes during the academic year.

### ***Strengths/best practices***

According to this standard, no strengths have been identified.

### ***Recommendations of the External Expert Commission***

There are no recommendations according to this standard.

### ***The conclusions of the External Expert Commission according to the criteria:***

- Strong – 0
- Satisfactory – 9
- Requires improvements – 0
- Unsatisfactory – 0

## 6.8. Standard «Management and administration»

### ***The evidentiary part***

The management of the University's activities and the interaction of structural and collegial departments is carried out in accordance with the University's Charter and organizational structure.

The collegial governing body of the University is the Academic Council, which includes the rector, vice-rectors, as well as, by decision of the Academic Council of the University, the deans of faculties, the director of the Institute of Continuing Additional Education. Other members of the Academic Council of the University are elected at the Conference of Employees and Students of the University by secret ballot.

The Academic Council considers and makes decisions on the main areas of educational, scientific, medical, financial and economic activities, as well as issues of international cooperation of the University. Decides to convene a Conference of employees and students of the University, determines the timing and procedure for the election of the Rector of the University, approves curricula and educational programs on the proposal of the deans of faculties, awards honorary titles, approves local regulations governing the main issues of the University. The structure and functions of the Academic Council are fixed in the rules of procedure of the Academic Council of the University.

The collegial advisory body ensuring the implementation of the Rector's powers for the current management of the University's activities is the Rector's office, acting under the chairmanship of the Rector on the basis of the Regulations on the Rector's Office.

According to the organizational structure, vertical and horizontal interaction of structural units is carried out at the University. The rector is directly subordinate to the vice-rectors and departments that ensure the processes of the graduate's life cycle. Vice-rectors supervise structural divisions in the areas of activity.

The structure of the University includes an INDO, clinic, faculties, scientific laboratories, library, dormitories, museum, printing house, archive, offices, centers, services and departments.

The functions and tasks of the structural divisions, the list of divisions and officials with whom the structural divisions of the University interact within the framework of their functions, are determined by the regulations on structural divisions. The tasks and functions of the staff are defined by job descriptions.

As part of the University, councils, commissions, committees function on the rights of public and collegial associations, the management tasks and functions of which are defined by the relevant provisions.

The University ensures transparency of the management system through the development and communication to all stakeholders of the organizational structure and provisions defining the communication links and functions of departments.

Transparency of decisions made by the University's management, as well as collegial and public associations, is ensured through the EIOS by mailing through the University's electronic document management system. In addition, the decisions of the Academic Council, other councils, reports, reports and other information materials are publicly available on the official website of the University. To develop an OP, a commission is formed at each faculty implementing the relevant programs under the leadership of the head of the OP, approved by the order of the Rector of the University. The head is appointed for each OP of a certain orientation (profile, specialization).

The OP is developed for each profile (orientation) of the direction of training implemented at the University, taking into account the needs of the regional labor market, traditions and achievements of scientific and pedagogical schools of the University.

The financial strategy of the University aimed at its economic sustainability and the achievement of its mission and goals, the creation and maintenance of an environment for learning, research, medical work and creative activity, as well as the objectives of educational programs for short and long-term prospects is being developed by the FEU.

An important condition for the economically sustainable development of the University is an organizational structure with the distribution of functions and the consolidation of rights and responsibilities. The elements of such an organizational structure are the centers of responsibility - the structural divisions of the university. The head of each such center is responsible for the expediency of decisions taken within his competence. At Kirov State Medical University, the centers of responsibility



are: faculties (head - Dean); Institute of Continuing Additional Education (head - director); scientific unit (head - vice-rector); clinic (head - director) and administrative structural units (head of department). Kirov State Medical University strives to increase the satisfaction of consumers and other stakeholders in quality education in the fields of healthcare, medicine, humanities, social sciences, psychology, economics and management. For this purpose, the university has developed, implemented and effectively operates the QMS.

Regular self-assessment is carried out as part of the annual self-examination of the University, as well as through internal audit, which regulates internal activities and is designed to analyze and evaluate the functioning of the university. The main objectives of internal audits at Kirov State Medical University are: to assess the compliance of the University's QMS or its individual processes with the requirements of the national standard GOST R ISO 9001- 2015; to provide the university management with data on the quality of educational, research and other processes; analysis of the effectiveness of corrective and preventive actions to eliminate identified inconsistencies.

The audit results are aimed at improving the quality of the main and auxiliary processes and are the initial data for analyzing the state and evaluating the effectiveness of the QMS, as well as making informed management decisions by the University management. The results of the audits are brought to the attention of the University administration, teachers and other interested parties.

In accordance with its mission, the University is directly involved in solving issues related to the protection of the health of citizens in the region. Constructive interaction is carried out in the provision of medical care by employees of 22 clinical departments located in public and private medical organizations in the following areas: treatment of patients with therapeutic and surgical profiles; conducting operations; consultations and consultations; introduction of new methods of diagnosis and treatment. Its own clinical base is represented by the clinical and diagnostic department of the clinic, which provides highly qualified dental, advisory, diagnostic and therapeutic care to the population of the region, other regions of the Russian Federation and citizens of foreign countries, and the hospital of the University clinic, which includes a therapeutic, neurological, surgical department, department of anesthesiology and intensive care, department of medical rehabilitation.

### ***The analytical part***

Experts note the willingness of the University's management to engage constructively with the healthcare system and sectors of society and government related to health, including foreign ones (Jinyang Professional Academy of Nurses).

In order to promote the joint development of education and science in educational institutions of Russia and China, in May 2022, a framework agreement on cooperation was signed between Kirov State Medical University and Jinyang Professional Academy of Nurses in the following areas: development and implementation of joint educational programs, academic exchanges of students and teachers, joint research and scientific conferences.

The University strives to ensure transparency and publicity of the educational process and reports on its activities, to create and maintain mutually beneficial relations with society and the state. The University has signed cooperation agreements with the best medical institutions in order to organize the educational process in clinical disciplines. The implementation of the educational program takes place at departments that directly implement the cycle of basic and specialized disciplines.

The University has sufficient resources to carry out its educational activities: its own building-a building with adjacent territories, originally intended for educational activities, which allows for long-term strategic plans, does not require rental costs, providing greater financial stability and freedom of decision-making and initiatives. The University building houses a medical laboratory, a necessary and constantly updated material and technical base, and the possibility of expanding the simulation center.

The results of academic activity, the effectiveness of modern forms of educational process management, prospects for further improvement of management and improvement of the quality of education are considered and discussed at meetings and conferences.

### ***Strengths/best practices***

The willingness of the University's administration to engage constructively with the healthcare

system and sectors of society and government related to health, including foreign ones (Jinan Professional Academy of Nursing – China).

***Recommendations of the external expert commission***

No

***The conclusions of the External Expert Commission according to the criteria:***

- Strong – 1
- Satisfactory – 11
- Requires improvements – 0
- Unsatisfactory – 0



## **OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

### **Standard “Educational resources”**

Availability of the Kirov SMU Clinic, clinical bases equipped with the necessary equipment, resources working according to international standards to provide students with appropriate clinical/practical experience.

### **The standard “Administration and anagement”**

The readiness of the university administration to engage constructively with the healthcare system and sectors of society and the state related to health, including foreign ones (Jinan Professional Academy of Nursing – China).

## **OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT**

### **Standard “Mission and outcomes”**

Heads of the educational program to bring the mission of the educational program and the expected learning outcomes to all interested persons and the health sector by the end of the 2023-2024 academic year.

By the end of the 2023-2024 academic year, the heads of the educational institution should determine and coordinate the connection of the learning outcomes required upon completion with those required in postgraduate studies.

### **The standard "Educational program"**

Heads of the educational institution to develop a curriculum based on a modular or spiral structure, with a focus on achieving learning outcomes by the 2024-2025 academic year.

Heads of the educational program, should use student-centered teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process in the 2024-2025 academic year.

Heads of the educational program, the heads of the educational program should include methods of analytical and critical thinking in the educational program; research methods in healthcare and evidence-based medicine in the 2024-2025 academic year.

The management of the University should ensure the representation of teachers, students, representatives from other interested persons, including representatives from clinical bases, healthcare professionals involved in the learning process in the committee responsible for the educational institution in the 2024-2025 academic year.

The management of the University and the educational program should provide an opportunity to plan and implement innovations in the educational program through the committee responsible for the educational program in the 2024-2025 academic year.

### **The standard “Assessment of students”**

In the 2024-2025 academic year, educational program managers should use a wide range of criteria assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.

In the 2024-2025 academic year, the heads of the management of the University should provide for the possibility of providing an open assessment procedure and its results, informing students about the criteria and assessment procedures used.

In the 2024-2025 academic year, heads of the educational program should provide for the possibility of documenting and evaluating the reliability and validity of assessment methods.

In the 2024-2025 academic year, heads of the educational program should use assessment principles, methods and practices that are comparable to the planned learning outcomes and teaching and learning methods, guarantee the achievement of planned learning outcomes, promote student learning, and ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on academic performance.



**The standard “Students”**

In the 2024-2025 academic year, the management of the University and the educational program should ensure the implementation of the practice of student representation and their proper participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students.

**The standard “Academic staff / teachers”**

From 2024-2025 of the new academic year, the management of the University and the educational program will ensure that teachers undergo advanced training in research, for further professional development in nursing on an ongoing basis.

**The standard “Educational resources”**

In the 2024-2025 academic year, the heads of the educational program and teaching staff should use research activities and scientific achievements in the field of medicine as the basis for an educational program.

Starting from the new academic year, the management of the University and the educational program should formulate and implement policies that strengthen the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education.

In the 2024-2025 academic year, the heads of educational institutions and teaching staff should introduce the practice of national and international cooperation with other educational organizations, including the mobility of staff and students, as well as the transfer of educational loans.

In the 2024-2025 academic year, the management of the University and the educational program should promote the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes.

**OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION**

There are no recommendations from the EEC.

**RECOMMENDATION FOR THE ACCREDITATION COUNCIL**

The members of the EEC concluded that the EP 34.03.01 “NURSING” is recommended for accreditation for a period of 5 years.

## Appendix 1. Evaluation table “SPECIALISED PARAMETERS”

№	№	№ CRIT.	ASSESSMENT CRITERIA	Position of the EI			
				Strong	Satisfactory	Requires improvement	Unsatisfactory
<b>Standard 1. MISSION AND OUTCOMES</b>							
<b>1.1 Defining mission</b>							
<b>Educational institution must:</b>							
1	1	1.1.1.	define mission of the EP and bring it to the notice of stakeholders and healthcare sector.			+	
2	2	1.1.2.	ensure that the mission of the EP reflects the goals and educational strategy, which contribute to training competent specialists at the level of higher education in the field of healthcare with an relevant foundation for further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; capable of fulfilling the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	guarantee that the mission includes research in biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects major international issues of healthcare		+		
<b>1.2 Institutional autonomy and academic freedom</b>							
<b>Educational institution must:</b>							
4	4	1.2.1.	have institutional autonomy for developing and implementing a quality assurance policy, for which the administration and faculty are responsible, especially with regard to development of the curriculum and management of resources required for curriculum implementation.		+		
5	5	1.2.2.	provide academic freedom of staff and students for implementation of the educational program, ensure application of resources of new research for improving learning in certain courses\issues without EP extension		+		
<b>1.3 Learning outcomes</b>							
<b>Educational institution must:</b>							
6	6	1.3.1.	define expected learning outcomes which should be achieved by the students upon graduation, provide an opportunity to acquire basic knowledge and professional skills; relevant foundation for the future career in any field of healthcare; future positions in healthcare sector; further postgraduate education; commitment for lifelong learning; public needs and public health; requirements of the healthcare systems and other aspects of social responsibility		+		

7	7	1.3.2.	ensure proper behavior of students towards fellow students, teaching staff, hospital personnel, patients and their relatives		+		
8	8	1.3.3.	publish expected learning outcomes of the EP		+		
9	9	1.3.4.	define and coordinate the connection between learning outcomes expected at the moment of graduation with those required in postgraduate education			+	
10	10	1.3.5.	provide an opportunity for students to participate in research activities in the chosen area of healthcare		+		
11	11	1.3.6.	pay attention to expected learning outcomes connected to global health		+		
<b>1.4 Participating in developing the mission and learning outcomes</b>							
<b>Educational institution must:</b>							
12	12	1.4.1.	ensure participation of all major stakeholders in development of the mission and expected learning outcomes		+		
13	13	1.4.2.	ensure that the declared mission and expected learning outcomes are based on opinion/proposals of other stakeholders		+		
				<b>Total</b>	<b>0</b>	<b>11</b>	<b>2</b>
<b>Standard 2. EDUCATIONAL PROGRAMME</b>							
<b>2.1 Model of educational programme and learning methods</b>							
<b>Educational institution must:</b>							
14	1	2.1.1.	define specifications of the EP, which includes declaring expected learning outcomes, curriculum based on module or spiral structure, qualification received upon completion of the program			+	
15	2	2.1.2.	use teaching and learning methods which stimulate, prepare and support students for taking responsibility in the study process			+	
16	3	2.1.3.	guarantee that the EP is implemented according to the principle of equality		+		
17	4	2.1.4.	develop students' lifelong learning abilities		+		
<b>2.2 Scientific method</b>							
<b>Educational institution must:</b>							
18	5	2.2.1.	teach students to adopt the principles of scientific methodology, including methods of analytical and critical thinking; methods of research in healthcare and evidence-based medicine throughout the educational program			+	
19	6	2.2.2.	make provisions for including results of modern scientific research into the EP		+		
<b>2.3 Basic biomedical sciences</b>							
<b>Educational institution must:</b>							

20	7	2.3.1.	define and include into the EP achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge		+		
21	8	2.3.2.	provide for mechanisms of making amendments to the EP considering achievements of biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, current and future needs of society and healthcare system		+		
<b>2.4 Behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence</b>							
<b>Educational institution must:</b>							
22	9	2.4.1.	define and include into the EP achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence		+		
23	10	2.4.2.	provide for mechanisms of making amendments to the EP considering achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological, medical and pharmaceutical developments, current and future needs of society and healthcare system; changeable demographic and cultural context		+		
<b>2.5 Clinical/pharmaceutical sciences and skills</b>							
<b>Educational institution must:</b>							
24	11	2.5.1.	define and include into the EP achievements of clinical/pharmaceutical sciences and skills in order to guarantee that upon graduation students acquire relevant knowledge, clinical and professional skills for taking responsibility in further professional activities:		+		
25	12	2.5.2.	guarantee that students spend a sufficient part of the programme in planned contacts with patients and service consumer in appropriate clinical/industrial settings and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time devoted to studying the main clinical/specialized courses		+		
27	14	2.5.4.	organize educational process with appropriate attention to safety of the learning environment and patients, including monitoring the actions performed by the student in the clinical/production phases		+		
28	15	2.5.5.	make provisions for making amendments to the EP considering modern scientific, technological, medical and pharmaceutical developments, current and future needs of society and healthcare system;		+		
29	16	2.5.6.	ensure that each student has early contact with real patients, service consumers, including their gradual participation in the provision of services and including responsibility:  - in terms of examining and/or treating a patient under supervision, in appropriate clinical conditions;  - in the procedures of sanitary and epidemiological supervision in terms of examination and/or inspection of the object under supervision, carried out in the relevant production facilities (centres of sanitary and		+		

			epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and medical facilities);  - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate work environment				
30	17	2.5.7.	structure various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the educational program.		+		
<b>2.6 Structure of the educational program, content and duration</b>							
<b>Educational institution must:</b>							
31	18	2.6.1.	describe the content, scope and sequence of courses/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized courses		+		
32	19	2.6.2.	provide for horizontal integration of interdisciplinary sciences and courses;		+		
33	20	2.6.3.	provide for vertical integration of clinical/specialized sciences with basic biomedical, behavioral and social sciences		+		
34	21	2.6.4.	provide elective content (electives) and determine the balance between mandatory and elective part of the EP		+		
35	22	2.6.5.	define interconnection between complimentary medicine, which includes non-traditional, traditional or alternative medical practice, occupational medicine, which includes aspects of environmental effect and effect of anthropogenic production load, social environment on human health		+		
<b>2.7 Programme management</b>							
<b>Educational institution must:</b>							
36	23	2.7.1.	establish procedures for development, approval and revision of the EP		+		
37	24	2.7.2.	establish a committee managed by the academic administration, responsible for planning and implementation of the EP for ensuring achievement of expected learning outcomes		+		
38	25	2.7.3.	to ensure representation of teaching staff, students, representatives from other stakeholders, including representatives from clinical, industrial facilities, graduates of the university, healthcare professionals involved in the learning process, in the university committee responsible for the OP.			+	
39	26	2.7.4.	make provisions for planning and implementing improvements in the EP through the responsible committee			+	
<b>2.8 Association with medical/pharmaceutical practice and healthcare system</b>							
<b>Educational institution must:</b>							

40	27	2.8.1.	ensure continuity between the EP and further stages of professional training or practical activity, which the student will begin upon graduation		+		
41	28	2.8.2.	improve the EP in compliance with the job conditions of the future graduates		+		
<b>Total</b>				<b>0</b>	<b>23</b>	<b>5</b>	
<b>Standard 3. ASSESSMENT OF STUDENTS</b>							
<b>3.1 Assessment methods</b>							
<b>Educational institution must:</b>							
42	1	3.1.1.	identify and establish principles, methods and procedure of students' assessment, including the number of exams, criteria for setting passing scores, grades and the number of allowed retakes		+		
43	2	3.1.2.	guarantee that assessment procedures cover knowledge, skills, attitudes and professional behavior		+		
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format			+	
45	4	3.1.4.	make provisions for ensuring that the assessment process and methods are open (accessible) for examination by external experts		+		
46	5	3.1.5.	show willingness to guarantee that assessment methods and results avoid conflicts of interest and use a system to appeal student assessment results		+		
47	6	3.1.6.	make provisions for guarantee openness of the assessment procedure and its results, inform students about the criteria and assessment procedures being used			+	
48	7	3.1.7.	make provisions for documenting and evaluating validity and reliability of assessment methods, as well as involvement of external examiners			+	
<b>3.2 Correlation between assessment and learning</b>							
<b>Educational institution must:</b>							
49	8	3.2.1.	use assessment principles, methods and procedures that are comparable to the expected learning outcomes, teaching and learning methods, guarantee achievement of expected learning outcomes, facilitate the study process, ensure an appropriate balance of formatted and final assessment for the area learning and making decision on academic performance			+	
50	9	3.2.2.	make provisions for adjusting the number and composition of exams in order to stimulate both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, specific, constructive and fair students feedback based on the assessment results		+		
<b>Total</b>				<b>0</b>	<b>6</b>	<b>4</b>	



<b>Standard 4. STUDENTS</b>							
<b>4.1 Admission and selection policy</b>							
<b>Educational institution must:</b>							
<b>52</b>	1	4.1.1.	define and implement an admission policy which is based on the principles of objectivity and includes a clear statement about the student selection process		+		
<b>53</b>	2	4.1.2.	have and implement policy and procedure of admitting individuals with disabilities		+		
<b>54</b>	3	4.1.3.	have and implement policy and procedure of transferring students from other educational institutions, including foreign ones		+		
<b>55</b>	4	4.1.4.	establish a link between the selection and the mission of the educational institution, the educational programme and the desired quality of graduates; periodically review the admission policy		+		
<b>56</b>	5	4.1.5.	show willingness to use the system of appealing decisions on the students' admission		+		
<b>4.2 Admission of students</b>							
<b>Educational institution must:</b>							
<b>57</b>	6	4.2.1.	determine the number of admitted students in accordance with the resources of the educational institution at all stages of the educational program		+		
<b>58</b>	7	4.2.2.	show willingness to periodically regulate the number and range of admitted students, taking into consideration the views of stakeholders responsible for planning and developing human resources in the healthcare sector in order to meet healthcare needs of the population and society as a whole		+		
<b>59</b>	8	4.2.3.	make provisions for periodic review and regulation of the number and nature of admitted students, taking into consideration the opinion of other stakeholders in order to meet healthcare needs of the population and society as a whole		+		
<b>4.3 Student counseling and support</b>							
<b>Educational institution must:</b>							
<b>60</b>	9	4.3.1.	show willingness to have a system of students' academic counseling		+		
<b>61</b>	10	4.3.2.	show willingness to offer students a support programme aimed at social, financial and personal needs, assigning related resources and ensuring confidentiality of counseling and support		+		
<b>62</b>	11	4.3.3.	show willingness to have a student feedback system to assess conditions and implementation of the educational process		+		
<b>63</b>	12	4.3.4.	show willingness to provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+		

64	13	4.3.5.	make provisions for taking into account the needs of different students' groups and providing an opportunity to form an individual educational trajectory		+		
65	14	4.3.6.	show willingness to provide academic counseling which is based on monitoring student academic performance and includes issues of professional orientation and career planning		+		
<b>4.4 Student representative bodies</b>							
<b>Educational institution must:</b>							
66	15	4.4.1.	develop and implement a policy of student representation and their appropriate participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students			+	
67	16	4.4.2.	make provisions for encouraging and assisting student organizations in supporting student activities		+		
<b>Total</b>				<b>0</b>	<b>15</b>	<b>1</b>	
<b>Standard 5. ACADEMIC STAFF/TEACHING STAFF</b>							
<b>5.1 Recruitment and selection policy</b>							
<b>Educational institution must develop and implement staff selection and recruitment policy that:</b>							
68	1	5.1.1.	defines their category, responsibility and balance of academic staff/teaching staff of basic biomedical sciences, behavioral and social sciences, and medical/pharmaceutical sciences for the adequate implementation of the EP, including a proper ratio between teachers of medical, non-medical, pharmaceutical profiles, teachers working full-time or part-time, as well as the balance between academic and non-academic staff		+		
69	2	5.1.2.	considers criteria of scientific, educational and clinical achievements, including relationship between teaching and research activities and "utility" functions		+		
70	3	5.1.3.	defines and monitors responsibility of the academic staff/teaching staff of basic biomedical sciences, behavioral and social sciences, clinical, hygienic, pharmaceutical sciences		+		
71	4	5.1.4.	makes provisions for providing the possibility to consider such criteria and features as attitude to the mission and economic opportunities of the educational institution, as well as significant features of the region in the selection and recruitment policy		+		
<b>5.2 Policy of staff functions and development</b>							
<b>Educational institution must develop and implement staff selection and recruitment policy that:</b>							
72	5	5.2.1.	maintains a balance of opportunity between teaching, research and "utility" functions, ensures recognition of worthy academic activities with appropriate emphasis on teaching, research, and professional qualifications		+		
73	6	5.2.2.	ensures acquisition of sufficient knowledge by individual employees of the entire educational program, as well as training and advanced training of teachers, their development and assessment			+	

74	7	5.2.3.	provides the possibility to consider the “teacher-student” ratio depending on the various components of the educational program		+		
75	8	5.2.4.	staff career growth		+		
<b>Total</b>				<b>0</b>	<b>7</b>	<b>1</b>	
<b>Standard 6. EDUCATIONAL RESOURCES</b>							
<b>6.1 Material and technical resources</b>							
<b>Educational institution must:</b>							
76	1	6.1.1.	show willingness to have sufficient amount of material and technical resources to ensure proper implementation of the educational program, as well as to create a safe learning environment for the staff, students, patients, and their relatives		+		
77	2	6.1.2.	show willingness to improve the learning environment by regularly updating and expanding the material and technical resources to meet changes in educational sphere		+		
<b>6.2 Resources for practical training</b>							
<b>Educational institution must:</b>							
78	3	6.2.1.	show willingness to allocate the necessary resources to provide students with proper clinical practical experience, including:  - quality and categories of patients and service consumers;  - number of clinical/production facilities in various categories;  - supervision of students		+		
79	4	6.2.2.	show willingness to assess, adapt and improve conditions for clinical/practical training to meet the needs of the population		+		
<b>6.3 Information technologies</b>							
<b>Educational institution must:</b>							
80	5	6.3.1.	develop and implement policies aimed at effective and ethical use and evaluation of relevant information and communication technologies		+		
81	6	6.3.2.	make provisions for granting access to websites and other mass communication media		+		
82	7	6.3.3.	make provisions for granting teaching staff and students with access to sufficient patient data and healthcare information systems, using existing and relevant new information and communication technologies for self-tuition, access to informational databases of patients and dealing with healthcare information systems		+		
<b>6.4 Research in medicine/pharmacy and scientific achievements</b>							
<b>Educational institution must:</b>							

83	8	6.4.1.	show willingness to use research activities and scientific achievements in the field of medicine and pharmacy as a foundation for the educational program			+	
84	9	6.4.2.	develop and implement policies that strengthen the relationship between scientific research and education; provide information on research facilities and priority areas of scientific research in the educational institution			+	
85	10	6.4.3.	provide for coordination between scientific research and education, which is taken into account in teaching process, encourages and prepares students to participate in scientific research in the field of healthcare		+		
<b>6.5 Educational expertise</b>							
<b>Educational institution must:</b>							
86	11	6.5.1.	have a policy and procedure of accessing educational expertise of the educational process and issues of medical and pharmaceutical education with involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation, evaluation of the educational program, development of teaching and assessment methods			+	
87	12	6.5.2.	show willingness to demonstrate evidence of using internal or external educational expertise in staff development, considering current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education			+	
<b>6.6 Educational exchange</b>							
<b>Educational institution must:</b>							
88	13	6.6.1.	develop and implement a policy on domestic and international cooperation with other educational organizations, including staff and student mobility, as well as transfer of educational credits			+	
89	14	6.6.2.	show willingness to facilitate participation of teaching staff and students in academic mobility programs within the country and abroad and manage resources required for these purposes			+	
<b>Total</b>				<b>1</b>	<b>11</b>	<b>2</b>	
<b>Standard 7. ASSESSMENT OF EDUCATIONAL PROGRAMME</b>							
<b>7.1 Programmemonitoring and assessment mechanisms</b>							
<b>Educational institution must:</b>							
90	1	7.1.1.	have regulated procedures for monitoring and periodic assessment of the educational program, learning outcomes, students' progress and academic performance			+	
91	2	7.1.2.	develop and show willingness to apply an educational programme assessment mechanism that examines the program, its main components, student performance, identifies and solves problems, ensuring that the relevant assessment results affect the educational program			+	
92	3	7.1.3.	show willingness to periodically assess the educational program, examining all aspects of the educational process,			+	



			components of the educational program, expected learning outcomes and social responsibility				
<b>7.2 Teaching staff and student feedback</b>							
<b>Educational institution must:</b>							
<b>93</b>	4	7.2.1.	make provisions for systematically conducting, analyzing and responding to feedback from teachers and students		+		
<b>94</b>	5	7.2.2.	show willingness to use the feedback results to improve the educational program		+		
<b>7.3 Students' academic achievements</b>							
<b>Educational institution must:</b>							
<b>95</b>	6	7.3.1.	show willingness to analyse academic performance of students and graduates in accordance with the mission and expected learning outcomes, educational programs and resource availability		+		
<b>96</b>	7	7.3.2.	show willingness to analyse academic performance of students and graduates, with consideration to conditions of their previous education, level of preparation for university admission, use the results of the analysis to interact with the department responsible for selecting students, developing an educational program, advising students		+		
<b>7.4 Involvement of stakeholders</b>							
<b>Educational institution must:</b>							
<b>97</b>	8	7.4.1.	show willingness to involve major stakeholders into monitoring and assessment of the educational program		+		
<b>98</b>	9	7.4.2.	show willingness to provide stakeholders with access to the results of the programme assessment, collect and analyse feedback their feedback on medical practice of graduates and feedback on the educational program		+		
<b>Total</b>				<b>0</b>	<b>9</b>	<b>0</b>	
<b>Standard 8. MANAGEMENT AND ADMINISTRATION</b>							
<b>8.1. Management</b>							
<b>Educational institution must:</b>							
<b>99</b>	1	8.1.1.	establish departments and their functions, including interrelations within the university		+		
<b>100</b>	2	8.1.2.	establish committees within the management structure, their responsibilities, and personnel which reflects representation of major and other stakeholders, ensuring transparency of work and decisions of the governance bodies		+		
<b>8.2 Academic leadership</b>							
<b>Educational institution must:</b>							
<b>101</b>	3	8.2.1.	describe responsibilities of the academic leadership in defining and managing the educational program		+		

102	4	8.2.2.	show willingness to conduct periodic assessment of academic leadership regarding achievement of its mission and expected learning outcomes		+		
<b>8.3 Budget for educational services and resources management</b>							
<b>Educational institution must:</b>							
103	5	8.3.1.	have a clear allocation of responsibility and authority to provide resources for the educational program, including the target budget for education		+		
104	6	8.3.2.	show willingness to provide resources required for implementation of the educational programme and allocate educational resources according to the needs		+		
105	7	8.3.3.	make provisions for independent allocation of resources, including remuneration of teaching staff who duly achieve the expected learning outcomes, consider scientific achievements in healthcare and public health problems when allocating resources		+		
<b>8.4 Administrative staff and management</b>							
<b>Educational institution must:</b>							
106	8	8.4.1.	show willingness to have administrative and professional staff to implement the educational programme and related activities, ensure proper management and allocation of resources		+		
107	9	8.4.2.	show willingness to ensure participation of all departments of the educational institution in the processes and procedures of the internal quality assurance system		+		
<b>8.5 Association with the healthcare sector</b>							
<b>Educational institution must:</b>							
108	10	8.5.1.	show willingness to cooperate with the healthcare system, health-related sectors of society and government, including foreign ones		+		
109	11	8.5.2.	show willingness to give an official status to cooperation, including involvement of employees, students, and partners into the healthcare sector		+		
<b>8.6 Public awareness</b>							
<b>Educational institution must:</b>							
110	12	8.6.1.	Make provision for publishing complete and reliable information about the educational programme and its achievements on the official website of the educational institution and in the media		+		
<b>Total</b>				<b>1</b>	<b>11</b>	<b>0</b>	
<b>OVERALL TOTAL</b>				<b>2</b>	<b>93</b>	<b>15</b>	