



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the
evaluation for compliance with the requirements of
the Standards for International Primary Accreditation of Basic Medical
and Pharmaceutical Education Abroad
(based on WFME/AMSE standards)
program accreditation
31.05.01 GENERAL MEDICINE

FSBEI HE "North Ossetian State Medical Academy"
Ministry of Health of the Russian Federation

March 1-3, 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*To IAAR
Accreditation
Council*



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

GRS	- grade-rating system
SFC	- State final certification
GIS Contingent	- Unified Federal Interdepartmental System for accounting for the contingent of students
APE	- Additional professional education
USIMS HAC	- Unified State Information Monitoring System of the Higher Attestation Commission
c.u.	- credit units
NOSMA, Academy	- Federal State Budgetary Educational Institution of Higher Education "North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation
LRA	- Local Regulation Acts
DP	- Persons with disabilities
MTE	- Logistics, Material technical equipment
Ministry of Health of the RF	- Ministry of Health of the Russian Federation
D	- Disabled
EP	- Educational program
BPEP	- Basic Professional Education Program of Higher Education - Specialty Program
official site "Internet"	- NOSMA Official site in the information and telecommunication network
IC	- intermediate certification
AS	- academic staff
PFEA	- plan of financial and economic activity
WP	- work program
WPD	- work program of the discipline
PP	- practice program
WC	- working curriculum
EMM	- Educational and methodological management
FAC	- Federal Accreditation Center of the Academy
FSES HE	- Federal State Educational Standard of Higher Education
FIS SFCA	- Federal Information System of state final certification and admission
FIS FRIOD	- "Federal Register of Information on Documents on Education and (or) Qualifications, Documents on Education"
AF	- appraisal funds
ASMH	- Automated System of the Ministry of Health of the Russian Federation
CCEMC	- Central Coordinating Educational and Methodological Council
CRL	- Central Research Laboratory
CYMC	- Cycle educational and methodological commission
EIEE	- Electronic Information and Educational Environment

(II) INTRODUCTION

In accordance with the order No. 13-23-OD of January 23, 2023 of the Independent Agency for Accreditation and Rating, from March 1 to March 3, 2023, the External Expert Commission assessed the compliance of the educational program 05/31/03 Dentistry of the North Ossetian State Medical Academy with the IAAR standards according to the international accreditation of basic medical and pharmaceutical education abroad (based on WFME / AMSE standards) (No. 68-18 / 1-OD of May 25, 2018).

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational program according to the IAAR criteria, recommendations of the EEC for further improvement of the educational program and profile parameters of educational programs.

MEMBERS OF THE COMMISSION:

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

2) **IAAR Expert** – Moroz Irina Nikolaevna, First Vice-Rector, Doctor of Medical Sciences, Professor, Belarusian State Medical University Off-line participation

3) **IAAR Expert** - Kiseleva Elena Alexandrovna, MD, Professor, Head of the Department of General Dentistry of the Medical Institute of the Federal State Budgetary Educational Institution of Higher Education "Kemerovo State University" of the Ministry of Education and Science of the Russian Federation, On-line participation

4) **IAAR Expert** – Torlanova Botagoz Ongarovna, Ph.D., JSC "South Kazakhstan Medical Academy" (Republic of Kazakhstan) On-line participation

5) **IAAR Expert, Employer** – Tatyana Nikolaevna Gerok, Chief physician of a multidisciplinary clinic, On-line participation

6) **IAAR Expert, Student** – Yusupkhadzhiyeva Zharadat Vakhitovna, 4th year student of the OP General Medicine of the Chechen State University named after A.A. Kadyrov (the Russian Federation) On-line participation

7) **IAAR Coordinator** - Saidulaeva Malika Akhyadovna, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) Off-line participation

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Federal State Budgetary Educational Institution of Higher Education "North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation (here in after - FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, Academy) was established by the Decree of the Council of People's Commissars of the USSR dated July 10, 1939 No. 1008.

The Academy operates in accordance with the Constitution of the Russian Federation, Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation", other federal laws, decrees and orders of the President of the Russian Federation, decrees and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation (Ministry of Health of the Russian Federation) and the Charter of the Academy of 06.06.2016 No. 342 (as amended by the order of the Ministry of Health of the Russian Federation of 07.11.2016 No. 830).

Today FSBEI HENOSMA of the Ministry of Health of the Russian Federation is a modern medical university, a large educational, scientific and medical center in the North Caucasus, which has the necessary scientific and pedagogical personnel, educational, production and material and technical resources to fully ensure the training, retraining, advanced training of medical personnel and conduct scientific research. According to the results of monitoring the effectiveness of educational institutions of higher education, annually conducted by the Ministry of Education and Science of the Russian Federation, the Academy is an effective university and has been fulfilling all criteria indicators over the past 7 years. In 2022, the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation was highly appreciated by the public council for the CME under the Ministry of Education and Science of the Russian Federation and, based on the results of the procedure, its positive experience was recommended for replication.

Educational activities are carried out by the Academy in accordance with the license No. 2410 dated September 28, 2016 and the Certificate of State Accreditation No. 3013 dated March 6, 2019.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation trains highly qualified specialists not only for North Ossetia-Alania, but also for a number of regions of the Russian Federation. The employment percentage of the Academy graduates exceeds 90%.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation has a preparatory department that provides pre-university training for citizens of the Russian Federation and for foreign countries residents. Medical-biological and chemical-biological classes are actively functioning in general educational institutions of the Republic.

More than 4,000 students, interns, postgraduate students, and listeners study at the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation. Since 1991, the Academy has been training specialists for the countries of Asia, the Middle East, Africa and the CIS countries. At the moment, 487 foreign citizens from 30 countries are studying at the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation: Azerbaijan, Abkhazia, Belarus, South Ossetia, Tajikistan, Turkmenistan, Uzbekistan, Ukraine, Guinea, Greece, Germany, Iraq, Iran, India, Egypt, Kazakhstan, Zambia, Cameroon, Nigeria, Lebanon, Libya, Syria, Sudan, Tunisia, Palestine, Yemen, Israel, Jordan, USA, Canada. For 7 years, training has been conducted under the educational program "Medicine", partially implemented in English. The first graduation of the specified educational program took place in 2022. In 2021, for the first time, enrollment for training in the educational program "Dentistry", partially implemented in English, was carried out.

360 teachers work at 41 departments of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, including 48 doctors and 200 candidates of sciences, 26 professors, 72 associate professors. 26 employees of the Academy are the main freelance specialists of the Ministry of Health of North Ossetia-Alania

and the North Caucasus Federal District. The overall staffing rate for academic staff is 98.0%. The general degree at rates is 75.0%.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation has an infrastructure that includes administrative, educational and laboratory buildings, clinical bases, auxiliary facilities. The activities of all divisions of the Academy are aimed at organizing and improving the educational process. The total area of buildings and structures under the operational management of the Academy is 46,958.6 square meters. m., of the total area of the training is 35849.7 square meters. m., educational and auxiliary -1847.9 sq. m., hostel - 6412 sq. m. For the students training, 18 contracts were arranged for the gratuitous use of real estate with a total area of 12,371.05 sq.m. In 2022, a new educational building was put into operation, in which, in addition to classrooms, the NOSMA art gallery is located. Much attention is paid to compliance with the requirements of the legislation of the Russian Federation regarding the education of disabled people and persons with disabilities. All conditions for a comfortable stay of this category of citizens have been created at the FSBEI HENOSMA of the Ministry of Health of the Russian Federation. There is a "House of Inclusive Education" that fully meets all the requirements for facilities intended for the implementation of educational activities for disabled people and people with disabilities.

The Academy has its own Clinical Hospital and Dental Clinic with lecture halls equipped with modern technical facilities. There are 18 agreements on the organization of practical training of students with medical organizations and other organizations of North Ossetia-Alania, carrying out activities in the field of health protection.

In 2021-2022 academic year 260 agreements were in effect for students of the Academy to undergo practical training in medical organizations in the region, CIS countries and far abroad. In the 2021-2022 academic year, 218 NOSMA students were sent to India, Egypt, Yemen, Greece, Palestine, Tunisia, and Iran for practical training.

Should the situation require, it is possible to implement specialty programs, residency and postgraduate programs using e-learning and distance learning technologies using the following programs: "Moodle", "Webinar", the interuniversity platform for electronic medical education "Sechenov Online", etc. EECE of the Academy provides access to extensive methodological materials, allows to record the success of studying educational materials and automate the analysis of academic performance using a test system. Since 2017, distance learning technologies have been used in the implementation of additional professional programs in 64 specialties.

The library support of the educational process complies with the requirements of the Federal State Educational Standard of Higher Education, the provision of academic disciplines with electronic publications is 100%. There is a single electronic library with an authorized access system for several medical universities, a corporate social network. Each student is provided with individual unlimited access to the ELS "Student Consultant", the information and legal system "Garant", the scientific electronic library eLIBRARY.ru, foreign electronic resources of publishing houses Elsevier, Springer. More than 1000 units of computer equipment are operated in FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, there is a high-speed channel for accessing the Internet. The university is connected to the following resources: GIS Contingent, Automated System of the Ministry of Health of the Russian Federation (subsystems FRMR and ASMH), FIS SFCA and Admission, FIS FRIOD, USIMS HAC

The Academy is actively implementing CME, and one of the stages of which is the Primary Accreditation of Specialists (PAS). The material and technical base of the Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation complies with the recommendations for equipping the PAS stages and the technical requirements for the audio-video recording procedure. The constant expansion of the center ensures primary accreditation of not only graduates, but also of doctors of certain specialties. Employers, representatives of

healthcare facilities of RNO-Alania, are involved in the educational process and the assessment of the quality of graduate training.

Educational work is actively carried out at the Academy; in 2021-2022, the direction of youth policy, carried out along the following tracks, was especially developed: volunteering, social activities, sports, creativity, science. Much attention is paid to patriotic education, harmonization of interethnic relations and tolerance, measures to improve the physical condition, instilling the need for a healthy lifestyle. In the rating "Your move", formed by the Ministry of Education and Science of the Russian Federation and the Federal Agency for Youth Affairs together with the Agency "Russia-Country of Opportunities", the educational activities of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health received a fairly high rating among 450 universities, taking 36th position.

Research work at the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is carried out in 7 main areas within 3 scientific platforms: Oncology, Pharmacology and Endocrinology. The Academy acts as the curator of the research sector of the scientific and "North Caucasian" educational medical cluster. In order to share the experience of regional cooperation, the results of the research work of the Cluster are reported at major international events by the curator of the research sector, Remizov O.V., the rector of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, MD.

The Young Scientists' Council and the Students' Scientific Society of the Academy actively participate in the research work. The young scientists of the Academy annually become laureates of the award of the Head of North Ossetia-Alania in the field of science and technology for students of secondary schools, young scientists and specialists. Over the past 5 years, 5 students of the Academy have become the winners of the regional competition for grants from the Innovation Promotion Fund "UMNIK", 15 best students became members of the "Academy of Excellence", created within the framework of the "North Caucasian" scientific and educational medical cluster.

International activity is one of the priority areas of the Academy's work. FSBEI HENOSMA of the Ministry of Health of the Russian Federation in 2018 became an international partner of UNESCO. On the basis of the Academy, the UNESCO department on "Health Education for Sustainable Development" was opened, which was headed by the rector – MD, Remizov O.V. In 2016, FSBEI HENOSMA of the Ministry of Health of the Russian Federation was among the universities recognized in India. There are 45 agreements on cooperation, of which 34 provide the students of the Academy facilities for practical training in foreign countries. The enrollment of applicants from foreign countries is carried out in accordance with the agreements on cooperation on the selection and placement of foreign citizens from India and Egypt. Every year, as part of academic mobility, foreign scientists give lectures and master classes at the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, and representatives of the Academy's teaching staff give lectures at foreign educational organizations. Events on international scale are organized to attract foreign experts to address topical issues of education, science and healthcare. In order to implement an active PR policy abroad, special attention is paid to the development of the English version of the Academy's website.

The quality assessment system in the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation is based on a combination of various assessment mechanisms: external and internal procedures for evaluating the educational process and its results, as well as procedures for obtaining feedback from various participants in educational relations about the quality of educational services (students, graduates, employers, teachers).

At the Academy, an internal independent assessment of the quality of education (hereinafter referred to as IIQA) is carried out on an ongoing basis in accordance with federal and local regulations. The quality service functioning at the Academy is an obligatory participant of the

IIQA and maintains the relevance of the main local regulations governing the process of assessing the quality of educational activities.

Educational program (EP) 05/31/01 "General Medicine" (higher education, specialty) was opened in 1939. The study period for the EP is 6 years (12 semesters), 360 ECTS credits. Full-time form of education.

The goal and objectives of the EP is "Training qualified personnel in the specialty "General Medicine" in accordance with the existing and future requirements of the individual, society, state, competitive in the labor market, confident in the demand for their professional knowledge from modern society;

training of highly qualified medical personnel with effective humanism, principled citizenship and high moral qualities, based on the integration of education, fundamental and applied science and innovative approaches in the interests of the individual, society, state.

Persons with secondary general or secondary vocational education in accordance with the Rules for Admission to Educational Programs of Higher Education - Specialist Programs in the Federal State Budgetary Educational Institution of Higher Education "North Ossetian State Medical Academy" of the Ministry of health care of the Russian Federation in the 2022/2023 academic year ([https://sogma.ru/?page\[common\]=content&id=164469](https://sogma.ru/?page[common]=content&id=164469)). Currently, 1641 students are studying in the OP, of which 296 are foreign citizens (18.0%). Among the students, women predominate, their share is 63.4% (1014 people).

As a result of mastering the educational program in the specialty 31.05.01 "Medicine", the graduate should form universal, general professional and professional competencies. Universal and general professional competencies correspond to the Federal State Educational Standard of Higher Education in the specialty 31.05.01 "General Medicine". Professional competencies correspond to the Professional standard "General practitioner (district physician)" (Educational program).

The main structural unit implementing the educational program in the specialty 31.05.01 General Medicine is the Dean's Office of the Faculty of Medicine, headed by the Dean, Kalagova R.V. (Head of the Department of Chemistry and Physics, Doctor of Chemistry, Associate Professor)

The main departments implementing the educational program 31.05.01 General Medicine are 14 departments: 4 departments of internal diseases, the department of surgical diseases No. 2, the department of obstetrics and gynecology, the department of psychiatry with neurology, neurosurgery and medical rehabilitation, the department of surgical diseases of childhood with medical genetics, Department of Otorhinolaryngology with Ophthalmology, Department of Children's Diseases No. 2, Department of Infectious Diseases, Department of Traumatology and Orthopedics, Department of Radiation Diagnostics with Radiation Therapy and Oncology, Department of Anesthesiology, Resuscitation and Intensive Care. Among the heads of departments of the Faculty of Medicine, 11 have the degree of "Doctor of Science", 3 - Candidate of Science.

Departments of the Faculty of General Medicine of the Academy implementing the educational program 31.05.01 General Medicine have a resource potential that allows them to carry out this educational activity (according to interviews, self-assessment report): staffing - 267 teaching staff of the Academy, including 39 teaching staff with the academic title of "Professor" and 87 with the academic title of Associate Professor. The degree of teaching staff of the Academy for the implementation of the EP in the specialty 31.05.01 General Medicine is almost 48%. 76 teaching staff-external part-time jobs, highly qualified employees of healthcare institutions take part in the educational process.

An infrastructure has been created that provides practice-oriented training and the use of modern information and simulation technologies, including its own multidisciplinary Clinical Hospital (capacity - 219 beds) and a dental clinic, the Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, the base of which is used for mastering practical skills by students.

Graduates of the «General Medicine» EP have the opportunity to be employed in medical organizations in the following positions: district general practitioner; doctor for medical prevention; admissions doctor. They can also continue their studies in clinical residency, postgraduate studies and receive additional professional education. The percentage of employment of graduates of the Academy is more than 90%, graduates of the «General Medicine» EP- more than 95% (self-assessment report). In order to increase this indicator, SOGMA is implementing the project “Vacancy for a graduate”, which has expanded the geography of the proposed employment and replenished the “Bank of vacancies” with more than 15,000 medical vacancies in healthcare facilities of the Russian Federation.

International cooperation of the Academy is carried out on the basis of 21 agreements concluded with foreign, international organizations and state bodies of foreign states, universities of 12 countries of Europe and Asia. Among the concluded agreements, only 7 relate to cooperation in the field of educational, scientific activities, academic mobility of students and teachers, 14 agreements are aimed at the selection of foreign citizens to study at the Academy (Appendix 5, information from the Academy is presented during the visit). It should be noted that the Academy needs to intensify its work on concluding international and national agreements on cooperation with universities and scientific organizations in the field of educational and scientific activities, which will ensure the expansion of the ability of teaching staff and students to participate in joint educational and scientific projects, the use of academic mobility of teaching staff and students.

Over the past 3 years, 143 scientific projects in various areas have been implemented at the departments of the Faculty of Medicine, of which 139 initiative R&D topics were carried out at the expense of the Academy and 5 research and development topics were carried out within the framework of the state assignment (Table 1, Appendix 9 of the self-report).

Table 1. - Characteristics of research topics carried out at the Academy within the framework of the state task for the last 3 years (2020-2023)

Name of the topic of scientific projects/programs	Customer and source of funding	Full name of the head	Due date for implementation	Organizations co-executors, including foreign ones
1. The study of the preventive and therapeutic effect of bicarbonate carbonate-chloride-sodium mineral water on the functions of the kidneys, liver and stomach in normal and experimental pathologies	The topic of research is carried out within the framework of the state task	Dzhioev I.G.	2018- 2020	no
2. Optimization of pain relief in patients during highly traumatic surgeries, taking into account the daily biorhythms of the activity of the endogenous antinociceptive system	The topic of the research is carried out within the framework of the state task	Slepyshekin V.D.	2018- 2020	no
3. Long-term results of surgical treatment of pyloroduodenal stenosis of ulcerative etiology	The topic of the research is carried out within the framework of the state task	Kulchiev A.A. Perisaeva E.A.	2021- 2023	нет

4. Development of principles for the use of the pineal hormone melatonin to normalize the functional relationships of the renal and hemocoagulation effects of heavy metal intoxication	The topic of the research is carried out within the framework of the state task	БринВ.Б. ГаглоеваЭ.М. Brin V.B. Gagloeva E.M.	2021- 2023	no
5. Clinical and diagnostic features of lung lesions in patients with early rheumatoid arthritis	The topic of the research is carried out within the framework of the state task	BestaevD.V. Brcieva Z.S. Burduli N.M. Kanushkaliev A.	2021- 2023	no

The list of research works does not include projects, scientific programs, research and development grants carried out at the Academy jointly with foreign partners.

Commercialization of research technology for the accredited study program in the specialty 31.05.01 "General Medicine" is not noted.



(IV) DESCRIPTION OF THE PRECEDING ACCREDITATION PROCEDURE

International program accreditation of EP 31.05.01 “General Medicine” according to IAAR standards is being conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program for the visit of the expert commission for program accreditation of educational programs to NOSMA from March 1 to March 3, 2023.

In order to coordinate the work of the EEC, on February 28, 2023, an introductory meeting was held, during which responsibilities were addressed to the members of the Commission, the schedule of the visit was specified, 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 divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 196 representatives took part in the meetings (Table 2).

Table 2 - Information about employees and students who took part in meetings with the EEC IAAR:

Participant's category	Number
Rector	1
Vice-rectors	4
Heads of the structural divisions	17
Deans of the faculties	3
Heads of the departments	19
Teachers	30
Students	52
Graduates	35
Employers	35
Total	196

During the inspection, the members of the EEC got acquainted with the state of the material and technical base of the Academy, visited 3 educational buildings, where the Department of Human Anatomy with Topographic Anatomy and Operative Surgery, the Anatomical Museum are located; Department of Biology and Histology, Biological Museum; Department of Foreign Languages, Department of Public Health, Healthcare and Socio-Economic Sciences, House of Inclusive Education (UNESCO Chair), Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, ART gallery; student canteen.

At the meeting of the EEC IAAR with the SOGMA target groups, the mechanisms for implementing the policy of the University and the specification of individual data presented in the self-assessment report of the University were carried out.

During the work, the members of the EEC visited the following internship bases: Clinical Hospital of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation (Vladikavkaz, Titov St., 11); State budgetary health care institution "Republican Clinical Center for Phthisiopulmonology" of the Ministry of Health of the Republic of North Ossetia-Alania (Vladikavkaz, Yuzhny settlement,

LechebnyAve., 1.), State Budgetary Healthcare Institution "Republican Children's Clinical Hospital" of the Ministry of Health of the Republic of North Ossetia-Alania (Vladikavkaz, Barbashov St., 33).

When visiting the Clinical Hospital of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation (the Academy's own clinic), it was established that this healthcare institution is a multidisciplinary hospital with a capacity of 219 beds. The management of the Clinical Hospital is carried out by Tsidaeva T.I. (Chief Physician, Doctor of Medical Sciences, Professor). The structure of the Clinical Hospital includes: a neurological department, a therapeutic department, a cardiology department, a rheumatology department, a gynecological department, a surgical department, a traumatology and orthopedics department, an anesthesiology-resuscitation department, etc., where various types of medical care are provided. It is equipped with modern equipment that allows students to master practical skills during practical classes, industrial practice, residency training. When visiting the Department of Surgical Diseases No. 1, the Department of Traumatology and Orthopedics with the Military Clinical Hospital of the Academy, it should be noted that the human resources, material and technical base allows for educational and medical activities (classrooms, wards for patients, operating rooms, etc.). Interview with the head of the Department of Traumatology and Orthopedics with the VPKh, MD, Professor Sabaev S.S. (combines the post of head of the department of traumatology and orthopedics) showed that the teaching staff of the department performs 700 surgical interventions per year, incl. about 500 high-tech, the main activity is joint arthroplasty (interview with the head physician Tsidaeva T.I.; head of the Department of Traumatology and Orthopedics with VPCH, Doctor of Medical Sciences, Professor Sabaev S.S.; Head of the Department of Surgical Diseases No. 1, Candidate of Medical Sciences, Associate Professor Beslekov U.S., Professor of the Department of Surgical Diseases No. 1, Doctor of Medical Sciences Ardasenov T.B.).

The State Budgetary Institution of Healthcare "Republican Clinical Center for Phthisiopulmonology" of the Ministry of Health of the Republic of North Ossetia-Alania (hereinafter referred to as RCCF) is also a modern base for mastering knowledge and skills in the field of phthisiopulmonology by students, where the Department of Phthisiopulmonology is located (head of the department Basieva O.Z., Candidate of Medical Sciences, Associate Professor). The structure of the RCCF includes a hospital (capacity of 276 beds) and a polyclinic (capacity of 250 visits per shift), where students master the skills of providing medical care to a patient in inpatient and outpatient settings. Interview with the chief physician Kobesov N.V. testifies to the effectiveness of the joint work of teachers of the department and employees of the RKCF, including participation in the educational process (development of EP, conducting classes, practices, intermediate and final certification), conducting scientific research, in providing medical care to patients, in selecting students for employment, etc.

The State Budgetary Healthcare Institution "Republican Children's Clinical Hospital" of the Ministry of Health of the Republic of North Ossetia-Alania presents a multidisciplinary base (capacity of 562 beds in a round-the-clock hospital and 75 beds in a day hospital), where students of the OP "General Medicine" master the academic discipline "Pediatrics" on Department of Children's Diseases No. 2 (Dzilikhova K.M., head of the department, candidate of medical sciences, associate professor). The Department of Children's Diseases No. 2 has resources for educational activities (lecture hall, classrooms), has access to patients of the departments of the State Budgetary Healthcare Institution "Republican Children's Clinical Hospital". An interview with A.E. Maliev, Deputy Chief Physician for Medical Affairs, also testifies to the close joint activities of the hospital staff and teaching staff of the departments in the implementation of the OP "General Medicine".

For the period of accreditation, changes were made to attendance at classes. A practical lesson was attended on the topic "Rickets", conducted by the teacher of the Department of Children's Diseases No. 2 on the basis of the State Budgetary Institution of Healthcare "Republican Children's Clinical Hospital", candidate of medical sciences, associate professor Sozaeva Z.Yu. Educational and methodological recommendations have been developed for the

discipline Pediatrics (Part II), approved by the TsKUMS SOGMA (protocol No. 1 dated August 28, 2020), including materials on the topic "Rickets" (information block, reference list, situational tasks, test control)

([http://sogma.ru/index.php?page\[common\]=dept&id=78&cat=folder&band=0&fid=40402](http://sogma.ru/index.php?page[common]=dept&id=78&cat=folder&band=0&fid=40402))

Assimilation of the topic "Rickets" was determined by an oral survey during classes with a demonstration of clinical cases using a multimedia projector. However, the oral survey was a presentation of the material by the teacher with group comments from students. The student receives an individual assessment of mastering the topic at the end of the lesson on the basis of a test control. During the observation of the educational process, the use of modern educational technologies was not demonstrated.

Interview with the Head of the Department and teaching staff shows a lack of awareness of modern educational technologies in teaching (problem-based learning PBL (Problem-Based Learning); team-oriented learning TBL (Team-Based Learning); learning based on a clinical case CBL (Case-Based Learning); scientific -oriented training RBL (Research-Based Learning) Although the clinical departments actively use training based on the clinical case of CBL (Case-Based Learning) using situational tasks, business role-playing games in a team.

In accordance with the accreditation procedure, a survey was conducted of 104 teachers, 1052 students, including junior and senior students. The survey was attended by students of the OP "General Medicine", whose share was 71.4%.

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

As part of the planned program, recommendations on accredited SOGMA educational programs, developed by the EEC based on the results of the examination, were presented at a meeting with the management on March 3, 2023.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Mission and results standard

Evidence

The educational program in the specialty 31.05.01 General Medicine is implemented at the Academy in accordance with the Federal State Educational Standard of Higher Education in the relevant field of study (specialty), the Development Program of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation (2020-2025) ([https://sogma.ru/?page\[common\]=content&id=34526](https://sogma.ru/?page[common]=content&id=34526)), Health Development Strategy in the Russian Federation for the period up to 2025, approved by Decree of the President of the Russian Federation of 06.06.2019 No. 254 and other regulatory legal acts.

The mission of the EP in the specialty 31.05.01 General Medicine was developed in accordance with the Mission of the Academy, the strategic goal and target model of which are defined in the Development Program of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation (2020-2025) ([https://sogma.ru/?page\[common\]=content&id=34526](https://sogma.ru/?page[common]=content&id=34526)), Quality Policy, etc. Presented in the structure of the "Basic Professional Educational Program of Higher Education", posted on the Academy website [https://sogma.ru/?page\[common\]=download&path=0&filename=874352fd6bb2bdf005fa296ff84194cc&cleanname=Missiya %20OPOP%20VO%20Lechebnoe%20delo&ext=pdf](https://sogma.ru/?page[common]=download&path=0&filename=874352fd6bb2bdf005fa296ff84194cc&cleanname=Missiya%20OPOP%20VO%20Lechebnoe%20delo&ext=pdf).

The mission of the EP in the specialty 31.05.01 General medicine is discussed at the meeting of the department, the council of students, cyclic educational and methodological commissions, at a meeting of the Academic Council of the Academy with the participation of interested parties: teachers, students, representatives of practical healthcare, employers. Changes in the Mission and content of the EP are carried out as necessary, taking into account modern scientific achievements (self-assessment report).

The institutional autonomy of the Academy makes it possible to independently develop an EP within the framework of compliance with the requirements of the Federal State Educational Standard (FSES HE), approved by Order of the Ministry of Education and Science of Russia dated August 12, 2020 No. 988, to recruit and evaluate staff, distribute resources, including adequate remuneration for teachers; introduction of a motivation system for teaching staff and students, which is carried out in accordance with the requirements of the IAAR accreditation standards.

The EP is developed by working groups, including teachers of departments, members of the academic council, cyclic methodological commissions, the central coordinating educational and methodological council with the involvement of practical healthcare and students, in accordance with the "Regulations on the structure, procedure for developing and approving the main professional educational program of higher education" (Order No. 421/o dated December 30, 2021) [https://sogma.ru/?page\[common\]=download&path=0&filename=5c132a8a98c03f0936d0c206db0e2aa8&cleanname=polozhenije_o_OPOP&ext=pdf](https://sogma.ru/?page[common]=download&path=0&filename=5c132a8a98c03f0936d0c206db0e2aa8&cleanname=polozhenije_o_OPOP&ext=pdf). OP "Medicine" is coordinated with the educational and methodological department and approved by the decision of the Academic Council of the Academy.

The faculty in the development of the BPEP has enough independence in choosing the number of biomedical, behavioral, clinical disciplines, the inclusion of elective disciplines (disciplines of choice), types of practices, i.e. ensuring their compliance with national and international requirements as much as possible. At the same time, it should be noted the limitation of the academic freedom of the teaching staff and students to rely on different points of view in the description and analysis of issues in medicine, including the study of alternative medicine, which is reflected in the self-assessment report

The implementation of the EP ensures the formation of universal, general professional and professional competencies. Universal and general professional competencies correspond to the

Federal State Educational Standard of Higher Education in the specialty 31.05.01 "General Medicine". Professional competencies correspond to the Professional standard "General practitioner (district physician)". These competencies are the basis for the career growth of the graduates, continuing education at the postgraduate level and continuous professional improvement.

The graduate demonstrates the final results of training at the state final certification. Integration and coordination of the final learning outcomes is carried out by the clinical departments of the Academy. This task is assigned to the heads of departments and brought to the attention of the students.

The Academy guarantees the fulfillment by the students of all obligations in relation to doctors, teachers, patients and their relatives in accordance with the appropriate standards of conduct, in accordance with the laws of the Russian Federation, the Charter of the Academy, the Internal Regulations for Students. The Academy has: Board of Trustees, Rector's Office, Quality Council, Central Coordinating Educational and Methodological Council, Scientific and Coordinating Council, Council; there are trade union organizations of workers and students.

The students of the Academy are involved in research through the preparation of scientific reports by students, participation in student scientific circles, scientific conferences, regional, national and international scientific forums.

To improve the curriculum and the educational program, the Academy uses the results of the final assessment of the competencies of graduates and questionnaire data (students, teachers, employers, graduates), which are discussed at meetings of the Academic Council of the Academy.

Analytical part

The mission of the educational program "General Medicine" was developed in accordance with the regulatory documents of the Russian Federation, the professional standard and the approved competencies of the graduates, reflects the goal and strategy of the Mission of the Academy, is aimed at training a competent specialist, competitive in the labor market and confident in the demand for their professional knowledge from the modern society of a doctor, taking into account the needs of the industry, the achievements of medical science, with the existing and future requirements of the individual, society, state.

The implementation of the EP ensures the formation of universal, general professional and professional competencies, which are the basis for the career growth of graduates, continuing education at the postgraduate level and continuous professional improvement. The EP has learning outcomes that correspond to the stated Mission of the EP and the institutional Mission. The mission of the EP and information on the final results of training are available to all external stakeholders on the Academy's website and communicated by e-mail to internal consumers, which meets the requirements of the IAAR accreditation standards.

The Academy has developed a Quality Policy, a Regulation on the structure, procedure for developing and approving the main professional educational program of higher education, regulating the implementation of educational activities, taking into account the requirements of the Federal State Educational Standard of Higher Education in the relevant field of study (specialty). The Academy has institutional autonomy in the development, compilation and implementation of the EP, which is carried out in accordance with the requirements of the IAAR accreditation standards. However, there is a limitation of the academic freedom of teaching staff and students in choosing different points of view in the description and analysis of issues in medicine, including the study of alternative medicine.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

1. The head of the EP, the educational and methodological department of the Academy is

recommended to consider the possibility of making additions to the content of the work programs of the disciplines (modules) of the EP in the specialty 31.05.01 General Medicine, which ensured the academic freedom of the teaching staff and students to rely on different points of view in the description and analysis of questions on medicine, including the study of alternative medicine. Due date - December 2023.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 23
- *Suggest improvements* – 0
- *Unsatisfactory* - 0

6.2. Standard "Educational program"

Evidence

Educational program 05/31/01 "General Medicine" was developed on the basis of the Federal State Educational Standard for Higher Education, approved by Order No. 988 of the Ministry of Science and Higher Education of the Russian Federation (08/12/2020); Professional standards for the group of specialties of residency "Clinical Medicine"; regulatory and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation.

The structure of the EP includes a competency matrix, a curriculum, a calendar study schedule, work programs for disciplines (modules), practices, as well as assessment and methodological materials.

The total volume of the educational program is 360 credit units (CU). The structure of the EP corresponds to the Federal State Educational Standard of Higher Education in the direction of training General Medicine (specialist level) and consists of three blocks. Block 1 is represented by disciplines of the compulsory part (287 credits in total) and disciplines of the EP part, formed by participants in educational relations (25 credits). Block 2 includes practices, including research work (45 CU). Block 3 - state final certification (3 credits). The duration of the EP implementation is 6 years (60 credits / year).

The EP "Medicine" includes 11 behavioral and social disciplines (31 credits), of which 10 are compulsory (29 credits, 93.5%). Basic biomedical training includes 12 (81 credits) disciplines, of which 10 are compulsory disciplines (77 credits - 95%), and 2 disciplines formed by participants in educational relations (4 credits - 5%). Clinical disciplines are studied in a total amount of 200 CU, of which 22 CU. assigned to the formation of individual educational programs.

The development and control of the implementation of the EP is carried out by the dean's office of the medical faculty and the educational and methodological department of the Academy. The EP is updated annually in terms of the composition of disciplines (modules) established in the curriculum, and (or) the content of the work programs of disciplines (modules), work programs of practices, methodological materials that ensure the implementation of the relevant educational technology, taking into account the development of science, medicine, healthcare, social spheres, economy, focusing on the expectations of consumers, major employers, recommendations developed by the quality management system of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia. The last revision of the OP was carried out in 2022, which was due to the need to make changes related to the implementation of the national projects "Healthcare" and "Demography" in the Russian Federation, the pandemic of a new coronavirus infection. (Minutes No. 4 dated March 22, 2022 of the Central Coordinating Methodological Council, Protocol No. 6 dated March 30, 2022 of the Academic Council of the Academy, self-assessment report, OBOR)

Mastering the EP is carried out using traditional and modular training systems,

representing the sequence of mastering disciplines. The modular system in the report is presented in the form of cyclic classes (disciplines) in senior courses (4-6). Starting from the 2nd year, students can form an individual EP with a choice of elective disciplines. It should be noted that the EP is not an integrated learning model based on disciplines, organ systems, clinical problems and diseases, built on a modular or spiral design (interview).

When studying at the Academy, both traditional methods (lectures, practical and seminar classes) and modern ones (business and role-playing game, brainstorming method, small group method, case method, portfolio, work on simulators) are used, corresponding, including principles of andragogical education. The EP includes various types of compulsory practice and clinical work in senior courses. The interview shows that the teaching staff is not aware of modern educational technologies in teaching (problem-based learning PBL (Problem-Based Learning); team-oriented learning TBL (Team-Based Learning); learning based on a clinical case CBL (Case-Based Learning); scientifically -oriented training RBL (Research-Based Learning) Although the clinical departments actively use training based on the clinical case of CBL (Case-Based Learning) using situational tasks, business role-playing games in a team.

The «General Medicine» EP provides for independent work of students, which, along with modern teaching methods, allows students to be encouraged to take responsibility for their educational process. One of the forms of independent work is the formation of an electronic portfolio in a personal account, which allows students to develop the skill of self-assessment and analysis of their progress and prepares the future doctor for lifelong learning (Regulations on contact work in specialist programs, Regulations on independent work of students.). However, interviews with faculty and educators indicate a low level of awareness of teaching and learning methods that encourage, support and prepare students to take responsibility for their own learning process.

The Academy ensures the observance of the principles of equality in relation to students, regardless of their gender, ethnicity, religion, sexual orientation, socio-economic status and physical capabilities; the Regulation on inclusive education was developed (For the disabled and persons with disabilities: [https://sogma.ru/?page\[common\]=content&id=107160](https://sogma.ru/?page[common]=content&id=107160)). The Academy provides an opportunity to study on adapted educational professional programs of higher education Adapted basic professional educational program of higher education in the specialty 31.05.01 General Medicine.

The Academy is working on the formation and development of scientific thinking among students, the principles of scientific methodology, the involvement of students in scientific research at all stages of mastering the EP.

There is a student scientific society, which organizes the participation of students in scientific research in accordance with the main directions of the research activities of the Academy. About 20% (653/4000) of students participate in the implementation of scientific research, realizing the acquired knowledge regarding the methodological aspects of scientific work. The final student scientific conference is held annually, at which 10 sections in scientific areas work.

The Academy has approved Regulations that regulate the procedure for carrying out student research in the form of scientific reports and scientific articles and determine their contribution to the individual rating as a mechanism for stimulating the productive activity of students. Every year, about 40 students receive an increased state academic scholarship for achievements in research work. Over the past 5 years, 5 students of the Academy have become winners of the regional competition for grants from the UMNİK Innovation Promotion Fund.

The Scientific Medical Library provides access to national and international scientific databases.

The structure of the Academy includes the Central Scientific Research Laboratory, vivarium - units that are the base for research (interview with the Chief Researcher of the Central Scientific Research Laboratory, Doctor of Medical Sciences Dzhioev I.G.). On the basis of the Central Scientific Research Laboratory, 19 research topics are being implemented, of which 17 initiative research topics were carried out at the expense of the Academy and 2 research topics - within the

framework of the state task (table 3). However, there is no important mechanism for ensuring the reliability of research - accreditation of the Central Scientific Research Laboratory, equipment verification is not carried out.

Table 3. Topics of research work carried out on the basis of the Central Scientific Research Laboratory.

p/p	scientific projects/programs titles	Customer and source of funding	Supervisor's Full name	Execution time
	Kidney Functions in Experimental Hyperprolactinemia and Altered Calcium Homeostasis	Initiative research topic	Dzhioev I.G. Kochieva D.M.	2017-2021
	Physiological Mechanisms for the Prevention of Experimental Nephropathies	Initiative research topic	Brin V.B. Islaev A.A.	2016-2020
	Experimental development of methods prevention of the pathogenic effect of heavy metals on coagulation hemostasis	Initiative research topic	Brin V.B.	2016-2020
	Structural-functional characterization and experimental prevention of the development of a model of hepatopathic amyloidosis in rats	Initiative research topic	Epkhiev A.A. Brin V.B. Tsutsaev A.K. o/d	2016-2020
	Pathophysiological justification application phytoadaptogens in the treatment of inflammatory periodontal diseases	Initiative research topic	Dzhioev I.G. Dzhanaeva Zh.V.	2019-2022
	The study of preventive and therapeutic effect of hydrocarbonate carbon dioxide-chloride-sodium mineral water on the function of the kidneys, liver and stomach in normal and experimental pathologies	Research topic is being carried out within state tasks	Dzhioev I.G.	2018-2020
	Kidney function in rats under conditions of experimental fluoride intoxication	Initiative research topic	Bibaeva L.B.	2020-2024
	Nephropathy Experimental Model created by antimony intoxication - mechanisms of formation and principles of prevention	Initiative research topic	Brin V.B. Tsarakhova D.M.	2020-2025
	Experimental modeling, study of pathogenesis and prevention of alcohol induced nephropathy	Initiative research topic	Brin V.B. Zemlyanov V.M.	2020-2024
	The functions of the kidneys during their experimental insufficiency and altered calcium homeostasis	Initiative research topic	Dzhioev I.G. Khubulov I. G. extramural/commercial	2018-2022
	Mechanism of action of bicarbonate carbon dioxide-chloride-sodium mineral water on the function of the kidneys and liver in normal and pathological conditions	Initiative research topic	Dzhioev I.G. Gutsaeva E. A. extramural/commercial	2018-2022
	Features of the effect of dopamine in experimental kidney failure	Initiative research topic	Dzhioev I.G. Medoeva N. S. extramural/commercial	2018-2022

Experimental study of the mechanisms of kidney damage of various genesis, detection of early clinical and laboratory manifestations to prevent the development of chronic kidney disease	Initiative research topic	Dzhioev I.G. Gadieva V. A.	2019-2022
Kidney functions and the state of the hematopoietic system in experimental renal insufficiency.	Initiative research topic	Dzhioev I.G. Galvanov Ch.J.	2021-2024
Kidney function in experimental renal failure, hyperthyroidism and violation of calcium homeostasis. Possible correction with cobazol.	Initiative research topic	Dzhioev I.G. Nanieva A. R. extramural/commercial	2019-2023
Renal Functions in Experimental Hypothyroidism, Renal Failure and Altered Calcium Homeostasis (Ph.D. thesis)	Initiative research topic	Dzhioev I.G. Khutugova E.A. extramural/commercial	2020-2024
Functions of the kidneys with their unilateral and bilateral normal and experimental insufficiency	Initiative research topic	Dzhioev I.G. Avsanova O.T.	2020-2024
Comparative characteristics results of Grade 4 pure titanium implants and titanium alloys Ni6Al7Nb and Ti6Al4V in dentistry	Initiative research topic	Remizova A. A. Bitarov P. A. budget/full time	2019-2022
Development of principles for the use of the pineal hormone melatonin for normalization of the functional relationships of renal and hemocoagulative effects of heavy metal intoxication	Research topic is being carried out within state tasks	Brin V.B. Gagloeva E.M.	2021-2023

Throughout the entire period of training, the integration of the results of training in junior courses in fundamental, general professional disciplines into the process of training in special, clinical disciplines is traced, which allows students to develop clinical thinking based on the theoretical knowledge gained and their application in practice when making a clinical diagnosis and developing methods treatment for each individual patient.

The Academy determined and included in the EP "General Medicine" the achievements of basic medical sciences in teaching students. The main basic disciplines are studied in semesters 1–8, the work programs of biomedical disciplines are annually developed and revised taking into account scientific, technical and clinical progress by the teachers of the departments. The EP includes issues of the management of aging, starting with theories of aging and ending with the mechanisms of its development at the molecular and cellular levels; socially significant diseases associated with the influence of various factors (genetic, medical and social, natural and climatic, environmental, etc.).

In the EP, basic biomedical disciplines are integrated with clinical disciplines, while modern achievements in biomedicine are included in the content of clinical disciplines.

Consideration and introduction of new achievements of basic biomedical sciences into the curriculum is carried out by teachers of departments that are actively involved both in scientific research and in various scientific forums.

The EP "General Medicine" includes the achievements of behavioral and social sciences, the report presents the main disciplines of junior courses that provide the formation of knowledge, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions, causes, spread and consequences of health problems, knowledge about the national health care system and the rights of the patient. The EP includes such disciplines as jurisprudence (1 semester) and bioethics (4 semester). The social sciences are taught in junior courses in parallel with the main biomedical disciplines. In teaching these disciplines, both traditional and modern teaching methods are used.

The content of disciplines in behavioral, social sciences, medical ethics and medical jurisprudence is annually reviewed by the departments, taking into account changes in population health indicators, current trends in the development of modern medicine (health technology assessment, the use of IT in medicine, preventive and restorative medicine). In addition, when revising the «General Medicine» EP and the content of disciplines, all changes in regional, national and global healthcare are taken into account.

Clinical training of students in the EP "Medicine" provides for early contact between the student and the patient: educational introductory practice in the 1st year for the care of patients with a therapeutic and surgical profile; in the 2nd year, the discipline "Physical monitoring of the patient" is studied. The Academy implements a competence-oriented principle of constructing EP, focused on the formation of general professional and professional competencies. The volume of hours and the content of the disciplines of the EP allows you to master the declared competencies.

The work programs of clinical disciplines are built taking into account modern scientific achievements of biomedicine and clinical medicine, are focused on the needs of society and practical health care, contain the final results of training, are regularly reviewed and updated by the staff of the departments in accordance with the current clinical recommendations, procedures and standards for the provision of medical care based on evidence-based medicine. OP "Medicine". Working curricula and teaching materials are available to students.

The Academy has its own clinic and clinical facilities (18) in full, providing the necessary contact of students with patients of various profiles in the academic process and professional practices (6 types) to fulfill the Mission and achieve the goal of the EP "General Medicine", including: practice on obtaining professional skills and professional experience in the positions of nursing staff (assistant to the ward nurse); practice in obtaining professional skills and experience in professional activities in the positions of nursing staff (assistant to a procedural nurse); practice of a diagnostic profile (practice of a therapeutic profile; practice of a surgical profile; practice of an obstetric and gynecological profile); practice of a general medical profile (assistant physician of an outpatient clinic) ([https://sogma.ru/?page\[common\]=content&id=167388](https://sogma.ru/?page[common]=content&id=167388)).

Great importance is being attached to the compliance with the internal regulations of the clinic and the creation of safe working conditions for students. When undergoing clinical practice, in addition to the teachers of the departments, highly qualified employees of healthcare institutions, appointed by the chief physician, are involved in working with students.

The Academy has a simulation technology center that allows students to develop practical and clinical skills while ensuring patient safety.

The ability of students to learn throughout life is formed in the process of studying at the Academy. In order to form more in-depth competencies in special (clinical) disciplines, the student is given the right to study elective disciplines, optional biomedical disciplines in accordance with the professional interests of the future graduate. The Regulation on optional and elective disciplines was approved, which defines the organization of the choice and development of elective and optional disciplines by students. Elective and optional disciplines refer to the part of the educational program formed by the participants in educational relations, which is aimed at expanding and deepening the competencies established by the Federal State Educational Standard of Higher Education. The choice of elective and optional disciplines is carried out by students on a voluntary basis in accordance with the Regulations on optional and elective disciplines of the Academy (Order No. 438/o dated December 30, 2021, [https://sogma.ru/?page\[common\]=content&id=102990](https://sogma.ru/?page[common]=content&id=102990)).

The choice of an optional and / or elective discipline by students is organized by the dean's office or the department that offered the discipline, in agreement with the dean's office no later than two months before the end of the semester preceding the start of the study of the optional discipline. The choice of discipline takes place at the general meeting of students of the corresponding course by the method of questioning students. The results of the survey are reported to the educational and methodological department. Based on the results of the survey,

the educational and methodological department introduces optional disciplines into the schedule of classes for the next semester and takes them into account when calculating the teaching load of the department. If less than 20 people from the course signed up for a discipline, then this discipline is not included in the class schedule. If more than 20 people from the course have signed up for the discipline, then the discipline is included in the schedule.

The EP is interdisciplinary and transdisciplinary, which is reflected in the work programs of the disciplines in the section "The Place of the Discipline in the Structure of the Educational Program". The report gives an example of vertical integration of disciplines: "on the example of studying the following disciplines: physics, mathematics (1st year), biochemistry, microbiology, virology, immunology (2nd year), clinical immunology, propaedeutics of internal diseases (3rd year), neurology, neurosurgery (4th year), psychiatry, medical psychology, pediatrics, outpatient therapy (5th year), oncology, clinical laboratory diagnostics (6th year)", which is rather an example of the sequence of studying the disciplines of the EP (self-assessment report, interview).

The EP "General Medicine" includes issues of health promotion and preventive medicine, the content of clinical disciplines is built on the principles of evidence-based medicine. Methods of non-traditional medicine and non-traditional practices, the effectiveness of which has not been scientifically confirmed, are not included in the educational program, which not only limits the academic freedom to choose different points of view when describing and analyzing issues in medicine, but also does not contribute to determining the relationship with complementary medicine, including non-traditional, traditional or alternative practices.

Program management.

The Academy has determined the structure and official responsible for organizing the development and implementation of the EP "General Medicine"

- at the faculty level: dean's office and dean of the medical faculty,
- at the Academy level: Academic Council of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, CCEMC, EMM.

The development, approval and implementation of the educational program is carried out in accordance with external and internal organizational and legal, regulatory, administrative and methodological documents: Regulation on the structure of the main professional educational program of higher education, Regulation on the work program of the discipline, Regulation on independent work, Regulation on BRS.

The EP is developed at the faculty by a working group of teachers of the departments, taking into account the opinions of the Council of students, employers, heads of medical institutions. The Central Coordinating Educational and Methodological Council, together with the dean's office, coordinates and provides control over the development of all components of the educational program. Approved by the Academic Council of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia. It should be noted that there is a small representation of students in the Academic Council of the Academy (2 out of 42, 4.8%), at which a decision is made to approve the EP.

The content of the work programs of disciplines is reviewed annually in accordance with scientific achievements and the needs of the healthcare system. The following are involved in the development, revision and approval of the EP: teachers, students, administrative staff, employers. To optimize the EP, a survey of students and graduates is conducted, the opinion of the State Examination Commission is studied, 50% of whose members are representatives of the Ministry of Health of the Republic of North Ossetia-Alania and Practical Health

Relationship with medical practice and the health care system. When studying clinical disciplines, much attention is paid to the formation of competencies in accordance with the Professional Standards, clinical skills are formed taking into account the clinical recommendations and treatment standards in force in the country.

Upon completion of training in the OP "General Medicine", when passing the final state exam, the level of mastering the program and the competence of the graduate is assessed. The examination committee, along with teachers, includes representatives of employers (50%).

Based on their recommendations, and taking into account the ongoing questioning of graduates and students, the departments and the dean's office of the faculty are updating the content of the disciplines, updating the OP "Medicine".

The Academy Graduates Employment Assistance Center monitors the labor market, studies the opinion of the heads of medical institutions in RNO-Alania on the quality of graduate training, the results of which are posted on the website [https://sogma.ru/?page\[common\]=dept&id=37&cat=main](https://sogma.ru/?page[common]=dept&id=37&cat=main). In 2022, the percentage of employment of graduates of the medical faculty was more than 95%.

The Academy provides training of personnel both at the undergraduate and residency levels, advanced training of doctors, which allows not only to prepare graduates for practical work in accordance with the level of qualification, but also to integrate educational programs of undergraduate and postgraduate levels.

At the Academy, the dean's office of the Faculty of Highly Qualified Personnel Training and Additional Professional Education is responsible for organizing postgraduate education (residency) and continuing professional education (additional professional programs). This dean's office directly interacts with the dean's office of the Faculty of Medicine on the development, coordination and integration of educational programs. In addition, a number of clinical departments, such as the departments of internal diseases No. 4, surgical diseases No. 2, obstetrics and gynecology No. 2, otorhinolaryngology with ophthalmology, anesthesiology, resuscitation and intensive care, etc. simultaneously train both students and residents, which allows teachers to ensure the coordination of educational programs of basic medical education with the subsequent stage of professional training of specialists.

Analytical part

The Educational program 05/31/01 "General Medicine" was developed on the basis of the Federal State Educational Standard for Higher Education, approved by Order No. 988 of the Ministry of Science and Higher Education of the Russian Federation (08/12/2020); Professional standards for the group of specialties of residency "Clinical Medicine"; regulatory and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation, ensures the development of students' ability to learn throughout their lives.

As a result of reviewing the report, the documents, as well as after interviewing, it was stated that the Academy needs to organize training for the teaching staff aimed at raising their level of awareness about the educational program, including an integrated training model based on disciplines, organ systems, clinical problems and diseases, built on a modular or spiral design; methods of teaching and learning to form the responsibility of students for their learning process; ensure the organization of training in teaching methods based on the modern theory of adult learning, and their implementation in educational activities.

The Academy has created conditions for observing the principles of equality in relation to students, regardless of their gender, ethnicity, religion, sexual orientation, socio-economic status and physical capabilities.

The scientific environment and educational resources of the Academy make it possible to implement the EP. The Academy is working on the formation and development of scientific thinking among students, the principles of scientific methodology, the involvement of students in scientific research at all stages of mastering the EP. A system of rewarding students for achievements in the field of science has been introduced. However, there is a low involvement of students in scientific research (about 20% of students), the process of accreditation of the Central Scientific Research Laboratory has not been carried out, which limits the possibility of participation of teaching staff and students in R&D. This situation does not allow for the full implementation of research-based learning (RBL), which is based on the active participation of students in scientific projects and is aimed at developing research, problem-solving, search, and creative competencies. Improving the research base of the Academy will expand the research component in the curriculum through the implementation of individual research projects by

students in the classroom and independent work, their active involvement in scientific research conducted at the Academy.

The Academy ensured the inclusion in the EP of the achievements of basic biomedical sciences, concepts and methods for applying clinical scientific knowledge, scientific, technological and clinical developments that meet the expectations of society and the healthcare system.

The development of behavioral and social sciences, medical ethics within the framework of the implementation of the «General Medicine» EPs provided in accordance with the requirements of the IAAR accreditation standards. The Academy has created conditions for the development of clinical practical skills.

The structure of the EP, content, duration ensures compliance with the relationship between the basic biomedical, behavioral, social and clinical disciplines. However, the EP does not fully ensure horizontal integration (related sciences and disciplines) as well as vertical integration (clinical sciences with basic biomedical, behavioral and social sciences). The relationship with complementary medicine, including non-traditional, traditional or alternative practices, is not fully defined.

The structure of the EP provides for the allocation of elective and optional disciplines, approved the Regulations on optional and elective disciplines, which determines the order of their choice by students. However, interviews with trainees showed their low awareness of the availability of elective disciplines and the procedure for their selection.

The Academy has determined the structure and official responsible for organizing the development and implementation of the EP "General Medicine", including the dean's office and the dean of the medical faculty, the academic council of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, CCEMC, EMM, documents regulating the development of the EP have been developed. The optimization of the EP is carried out on the basis of a survey of students and graduates, members of the State Examination Commission, 50% of which are representatives of the Ministry of Health of the Republic of North Ossetia-Alania and practical healthcare. However, there is an insignificant representation of students in the Academic Council of the Academy (2 out of 42), at which a decision is made to approve the EP.

The Academy provides a connection between the EP and the subsequent stages of professional training by providing the opportunity to study in residency, mastering additional professional programs. The annual monitoring of employment of graduates, satisfaction with the quality of their training by employers is carried out.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

1. The administrative staff of the Academy, the educational and methodological department of the Academy, the head of the EP are recommended to consider the possibility of:

- organizing teaching staff training aimed at increasing their level of awareness about the educational program, including an integrated learning model based on disciplines, organ systems, clinical problems and diseases, built on a modular or spiral design; methods of teaching and learning to form the responsibility of students for their learning process. Due date - December 2023.

- organization of training in teaching methods based on the modern theory of adult learning, and their implementation in educational activities. Due date - February 2024, then permanently.

2. The head of the educational and methodological department of the Academy is recommended to acquaint the teaching staff with the best practice for developing the educational program, which ensures the integration of disciplines horizontally and vertically. Due date - September - December 2023.

3. The head of the EP, the educational and methodological department of the Academy is recommended to consider the possibility of making additions to the content of the work programs of the disciplines (modules) of the EP in the specialty 31.05.01 General Medicine, which provided a definition of the relationship with complementary medicine, including non-traditional, traditional or alternative practice. Due date - December 2023.

4. The head of the EP (dean's office) is recommended to ensure that students are informed about elective disciplines and the procedure for their selection. Due date - September 2023, then permanently.

5. The administrative staff of the Academy is recommended to expand the representation of students in the collegiate body, the Faculty of Medicine, responsible for the development and approval of the EP. Due date - September 2023, then permanently.

6. The administrative staff of the Academy is recommended to consider the possibility of allocating resources to improve the research base, including accreditation of the Central Scientific Research Laboratory, which will ensure the implementation of research-based learning (RBL - research-based learning). Due date - December 2023.

7. The head of the Central Research Laboratory (CRL) is recommended to prepare documents for accreditation, to accredit the CRL. Due date - June 2024.

8. The administrative staff of the Academy, the head of the EP, is recommended to develop an action plan to increase the number of students participating in research. Due date - June 2024.

Conclusions of the EEC according to the criteria:

- *Strong - 0*
- *Satisfactory - 31*
- *Suggest improvements - 12*
- *Unsatisfactory - 0*

6.3. Student Assessment Standard

Evidence

The student assessment policy at the Academy is determined by the “Regulations on the point-rating system for assessing the progress of students of the federal state budgetary educational institution of higher education “North Ossetian State Medical Academy”; "Regulations on conducting ongoing monitoring of progress and intermediate certification of students" and "Standard for quality control of education", approved by the order of FSBEI HE SOGMA of the Ministry of Health of the Russian Federation ([https://sogma.ru/?page\[common\]=content&id=114455](https://sogma.ru/?page[common]=content&id=114455), Standard for quality control of education)

The following levels of assessment have been adopted at the Academy: entrance control, current assessment in practical and final classes; intermediate certification - exams and tests upon completion of the study of disciplines, state final certification. The grading system is five-point. At the same time, the planned learning outcomes and methods for assessing the achievements of students are presented in the work programs of the disciplines and are available to students. Control and measuring equipment for intermediate certification undergo internal (at cyclic educational and methodological commissions) and external (employers) examination. The assessment of theoretical knowledge is carried out traditionally. Assessment of practical skills - traditionally (at the bedside) and on phantoms at the Federal Accreditation Center, where modern assessment methods have been introduced, in particular OSKE.

The procedure for determining the validity of the content and the validity of the conformity of assessment methods is described, including discussion at a meeting of the department, then in the process of review by leading teachers, then during discussion at the educational and methodological commission. To assess the validity of test items, the complexity of each test item is monitored, its ability to distinguish between testers with different levels of knowledge by

group, then by course, taking into account the representativeness of the sample and normal distribution. All results of the assessment of the reliability and validity of tests are available for analysis by the dean's office and departments after each session, and form the basis for their correction.

Accounting for the individual achievements of students is included in the portfolio and reflected in the academic rating throughout the entire period of study in the unified electronic system of the Academy "EIOS". To ensure transparency and independence of student assessment, external experts (employers, representatives of professional associations) are included in the examination committees

The Academy implements an appeal procedure, re-certification of the students is carried out by a commission. The Appeal Commission is created by the order of the rector of the Academy. It is headed by the vice-rector for teaching and educational work, and includes the deans of all faculties, representatives of students' government.

The Academy has developed a matrix and a competency certificate for the EP "General Medicine". The work programs of disciplines and practices contain a list of competencies to be formed and a list of manipulations that each student must master. The number of examinations and tests is regulated by the curriculum of the specialty. Formative and summative assessment is carried out. Much attention is paid to the portfolio of the students, which characterizes their individual achievements.

Analytical part

At the Academy, the student assessment policy is defined by the "Regulations on the grade-rating system for assessing the progress of students of the FSBEI HE "North Ossetian State Medical Academy"; "Regulations on conducting ongoing monitoring of progress and intermediate certification of students" and "Standard for quality control of education", approved by the order of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation.

The following levels of assessment have been adopted at the Academy: entrance control, current assessment in practical and final classes; intermediate certification - exams and tests upon completion of the study of disciplines, state final certification. A system has been introduced to attract external experts to assess students at the stages of intermediate and state final certification, which ensures the independence and transparency of this process.

The procedure for determining the validity of the content and the validity of the conformity of assessment methods is described, including discussion at a meeting of the department, then in the process of review by leading teachers, then during discussion at the educational and methodological commission. At the same time, the characteristics of the introduction of new assessment methods depending on the need, the use of assessment methods and formats, depending on their "utility assessment" are not presented.

The individual achievements of students are taken into account, which is included in the portfolio and reflected in the academic rating throughout the entire period of study in the unified electronic system of the Academy "EIOS". A system for appealing the results of the assessment, regulated by the order of the rector of the Academy, has been defined, which provides for the creation of a commission, which includes: vice-rector for educational work, deans of all faculties, representatives of student government.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

The head of the EP, the educational and methodological department of the Academy is recommended to introduce assessment methods and formats, depending on their "utility assessment", ensuring reliability, validity, impact on learning, and the possibility of evaluating their effectiveness. Due date - during the 2023/2024 academic year, then permanently.

Conclusions of the EEC according to the criteria:

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

6.4. Standard "Students"***Evidence***

At the Academy, admission to study in the OP "General Medicine" is carried out by the admissions committee in accordance with the Admission Rules, the Regulations on the Admissions Committee, the Regulations on the Examination Commission, the Regulations on the Appeal Commission, which are updated annually in accordance with state regulatory legal acts (Rules for Admission to Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, Regulations on the Appeal Commission, detailing the issues of filing and considering an appeal, Federal Law of December 29, 2012 No. 273-F3 "On Education in the Russian Federation", Order of the Ministry of Education and Science of the Russian Federation of August 21, 2020 № 1076 "On approval of the procedure for admission to study in educational programs of higher education - bachelor's programs, specialist's programs, master's programs").

The volume of admission to training is determined by the Ministry of Health of the Russian Federation, which also allocates a quota for targeted admission and approves the list of persons entering without entrance exams. The recruitment of students is carried out taking into account the material, technical and human resources of the Academy.

Competitive selection for training in the EP "Medicine" is carried out collegially on the basis of the total competitive score, which consists of points, entrance exams regulated at the state level and points for individual achievements of the applicant, which are taken into account with an equal number of points in entrance exams.

The Academy uses as entrance examinations both the results of the Unified State Exam (Unified State Examination) and the entrance exams developed in accordance with the Unified State Examination for persons entering on the basis of secondary general education (including disabled people, foreign citizens, stateless persons, persons who have received secondary general education in foreign countries). exams are taken in the language of instruction. The privileged category includes children with disabilities, disabled since childhood; invalids due to military injury or illness received during military service. The Academy also conducts preferential admission of orphans, children left without parental care and citizens related to them up to the age of 23 years. To this end, the Academy allocates separate places within the admission targets. The Academy has determined the procedure for the work of the Appeal Commission and the appeal procedure, about which applicants and the public are informed.

The admission policy provides for the continuity of secondary and higher vocational education: applicants on the basis of secondary vocational education pass entrance exams in accordance with the content of educational programs of secondary vocational education related to the group "Health and medical sciences". The Academy pays great attention to inclusive education; adapted career guidance programs have been developed for applicants from among the disabled and people with disabilities.

The transfer of students to the Academy is carried out by the commission in accordance with the Regulations on the procedure for the transfer, expulsion and restoration of students (hereinafter referred to as the Regulations), the Regulations on the Commission for Transfers and Restorations, which are regularly updated in accordance with state regulations. All information on student transfers is available on the SOGMA website: [https://sogma.ru/index.php?page\[common\]=org&id=674&cat=folder&band=0&fid=31990](https://sogma.ru/index.php?page[common]=org&id=674&cat=folder&band=0&fid=31990)

According to the report, the volume of admission to training is determined by the Government of the Russian Federation, federal executive authorities, the Ministry of Higher Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation.

The Academy has the ability to plan budget places for participation in an open competition, taking into account the needs of the region, in agreement with the regional health authority - the Ministry of Health of North Ossetia-Alania, material, technical, information and human resources. Over the past three years, there has been an increase in the target enrollment and a decrease in the number of extrabudgetary students.

The Academy has defined structural units that provide academic counseling to students - departments and dean's office that advise students on academic issues and career planning. Structures and public organizations that provide support for the resolution of social and personal problems of students are represented by the dean's office and the psychological and pedagogical service. Much attention is paid to monitoring the needs of students with disabilities and disabilities. Consulting on financial matters is carried out by the dean's office together with specialists from the planning and financial department. There is an option to "ask a supervisor" on the Academy's website.

All employees providing advisory services work within the framework of the Law on the safety of personal data on the principles of confidentiality in compliance with ethical standards.

In addition to state scholarships, the Academy has Personal scholarships and scholarships awarded by legal entities or individuals, including those who sent them to study. The distribution of non-state scholarships is carried out collectively, taking into account the opinion of the trade union committee of students and the student council. According to the "Regulations on scholarships and other forms of material support for students, residents, postgraduate students of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation", students studying on an extrabudgetary basis with outstanding results receive material incentives from extrabudgetary funds in their studies. The Academy has introduced a system of social scholarships for students with low financial standing. According to the report, 66 people receive social scholarships this year; orphans - 59 people; with a difficult financial situation - 152.

Orphans, students with disabilities, student families and students raising children have additional benefits: priority places in dormitories and reduced accommodation fees. In addition, students in dire need of financial support receive material assistance.

The health center of the Academy deals with the issues of students' health and disease prevention. Every year, all students undergo a medical examination, according to the approved vaccination schedule, vaccination free of charge. According to the indications, students can be consulted by teachers of clinical departments, take academic leave or receive an individual schedule for eliminating debt, passing an intermediate certification.

At the Academy, the student representation policy is implemented through student self-government (Student Council, Student Scientific Society, Student Council of Dormitories and Trade Union Organization of Students) and student representation in collegiate advisory bodies.

The activities of the students' trade union are aimed at protecting the rights of students and their social support. The Student Council participates in the collection and analysis of students' opinions on academic issues. The Student Scientific Society promotes the development of research competencies and attracts students to participate in the scientific projects of the Academy. The student council of hostels contributes to the optimization of living conditions and compliance with internal regulations.

Youth policy at the Academy is carried out in the following areas: volunteering, social activities, sports, creativity, science. The report presents the structural units that implement the youth policy.

The activities of the student government are covered in social networks and on the official website of the Academy.

The dean's office annually conducts a survey of students on the issues of satisfaction with the quality of education, the results of which are presented at the councils of various levels and are the basis for making managerial decisions to correct the OP "Medicine" and improve the quality of education.

Analytical part

The Academy implements the Student Admission and Selection Policy in accordance with the Admission Rules, the Regulations on the Admissions Committee, the Regulations on the Examination Commission, the Regulations on the Appeal Commission, which are updated annually on the basis of state regulatory legal acts.

Recruitment of students is carried out taking into account the material, technical and human resources of the Academy in accordance with the admission targets, which are determined by the Ministry of Health of the Russian Federation, allocates a quota for targeted admission and approves the list of persons entering without entrance exams. Academic consulting is organized, social and financial support is provided for students.

At the Academy, the student representation policy is implemented through student self-government (Student Council, Student Scientific Society, Student Council of Dormitories and Trade Union Organization of Students) and student representation in collegiate advisory bodies. However, the representation of students in the collegiate bodies of the Academy is minimal, their number in the Academic Council reaches 2 out of 42 people.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

The administrative staff of the Academy is recommended to expand the representation of students in the collegiate body, structural units responsible for the development of the EP. Duedate - September 2023, then permanently.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 15
- *Suggest improvements* - 1
- *Unsatisfactory* - 0

6.5. Standard "Academic Staff / Teachers"

Evidence

At the Academy, the selection and recruitment policy is carried out in accordance with the Labor Code of the Russian Federation and other national regulatory legal acts, the Charter and internal Regulations of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation (order of the Ministry of Education and Science of Russia dated July 23, 2015 No. 749, Nomenclature of positions of pedagogical workers of organizations; [https://sogma.ru/?page\[common\]=content&id=150662](https://sogma.ru/?page[common]=content&id=150662)).

The Academy has autonomy in the formation of the human resources. When selecting applicants for the position of a teacher, the priority was determined by the correspondence of the qualification level of employees to the qualification requirements for the positions held and the professional competence of the employee. Teachers of clinical departments must have certificates of specialists or certificates of accreditation. When applying for a job at the Academy, the applicant faces no restrictions on gender, nationality, religion, language.

Competition announcements are posted on the Academy website. The selection of

academic staff that meets the qualification requirements for positions is carried out by the Academy's collegiate management bodies - the Academic Council.

Personnel support for the implementation of the EP "General Medicine" is carried out in accordance with the requirements of the Federal State Educational Standard of HE. At the Academy, the number of teaching staff is planned independently in accordance with the standard teaching load for the teacher and depends on the contingent of students. The total number of teaching staff implementing the EP "General Medicine" is 267 people, of which 201 (75%) are the main employees. 121 faculty members have academic degrees and titles, incl. 39 teaching staff - academic title "Professor" and 87 teaching staff - academic title "Associate Professor" (Table 4). The degree of teaching staff of the Academy for the implementation of the EP in the specialty 31.05.01 General Medicine is almost 48%. 76 teaching staff take part in the educational process - external part-time highly qualified workers in practical healthcare. The teaching staff has a high level of qualification and competence, more than 50% of the teaching staff have experience in scientific, pedagogical and clinical work of 15 years or more. Classes with students are held in Russian and English. Every year there is an increase in the number of teachers who speak a foreign (English) language with the level required for teaching at the Academy.

Table 4. - General characteristics of the full-time teaching staff for the implementation of the EP in the specialty 31.05.01 General Medicine

Total	Professor	Associate Professor	Lecturer/Senior Lecturer	Assistant
267	39	87	100	41

The Academy implements the Policy of activity and development of employees, according to which a balance is maintained between teaching, scientific, medical and service functions, including setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers. The teaching load at the Academy is determined by the order of the Ministry of Education and Science of the Russian Federation (2014) "On the duration of working hours (norms of hours of pedagogical work for the wage rate) of pedagogical workers and on the procedure for determining the teaching load of pedagogical workers, stipulated in the employment contract." The ratio of "teacher-student" is determined by national requirements and is 1:8 for the group of specialties "Health". In addition to pedagogical work (the amount depends on the position), the teachers of the Academy carry out research and clinical (at clinical departments) work, provided for by job responsibilities and an individual plan.

The personnel policy of the Academy guarantees the recognition of all types of activities of teachers, a rating assessment of the activities of teaching staff has been introduced. The best teachers receive cash rewards, in addition, teachers receive an incentive bonus for publication activity and can be recommended for academic titles, promotions (on a competitive basis) and state awards. Information on the results of the assessment of work and recognition of the achievements of teachers is presented at the Academic Council of the Academy, in the SOGMA newspaper and on the website.

The Academy has created the necessary conditions for additional professional education of employees, for combining work with education. The Academy guarantees free additional professional education of teaching staff in accordance with the frequency established by law. The advanced training of teaching staff is carried out in accordance with the plans and schedules that are approved for the academic year. In the current academic year, teachers were trained in 20 additional professional advanced training programs (including those using distance learning technologies).

Additional professional advanced training programs are being implemented in various areas: advanced training and professional retraining programs aimed at mastering the competencies necessary for each teacher, taking into account the requirements of the Federal State Educational Standards", "Information and Communication Technologies in Education". "Organizational and

technical support for the accreditation of specialists", "Academic English in the multicultural educational space of a medical university"; "English for professional purposes", "Preparation for the English exam for the international certificate ESOL, level B2".

To monitor and control information, an automated system for accounting for additional professional education of teaching staff is being formed. To meet the needs of the teaching staff, it is planned to increase the number of additional professional advanced training programs in relevant areas using distance learning technologies.

Analytical part

The Academy implements a selection and recruitment policy in accordance with the Labor Code of the Russian Federation and other national regulatory legal acts, the Charter and internal Regulations of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia. The departments of the Medical Faculty of the Academy implementing the EP in the specialty 31.05.01 General Medicine have a resource potential that allows them to carry out this educational activity (according to interviews, self-assessment report): staffing - 267 teaching staff of the Academy, including 39 teaching staff with the academic title of "Professor" and 87 with the academic title of Associate Professor. The degree of teaching staff of the Academy for the implementation of the EP in the specialty 31.05.01 General Medicine is almost 48%. 76 teaching staff - external part-time workers, highly qualified workers of practical health care, take part in the educational process.

The personnel policy of the Academy in the implementation of EP 31.05.01 General Medicine ensures the balance of the ratio between medical and non-medical teachers, full-time or part-time teachers, which is regulated by employment contracts and job descriptions.

The Academy implements the Policy of activity and development of employees, according to which a balance is maintained between teaching, scientific, medical and service functions, including setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers.

The personnel policy of the Academy guarantees the recognition of all types of activities of teachers, a rating assessment of the activities of teaching staff has been introduced, incentive bonuses for publication activity are established, recommended for obtaining academic titles, promotions (on a competitive basis) and receiving state awards. Information on the results of the assessment of work and recognition of the achievements of teachers is presented at the Academic Council of the Academy, in the SOGMA newspaper and on the website.

The Academy has created the necessary conditions for additional professional education of employees. However, there is practically no professional development of teaching staff in educational programs, which include knowledge about teaching/learning methods and the general content of educational programs in order to stimulate cooperation and integration.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

1. The administrative staff of the academy is recommended:

- Consider the possibility of sending teachers of EP 31.05.01 to study modern teaching methods in leading educational centers of the Russian Federation and foreign countries. Due date - December 2023, then permanently.

- Organize training in modern teaching methods for teachers of EP 31.05.01 on the basis of the Academy with the involvement of leading experts in this field. Due date - December 2023, then permanently

2. The head of the EP is recommended to include training in modern teaching methods in the training plan for teachers of EP 31.05.01 General Medicine. Due date - September 2023, then permanently.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 11
- *Suggest improvements* - 1
- *Unsatisfactory* - 0

6.6. Standard "Educational Resources"***Evidence***

The Academy has the necessary material and technical resources to fulfill the mission and implement the EP "General Medicine", educational buildings, classrooms, an anatomical museum, laboratories, gyms, a library, a canteen and buffets, 2 hostels for students.

In 2021, on the basis of the simulation center, the federal accreditation center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation was created, which ensures the development of practical skills by students using simulation technologies (self-assessment report, interview, visit). The material and technical base of the Federal Accreditation Center of the Academy complies with the recommendations for equipping the PAS and PSA stages, the technical requirements for the procedure for audio-video recording of the PAS stages. Testing and interviews take place in rooms equipped with educational furniture, necessary computer equipment and a video surveillance system with audio and video recording. The stage of assessing practical skills in simulated conditions (OSKE) by specialty is carried out at five stations equipped according to the relevant requirements (station passports). Those accredited in the specialty "General Medicine" are assessed by practical skills in simulated conditions, which allow assessing the development of professional competencies corresponding to the labor functions of a district general practitioner (providing emergency medical care, emergency care, physical examination of a patient, conducting a medical examination, providing cardiopulmonary resuscitation).

All buildings and facilities meet the needs of students with disabilities. The material and technical equipment of the classroom fund complies with the federal standard, fire safety requirements and sanitary and hygienic standards.

The academy pays great attention to the creation of safe learning conditions, the persons responsible for ensuring the life of the organization and a safe environment, conducting training for teachers, employees and students of civil defense and emergency situations, training and training are conducted on an ongoing basis

Strengthening and expansion of the material and technical base of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation is carried out regularly, taking into account the analysis of the needs for the implementation of the OP "General Medicine"

The Academy has resources for the clinical training of students in the OP "General Medicine". Training is carried out at 28 departments located on the basis of 18 medical organizations of the city in the departments of the corresponding profile, their own multidisciplinary Clinical Hospital (capacity - 219 beds), in which students, together with teachers, have full access to patients (self-assessment report, interviews, visits to clinical sites).

Clinical bases are represented by multidisciplinary and specialized hospitals, outpatient clinics, etc. Both emergency and planned patients are available for clinical practice and training of professional skills (within 1/3 of the total volume of the educational program) in the main clinical areas: internal medicine (with subspecialties), surgery (with subspecialties), critical care and intensive care, neurology and neurosurgery, psychiatry, general practice/family medicine, gynecology and obstetrics, pediatrics, ophthalmology, phthisiology.

The training of a qualified graduate of the Medical Academy is provided by a combination of clinical training in clinical facilities and the formation of skills and abilities at the Federal

Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia. To ensure the safety of patients, the Academy conducts simulation courses in hospital therapy, outpatient therapy, anesthesiology, resuscitation, intensive care alongside with the development of practical skills.

The clinical bases of the Academy have modern equipment and provide medical care at various levels, including high-tech. Teachers of clinical departments perform medical work at clinical sites, most of them are part-time employees of medical organizations. Students, under the supervision of a teacher, have access to diagnostic and treatment equipment, while medical manipulations by students are carried out with the informed consent of the patient and under the supervision of teachers and employees of a medical organization.

Participation of students in the provision of emergency and urgent care is carried out in the admissions department, during night shifts in the hospital and at ambulance stations. Maintaining medical records by students is controlled and certified by the signature of the teacher or clinical staff. Thus, students of the «General Medicine» EP are provided with the necessary resources for clinical training.

The management of the EP "General Medicine" annually analyzes the compliance of the material and technical support of clinical facilities with the formation of graduate competencies, the degree of student satisfaction with clinical training.

Use of information. and communication technologies at the Academy is regulated by national and local legal acts. There is an information and technical department - a structural unit responsible for informatization of processes in the Academy. Logistics support of informatization of the Academy (including clinical bases) is annually expanded and updated taking into account the Mission of the Academy, the Mission and the purpose of the educational program.

Preparation of students of the OP "General Medicine" for the use of digital technologies is carried out in 1-2 courses (Medical Informatics, Digital Technologies in Medicine).

Information systems are functioning: "Electronic information educational environment SOGMA", "IC: PROF University", "IC Medicine"; electronic library systems, research databases, legal reference systems, etc. According to the self-assessment report, all participants in the academic process have full access and actively use information systems and the Academy's website (<https://sogma.ru/>), round-the-clock access to library databases is provided. However, during interviews with students of the OP "General Medicine" it was noted that students living in a hostel are not provided with WiFi, which makes it difficult to access educational resources.

In 2021, the Academy was awarded the status of the Federal Innovation Platform for the creation of the innovative intellectual product "Medleader" (databases in the form of interactive updated complexes on the subjects and disciplines studied).

Research in the field of medicine and scientific achievements. The Academy has structural divisions (a clinical hospital, a central research laboratory, a vivarium, a department for strategic development and innovation, a department for training highly qualified personnel in postgraduate studies) that ensure scientific activity and implementation of results in the implementation of the OP "General Medicine". However, CRL - the base for scientific research is not accredited (self-assessment report, interview)

The Academy has a policy that promotes the relationship between research and education. The educational program is updated taking into account the development of medical science and healthcare, the social sphere, the economy, the expectations of the main employers and consumers, in the manner prescribed in the Regulations on the structure of the main educational program.

Student Scientific Society SOGMA is a part of the Federal Student Scientific Association of Russia and is actively working to attract students to research work on the basis of student scientific circles of departments in accordance with the Regulations on students' research. Annually, the final student scientific conferences with international participation "Time to look

into the future ..."
 ([https://sogma.ru/index.php?page\[common\]=site&id=5&cat=folder&band=0&fid=36668](https://sogma.ru/index.php?page[common]=site&id=5&cat=folder&band=0&fid=36668)) are held at the Academy with the publication of the Collection of materials (ISSN 2500-2589).

The Regulations on scholarships and other forms of financial support for students, residents, postgraduate students of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation provide for the section "Research activities", which reflects the measures of financial support for students engaged in scientific research in the field of medicine (Order No. 285 / about from 07/09/2021 ([https://sogma.ru/index.php?page\[common\]=content&id=113691](https://sogma.ru/index.php?page[common]=content&id=113691)))

The Academy has defined structures (Faculty of Highly Qualified Personnel Training and Additional Professional Education, Educational and Methodological Department) that study topical issues of medical education. The Academy interacts with professors from other medical universities, including foreign ones, to develop the competencies of teachers in the field of technology for scientific research in medical education, and the teaching staff is improving their qualifications in the field of expertise.

An examination of the educational program "General Medicine" is carried out annually, taking into account achievements in the field of medicine and the needs of the labor market, the results are discussed at the departments, and are reviewed by leading professors and representatives of practical healthcare.

Exchange in the field of education at the Academy is regulated by the "Regulations on academic mobility of students and employees of the Academy" [https://sogma.ru/?page\[common\]=dept&id=38&cat=folder](https://sogma.ru/?page[common]=dept&id=38&cat=folder). The academic mobility program is coordinated by the International Department and the Educational and Methodological Department. The criteria for mutual recognition of periods of study and comparison of the content and labor intensity of training courses are determined by the dean's office of the faculty, taking into account the agreement concluded between the host and sending educational organizations. The Academy, having autonomy, finances the academic mobility of students and staff from extrabudgetary sources.

The international activities of the Academy are implemented in the following areas: cooperation with educational and scientific medical institutions and organizations of the countries of near and far abroad, increasing the international prestige of the Academy and integration into the international system of higher medical education. In 2022, the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation took part in the competition for the admission of foreign citizens to study at the expense of the budgetary allocations of the federal budget within the framework of the quota for the education of foreign citizens and stateless persons established by the Government of the Russian Federation.

Currently, 484 foreign citizens from 30 countries (Armenia, Azerbaijan, Abkhazia, Belarus, South Ossetia, Tajikistan, Georgia, Greece, the Republic of Djibouti, Iran, Canada, Kazakhstan, Cameroon, Lebanon, Syria, Sudan, Palestine, Jordan) study at the university and etc.). Within the framework of agreements on joint activities, more than 250 students were sent to foreign healthcare organizations for practical training.

Analytical part

An infrastructure has been created that provides practice-oriented training and the use of modern information and simulation technologies, including its own multidisciplinary Clinical Hospital (capacity - 219 beds), the Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, the base of which is used for mastering practical skills by students.

Training is carried out at 28 departments located on the basis of 18 medical organizations of the city in the departments of the corresponding profile, their own multidisciplinary Clinical Hospital, where the students, together with their teachers, have access to patients.

The students of the «General Medicine» EPare provided with the necessary resources for clinical training: they have access to medical equipment for mastering professional competencies

in such areas as an assistant to a junior medical staff, an assistant to a ward, procedural nurse, an assistant to a hospital doctor, an assistant to an outpatient clinic doctor under the supervision of a teacher (since the teaching staff are employees of healthcare institutions or employees of their own multidisciplinary Clinical Hospital), to perform medical manipulations with the informed consent of the patient under the supervision of teachers and employees of the medical organization; participate in the provision of emergency and urgent care in the admissions department, during night shifts in the hospital and at ambulance stations; carry out the maintenance of medical records, which is controlled and certified by the signature of a teacher or an employee of a healthcare institution.

The Academy provides access to network and electronic tools, provides the opportunity to use information tools in training. However, students living in the hostel are not provided with Wi-Fi, which makes it difficult to access educational resources (report, interview).

Teachers of the faculty conduct scientific research, the results of which are introduced into the educational process (confirmed by acts of implementation). The results of scientific research serve as the basis for the development of educational and methodological materials, textbooks, the introduction of new methods of diagnosis, treatment and prevention of diseases in the educational program. Research is carried out on the basis of the Central Research Laboratory and Clinical Hospital, which have modern equipment and equipment, experimental animals are kept in a vivarium. However, the Central Research Laboratory is not accredited, and equipment is not verified.

The Academy has a Student Scientific Society, which is part of the Federal Student Scientific Association of Russia, and attracts students to research work on the basis of student scientific circles. Academy students actively participate in scientific forums and publish the results of their research. However, interviews with teaching staff, students, analysis of publications showed insufficient knowledge of the methodology of scientific research by students, despite the presence of the academic discipline "Digital Technologies in Medicine", educational practice for obtaining primary professional skills, including primary skills and research activities

[https://sogma.ru/?page\[common\]=dept&id=79&cat=folder&band=0&fid=42786](https://sogma.ru/?page[common]=dept&id=79&cat=folder&band=0&fid=42786)

Much attention in the rating of the teachers is paid to research work and publication activity.

The Academy has not clearly defined a policy on the use of expertise in the field of medical education, regarding the development of EPs, teaching methods and assessment of knowledge and skills, conducting research in the field of medical education, the policy of supporting the interests of teaching staff in conducting research in medical education has not been fully formed.

In the Academy, the exchange in the field of education is defined by the "Regulations on the academic mobility of students and employees of the Academy." The academic mobility program is coordinated by the International Department and the Educational and Methodological Department. However, interviews with teaching staff and students show that not all forms of academic mobility are used at the Academy.

Strengths/best practice

The modern material and technical base and its constant improvement through regular renewal, expansion and strengthening is carried out in accordance with the Mission and Vision of the Academy, the Mission of the OP "General Medicine", largely due to the autonomy of the Academy in the distribution of resources.

The presence of its own multidisciplinary Clinical Hospital and the Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia.

Students of the «General Medicine» EP are provided with the necessary resources for clinical training, which is due to the presence of their own multidisciplinary Clinical Hospital, clinical bases of 18 medical organizations of the city, the possibility of training and monitoring

the clinical practice of teaching staff students.

EEC recommendations

1. The administrative staff of the Academy should consider the possibility of allocating funds for the modernization of the dormitory building to provide students with Wi-Fi, including it in the cost estimate for 2024. Due date - December 2023.

2. The administrative staff of the Academy should consider the possibility of developing and implementing a policy on the use of expertise in the field of medical education, regarding the development of EP, teaching methods and assessment of knowledge and skills, conducting research in the field of medical education, supporting the interests of teaching staff in conducting research in medical education. Due date - December 2023, then permanently.

3. The administrative staff of the Academy should consider the possibility of expanding the forms of academic mobility of teaching staff and students, providing them with appropriate financial, organizational and educational and methodological support. Due date - during the 2023/2024 academic year, then permanently.

Conclusions of the EEC according to the criteria:

- *Strong* - 4
- *Satisfactory* - 18
- *Suggest improvements* - 8
- *Unsatisfactory* - 0

6.7 Standard "Assessment of the educational program"

Evidence

The Academy implements mechanisms for the development, approval, monitoring and evaluation of the educational program and the results of students' educational achievements, in accordance with local regulations: Regulations on the main professional educational program of higher education - a bachelor's program, a specialist's program, a master's program, Regulations on the work program of the discipline (module), Regulations on the point-rating system for assessing the quality of mastering basic educational programs by students, Regulations on the internal independent system for assessing the quality of education in the federal state budgetary educational institution of higher education "North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation, Regulations on the state final certification for educational programs of higher education - bachelor's and specialist's programs.

When conducting internal monitoring, the EP evaluates its compliance with the requirements of the Federal State Educational Standard of Higher Education, the volume and content of the disciplines studied, including its variable part, the volume of contact work, the results of current academic performance and intermediate certification, educational and industrial practices, the level of competence of graduates at the final state certification; the satisfaction of students, graduates and teachers is assessed by questioning, the opinion of employers is taken into account. The annual analysis is the basis for improving the educational program. According to the recommendations of employers, the EP was supplemented with the disciplines "Biochemistry of metabolism", "Typical pathological processes", etc. (self-assessment report)

Evaluation of the educational program is also carried out during the passage of external accreditation. According to the results of the primary accreditation of the EP, such disciplines as "Hospital Therapy. Training simulation course 1", "Polyclinic therapy. Training simulation course 2", "Anesthesiology, resuscitation, intensive care. Training Simulation Course 3", trainings on emergency care, changes have been made to the list of practical skills.

The results of the internal and external evaluation of the educational program are the basis for making the necessary decisions and taking corrective measures aimed at improving the program. By the beginning of each academic year, information is collected on all components of

the educational program, the updated program is discussed at the level of departments, advisory bodies of the faculty and the university, and is approved by the Academic Council of the Academy.

The Academy has implemented the principle of social responsibility, which is expressed in the training of qualified doctors, the provision of modern educational, scientific and medical services to the population, the creation of a favorable psychological climate.

An annual sociological survey (questionnaire) of teachers and students is conducted to assess their satisfaction with the quality of the educational process and the quality of teaching the discipline; satisfaction of teachers with work at the Academy. The results are discussed at a meeting of the dean's office and the Academic Council of the Academy and form the basis of corrective and preventive measures aimed at eliminating identified inconsistencies and improving the educational program.

The Security Department of the Academy analyzes information about violations (including corruption) by teachers and students, meetings are organized with representatives of law enforcement agencies aimed at preventing corruption and violations.

The EP of the specialty reflects the sequence of the formation of competencies in the learning process; disciplines and practices involved in the formation of competencies, as well as disciplines formed by participants in educational relations. The procedure for analyzing learning outcomes at the departments, faculty and advisory bodies of the Academy is described.

The faculty annually analyzes the educational achievements of students in relation to the mission of the educational program "Medicine" and the final learning outcomes. The progress of students is assessed by the point-rating system approved by the Academy, brought to the attention of each student and recorded in the electronic Portfolio of students.

Analysis of the results of the current, intermediate and final certification, conducted at the Academy by the dean's office and departments, forms the basis for changing the content of disciplines, the ratio of lectures and practical classes, and the inclusion of new disciplines. To analyze the conditions of students' education and other factors that may affect the effectiveness of their education, the trade union committee of students and the Psychological and Pedagogical Service are involved.

Requirements for applicants to the «General Medicine» EP are established by the law of the Russian Federation. There is a preparatory department in FSBEI HE SOGMA of the Ministry of Health of Russia, which conducts in-depth training of applicants. The Academy conducts a comparative analysis of the educational achievements of students and the admission of applicants based on the results of the Unified State Examination with a discussion at the Academic Council. In the process of learning, students receive advice on disciplines, additional classes are held.

The educational and methodological department of the Academy is responsible for coordinating the work on monitoring the EP. The dean's office involves all the main stakeholders in the monitoring and evaluation program of the educational program "Medicine": teachers, students, representatives of practical healthcare, through discussion at the departments, in the advisory bodies of the faculty and the university, and questioning. The Council of Students actively participate in the organization of the educational process, in the discussion of the schedule of classes and lectures. The quality of clinical training is monitored by the Center for Practical Training and the Federal Accreditation Center. Heads of healthcare organizations and clinical mentors present the characteristics of students based on the results of their practical work.

The web portal of the Academy contains open information about the educational, research, pedagogical, methodological, educational activities of the university and the results of student learning in the EP "General Medicine".

Analytical part

The Academy has established and is implementing mechanisms for evaluating the educational program, its structure, duration of study, and the results of students' educational achievements.

The Academy has implemented the principle of social responsibility, which is expressed in the training of qualified doctors, the provision of modern educational, scientific and medical services to the population, the creation of a favorable psychological climate.

Work has been organized to prevent corruption manifestations and violations, which is carried out by a structural unit - the Security Department of the Academy.

The annual monitoring and evaluation of the EP is carried out with the involvement of the vice-rectors of the Academy, the dean of the faculty, the educational and methodological center, the heads of departments, the chief physician of the SOGMA Clinical Hospital. Improving the quality of educational services provided is ensured through strategic planning, analysis of the implementation of the strategic plan and development of the necessary corrective measures with the obligatory participation of the Academy's management, teaching staff of students and other interested parties.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

None.

Conclusions of the EEC according to the criteria:

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

6.8 Management and administration standard

Evidence

The organizational structure of the Academy and its collegial governing bodies are determined. General management and management of the activities of the Academy is carried out by the rector. The highest collegial governing body is the Academic Council, which includes the rector, vice-rectors, deans of faculties, representatives of regional health authorities, heads of departments, heads of structural divisions, teachers and students. The structure and functions of the Academic Council are determined by the Regulations on the Academic Council of the Academy. All interested parties are included in the organizational structure of the Academy, the collegial advisory bodies of the Academy, the faculty.

Vice-rectors supervise structural and collegiate bodies in areas of activity. The functions and tasks of structural and collegiate bodies, their interaction are determined by the Regulations on structural divisions. The tasks and functions of the Academy staff are determined by job descriptions. Regulations on structural divisions and job descriptions are developed in accordance with the methodological instruction "General requirements for the construction, content, design, approval of the "Regulations on the structural unit" and "Job description" and changes to them.

The transparency of the Academy's management system is ensured by the availability of all documents on the website, all decisions taken are recorded in the minutes of meetings and meetings.

The management of the Faculty of Medicine and its EP is carried out in accordance with the Mission and Strategic Goal of the Academy, the Quality Policy, the Mission and Goal of the EP "Medicine". The dean's office of the Faculty of Medicine is a subdivision located in the office

of the vice-rector for educational work. In the course of performing the main tasks and functions, the dean's office interacts with other divisions of the Academy: the educational and methodological department, the department of personnel and document management, departments, the department for strategic development and innovation, the information technology department, the Federal Accreditation Center, the Academic Council, the Center for Practical Training, student government council, board of trustees and others. The interaction of the dean's office with departments and students is carried out within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail and electronic personal accounts. The interaction of the dean's office with the vice-rector for educational work, educational and methodological department and other management structures is determined by real needs and is implemented through meetings of collegiate management bodies.

The development and management of the educational program "General Medicine" is carried out by the Dean's office of the faculty. Under the guidance of the dean of the faculty, the faculty of the departments develops a draft EP, work programs of disciplines, which are subsequently discussed at meetings of the relevant departments, Cycle educational and methodological commissions of disciplines and are agreed by the Central Coordinating Educational and Methodological Council. Then the project of the EP is submitted by the dean to the Educational and Methodological Department and the vice-rector for educational work. After that, the EP is submitted for external review (heads of medical institutions, heads of educational programs of other medical universities). After making additions or changes, the final version is approved by the Academic Council of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia.

In order to evaluate the academic administrative staff regarding the achievement of the mission of the EP and the final learning outcomes, the Academy has implemented a quality management system. The report presents the main directions of functioning of the quality management system of the Academy. The Rector of the Academy systematically brings to the attention of the staff analytical information about the main achievements, shortcomings and proposals for improving the educational, scientific, international and clinical activities of the Academy, the Vice-Rector for Educational Work suggests ways to improve the quality of the educational process. In addition, the Academy annually conducts, analyzes and widely discusses the results of sociological surveys, which also allow you to evaluate the activities of the academic administrative staff and its contribution to the achievement of the mission and final learning outcomes.

The Academy carries out financial and economic activities in accordance with the Charter of the organization approved by the Ministry of Health of the Russian Federation, the Budget Code, federal laws, orders of the Government of the Russian Federation, other regulations in force on the territory of the Russian Federation that regulate educational activities and the activities of budgetary institutions. Funding for the implementation of the «General Medicine» EP is carried out in accordance with agreements concluded with the Ministry of Health of the Russian Federation from the following sources: 1) subsidies for financial support for the implementation of the state (municipal) task from the federal budget; 2) targeted subsidies in accordance with the budget code of the Russian Federation; 3) proceeds from the provision of paid educational services, other paid services.

Management of financial and economic activities in the Academy is carried out in accordance with the approved "Regulations on the management of financial and economic activities." The distribution of financial resources is fixed in the plan of financial and economic activity, which is developed annually on the principles of efficiency, effectiveness, priority, transparency, and responsibility. The Academy has the ability to independently distribute the amount of funding for the implementation of the educational program "General Medicine" to achieve the Mission of the EP and the final learning outcomes, taking into account the standards established by the Government of the Russian Federation. At the same time, the Academy, in addition to ensuring the implementation of the educational program and achieving its goals,

plans and makes incentive payments to teachers and allocates funds to support students. In 2022, the amount of material assistance paid to students at the Academy amounted to 16,37,875.75 rubles. Control over the spending of financial resources is carried out by the Planning and Financial Department (self-assessment report, certificate of the head of the planning and economic department Z.A. Burduli).

At the Academy, the educational and methodological department is defined as the structural unit in charge of the educational process, whose competence includes administrative work on the management of the «General Medicine» EP in cooperation with the dean's office of the faculty. For the training of administrative personnel providing management and administration of the EP, the Academy implements advanced training programs in the areas of "Management in Education", "Personnel Management in the Education System", etc.

To implement the Mission and Policy in the field of quality, the Personnel and Document Management Department provides professional staff at the Academy, financial resources - Planning and Financial Management, the functions of which are determined by internal Regulations and job descriptions.

The Academy has developed and implemented an internal management quality assurance program aimed at increasing the satisfaction of consumers and other stakeholders. Annually, an internal independent assessment of the quality of education (IQEQ) is carried out in order to improve the efficiency of managing the educational process of the Academy; the quality of professional training of students; increasing the competitiveness of the educational programs of the Academy; popularization of models of organization of the educational process that have confirmed their effectiveness; development of a variety of educational programs while maintaining a single educational space (self-assessment report).

Regular self-assessment is carried out as part of the annual self-examination of the Academy, as well as through internal audit, which regulates internal activities and was created to analyze and evaluate the functioning of the organization. According to the report, the main objectives of internal audits at the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of the Russian Federation are: assessment of the compliance of the QMS or its individual processes with the requirements of internal regulatory documents, international and national standards ISO 9001-2015; providing the management of the organization with reliable data on the quality of the implementation of educational, research and other processes; analysis of the effectiveness of corrective and preventive actions to eliminate identified nonconformities. The results of audits are the initial data for making informed management decisions by the Academy's management

The Academy has a close and effective relationship with the health sector. In accordance with its Mission, the Academy is directly involved in protecting the health of citizens in North Ossetia-Alania. This is due to the presence of its own SOGMA Clinical Hospital and a dental clinic, clinical bases located in 18 healthcare institutions, in which the teaching staff of the Academy provide assistance to the local population and residents of other regions of the Russian Federation, are the main freelance specialists of the Ministry of Health of the Republic of North Ossetia-Alania and oversee the development of relevant areas of development of the industry.

A Project Office for the Development of Regional Healthcare has been established. The Academy closely cooperates with all medical organizations in the region, which is enshrined in bilateral agreements. There is a regular and productive interaction between the Academy, the Ministry of Health of the Republic of North Ossetia-Alania, the territorial body of the Federal Service for Surveillance in Healthcare in the Republic of North Ossetia-Alania and the Medical College.

SOGMA, together with regional executive authorities in the field of healthcare and medical organizations in the region, is actively developing continuous medical education, expanding the number of residency specialties, conducting advanced training for doctors, including using modern simulation equipment (equipment is presented in the report (Federal Accreditation Center SOGMA). Advisory teams with the participation of leading professors and associate professors of clinical departments regularly travel to rural areas.

The teaching staff of the Academy take part in the development of a scientific program to reduce mortality from socially significant diseases, within the framework of the “Vuz-region” project, they analyze the results of providing medical care to the population and implementing a plan for implementing clinical recommendations in practical healthcare.

SOGMA, together with the Committee on Social Policy, Health and Veterans Affairs of the Parliament of North Ossetia-Alania, conducts preventive measures among the population with the participation of student volunteers. The Graduate Employment Assistance Center analyzes the need for doctors of various specialties in the region and other territories of the Russian Federation. In connection with the existing needs of practical healthcare, programs are being developed to train residents in specialties that are in short supply in the region.

Analytical part

The organizational structure of the Academy and its collegial management bodies, functions are determined by the Charter of the Academy, the Regulations on the Academic Council of the Academy, the Regulations on structural divisions and job descriptions, which are developed in accordance with the methodological instruction “General requirements for the construction, content, design, approval of the “Regulations on the structural subdivision” and “Job description” and amendments thereto”.

The Academy has an administrative staff, the number, qualification composition of which contributes to the provision of activities for the implementation of the OP “General Medicine”. proper management and allocation of resources.

The structures, their responsibility for the development and management of the implementation of the EP, the distribution of resources, including decent remuneration of teaching staff, which is carried out taking into account scientific achievements in the field of medicine, the final learning outcomes, contribution to the development of medical science, and solving problems in the field of public health and healthcare, are determined. Management is being assessed to achieve the Mission's objective and outcomes of the OP.

It should be noted the autonomy of the Academy in the formation of the organizational structure and collegiate management bodies, their composition (representatives of the Ministry of Health, healthcare institutions), the distribution of resources necessary for the implementation of the EP, including decent remuneration of teaching staff in achieving the final learning outcomes, for their contribution to the development of medical science, decisions problems in the field of public health and health care;

Interaction with the healthcare sector, social service, public organizations is carried out on the basis of concluded agreements, which define the forms and areas of cooperation. Constructive interaction with the healthcare sector, joint responsibility of the Academy and practical healthcare for the quality of training of specialists is one of the strengths of the Academy.

Strengths/best practice

The analysis found that the strengths of the Academy are: the presence of autonomy in the formation of the organizational structure and collegiate management bodies, their composition (representatives of the Ministry of Health, health care institutions), the distribution of resources necessary for the implementation of the EP, including a decent remuneration of teaching staff when achieving the final learning outcomes , for his contribution to the development of medical science, solving problems in the field of public health and healthcare; constructive interaction with the healthcare sector, joint and several responsibility of the Academy and practical healthcare for the quality of training of specialists.

EEC recommendations

The administrative staff of the Academy is recommended to provide, when planning the budget, the allocation of funds for ensuring academic mobility, accreditation of the Central

Research Laboratory (CRL), organization of training of teaching staff in modern teaching methods, and research in the field of medical education. Due date - December 2023.

Conclusions of the EEC according to the criteria:

- *Strong - 4*
- *Satisfactory - 11*
- *Suggest improvements - 2*
- *Unsatisfactory – 0*

6.9 Standard "Constant Update"

Evidence

FSBEI HE SOGMA of the Ministry of Health of the Russian Federation is a dynamically developing and socially responsible educational organization in which procedures for continuous monitoring and improvement of fundamental functioning processes have been developed and implemented.

Since 2010, the Academy has developed, implemented and certified a quality management system (QMS) for educational services of higher professional education in accordance with the requirements of GOST ISO 9001:2011 and the relevant Federal State Educational Standards for Higher Education (FSES HE).

Every year, the implementation of the EP is monitored, the learning outcomes are assessed, the Mission is analyzed, which is the basis for the revision of the EP, the content of discipline programs, teaching methods and the assessment of students' academic achievements and competencies. The structure, functions and activities of academic departments, organization and logistics of the educational process, the state of the learning environment are assessed. All results of monitoring and analysis are documented, communicated to senior management and made available to all stakeholders on the Academy website. The monitoring results are considered at meetings of the departments, the Quality Council, the Central Coordinating Educational and Methodological Council and the Academic Council of the Academy.

QMS process interaction schemes, process maps and documented standards have been approved. The report presents in detail the areas of monitoring the implementation of the EP "General Medicine" and the procedures for developing and approving corrective measures.

The Academy annually evaluates the availability and determines the need for additional resources to ensure a high-quality educational process and the possibility of continuous improvement, which is taken into account in the plan for financial and economic activities for the next year, approval of the structure of the Academy, optimization of basic processes, development of staff development programs, etc.

The process of updating and improving the implementation of the program is based on the use of electronic information technologies, practice-oriented technologies of the educational process, improving the pedagogical process and improving the quality of teaching. Teachers of the departments participate in conferences, seminars, webinars on the development of medical education, higher education pedagogy, accreditation issues, the preparation of new educational programs, and improving the quality of education.

The process of updating, reviewing the policy in the field of quality assurance, optimizing the EP "General Medicine" based on experience, scientific achievements and the requirements of practical healthcare ensure the quality of training for doctors of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, high demand and employment rate. The use of a competency-based approach in the development of the EP allows the Academy to quickly respond to the needs of stakeholders. The Academy pays special attention to the formation of "soft skills".

The mission and final results of the "General Medicine" educational program are adapted to the socio-economic and cultural development of the region and the country, to the international standards.

An annual analysis of the requirements of the national health system, world scientific achievements of biomedicine and clinical medicine is carried out to revise the final learning outcomes. This allows the graduates of the Academy to meet the requirements of the professional standard and perform the functions of a doctor after employment, as evidenced by the demand for graduates both in the country and abroad. At the same time, the competencies obtained at the basic level in the "General Medicine" EP allow graduates to continue their studies in residency and postgraduate studies.

The model of the "General Medicine" EP and methodological approaches to its implementation are developed taking into account modern theories in medical education, promote self-learning and the development of practical skills, form the necessary communication skills and the ability to work in a team. The report lists the core disciplines and active learning methods used. The results of an internal independent assessment of the quality of the educational program and proposals for its improvement are discussed with all interested parties and are the basis for adjusting the EP, taking into account achievements in the biomedical, behavioral, social and clinical sciences.

Evaluation of the quality of achievement by students of the planned learning outcomes in the discipline (module) and practice is the mission of the program, which consists in training highly qualified specialists for the health care system of the country and the world. Updating the EP entails the correction of the final learning outcomes, teaching methods and knowledge assessment. The evaluation strategy, which is determined by the goals of the program, evaluates the formation of competencies, while the organization of educational activities at the faculty is based on an independent assessment of the quality of the educational program implementation.

The policy of student recruitment and selection methods for the educational program "General Medicine" is updated annually in accordance with the admission targets for both budgetary and non-budgetary forms, taking into account the needs of the healthcare system of the region, country, global healthcare. Internationalization is one of the priority areas for the implementation of the EP in accordance with the federal project "Export of Education" to achieve national goals.

The process of updating educational resources is described, which is carried out in accordance with the recruitment of students, the changing needs for the implementation of the EP, the development of research areas in medicine, innovative healthcare technologies, as well as the socio-economic requirements of the labor market in the field of medical services.

The Academy is constantly improving the process of monitoring and evaluating the educational program "General Medicine" with the involvement of all stakeholders. One of the important directions is updating the study program in accordance with international standards in order to develop international contacts, attract students from around the world; improving teaching in English.

Improving the organizational structure and management principles of the Academy in order to ensure the effective implementation of the «General Medicine» EP and meet the interests of various stakeholder groups is carried out on the basis of annual monitoring of the quality management system, internal and external audits, which is an important institutional element (self-assessment report). When implementing the EP, the Academy regularly reviews internal regulations, work plans of the medical faculty, taking into account changes in the requirements of the internal and external environment, the healthcare system and society. Adjustments are being made to the organizational structure and staffing policy.

Analytical part

The organizational and managerial structure of the Academy, the personnel potential, the functioning QMS, the interest of the Academy administration in increasing its competitiveness in the educational services market ensures the adoption of managerial decisions on planning and

using resources aimed at modernizing the educational environment, introducing modern information and simulation technologies, ensuring social guarantees for teaching staff and students, updating MTE.

The implementation of the educational program and its compliance with the requirements of professional standards, the Mission and goals of the EP are regularly monitored. The update of the «General Medicine» EP is carried out taking into account modern achievements in medical education.

The process of updating, reviewing the policy in the field of quality assurance, optimizing the OP "General Medicine" based on experience, scientific achievements and the requirements of practical healthcare ensure the quality of training for doctors of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia, high demand and employment rate. The use of a competency-based approach in the development of the EP allows the Academy to quickly respond to the needs of stakeholders. However, the process of updating the EP at the Academy is not based on conducting research in the field of medical education, assessing the adaptation of the EP model and methodological approaches aimed at making a management decision to improve educational activities.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

The administrative staff of the Academy is recommended to consider the possibility of organizing research in the field of medical education, assessing the adaptation of the EP model and methodological approaches aimed at making a management decision to improve educational activities. Due date - during the 2023/2024 academic year, then permanently.

Conclusions of the EEC according to the criteria:

- *Strong* - 0
- *Satisfactory* - 12
- *Suggest improvements* - 2
- *Unsatisfactory* - 0

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

Mission and Deliverables Standard

No strengths were identified for this standard.

Standard "Educational program"

No strengths were identified for this standard.

Student Assessment Standard

No strengths were identified for this standard.

Standard "Students".

No strengths were identified for this standard.

Standard "Academic Staff / Teachers"

No strengths were identified for this standard.

Standard "Educational Resources"

The modern material and technical base and its constant improvement through regular renewal, expansion and strengthening is carried out in accordance with the Mission and Vision of the Academy, the Mission of the OP "General Medicine", largely due to the autonomy of the Academy in the distribution of resources.

The presence of its own multidisciplinary Clinical Hospital and the Federal Accreditation Center of the Federal State Budgetary Educational Institution of Higher Education SOGMA of the Ministry of Health of Russia.

Students of the «General Medicine» EP are provided with the necessary resources for clinical training, which is due to the presence of their own multidisciplinary Clinical Hospital, clinical bases of 18 medical organizations of the city, the possibility of training and monitoring the clinical practice of teaching staff students.

Standard "Assessment of the educational program"

No strengths were identified for this standard.

Standard "Management and Administration"

The analysis found that the strengths of the Academy are: the presence of autonomy in the formation of the organizational structure and collegiate management bodies, their composition (representatives of the Ministry of Health, health care institutions), the distribution of resources necessary for the implementation of the EP, including a decent remuneration of teaching staff when achieving the final learning outcomes, for his contribution to the development of medical science, solving problems in the field of public health and healthcare; constructive interaction with the healthcare sector, joint and several responsibility of the Academy and practical healthcare for the quality of training of specialists.

Continuous Improvement Standard

No strengths were identified for this standard.

(VIII) OVERVIEW OF THE RECOMMENDATIONS FOR IMPROVING THE QUALITY

Mission and Deliverables Standard

1. The head of the EP, the educational and methodological department of the Academy is recommended to consider the possibility of making additions to the content of the work programs of the disciplines (modules) of the EP in the specialty 31.05.01 General Medicine, which ensured the academic freedom of the teaching staff and students to rely on different points of view in the description and analysis of questions on medicine, including the study of alternative medicine. Due date - December 2023.

Standard "Educational program"

1. The administrative staff of the Academy, the educational and methodological department of the Academy, the head of the EP are recommended to consider the possibility of:

- organizing teaching staff training aimed at increasing their level of awareness about the educational program, including an integrated learning model based on disciplines, organ systems, clinical problems and diseases, built on a modular or spiral design; methods of teaching and learning to form the responsibility of students for their learning process. Due date - December 2023.

- organizing training in teaching methods based on the modern theory of adult learning, and their implementation in educational activities. Due date - February 2024, then permanently.

2. The head of the educational and methodological department of the Academy is recommended to acquaint the teaching staff with the best practice for developing the educational program, which ensures the integration of disciplines horizontally and vertically. Due date - September - December 2023.

3. The head of the EP, the educational and methodological department of the Academy is recommended to consider the possibility of making additions to the content of the work programs of the disciplines (modules) of the EP in the specialty 31.05.01 General Medicine, which provided a definition of the relationship with complementary medicine, including non-traditional, traditional or alternative practice. Due date - December 2023.

4. The head of the EP (dean's office) is recommended to ensure that students are informed about elective disciplines and the procedure for their selection. Due date - September 2023, then permanently.

5. The administrative staff of the Academy is recommended to expand the representation of students in the collegiate body, the Faculty of Medicine, responsible for the development and approval of the EP. Due date - September 2023, then permanently.

6. The administrative staff of the Academy is recommended to consider the possibility of allocating resources to improve the research base, including accreditation of the Central Scientific Research Laboratory, which will ensure the implementation of research-based learning (RBL - research-based learning). Due date - December 2023.

7. The head of the Central Research Laboratory (CRL) is recommended to prepare documents for accreditation, to accredit the CRL. Due date - June 2024.

8. The administrative staff of the Academy, the head of the EP, is recommended to develop an action plan to increase the number of students participating in research. Due date - June 2024.

Student Assessment Standard

The head of the EP, the educational and methodological department of the Academy is recommended to introduce assessment methods and formats, depending on their "utility assessment", ensuring reliability, validity, impact on learning, and the possibility of evaluating their effectiveness. Due date - during the 2023/2024 academic year, then permanently.

Standard "Students"

The administrative staff of the Academy is recommended to expand the representation of students in the collegiate body, structural units responsible for the development of the EP. Due date - September 2023, then permanently.

Standard "Academic Staff / Teachers"

1. The administrative staff of the academy is recommended:

- Consider the possibility of sending teachers of EP 31.05.01 to study modern teaching methods in leading educational centers of the Russian Federation and foreign countries. Due date - December 2023, then permanently.

- Organize training in modern teaching methods for teachers of EP 31.05.01 on the basis of the Academy with the involvement of leading experts in this field. Due date - December 2023, then permanently

2. The head of the EP is recommended to include training in modern teaching methods in the training plan for teachers of EP 31.05.01 General Medicine. Due date - September 2023, then permanently.

Standard "Educational Resources"

1. The administrative staff of the Academy should consider the possibility of allocating funds for the modernization of the dormitory building to provide students with Wi-Fi, including it in the cost estimate for 2024. Due date - December 2023.

2. The administrative staff of the Academy should consider the possibility of developing and implementing a policy on the use of expertise in the field of medical education, regarding the development of EP, teaching methods and assessment of knowledge and skills, conducting research in the field of medical education, supporting the interests of teaching staff in conducting research in medical education. Due date - December 2023, then permanently.

3. The administrative staff of the Academy should consider the possibility of expanding the forms of academic mobility of teaching staff and students, providing them with appropriate financial, organizational and educational and methodological support. Due date - during the 2023/2024 academic year, then permanently.

Standard "Assessment of the educational program"

None.

Standard "Management and Administration"

The administrative staff of the Academy is recommended to provide, when planning the budget, the allocation of funds for ensuring academic mobility, accreditation of the Central Research Laboratory (CRL), organization of training of teaching staff in modern teaching methods, and research in the field of medical education. Due date - December 2023.

Continuous Improvement Standard

The administrative staff of the Academy is recommended to consider the possibility of organizing research in the field of medical education, assessing the adaptation of the EP model and methodological approaches aimed at making a management decision to improve educational activities. Due date - during the 2023/2024 academic year, then permanently.

**(IX) OVERVIEW OF THE RECOMMENDATION FOR THE
DEVELOPMENT OF EDUCATIONAL ORGANIZATION**



Appendix 1. Assessment table "Parameters of a specialized profile"

№ p\p	№ p\ p	№ crit.	Assessment criteria	Position of the educational institution			
				strong	satisfactory	Suggests improvement	unsatisfactory
		1.	“MISSION AND RESULTS”				
		1.1	mission definition				
1	1	1.1.1	The medical education organization must define its mission and the mission of the EP and bring it to the attention of stakeholders and the healthcare sector.		+		
			The mission statement should contain the objectives and educational strategy to prepare a competent physician at the level of basic medical education:				
2	2	1.1.2	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate studies		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study own practice and recognized activities in CPD/CME.		+		
6	6	1.1.6	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.		+		
9	9	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other relevant stakeholders.		+		
		1.3	Institutional autonomy and academic freedom				

			A medical education organization should have institutional autonomy for the development and implementation of policies for which the administration and faculty are responsible for:		+		
10	10	1.3.1	development and compilation of an educational program;		+		
11	11	1.3.2	use of allocated resources necessary for the implementation of the educational program.		+		
			A medical education organization should guarantee academic freedom to its staff and students:				
12	12	1.3.3	in relation to the current educational program, which will be allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
12	12	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	Learning Final Outcomes				
		1.4.1	The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:		+		
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14	14		an appropriate basis for a future career in any branch of medicine;		+		
15	15		their future roles in the health sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
19	19	1.4.2	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20	20	1.4.3	The medical education organization should determine and coordinate the connection of the final learning outcomes required upon completion with those required in postgraduate education		+		
21	21	1.4.4	The medical education organization should determine the results of the involvement of students in research in medicine		+		
22	22	1.4.5	The medical education organization should pay attention to outcomes related to global health;		+		
23	23	1.4.6	Medical education organization should use the results of the assessment of graduates' competencies as a feedback tool for improving the educational program.		+		
			Total	0	23	0	0
		2	EDUCATIONAL PROGRAM				

		2.1	Educational program model and teaching methods				
24	1	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design			+	
25	2	2.1.2	The medical education organization must define teaching and learning methods used that encourage, prepare and support students to take responsibility for their own learning process.			+	
26	3	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.		+		
27	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	A medical education organization should use teaching and learning methods based on modern adult learning theory.			+	
		2.2	Scientific method				
		2.2.1	The medical education organization must teach students throughout the entire program of study:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;			+	
30	7		scientific research methods in medicine;			+	
31	8		evidence-based medicine,			+	
32	9		which require the appropriate competence of teachers and will be a mandatory part of the educational program.			+	
33	10	2.2.2	The medical education organization should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods.		+		
34	11	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.			+	
			Basic Biomedical Sciences				
			The medical education organization must determine and include in the educational program:				
35	12	2.3.1	achievement of basic biomedical sciences, to form students' understanding of scientific knowledge;		+		
36	13	2.3.2	Concepts and methods that are fundamental to acquisition and application of clinical scientific knowledge.		+		

			The medical education organization should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	Current and expected needs of society and the system healthcare.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical education organization must determine and include in educational program of achievement:				
39	16		behavioral sciences;		+		
40	17		social sciences;		+		
41	18		medical ethics;		+		
42	19		medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis community health issues, effective communication, clinical decision making and ethical practice.		+		
		2.4.2	The medical education organization should correct and make changes in the educational program new advances in behavioral and social sciences as well as medical ethics for:				
43	20		scientific, technological and clinical developments;		+		
44	21		Current and expected needs of society and the health care system		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable portion (one-third) of the program in planned patient encounters, including consideration of purpose, appropriate number, and sufficiency for training in appropriate clinical settings.		+		

48	25	2.5.3	work on health promotion and prevention		+		
49	26	2.5.4	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The medical education institution should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		
			The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	Current and expected needs of society and the health system		+		
53	30	2.5.8	The medical education institution should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+		
54	31	2.5.9	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
		2.6	The structure of the educational program, content and duration				
55	32	2.6.1	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral, social and clinical disciplines.		+		
			The medical education organization follows in the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;			+	
57	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;			+	
58	35	2.6.4	provide an opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of		+		

			compulsory elements and electives or special elective components;				
59	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.			+	
		2.7	Program management				
60	37	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the educational program and courses for to ensure the achievement of learning outcomes.			+	
61	38	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural department responsible for educational programs.			+	
62	39	2.7.3	A medical education organization should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.			+	
63	40	2.7.4	The medical education organization should include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. teachers of the faculties of the Academy.			+	
		2.8	Relationship with medical practice and healthcare system				
64	41	2.8.1	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of required learning outcomes, a clear definition and description of the elements of the educational program and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical help.			+	
			The medical education organization should ensure that the				

			structural unit responsible for the educational program				
65	42	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify educational program;		+		
66	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	0	31	1	0
		3.	STUDENT ASSESSMENT				
		3.1	Assessment Methods				
			The medical education organization must:				
67	1	3.1.1	define, approve and publish the principles, methods and practices used for students' assessment, including the number of examinations and other tests, the balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing points, grades and number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "value assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open to review by external experts;		+		
72	6	3.1.6	use a system for appealing the results of the evaluation.		+		
			The medical education organizations should:				
73	7	3.1.7	document and assess the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;		+		
74	8	3.1.8	implement new assessment methods as needed;			+	
75	9	3.1.9	use the system to appeal the results of the evaluation.		+		
		3.2	Relationship between assessment and learning				
			A medical education organization should use the principles, methods and practice of assessment, including the				

			educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve learning outcomes;		+		
78	12	3.2.3	promote student learning;				
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.		+		
			The medical education organization <i>should</i> :				
80	14	3.2.5	To regulate the number and nature of reviews of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;		+		
81	15	3.2.6	Ensure timely, specific, constructive and fair feedback to students based on assessment results.		+		
			Total	0	13	2	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization must :				
82	1	4.1.1	define and implement an admissions policy, including clearly established regulation on the student selection process;		+		
83	2	4.1.2	have a policy and implement the practice of accepting students with disabilities in accordance with the laws and regulations in force in the country;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations		+		
			The medical education organization should:				
85	4	4.1.4	establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	periodically review the admission policy, based on relevant input from the public and professionals, in order to meet the health needs of the population and society as a whole,		+		

			including consideration of student enrollment according to their gender,				
87	6	4.1.6	ethnicity and language, and the potential need for a special admissions policy for students from low-income families and national minorities;		+		
		4.2	Enrollment of Students				
88	7	4.2.1	The medical education organization must determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce, in the case when medical education organizations do not control the number recruited students, you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and logistical and academic potential of the university).		+		
89	8	4.2.2	The medical education institution should periodically review the number and cohort of students admitted in consultation with relevant stakeholders responsible for planning and development of human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources health care, the migration of doctors, the opening of new medical schools) and regulate in order to meeting the health needs of the population and society as a whole.		+		
		4.3	Advice and support for students				
			The medical education organization must:				
90	1	4.3.1	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for postgraduate education, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
91	2	4.3.2	offer a student support program focused on social, financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, and financial assistance services in the form of financial assistance, scholarships and loans;		+		
92	3	4.3.3	allocate resources to support students;		+		

93	4	4.3.4	ensure confidentiality regarding advice and support.		+		
			The medical education organizations should provide counseling that:				
94	5	4.3.5	based on monitoring student's progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and professional career planning		+		
		4.4	Student Representation				
96	7	4.4.1	The medical education organization must define and implement a policy of student representation and their respective participation in it definition of the mission, development, management and evaluation of the educational program, and other issues related to students.			+	
97	8	4.4.2	The medical education organization should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
			Total		15	1	
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and enrollment policy				
			The medical education organization must determine and implement a staff selection and admission policy that:				
98	1	5.1.1	defines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	Defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		

			A medical education organization should take into account criteria such as:				
101	4	5.1.4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
102	5	5.1.5	economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.		+		
		5.2	Development Policy and Employee Activities				
			A medical education organization must determine and implement a policy for the activities and development of employees, which:				
104	6	5.2.1	allows you to maintain a balance between teaching, scientific and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
105	7	5.2.2	guarantees the recognition of academic excellence, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and/or rewards;		+		
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	guarantees the sufficiency of knowledge of each employee of the educational program, which includes knowledge of teaching / learning methods and the general content of the educational programs, and other disciplines and subject areas in order to stimulate cooperation and integration;			+	
108	10	5.2.5	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired teachers, but also teachers recruited from hospitals and clinics		+		
			The medical education organization should :				
109	11	5.2.6	take into account the “teacher-student” ratio depending on the various components of the educational program		+		
110	12	5.2.7	develop and implement employee promotion policies.		+		
			Total		11	1	
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization must :				

111	1	6.1.1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.2.2	provide a safe environment for employees, students, patients and those who care for them, including the provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety rules in the laboratory and in the use of equipment		+		
113	3	6.1.3	The medical education organization should improve the students' learning environment regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in teaching practice.		+		
		6.2	<i>Clinical Training Resources</i>				
			The medical education organization must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	the number and categories of patients;		+		
115	5	6.2.2	the number and categories of clinical sites, which include clinics, outpatient services (including PHC), primary health care facilities, health centers and other community health care facilities, and clinical skills centers/laboratories that allow for clinical training, using the possibilities of clinical bases and provide rotation in the main clinical disciplines;		+		
116	6	6.2.3	observation of clinical practice of students		+		
117	7	6.2.4	The medical education institution should study and evaluate, adapt and improve clinical training resources to meet the needs of the population served, which will include relevance and quality for clinical training programs regarding clinical sites, equipment, number and category of patients and clinical practice, supervision as a supervisor and administration.		+		
		6.3	Information Technology				
118	8	6.3.1	A medical education organization must determine and implement a policy that is aimed at the effective use and evaluation of relevant information and communication technologies in the educational program.		+		
119	9	6.3.2	The medical education organization must provide access to network or other electronic media		+		
			The medical education organization should provide opportunities for teachers and students to use				
120	10	6.3.3	information and communication technologies:		+		
121	11	6.3.4	for self-study;		+		

122	12	6.3.5	access to information;		+		
123	13	6.3.6	patients'treatment;		+		
124	14	6.3.7	work in the healthcare system.		+		
		6.4	The medical education organization should optimize student access to relevant patient data and health information systems.				
			Medicalresearchandscientificachievements				
125	15	6.4.1	The medical education organization must:		+		
126	16	6.4.2	have research activities in the field of medicine and scientific achievements as the basis for educational programs;			+	
127	17	6.4.3	define and implement policies that promote the relationship between research and education;		+		
128	18	6.4.4	provide information on the research base and priority areas in the field of scientific research medical education organization;		+		
			use medical research as the basis for the curriculum				
129	19	6.4.5	The medical education organization should ensure that the relationship between research and education:		+		
130	20	6.4.6	is taken into account in teaching;		+		
		6.5	Expertise in the field of education				
			The medical education organization must:				
131	21	6.5.1	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education, and may involve physicians with experience in medical education research, educational psychologists and sociologists, or through the involvement of experts from other national and international institutions.			+	
			The medical education organization must define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of an educational program;			+	
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical education organization should:				

134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
135	25	6.5.5	give due attention to the development of expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;			+	
136	26	6.5.6	promote the aspiration and interests of employees in conducting research in medical education.			+	
		6.6	Exchange education				
			The medical education organization must define and implement a policy for				
137	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
138	28	6.6.2	transfer and offset of educational loans, which includes consideration of the limits of the scope of the educational program, which can be transferred from other educational institutions and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and the active coordination of programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.		+		
			The medical education organization should:				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and academic staff) and students by providing appropriate resources;			+	
140	30	6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and respecting ethical principles.			+	
			Total	4	18	8	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Program monitoring and evaluation mechanisms				
			The medical education organization must:				
141	1	7.1.1	have a program for monitoring processes and results, including the collection and analysis of data on key		+		

			aspects of the educational program in order to ensure that the educational process is carried out in an appropriate way and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with admission students, assessment of students and completion of training.				
142	2	7.1.2	ensure that relevant assessment results influence the curriculum		+		
			The medical education organization must establish and apply mechanisms for evaluating the educational program, which:				
143	3	7.1.3	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;		+		
144	4	7.1.4	focused on student's progress;		+		
145	5	7.1.5	identify and address issues that include underachievement of expected learning outcomes, and will assume that information received on learning outcomes, including gaps and problems identified, will be used as feedback for activities and corrective action plans to improve educational outcomes. Programs and curricula of disciplines;		+		
			The medical education organization should periodically conduct a comprehensive assessment of the educational program, directed:				
146	6	7.1.6	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
147	7	7.1.7	on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
148	8	7.1.8	on overall outcomes, which will be measured by national examination results, international examinations, career choices and postgraduate learning;		+		
149	9	7.1.9	A medical education organization should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical education organization should systematically collect, analyze and provide feedback to teachers and		+		

			students, which includes information about the process and products of the educational program, and also includes information about bad practices or inappropriate behavior of teachers or students with and/or legal consequences.				
151	11	7.2.2	Medical education organization should use feedback results to improve the educational program.		+		
		7.3	Students' Academic achievements				
			The medical education organization should analyze the educational achievements of students regarding:				
152	12	7.3.1	its mission and the final learning outcomes of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest , including elective components, as well as interviews with students in repeat courses, and interviews with students who are leaving training program;		+		
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	provision of resources		+		
			The medical education organization should analyze the educational achievements of students regarding:				
155	15	7.3.4	their previous experiences and conditions, including social, economic, cultural conditions;		+		
156	16	7.3.5	the level of training at the time of admission to a medical educational institution.		+		
			A medical education organization should use the analysis of students' educational achievements to provide feedback to structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder Engagement				
			The medical education organizations should, in its monitoring program and activities for the evaluation of the educational program, involve:				
160	20	7.4.1	academic staff and students;		+		

161	21	7.4.2	its administration and management.		+		
			The medical education organization follows other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:		+		
162	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total	0	24	0	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Control				
165	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part of or affiliated with the university		+		
			A medical education organization should determine structural divisions in its management structures with the establishment of the responsibility of each structural division and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	Other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.		+		
169	5	8.1.5	The medical education organization should ensure the transparency of the management system and decisions made, which are published in bulletins posted on the website of the university, included in the protocols for review and execution.		+		
		8.2	Academic leadership				
170	6	8.2.1	The medical education organization must clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		
171	7	8.2.2	The medical education organization should periodically		+		

			Conduct an assessment of academic leadership regarding the achievement of its mission and learning outcomes.				
		8.3	Training budget and resource allocation				
			The medical education organization must :				
172	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;			+	
173	9	8.3.2	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.			+	
174	10	8.3.3	The system of financing a medical educational organization should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence all levels of budgets.		+		
			The medical education organization should :				
175	11	8.3.4	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;	+			
176	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.	+			
		8.4	Administrative staff and management				
			A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The medical education organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis..		+		
		8.5	Engagement with the health sector				
180	16	8.5.1	The medical education organization should have a constructive interaction with the health sector, with related sectors of the health of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of	+			

			qualified doctors according to the needs of society.				
181	17	8.5.2	A medical education organization should be given official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and / or the conclusion of a joint contract and the creation of a coordinating committee and holding joint events.		+		
			Total	4	11	2	0
		9.	"Constant Update"				
			The medical education organization should be both dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and eliminated deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization should:				
184	3	9.1.3	base the update process on prospective studies and analyzes and on the results of their own study, evaluation and literature on medical education;			+	
185	4	9.1.4	ensure that the process of renewal and restructuring results in a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to:		+		
186	5	9.1.5	Adaptation of the mission statement and final results to scientific, socio-economic and cultural developments society.		+		
187	6	9.1.6	Modification of graduate learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation		+		
188	7	9.1.7	Adapting the curriculum model and methodological approaches to ensure that they are appropriate and relevant and take into account current theories in education, adult learning methodology, active learning principles.			+	
189	8	9.1.8	Adjusting the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health / morbidity of the population and socio-economic and cultural conditions, and the process		+		
189	9	9.1.9	adjustments will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete.		+		

190	10	9.1.10	Development of assessment principles, and methods for conducting and number of examinations in accordance with changes in final learning outcomes; and teaching and learning methods.		+		
191	11	9.1.11	Adapting student recruitment policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the pre-university education system, and educational program needs.		+		
192	12	9.1.12	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
193	13	9.1.13	Updating educational resources in line with changing needs, such as student enrollment, the number and profile of academic staff, educational program.		+		
194	14	9.1.14	Improving the process of monitoring and evaluation of educational programs.		+		
			Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.	0	12	2	0
			TOTAL	8	158	28	0

Appendix 2. The program of the visit to the educational organization

Date and time	EEC work with target groups	Position and Surname, name, patronymic of target group participant	Contact form
February 28 2023			
20.00-21.00	Preliminary EEC session	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
Day 1: March 1 2023			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
10.30 – 11.10	Interview with the rector	<i>Remizov Oleg Valerievich, Doctor of Medical Sciences, Honorary Worker of Higher Professional Education of the Russian Federation, Honored Health Worker of the Republic of North Ossetia-Alania, member of the Association of Rectors of Medical and Pharmaceutical Universities of the Russian Federation, the Council of Rectors of the Republic of North Ossetia-Alania, the Council of Rectors of the North Caucasus Federal District, Head of the UNESCO Department</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
11.10-11.25	Technical break		
11.25-12.05	Meeting with vice-rectors	<i>1) GurinaAllaEvgenievna, Vice-Rector for Educational Work, Head of the Department of Biological Chemistry, Candidate of Medical Sciences, Associate Professor;</i> <i>2) DzgoevaMadinaGeorgievna, Vice-Rector for Regional Health Development and Research, Head of the Department of Dentistry No. 1, Doctor of Medical Sciences, Associate Professor;</i> <i>3) Akhpolova Varvara Olegovna, Vice-Rector for Strategic and Digital Development, Candidate of Medical Sciences, Associate Professor.</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
12.05-	Technical bre		

12.20	ak	<p>1) <i>Tuaeva I.Sh., head of the educational and methodological center of educational and methodological management, candidate of medical sciences, associate professor of the department of hygiene of medical and preventive affairs with epidemiology;</i></p> <p>2) <i>Naldikoeva T.A., head of the federal accreditation center;</i></p> <p>3) <i>Avsaragova A.Z., specialist in educational and methodological work of the federal accreditation center, candidate of medical sciences, associate professor of the department of internal diseases No. 4</i></p> <p>4) <i>Abaeva R.R., head of the international department;</i></p> <p>5) <i>Enaldieva D.A., head of the preparatory department, candidate of medical sciences, associate professor of the department of biology and histology;</i></p> <p>6) <i>Botsieva B.S., Chairman of the Council of Curators, teacher of the Department of Foreign Languages;</i></p> <p>7) <i>Bitarov P.A., chairman of the trade union committee of students;</i></p> <p>8) <i>Gudiev A.O., Chairman of the Council of Students, 5th year student of the Faculty of Pediatrics;</i></p> <p>9) <i>Lazarova E.T., head of the center for promoting the employment of graduates;</i></p> <p>10) <i>Morgoeva F.A., head of the practical training center;</i></p> <p>11) <i>Bazzaev B.K., head of the information and technical department;</i></p> <p>12) <i>Darchieva T.I., Deputy Head of the Library;</i></p> <p>13) <i>Miroshnikova Yu.V., Deputy Head of the Planning and Financial Department - Chief Accountant;</i></p> <p>14) <i>Tandelova R.F., head of the legal department;</i></p> <p>15) <i>Gabaraeva I.V., head of the contract department;</i></p> <p>16) <i>Rubshtein Ya.S., Head of Personnel and Document Management Department;</i></p> <p>17) <i>Krasnikov S.I., head of the administrative and economic department;</i></p> <p>18) <i>Dzugkoeva A.G., head of production.</i></p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
12.20-13.00	Meeting with the heads of structural divisions of the NGO		
13.00-14.00	<i>Dinner</i>		
14.00-	EEC work	<i>IAAR external experts</i>	Link

14.15			<p>https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)</p>
14.15-15.00	Interviews with deans	<p>1) Kalagova R.V., Dean of the Faculty of General Medicine, Head of the Department of Chemistry and Physics, Doctor of Chemical Sciences, Associate Professor;</p> <p>2) Bibaeva L.V., acting Dean of the Faculty of Dentistry, Head of the Department of Biology with Histology, MD, Professor;</p> <p>3) Bidarova F.N., acting Dean of the Faculty of Pharmacy, Head of the Department of Pharmacy, Candidate of Pharmaceutical Sciences, Associate Professor.</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
15.00-15.15	Technical break		
15.15-16.00	Interviews with the heads of the EP, heads of departments	<p>Heads of EP 31.05.01 General Medicine, heads of departments:</p> <p>1) Tsallagova L.V., Head of the Department of Obstetrics and Gynecology No. 1, Doctor of Medical Sciences, Professor;</p> <p>2) Totoeva O.N., Head of the Department of Human Anatomy with Topographic Anatomy and Operative Surgery, Candidate of Medical Sciences, Associate Professor;</p> <p>3) Slepushkin V.D., Head of the Department of Anesthesiology, Resuscitation and Intensive Care, Doctor of Medical Sciences, Professor;</p> <p>4) Totrov I.N., Head of the Department of Internal Diseases No. 1, Doctor of Medical Sciences, Associate Professor;</p> <p>5) Tebloev M.M., Head of the Department of Internal Diseases No. 2, Candidate of Medical Sciences, Associate Professor;</p> <p>6) Bestaev D.V., Head of the Department of Internal Diseases No. 3, Doctor of Medical Sciences, Associate Professor;</p> <p>7) Astakhova Z.T., Head of the Department of Internal Diseases No. 4, Doctor of Medical Sciences, Professor;</p> <p>8) Dzilikhova K.M., Head of the Department of Children's Diseases No. 2, Candidate of Medical Sciences, Associate Professor;</p> <p>9) Otaraeva B.I., Head of the Department of Infectious Diseases, Candidate of Medical Sciences, Associate Professor;</p> <p>10) Brin V.B., Head of the Department of</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>

Normal Physiology, Doctor of Medical Sciences, Professor;
 11) *Alikova Z.R., Head of the Department of Public Health, Healthcare and Social and Economic Sciences, Doctor of Medical Sciences, Professor*
 12) *Dzhioev I.G., Head of the Department of Pathological Physiology, Doctor of Medical Sciences, Professor;*
 13) *Kusova A.R., Head of the Department of General Hygiene and Physical Culture, Doctor of Medical Sciences, Professor;*
 14) *Tuaeva I.B., Head of the Department of Health Organization with Psychology and Pedagogy, Candidate of Medical Sciences, Associate Professor;*
 15) *Epkhiev A.A., Head of the Department of Pathological Anatomy with Forensic Medicine, Candidate of Medical Sciences, Associate Professor;*
 16) *Sabaev S.S., Head of the Department of Traumatology and Orthopedics with Military Surgery, Doctor of Medical Sciences, Professor;*
 17) *Basieva O.Z., Head of the Department of Phthisiopulmonology, Candidate of Medical Sciences, Associate Professor;*
 18) *Totikov V.Z., Head of the Department of Surgical Diseases No. 2, Doctor of Medical Sciences, Professor;*
 19) *Khatsaeva D.T., Head of the Department of Foreign Languages, Ph.D., Associate Professor.*

Heads of EP 31.05.03 Dentistry, heads of departments:

1) *Remizova A.A., Head of the Department of Dentistry No. 3, Doctor of Medical Sciences, Associate Professor;*
 2) *Tobojev G.V., Head of the Department of Dentistry No. 2, Doctor of Medical Sciences, Associate Professor;*
 3) *Dzgoeva M. G., Head of the Department of Dentistry No. 1, Vice-Rector for Regional Health Development and Research, Doctor of Medical Sciences, Associate Professor.*

Heads of EP 33.05.01 Pharmacy, heads of departments:

1) *Bidarova F.N., acting Dean of the Faculty of Pharmacy, Head of the Department of Pharmacy, Candidate of Pharmaceutical Sciences, Associate Professor.*

16.00-16.15	Technical break		Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
16.15-17.00	Interview with academic staff EP	<i>Teachers 31.05.01 Medicine (Appendix No. 1. List of academic staff)</i> <i>Teachers 31.05.03 Dentistry (Appendix No. 2. List of academic staff)</i> <i>Teachers 33.05.01 Pharmacy (Appendix No. 3. List of academic staff)</i>	Conference ID: 389 293 1765 Accesscode: 334352
17.00-18.30	Questioning of academic staff (in parallel)	(Appendix 4,5,6)	Link is sent to the teacher via e-mail
17.00-17.15	Technical break		
17.15-18.30	Visual inspection of the TOE	1) Department of human anatomy with topographic anatomy and operative surgery, anatomical museum; 2) The building of the UNESCO Chair (house of inclusive education); 3) Federal Accreditation Center; 4) Student canteen; 5) Department of Biology and Histology, Biological Museum; 6) Department of Foreign Languages; 7) Educational building No. 3 - Department of public health, health care and socio-economic sciences; ART gallery.	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
18.30-18.40	EEC work. Summing up the first day	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
Day 2: March 2 2023			
10.00-10.15	EEC work	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
10.15-10.30	Technical break		

10.30-11.10	Interviews with EP students (in parallel)	<p><i>Students 31.05.01 General Medicine (Appendix No. 7)</i></p> <p><i>Students 31.05.03 Dentistry (Appendix No. 8)</i></p> <p><i>Students 33.05.01 Pharmacy (Appendix No. 9)</i></p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
11.10-12.30	Questionnaire of students (in parallel)	<i>(Appendix 10, 11, 12)</i>	Link is sent to teacher's e-mail
11.10-11.25	Technical break		
11.25-13.00	Working with department documents and attending teaching staff classes according to the schedule (Appendix 1A with Link to class)	<p>Specialty 31.05.01 General Medicine Department of Human Anatomy with Topographic Anatomy and Operative Surgery (Head of the Department - Totoeva O.N., Candidate of Medical Sciences, Associate Professor); Department of Biology and Histology (Head of the Department - Bibaeva L.V., MD, Professor); Department of Foreign Languages (head of the department - Khatsaeva D.T., Ph.D., associate professor).</p> <p>Specialty 31.05.03 Dentistry Department of Dentistry No. 3 (Head of the Department - Remizova A.A., MD, Associate Professor); Department of Dentistry No. 1 (head of the department - Dzgoeva M.G., MD, associate professor).</p> <p>Specialty 31.05.01 Pharmacy Department of Pharmacy (Head of the Department - Bidarova F.N., Ph.D., Associate Professor).</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
13.00-14.00	Dinner		
14.00-14.15	EEC work	<i>IAAR External experts</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352 (for EEC only)</p>
14.15-14.30	Technical break		
14.30-16.00	Attending EP practice	<p>Organizations 31.05.01 General Medicine:</p> <p>1) Clinical Hospital of the Federal State</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p>

	bases	<p>Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, Vladikavkaz, Titovst., 11.</p> <p>2) State budgetary health care institution "Republican Clinical Center for Phthisiopulmonology" of the Ministry of Health of the Republic of North Ossetia-Alania, Vladikavkaz, pos. Yuzhny, Lechebny Ave., 1.</p> <p>3) State budgetary health care institution "Republican Children's Clinical Hospital" of the Ministry of Health of the Republic of North Ossetia-Alania, Vladikavkaz, Barbashov St., 33</p> <p>Organizations 31.05.03 Dentistry:</p> <p>1) Dental clinic FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, Vladikavkaz, Kirov st., 66.</p> <p>1) 2) JSC "Dentistry", Vladikavkaz, Barbashovst., 70B.</p> <p>Organizations 33.05.01 Pharmacy:</p> <p>1) Pharmacy No. 17 JSC "Pharmacy", Vladikavkaz, Kuibyshev st., 56, online show,</p> <p>2) Pharmacy No. 4 JSC "Pharmacy", Vladikavkaz, General Plievst., 5, online screening</p>	<p>65?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
16.00-16.15	Technicalbreak		
16.15-16.30	EEC work, discussion	<i>IAAR External experts</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352 (for EEC only)</p>
16.30-17.10	Interviews with EP employers	<i>Employers' representatives(Appendix 13)</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
17.10-17.15	Technicalbreak		
17.15-18.00	Interviews with the EP graduates	<i>Appendixes 14,15,16</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p>

			Conference ID: 389 293 1765 Accesscode: 334352
18.00-18.10	Technicalbreak		
18.10-20.10	<i>EEC work, discussion of the results of the second day and profile parameters (recording is ongoing)</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
Day 3: March 3 2023			
10.00-11.30	<i>Day 3: March 3, 2023 The work of the EEC development and discussion of recommendations (recording)</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
11.30-11.45	Technicalbreak		
11.45-13.00	<i>EEC work, development and recommendations</i>	<i>IAAR External experts</i>	(Expert's individual work)
13.00-14.00	<i>Dinner</i>		
14.00-16.00	<i>The work of the EEC discussion, decision-making by voting (recorded)</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
16.00-17.00	<i>Preparation by the chairman of information on the results of an external</i>	<i>EEC Chairman</i>	(Chairman's individual work)

	<i>evaluation</i>		
17.00-17.40	<i>Final meeting of the EEC with the Academy's administration</i>	<i>the University and structural divisions administration</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
17.40-17.55	Technical break		
17.55-19.00	<i>Work of the EEC, Discussion of the results of the quality assessment</i>	<i>IAAR External experts</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352 (for EEC only)</p>



Appendix 3. Results of the survey of academic staff**Total number of surveys: 137**

1. Your department/faculty?

Faculty of General Medicine	41,6%
Faculty of Dentistry	16,1%
Faculty of Pharmacy	24,8%

1. Your Position

Assistant	5,8%
AssociateProfessor	50,4%
SeniorTeacher	17,5%
Teacher	21,2%
other	5,1%

3. Academic degree, academic title

HonouredWorker	3,6%
Doctor of Science	5,8%
Candidate of Science	58,4%
Master	0,7%
PhD	0,7%
Professor	2,9%
AssociateProfessor	12,4%
other	15,5%

4. Work experience at this HEI

Over 5 years	77,3%
1 year-5years	7,4%
other	19,3%

	Very well	Well	Comparatively bad	Bad	Very bad
To what extent does the content of the educational program meet your needs?	57,7%	42,3%	0	0	0
Does the University provide an opportunity for continuous development of teachers' potential?	58,4%	41,6%	0	0	0
To what extent can teachers use their own strategies?	51,8%	48,2%			
How do you assess the opportunities	58,4%	41,6%	0	0	0

provided by the university for the career growth of teachers?					
How do you assess the degree of academic freedom of the academic staff?	51,8%	48,2%	0	0	0
To what extent can teachers use their own strategies?	45,3%	54,7%	0	0	0
To what extent can teachers use their own methods?	48,9%	51,1%	0	0	0
To what extent can teachers use their own innovations in the learning process?	49,6%	50,4%	0	0	0
How do you assess the organization of healthcare and disease prevention at the university?	60,6%	38,7%	0,1%	0	0
What attention does the University administration pay to the content of the educational program?	73,7%	25,5%	0	0,2%	0
How do you assess the sufficiency and availability of the necessary scientific and educational literature in the library?	58,4%	41,6%	0	0	0
Assess the openness and accessibility of management for students	45,3%	54 %	0,7%	0	0
Assess the openness and accessibility of management for academic staff	54 %	44,5%	1,5%		0
What is the level of encouragement and involvement of young professionals in the educational process?	59,1%	38,7%	2,8%		0
Assess the opportunities for professional and personal growth created for each teacher and staff member.	59,1%	40,1%	0	0,8%	0
Assess the adequacy of the university management's recognition of the potential and abilities of teachers	62,8%	37,2%	0	0	0
How is academic mobility organized?	34,3%	63,5%	2,2%	0	0

How is the Course on professional development of academic staff organized?	67,2%	29,9%	2,9%	0	0
Assess, how the university and its management support the research work of the academic staff.	60,6%	35,8%	4,5%	0	0
Assess, how the university and its management support the development of new educational programs / academic disciplines / teaching methods.	68,6%	31,4%	0	0	0
Assess, the faculty's ability to combine teaching and research	46,7%	48,2%	5,1%	0	0
Evaluate the ability of the academic staff to combine teaching and practical activities.	49,6%	48,9%	1,5%	0	0
Assess. whether the knowledge acquired by students at the university meets the requirements of the modern labor market.	46 %	53,3%	0,7%	0	0
How do the management and administration of the university perceive criticism?	35,8%	60,6%	4,8%	0	0
Assess, how your workload matches your expectations and abilities.	40,9%	56,2%	2,9%	0	0
Assess the focus of educational programs / curricula on providing students with situational analysis and forecasting skills.	48,2%	51,8%	0	0	0
Assess, how the content and quality of the implementation of the educational program meet the expectations of the labor market and the employer.	44,5%	55,5%	0	0	0

31. Why do you work in this particular HEI?

Total 120 answers:

All conditions for achieving the goal

This is my Alma Mater

by calling

I graduated from this university with a diploma with honors and I was invited to teach and do science.

Studied at NOSMA, Fell in love with NOSMA

I studied at this university and it is native to me.

I was a graduate. Working conditions are good, the mission of the university is close to me.
 there are no other problems: professional, moral and ethical
 Warm relations in the team, decent pay, opportunities for career and personal growth
 Prestigious University
 Huge opportunities to develop yourself as a teacher
 The opportunity to grow in the profession and the need to share their knowledge and skills
 I have been working at this university since 2007 and I am very happy about it, because here I
 have grown professionally and continue to grow, there are all opportunities for this.
 I like the process of teaching specialty students, the prestige of the profession and excellent
 working conditions at NOSMA.
 I believe that this is the best university in the North Caucasus Federal District with a worthy
 faculty! Friendly atmosphere
 The best university!!! My Alma Mater!!!
 Like it

	Very often	Often	Sometimes	Very rarely	Never
How often do you have workshops and lectures with practitioners in your course?	19,7%	54,7%	25,5%	0	0
How often do you have visiting lecturers (local and foreign) to participate in the teaching process?	6,5%	35,8%	43,8%	13,9%	0

How often do you encounter in your practice:

	Often	Sometimes	Never
Lack of classrooms	0,7%	16,9%	82,4%
Unbalanced study workload by semesters	1,2%	19,7%	78,1%
Unavailability of required books in the library	0,7%	70,8%	28,5%
Overcrowding of study groups (too many students in the group)	9,5%	41,6%	48,9%
Inconvenient schedule	0,7%	28,5%	70,8%
Poor classroom conditions	1,4%	14%	84,6%
No internet access	4,3%	28,5%	67,2%
Students' lack of interest in learning	2,2%	65,7%	32,1%
Untimely information about events	2,9%	24,8%	72,3%

Lack of technical facilities in classrooms	0	13,1%	86,9%
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34.11 Other problems (if any. Please indicate which ones)

There are 79 answers in total:

No

No problem

No

No problem

No

-

No other problems

there are no global problems, everything fits into the concept of "working moments"

there are no other problems

To implement a full-fledged educational process, it is desirable to have more industrial enterprises as practice bases

I would like to have more practice bases for the industrial production of medicines, including a base for the production of biopharmaceutical drugs

Unreasonably large amount of work with documentation on paper, despite the duplication of information on electronic media

Knowledge about international programs

It is possible to update the equipment more often to conduct practical exercises with more modern models.

Acquisition of the necessary simulation equipment

I would like to upgrade the equipment for practical classes with more modern ones.

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

	Fully satisfied	Partially satisfied	Partially dissatisfied	Difficult to answer
Relationships with direct management	95,6%	4,6%	0	0
Relationships with colleagues in the department	94,9%	5,1%	0	0
Participation in management decision making	76,6%	19 %	4,4%	
Relationships with students	95,6%	4,4%	0	0
Recognition of your successes and achievements by the administration	86,9%	11,7%	1,4%	0
University administration activities	90,5%	9,5%	0	0

Termsofpayment	78,1%	21,2%	0,7%	0
Convenience of work, services available at the university	86,9%	12,4%	0,7%	0
Labor protectionandsafety	94,9%	5,1%	0	0
Management of changes in the activities of the university	87,6%	8,8%	0	5,6%
Providing benefits: rest, sanatorium treatment, etc.	40,9%	41,6%	9,5%	8 %
Food system, medical and other services	76,6%	12,4%	0	10,9%
There are many different sides and aspects in the life of the university, which in one way or another affect every teacher and employee. how satisfied are you	93,4%	6,6%	0	0

Appendix 4. The results of the survey of the students

Total number of surveys: 1,052

1. Your department/faculty?

General Medicine	71,4%
Dentistry	19,3%
Pharmacy	9,3%

2. Specify the gender

Male	73,5%
Female	26,5%

3. Grade, how satisfied are you with: 3.1 Relations with the dean's office

Completely satisfied	46,6%
Partially Satisfied	49,7%

Partially dissatisfied	3,9%
Notsatisfied	
Difficult to answer	

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

Completely satisfied	47 %
Partially Satisfied	48,1%
Partially dissatisfied	4,9%
Notsatisfied	
Difficult to answer	
I find it difficult to say something good	
Very often the dean's office posts in the group that "there will be no reception at the dean's office today." Judge for yourself	
Absolutely satisfied with the dean's office, but not with parking spaces next to it	
It is almost impossible for students in the 2nd shift to get into the dean's office formally	
Didn't often apply to the dean's office	

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

Completely satisfied	48 %
Partially Satisfied	48,7%
Partially dissatisfied	
Notsatisfied	2,3%
Difficult to answer	

2. Availability of academic counseling

Completely satisfied	86,1%
Partially Satisfied	10,1%

Partially dissatisfied	4,8%
Notsatisfied	
Difficult to answer	

3. Support with educational materials in the learning process

Completely satisfied	88,6%
Partially Satisfied	8 %
Partially dissatisfied	4,4%
Notsatisfied	
Difficult to answer	

4. Availability of personal counseling

Completely satisfied	80,6%
Partially Satisfied	14 %
Partially dissatisfied	6,4%
Notsatisfied	
Difficult to answer	

	Fully satisfied	Partially satisfied	Partially dissatisfied	Notsatisfied	Very bad
Financial and administrative services of the educational institution	83,3%	12,1%	4,6%	0	0
The quality of the student health service	85,1%	11,3%	4,6%	0	0
Availability of health services for students	81 %	11,6%	7,4%	0	0

The level of availability of library resources	88 %	8,7%	3,3%	0	0
The quality of services provided in libraries and reading rooms	88,7%	9,9%	1,4%	0	0
Satisfaction with the existing educational resources of the university	87,3%	9,7%	3 %	0	0
Availability of computer classes and Internet resources	81,7%	12,6%	6,9%	0	0
The usefulness of the website of educational organizations in general and faculties in particular	87,4%	9,4%	3,2	0	0
Study rooms, auditoriums for large groups	81,9%	12 %	6,1%	0	0
Lounges for students (if any)	65 %	14,4%	10,8%	9,9%	0
Clarity of the procedure for taking disciplinary action	84,8%	12,3%	2,9%	0	0
The overall quality of study programs	89 %	8 %	3 %	0	0
Teaching methods in general	88,9%	7,9%	3,2%	0	0
Quick response to feedback from teachers regarding the educational process	86,1%	9,4%	4,5%	0	0

The quality of teaching	89,6%	7,7%	2,9%	0	0
Academic workload / requirements for the student	81,5%	13,3%	5,2%	0	0
Conducted tests and exams	84,5%	11,2%	4,3%	0	0
Available computer classes	79,6%	14,3%	6,1%	0	0
Available scientific laboratories	80 %	13,5%	6,5%	0	0
Relationship between student and teacher	89,4%	8,7%	1,9%	0	0
Objectivity and fairness of teachers	82,7%	12,1%	5,2%	0	0
Providing students with a hostel	80,5%	14 %	5,5%	0	0
The course program was clearly presented	87,2%	10,4%	2,4%	0	0
Course content is well structured	86,5%	10,4%	3,1%	0	0
Key terms adequately explained	88,7%	8,9%	2,4%	0	0
The material taught is up to date.	83,2%	12,8%	4 %	0	0
The teacher uses effective teaching methods	82,9%	12,4%	4,7%	0	0
The teacher owns the material being taught	93,4%	6,6%	0	0	0

The lecturer's presentation is clear	89,2%	8,7%	2,1%	0	0
The teacher presents the material in an interesting way	79,4%	15,8%	4,2%	0	0
The teacher satisfies my requirements for personal development and professional development	84,8%	11,8%	4,4%	0	0
The teacher stimulates the activity of students	79,7%	15,6%	9,9%	0	0
The teacher stimulates the creative thinking of students	78,7%	14,8%	6,5%	0	0
Appearance and manners of the teacher are appropriate	90,3%	7,6%	2,1%	0	0
The teacher has a positive attitude towards students	84,8%	12 %	3,2%	0	0
Continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course	86,5%	9,3%	4,2%	0	0
Evaluation criteria used by the instructor are clear	86,8%	9,7%	3,5%	0	0
The teacher objectively evaluates the achievements of students	84,8%	12,1%	3,1%	0	0
The teacher speaks a professional language	92,7%	7,3%	0	0	0

Facilities and equipment for students are safe, comfortable and modern	84,6%	10,8%	4,6%	0	0
The library is well stocked and has a fairly good collection of books.	86,5%	8,7%	4,8%	0	0
Equal opportunities are provided to all students	85,4%	10%	2,6%	2 %	0

31. Other problems regarding the quality of teaching

number of answers: 241

missing

Everything is fine

Pediatricians are treated better than other faculties

Everything is fine.

There are no such

there are no problems

they are not) we have charming and kind teachers! and responsive!

No problem

No other problems

You can't measure everyone with the same brush, we have real professionals in their field,

The presence of questions on exams that are not included in the program, and the lack of time to study them on your own

As well as the presence of test control, which non-objectively assesses the level of knowledge

I would like more practice in the classroom

There are no complaints about the work of teachers

No place to rest during breaks. You have to go outside the academy and most often be late for classes because of the desire to eat (the dining room is full)

It is impossible to measure everyone with one size fits all, we have exceptional professionals in their field, but there are very few of them

Everything bad, lucky injustice

no problem

Better attitude to the pediatricians

The lecture is taking too much of our time. I wish there were fewer of them or in a remote format.

In my opinion, all aspects that ensure the conditions for successful study are met, but, in turn, I would like to recommend expanding the possibilities of high-quality and healthy nutrition!)