



«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 33.05.01 "Pharmacy"

"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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**Vladikavkaz March 3, 2023**

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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

Academy, NOSMA, Federal State Budgetary Educational Institution of Higher Education  
 NOSMA of the Ministry of Health of the Russian Federation - Federal State Budgetary  
 Educational Institution of Higher Education "North Ossetian State Academy" of the Ministry of  
 Health of the Russian Federation

GRS - grade-rating system

EEC - External Expert Commission

IIQA - internal independent assessment of the quality of education

SFC - state final certification

GIS Contingent - Unified federal interdepartmental system for accounting for the  
 contingent of students

SEC - State Examination Commission

USIMS HAC - Unified State Information Monitoring System of the Higher Attestation  
 Commission

IEP - Innovative educational project

IS - Information system

EPC - Educational Program Committee

IAAR - Independent agency of accreditation and rating

RW - research work

CME - continuing medical education

IQA - an independent assessment of the quality of the conditions for the  
 implementation of educational activities

OSPE - Objective Structured Practice Exam

official site - the official site of NOSMA in the information and telecommunication  
 network "Internet"

AS - academic staff

Vice-Rector for TEW - Vice-Rector for Teaching and Educational Work

WPD - the work program of the discipline

WPP - work program of practice

RNO-Alania - Republic of North Ossetia - Alania

RF - the Russian Federation

SSS - students' scientific society

EMCD - Educational and methodological complex of the discipline

EMM - educational and methodological management

FAC - federal accreditation center of the Academy

FSES HE - federal state educational standard of higher education

FIS GIA and Reception - the federal information system of the state final certification and  
 admission

FIS FRID - Federal Information System "Federal Register of Information on Documents  
 on Education and (or) Qualifications, Documents on Training"

AF - appraisal funds

ASMH - automated system of the Ministry of Health of the Russian Federation

ASMH / FRMR - automated system of the Ministry of Health of the Russian Federation

CCEMC - central coordinating educational and methodological council

CSL - central scientific laboratory

CEMC - cyclic educational and methodological commission

EIEE - electronic information and educational environment

UNESCO - United Nations Educational, Scientific and Cultural Organization

## (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 33.05.01 "Pharmacy" 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, MD, Professor, Belarusian State Medical University (Republic of Belarus) 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, (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, Krasnodar Territory (the Russian Federation) 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 (hereinafter - 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 HE NOSMA 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 Russia, 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 Russia and, based on the results of the procedure, was recommended for replication of positive experience.

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 HE NOSMA of the Ministry of Health of the Russian Federation trains highly qualified specialists not only for North Ossetia-Alania, but also in dozens of regions of the Russian Federation. The percentage of the Academy graduates employment exceeds 90%.

The FSBEI HE NOSMA of the Ministry of Health of the Russian Federation has a preparatory department that provides pre-university training for citizens of Russia and foreign countries. 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 "General Medicine", partially implemented in English. In 2022, the first graduation of the specified educational program took place under. In 2021, for the first time, enrollment was carried out for training in the educational program "Dentistry", partially implemented in English.

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 HE NOSMA 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 preparation of students, 18 contracts 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 HE NOSMA 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 ASMR and ASMH), FIS SFCA and Reception, FIS FRIOD, USIMS HAC.

The Academy is actively implementing CME, and one of the stages of which is the primary accreditation of specialties (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 allows for primary accreditation of not only graduates, but also doctors of certain specialties. Employers are involved in the

educational process and the assessment of the quality of graduate training - representatives of health care facilities of RNO-Alania.

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, taking 36th position out of 450 universities.

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 by the curator of the research sector, the rector of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, MD, Remizov O.V. at major international events.

The Young Scientists' Council and the Students' Scientific Society of the Academy actively participate in 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 HE NOSMA 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 "Health Education for Sustainable Development" was opened, which was headed by the rector - MD. Remizov O.V. In 2016, FSBEI HE NOSMA 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 allow the students of the Academy to undergo 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 academic staff give lectures at foreign educational organizations. International events 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 Russia 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 VNOKO) 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 VNOKO and maintains the relevance of the main local regulations governing the process of assessing the quality of educational activities.

#### **Information about the department**

The graduating department is the Department of Pharmacy (head of the department, Ph.D., Associate Professor Bidarova F.N.)

#### **The contingent of students in the EP in the context of forms and languages**

The number of students in the educational program 33.05.01 Pharmacy (level 7 7HPK/2QF-EHEA, higher education, full-time, 5 years, 300 ECTS credits) – 98 students. Of these: 10 - men (10.20% of students), 88 - women (89.80% of students). Foreign students - 5 (5.10% of students).

Training is carried out in Russian.

Students (1-4 years) study EP in accordance with the FSES HE 2018 (3++), graduate students (fifth year) study EP in accordance with the FSES HE 2016 (3+).

Persons with secondary general or secondary vocational education are allowed to master the specialty's program.

**Opportunities for further education (upon completion of the program)** are the residency program, the program for the training of scientific and pedagogical staff in graduate school, additional professional education.

#### **Qualitative and quantitative characteristics of EP teachers**

To conduct the educational process of BPEP 33.05.01 Pharmacy, on the basis of the curricula, a staff of scientific and pedagogical workers (the staff of the NPR) was formed, which is approved by the staffing table. The number of faculty members is planned based on the needs of the educational process, the standard teaching load per teacher, the contingent of students in all educational programs.

The total number of research assistants implementing the OBOP in the specialty 33.05.01 Pharmacy is 50 people, of which 46 (92%) are full-time employees. Of these, 4 professors, 28 associate professors, 10 senior lecturers and 8 assistants. The degree of academic staff implementing the BPEP "Pharmacy" is 60%.

Employment of graduates under the accredited BPEP 33.05.01 "Pharmacy"

Graduates of the BPEP 33.05.01 Pharmacy are in-demand specialties in the labor market in accordance with the Order of the Ministry of Health of the Russian Federation dated October 8, 2015. N 707n - as a pharmacist, pharmacist-technologist (Qualification requirements for medical and pharmaceutical workers with higher education in the direction of training "Health care and medical sciences").

The results of monitoring the employment of NOSMA graduates in 2022 showed a high percentage of employment of graduates of the Faculty of Pharmacy - 87.5% (this is a figure from the Self-Assessment Report, but according to the calculation of 22/24 this figure is 91.7%), that is, out of 24 graduates of 2022 - 20 people work in their specialty, 1 graduate - got a job not in their specialty, 2 - are on maternity leave, and only 1 graduate is not working.

There are also possible areas for career development: postgraduate studies, residency (state grants are not allocated for residency, at NOSMA residency is paid on a paid basis - information is available on the Academy website).

#### **Academic mobility for an accredited study program**

Activities for the implementation of the academic mobility program at the Academy are coordinated by the following departments of the university: International department, research management and UMU. General management is carried out by the Vice-Rector for OIA. Initially, activities for academic mobility of academic staff and students are planned as part of the work plan of departments and other structural units, the results are reflected in the relevant reporting documents. As part of the academic mobility, students of the Faculty of Pharmacy underwent an educational practice in pharmacognosy at the South Ossetian State University. A.A. Tibilov, while the costs of academic mobility were carried out at the expense of the host

country and the students' own funds. In addition, the leading teachers of the Faculty of Pharmacy in 2021-2022 and the current academic year lectured online at the Azerbaijan Medical University on the basis of the concluded Agreement (Information from the Self-Assessment Report).

**Research projects (general information about research projects for 3 years (names, years and their budget) for the accredited EP**

The complex topic of research work of the Department of Pharmacy is the initiative topic: "Modern Pharmacy: Problems of Science and Practice". Research and development is carried out at the University's own expense. Head - Head of the Department of Pharmacy Bidarova F.N., deadlines: 2020-2024, available: 1 act of implementation in the educational process, 2 acts of implementation in practical healthcare, 6 local and 1 foreign publication (see Annex 15 to the Self-Assessment Report in the specialty "Pharmacy"). Separate fragments of this research work are carried out by students of 3-5 courses under the guidance of the academic staff of the department. The results of the research are reported at the annual intra-university student scientific conference "Time to look into the future ...", section "Pharmacy". NOSMA annually publishes a collection of student scientific papers of the same name based on the materials of the conference.

The staff of the Academy, including the Department of Pharmacy (the head of the department Bidarova F.N. is one of the scientific consultants) participates in the implementation of the Innovative Educational Project - IEP (program) on the topic: "Multilevel Innovative Educational Platform (MIEP) for training heads and managers of the system healthcare "MEDLEADER".

The purpose of the IEP is: the development, testing and (or) introduction of new elements of the content of education and upbringing systems, new pedagogical technologies, educational and methodological and educational and laboratory complexes, forms, methods and means of training and education in organizations engaged in educational activities, including including using the resources of the non-state sector, methods of training, professional retraining and (or) advanced training of personnel, including pedagogical, scientific and scientific-pedagogical workers and executives in the field of education, based on the use of modern educational technologies.

One of the tasks of the IEP is: training of personnel in a medical university in the conditions of the region, including the training of profile heads and managers for healthcare in all major areas of medicine: fundamental and biological sciences, therapy, surgery, obstetrics and gynecology, dentistry, pharmacy, medical preventive work, healthcare organization. Based on the digitalization of all components of the educational space of the university (including all clinical bases and departments) within the framework of a unified information educational system (EIOS, NOSMA.ru) to ensure the process of continuous individual-oriented medical education (CME system).

**Commercialization according to the accredited educational program**

Information about the commercialization of the results of research activities was not presented in the Report and during interviews with various groups (university management, deans, academic staff, etc.).

#### (IV) DESCRIPTION OF THE PRECEDING ACCREDITATION PROCEDURE

International program accreditation of EP 33.05.01 "Pharmacy" 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 distributed among 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
<b>Total</b>	<b>196</b>

During the inspection, the members of the EEC got acquainted with the state of the material and technical base, visiting also:

- 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) *Students' 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;*
- 8) *ART gallery.*

At the meeting of the EEC IAAR with the NOSMA 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 for students of the specialty in BPEP 33.05.01 Pharmacy:

- 1) *Pharmacy No. 17 JSC "Pharmacy", Vladikavkaz, Kuibyshev st., 56, online show,*
- 2) *Pharmacy No. 4 JSC "Pharmacy", Vladikavkaz, General Pliev st., 5, online screening.*

One of the pharmacies is a retail organization for medicines and medical / sanitary products and is the basis for consolidating disciplines in the organization and management of the pharmaceutical business. The second pharmacy is an in-hospital pharmacy and has a production department, where students have the opportunity to consolidate their skills in preparing prescription drugs during their work and professional practice. The pharmacy has a department for the preparation of sterile dosage forms, which is also necessary for students to master in order to form professional competencies declared in the Pharmacy BPEP. To optimize the conduct of all types of practice for students in the BPEP "Pharmacy", pharmacy institutions accept students in 2 shifts of 2-3 people. This allows practice heads from the practice base to devote more time to each individual student to consolidate practical skills and abilities. Reviews from the heads of these pharmacies about students doing internships in these pharmacies are only positive.

In accordance with the accreditation procedure, a survey of 137 teachers was conducted, of which 34 people (24.8%) work with students in the BPEP "Pharmacy". During the EEC visit, questionnaires were received from 1052 students, including junior and senior students. The number of questionnaires received from students at the BPEP "Pharmacy" was 9.3%, that is, 98 questionnaires were received.

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://NOSMA.ru/>.

As part of the planned program, recommendations for the accredited educational program "Pharmacy" NOSMA, 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**

FSBEI HE NOSMA of the Ministry of Health of the Russian Federation (NOSMA) operates on the basis of the Charter and in accordance with the regulatory and strategic documents adopted in the Russian Federation (Appendix 3).

The mission of the Academy was formulated in 2019 in the course of work on the Development Program of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation for 2020-2025, taking into account the main provisions set out in the external regulatory and strategic documents of the Russian Federation. The Academy regularly monitors the implementation of the Development Program of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation for the period from 2020 to 2025, including its Mission.

The mission is posted on the information stands of the departments, structural divisions of the Academy, are presented in the public domain on the official website of the Academy.

According to the Vision presented on the website, FSBEI HE "NOSMA" is a modern medical university that 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.

The development and approval of the BPEP Mission in the specialty 33.05.01 Pharmacy was carried out in accordance with external, approved by the Ministry of Health of the Russian Federation, and internal, approved by the rector of the university, regulatory documents. The process of developing and approving the BPEP Mission included the following steps:

- informing stakeholders (academic staff, students, employers) about the development of the BPEP Mission;
- holding a joint meeting with the participation of all interested parties in the discussion, development of the project of the BPEP Mission (an extract of the minutes of the meeting of the joint meeting of the graduating department with the participation of the dean's office is presented);
- approval of the BPEP Mission as part of the BPEP in the specialty 33.05.01 Pharmacy (at the cyclic educational and methodological commission, the central coordinating educational and methodological council and at the Academic Council);
- familiarization of all interested persons with the BPEP Mission in the specialty 33.05.01 Pharmacy, implemented in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation by posting on the official website in the public domain, information stands of the Academy.

The mission of the BPEP of the specialty 33.05.01 "Pharmacy" was developed taking into account the needs of practical healthcare and pharmacy, modern trends in pharmaceutical education, the requirements of the Russian and international labor market, taking into account the opinions of students, teachers, society, the state, that is, it was discussed and developed with the participation of the main stakeholders parties (extracts of the minutes of the meeting of the joint meeting of the graduating department with the participation of the dean's office and all interested parties, CYMC, CCEMC, the Academic Council of the Academy). The mission of the BPEP is aimed at educating students in the skills necessary for managing a team, tolerant perception of social, ethnic, confessional and cultural differences, abilities for abstract thinking, analysis and synthesis of information, and implementation of measures to provide pharmaceutical assistance. For the individualization of education in the curricula of the BPEP, a significant number of elective disciplines are provided, which enables the student to form professional skills, taking into account their interests in the future profession.

Institutional autonomy in NOSMA allows not only to form an educational program, but also to make additions to it in a timely manner and update it, taking into account the realities of today and the changes taking place in the healthcare system in general, and in the field of drug circulation, in particular

The development of an educational program, as a rule, is based on a vision of what knowledge, skills and abilities a graduate will have at the end after mastering this EP. So, in the BPEP "Pharmacy", posted on the NOSMA website, universal, general professional and professional competencies are formed, implemented through knowledge, skills and possessions (achievement indicators) (Appendix 5). The list of competencies in the BPEP fully complies with the requirements of the Federal State Educational Standard of Higher Education and professional standards (02.006 "Pharmacist", 02.012 "Specialty in the field of pharmaceutical management", 02.015 "Pharmacist-analyst", 02.016 "Specialty in industrial pharmacy in the field of medicines production").

### **Analytical part**

The participation of all interested parties in the discussion and approval of the Mission of the university, the Mission of each specific educational program (EP), in the discussion and approval of the actual educational programs and additions and changes made to the EP for their updating, is confirmed, as a rule, by the composition of collegial bodies approved by the order of the rector. Thus, the Academic Council (dated February 28, 2023) includes representatives of stakeholders in the amount of 5 people (11.9% of the total number - 42 people). Thus, the NOSMA Academic Council included the Minister of Health of the Republic of North Ossetia-Alania Tebiev S.A., the head physician of the NOSMA Clinical Hospital Totikov Z.V., the chairman of the trade union committee Tebloev M.M., 1 graduate student and 1 student of the 5th year of the pediatric faculty (this document is presented on the website of the Academy, in the section "Office for Strategic Development and Innovation"), as well as external (from employers, public organizations, professional associations, etc.) reviews with positive feedback on the content of the EP. Thus, the Academy presented two external reviews as supporting documents: a) from Naifonova; b) from the head of pharmacy No. 4 of JSC "Pharmacy" L.B. Kadokhova. (However, there are no dates on these reviews, so it is not possible to determine in which year these reviews were submitted). On the inside of the title page of the Educational Program "Pharmacy" on May 33, 01, approved at the meeting of the Academic Council of NOSMA on March 30, 2022 (Minutes No. 6) and posted on the Academy's website, the names of the above reviewers are also indicated.

In order to take into account the needs and wishes of employers, representatives of medical and pharmaceutical organizations of North Ossetia-Alania are involved in the educational process, assessing the quality of graduate training, and forming systemic documents of the Academy. Employers of North Ossetia-Alania take part in annual events - "Job Fair" (supporting documents in the form of a report and photos are presented on the university's website), "Career Day", during which they have the opportunity to get acquainted with the Mission and other fundamental documents of NOSMA. The Academy defines and coordinates the linkage of the learning outcomes required at the completion of the BEL with those required in postgraduate education. This task is entrusted to the heads of the department and brought to the attention of students. In the postgraduate period of life, a graduate can continue his studies in residency, postgraduate studies. Throughout their professional activities, specialists in the healthcare system, the drug supply system for the population are required to improve their professional skills in the system of continuous medical and pharmaceutical education. The Academy systematically analyzes and determines the results of involving students in scientific research in the field of medicine and pharmacy (Report of student scientific circles).

***Strengths/best practice:***

No strengths were identified for this standard.

***EEC recommendations:***

No recommendations

***EEC conclusions according to criteria:***

*strong positions* – 0

*satisfactory* – 23

*suggest improvements* – 0

*unsatisfactory* - 0

**6.2. Standard "Educational program"*****Evidence***

Currently, students of the 5th year are completing their studies according to the BPEP "Pharmacy" (3+), which was introduced in 2016 (the year of the last revision is 2022). According to the BPEP "Pharmacy" (3 ++), introduced in 2019, students of 1-4 courses study (the year of the last revision is 2022).

All information about the educational program 33.01.05 "Pharmacy" and the Curriculum is posted on the website of the Academy. This allows all interested persons (academic staff, students, employers, etc.) to get acquainted with the content of curricula, work programs in order to have information about the competencies formed in previous courses and to be able to plan the content of disciplines in subsequent courses for interdisciplinary communications. The content of theoretical disciplines is consistent with the content of basic (fundamental) and specialized disciplines. The volume of contact work is 75.39%. Curricula approved and posted on the website of the university reflect the distribution of disciplines and practices by courses and semesters of study, providing a logical sequence for their study of the formation of competencies declared in the: universal, general professional and professional. Professional competencies are developed taking into account professional standards (02.006 "Pharmacist", 02.012 "Specialty in the field of pharmaceutical management", 02.015 "Pharmacist-analyst", 02.016 "Specialty in industrial pharmacy in the field of production of medicines") and the requirements of the labor market (Russian, international).

The structure of the BPEP also includes a competency matrix, a working program of education, a calendar plan for educational work, as well as assessment and methodological materials, a program for the state final certification, a list of labor functions of a graduate of the BPEP, which all interested parties can also find on the website.

It should be noted that at the Faculty of Pharmacy of the Academy, in accordance with the Regulations on Coursework (see the website of the university), students complete coursework as part of the development of various disciplines and internships (including the experimental part based on the analysis of scientific, literary, experimental data, the implementation of the experiment in the laboratories of the Academy, etc.), while the planning of term papers is carried out at the departments according to the approved topics. Final qualifying works are obligatory according to the Regulations on the final qualifying work.

It should also be noted that the developers of the educational program offer students 2 elective disciplines ("Noting special pharmaceutical texts" and "Information technologies in pharmacy") and 12 elective disciplines with a form of control at the exit in the form of a test (information is presented on the website in the section "Dean of Pharmacy", which contribute to the formation of additional competencies for graduates for future professional activities

### **Analytical part**

The analysis of the accredited educational program showed that the BPEP HE in the specialty 33.05.01 "Pharmacy" was developed by a working group, which includes the deputy dean of the Faculty of Pharmacy and at the same time the head of the Department of Pharmacy Bidarova F.N., head of the department of chemistry and physics, associate professors of the department Pharmacy, head of the MMU, specialty in MMR of the Center for Practical Training of the Educational and Methodological Administration, head of the pharmacy of the NOSMA Clinical Hospital, chairman of the Council of Students of NOSMA, chairman of the trade union organization of students of NOSMA and chairman of the Council of Parents of Minor Students of NOSMA (the composition of the working group is shown on the inside of the title page educational program). The BPEP "Pharmacy" itself is posted on the Academy's website in the BPEP HE folder in the specialty 33.05.01 Pharmacy (link [BPEP\\_VO\\_33.05.01\\_FARMATSIYA\\_FGOS\\_plusplus2022-2023.pdf](#)). However, it should be noted that this working group did not include representatives of 2-5 year students.

All proposals made to the curricula and work programs of the disciplines are agreed upon and discussed at meetings of the department, CYMC, CCEMC and the Academic Council. So, in the extract from the protocol No. 8 of the meeting of the Department of Pharmacy dated March 15, 2022, it is shown that at this meeting proposals were discussed and approved for the introduction of the discipline "Digital Technologies in Pharmacy" into the BPEP "Pharmacy" with the study of the basics of the 1C computer program. Accordingly, the disciplines that form the competence of GPC-6 ("Mathematics", "Informatics", etc.) have been updated in connection with modern trends and requirements for pharmaceutical education (digitalization of the pharmaceutical industry). In this discipline, students have the opportunity to work out the practical skills of professional competencies on the basis of the educational pharmacy of the FAC (Federal Accreditation Center) and in the laboratories of the Department of Pharmacy. Also at this meeting, the discipline "Methodological foundations of scientific research" was introduced into the Curriculum. However, when getting acquainted with the RPD (the work program of the discipline), it was revealed that its content did not include such issues as: a) the principles of scientific methodology, including methods of analytical and critical thinking; b) scientific research methods in theoretical and practical pharmacy; c) the principles of evidence-based medicine in the development of new drugs.

It should also be noted that at this meeting of the Department of Pharmacy (minutes No. 8 dated March 15, 2022), the educational practice "Research work" was also introduced in the BPEP "Pharmacy" in order to improve the quality of defense of final qualification works. In addition, external reviews were submitted to this BPEP: a) from the Head of the Department for the Organization of Control of the Circulation of Medicines and Medical Devices of the TO of Roszdravnadzor in North Ossetia-Alania B.N. Naifonova; b) from the head of pharmacy No. 4 of JSC "Pharmacy" L.B. Kadokhova. Unfortunately, there are no dates on these reviews, so it is not possible to determine when these reviews were submitted.

### ***Strengths/best practice***

Introduction to the Curriculum of the educational practice "Research work" in order to improve the quality of the defense of final qualification works.

### **EEC recommendations**

1. To develop, within the framework of the ongoing BPEP "Pharmacy", a modular curriculum that allows for the integrated mastering of disciplines for each selected module, within the framework of the final learning outcome being formed (until August 31, 2023);
2. Introduce new active teaching methods for the implementation of student-centered learning in order to increase students' responsibility for their learning process - enter the names of these methods and scenarios for their implementation in the EMCD (until August 31, 2023);



3. To include in the content of the discipline "Methodological foundations of scientific research" the study of such issues as:
  - a) principles of scientific methodology, including methods of analytical and critical thinking;
  - b) scientific research methods in theoretical and practical pharmacy;
  - c) principles of evidence-based medicine in the development of new drugs (until June 30, 2023);
4. When forming the Curriculum for the 2023-2024 academic year, in order to achieve the learning outcomes stated in the Pharmacy BPEP, ensure the integrated development of related disciplines horizontally (until June 30, 2023);
5. When developing the Curriculum for the 2023-2024 academic year, in order to achieve the learning outcomes stated in the BPEP "Pharmacy", ensure the integrated development of basic and profile, as well as elective and optional disciplines vertically (until June 30, 2023);
6. In order to distribute corporate joint and several responsibility for achieving the final learning outcomes between the participating departments in the implementation of the BPEP "Pharmacy", create a working group (Educational Program Committee - EPC), whose authority should include planning and implementation of the educational program, including the distribution of allocated resources for planning and implementation of teaching and learning methods, student assessment and educational program evaluation (until June 30, 2023);
7. Expand the participation of students and teachers of the basic departments in the work of the working group (or CPC) responsible for the BPEP "Pharmacy" (until December 31, 2023).

***EEC conclusions according to criteria:***

*strong positions – 1*

*satisfactory – 37*

*suggest improvements – 5*

*unsatisfactory - 0*

### 6.3. Student Assessment Standard

#### ***Evidence***

The Academy has developed the Education Quality Control Standard, which regulates the requirements for student assessment methods for all types of control/attestation. The progress of students is assessed in two main ways: formative assessment (assessment for learning) and summative assessment (assessment of learning), while providing a balance between them, which allows you to objectively rank students when awarding prizes, scholarships, rewards with letters, thanks, etc. An important role in the development of measures to encourage students for extracurricular activity is played by student self-government bodies: the Council of Students, the Trade Union of Students, the Council of the Student Scientific Society.

All control and measuring tools: control questions, test tasks, situational tasks are presented in the fund of evaluation tools for each discipline, as well as in the methodological recommendations for self-training of students. They can be found on the website of the university in the "Documents" section.

The Academy is systematically working to improve testing and oral exams - new test tasks and situational tasks are being developed, the hardware and software of these stages are being updated. Evaluation of practical skills in simulated conditions (educational pharmacy of the Department of Pharmacy) allows you to immerse the student in realistic conditions of practical activity and use continuity in learning when developing skills from simple to complex. The evaluation sheets used, when assessing practical skills in simulated (pharmacy) conditions, allow regular analysis of inconsistencies in the implementation of trainings with subsequent adjustment of the educational process.

For the formation of students' skills in conducting scientific research is the study of the discipline "Methodological foundations of scientific research". Also, students of the Faculty of Pharmacy perform research work - they defend term papers and final qualifying works in specialized disciplines and within the framework of practices.

The principles, methods and criteria for assessing students' knowledge in exams and tests, the form of conducting and retaking, as well as the appeal procedure are determined by the "Standard for Quality Control of Education" and the Regulations on Intermediate Attestation of Students. Informing about the intermediate certification of students is carried out through the exam schedule presented on the website of the university, indicating the venue (classroom, educational laboratory, educational pharmacy) and orders for intermediate certification in accordance with the calendar educational schedule. A student who has not passed an exam or a test has the right to retake the intermediate certification twice within the time limits established by the order of the rector. The second re-intermediate attestation is accepted by a commission, while the commission includes at least two experienced teachers of the department (professors, associate professors) and a representative of the dean's office, the headship of the Academy, the Council of Students, the trade union organization of students, the Council of parents of underage students, employers.

The contribution of each stage of the rating assessment to the final rating is analyzed annually, which makes it possible to determine the most optimal ratio of the types of educational activities of students and their attitude to the educational process. Analysis of the progress of students is carried out based on the results of a comparison of input control and output control (results of intermediate certification) in the discipline. Based on this analysis, a student who has successfully passed the intermediate certification in all disciplines of the curriculum is allowed to the state final certification.

NOSMA pays great attention to the formation in students during the learning process of the need for continuous professional development throughout life as a key factor in the formation of professional responsibility. This is realized, as mentioned above, due to the fact that in the educational process the opportunities of the educational pharmacy at the Department of Pharmacy and FAC are widely used, which is undoubtedly the strength of the university. The

formation of practical skills in simulated conditions, the development of the new IC "Pharmacy" program determines the need for students to deepen their knowledge in further professional activities and in the formation of professional responsibility, while developing and consolidating communication skills.

In order to be admitted to professional activities, graduates must obtain a state-recognized diploma of higher education and successfully pass primary accreditation. Mandatory primary accreditation is also a guarantee for in-depth study of the chosen specialization, that is, for continuing education in postgraduate education programs in graduate school and / or residency.

### **Analytical part**

Assessment of knowledge, skills and abilities of students is carried out at the following levels: current monitoring of progress, which, depending on the type of lesson, may include one or more forms of control; intermediate certification - exams and tests upon completion of the study of disciplines and internships, state final certification (state exam). The number of examinations and tests is regulated by the curriculum in the specialty. Curricula are annually approved by the Academic Council for each academic year and can be found on the website of the Academy. In the disciplines of the first and second years of study (social, natural sciences) disciplines, the main methods of assessment are testing, a written exam or an oral interview. In the disciplines of the third-fifth year of study (medical-biological and specialized disciplines), assessment methods include: testing, testing practical skills, oral or written examination, including the solution of situational problems. The practical part of the exam includes the analysis of professionally oriented situational tasks and the delivery of practical skills, which is performed similarly to the OSPE technology in the conditions of specialized laboratories of the Department of Pharmacy and the educational pharmacy of the FAC. However, during the visit, no supporting documents were presented on the implementation of the TPES technology in the practical part of the state certification, this was said orally in an interview with the academic staff. At the same time, the teachers were not able to clearly characterize the TPES technology, which implies recommending teaching the academic staff this technology for assessing the knowledge and practical skills of students.

In addition to the practical stage, the exam includes testing and an oral (written) exam.

The results of the exams for each session (a supporting document has been submitted - the results of the winter examination session of the Faculty of Pharmacy for the 2021-2022 academic year), as well as the results of the state exam (Report dated June 29, 2022, Chairman of the SAC - Professor of the Department of Economics and Health Organization and Pharmacy of Pyatigorsky Medical and Pharmaceutical Institute-branch of the Federal State Budgetary Educational Institution of Higher Education VolgGMU of the Ministry of Health of the Russian Federation, Doctor of Pharmacy I.N.Airo) are presented on the website of the Academy, which makes it possible for all interested persons to familiarize themselves. So, according to the results of the state exam in 2022, the average score was 4.1, while the quality indicator was 75% (although in their report this indicator is 100%), because only 18 students from the general the number of students admitted to the GIA (24 students).

The academy has a system of attracting external experts to assess students at the stage of the state final certification. Supporting documents have been submitted, from which it can be seen that during the state final certification for the BPEP of a specialty in the specialty 33.05.01 "Pharmacy" (according to an extract from order No. 96 / o dated 05.05.2022), representatives of practical pharmacy were included in the state examination commission : head of the pharmacy "Sivilla" IP, head of the pharmacy of the NOSMA Clinical Hospital, head of pharmacy No. 82 of JSC "Pharmacy", head of the licensing department of the Ministry of Health of North Ossetia-Alania, head of the pharmacy "Lada", head of the pharmacy "Pervaya". Thus, the presence of representatives of practical pharmacy allows for an objective assessment of theoretical knowledge and practical skills of graduates.

***Strengths/best practice***

There are no strong points.

***EEC recommendations***

1. Update external reviews of the BPEP "Pharmacy", evaluation materials (control questions, test tasks, situational tasks, etc.), that is, show the dates and number of the incoming document (until August 31, 2023);
2. Introduce in the 2023-2024 academic year OSPE (Objective Structured Practical Examination) as a new assessment method in accordance with the requirements of the labor market (until June 30, 2023).

***Conclusions of the EEC according to the criteria:***

*Strong - 0*

*Satisfactory - 14*

*Suggest improvements - 1*

*Unsatisfactory - 0*

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

In NOSMA, admission to study in higher education programs - speciality programs is carried out in accordance with regulatory legal acts (Admission Rules, Regulations on the Admissions Committee, Regulations on the Examination Commission, Regulations on the Appeal Commission, with details of the issues of filing and considering an appeal), updating of which is carried out annually and in accordance with the 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 No. 1076 "On Approval of the Procedure for Admission to Education in Educational higher education programs - bachelor's degree programs, specialty's programs, master's programs", other regulatory legal acts of a higher level.

The organization of work and the composition of the selection committee are determined by the Regulations on the selection committee (approved annually by order of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, current order dated 10/31/2022 No. 205 / o). To ensure the conduct of entrance examinations for certain categories of citizens, including foreign citizens and stateless persons, the Academy has established examination commissions, the organization of which is determined by the Regulations on examination commissions, the Procedure for conducting entrance examinations. The applicant can get acquainted with the Programs of entrance examinations on the information platforms of the Academy.

Admission to the first year is carried out on the basis of competitive selection, the competition is carried out on the basis of the total competitive score, which consists of points, entrance examinations and points for individual achievements of the applicant, individual achievements are taken into account even if the competitive scores of applicants are equal. The list of individual achievements of applicants, which is approved annually in the Admission Rules, provides for taking into account the diverse interests and capabilities of applicants. Draft orders for enrollment are discussed at meetings of the selection committee, the decision to enroll in the first year is collegiate. At all stages of admission and enrollment and during the academic year, the Academy closely cooperates with applicants and their representatives, for which technical staff of the admissions committee is created annually.

Out-of-competition admission is also provided for persons entitled to admission without entrance examinations, these include the winners and prize-winners of the All-Russian Olympiad for schoolchildren, Olympiads for schoolchildren of I and II levels, held in the manner

established by the federal executive body, this contributes to the selection of the most prepared students. Admission conditions, including without entrance examinations, are presented on the information platforms of the Academy and communicated to applicants in order to create the most accessible, transparent, objective information environment.

The Academy provides preferential admission to orphans, children left without parental care and related citizens up to the age of 23 years. For the admission of these applicants, the Academy allocates separate places within the admission control figures, the applicant can simultaneously participate in the competition under various conditions.

The privileged category of admission includes children with disabilities, disabled since childhood; invalids due to military injury or illness received during military service.

To organize the educational process in specialized disciplines, the possibilities of the graduating profile department of Pharmacy, the general education department of chemistry and physics and other departments, as well as the federal accreditation center (FAC) NOSMA, equipped with modern expensive equipment, are used. Thus, the educational pharmacy at the Department of Pharmacy allows students not only to develop practical skills, but also to form the appropriate communicative and personal qualities necessary for future professional activities.

Elements of the research activities of scientific projects of the Council of People's Commissars are reflected in term papers in 5 disciplines and graduation theses. The curriculum of the BPEP "Pharmacy" includes the educational practice "Research work" (Curricula, university website, section "Students").

The results of research work of students under the guidance of teachers and heads from the practice base were reflected in the educational process in the form of lectures and practical exercises - implementation acts were presented on the topic: "Working with waste in a pharmacy (for pharmacies of finished dosage forms" (dated 02.06.2022 ), performed on the basis of pharmacy No. 82 and on the topic "Work on the disposal of medicines in the Markirowka IS in a pharmacy (for retail pharmacies)" (dated 06/02/2022), performed on the basis of pharmacy No. 4 (Appendix 2 on Google- disk).

NOSMA has a Graduate Employment Assistance Center that advises students, graduates and clinical residents on their professional careers, employment, labor market trends, and vacancies in medical and pharmaceutical organizations in North Ossetia-Alania and the Russian Federation. The satisfaction of graduates with the quality of the education received at the Academy is monitored annually, as well as the degree of satisfaction of employers with the quality of training of young specialists. In interviews with employers, positive feedback was received about the graduates of the OBOP "Pharmacy". The results of the analysis of the questionnaires for the above monitoring can be found on the website in the documents of the specified Center.

The transition to distance learning in conditions of self-isolation, as well as the requests of students and teachers, contributed to the improvement of the modules of the information system of the Academy (corporate social network, TestOfficePro testing and training system, access to information and educational resources, electronic dean's office, NOSMA library website, links to publicly available medical and educational resources on the Main page of the site - the tab "Links", "Feedback"), the electronic information educational environment (EIOS) of the Academy, the widespread use of the Moodle electronic platform, the Yandex Telemost electronic service, webinar.ru.

NOSMA has created a system of support and support for students, covering the main range of problems that they may encounter at various stages of their education (psychological and pedagogical service).

At the Academy, students' leisure is provided by classes in student sports sections, participation in the Tsard Folk Dance Ensemble, work in student scientific circles, etc. The university has a well-developed volunteer movement.

The NOSMA website has a section of the Academy Graduate Employment Center, which launched the "Vacancy for a Graduate" project, which expanded the geography of prospective

employment and replenished the "Vacancy Bank" with more than 15,000 medical vacancies in medical organizations of the Russian Federation. The Alumni Employability Center collects and analyzes feedback from employers to assess the Academy's response to the needs of society, patients and the healthcare system, and based on this data, directions for the development of the university to strengthen the health care system are proposed. This information is monitored on an ongoing basis. Familiarity with this site demonstrates that graduates of the Faculty of Pharmacy are almost 100% employed and they have no problems with a list of vacancies.

### **Analytical part**

The passing score for admission to the BPEP "Pharmacy", implemented in NOSMA, ranges from 59.5 points (2022) to 67.88 points (2021), and the ratio between the number of applications submitted and the number of accepted contingent averages from 21: 1 (2021) to 15:1 (2022), which indicates high requirements for the knowledge of applicants (tables 4.1 and 4.1.1).

Special attention is traditionally paid to the creation of optimal, including preferential conditions for the admission of persons with disabilities (HIA) and people with disabilities: the Academy annually allocates places for the admission of people with disabilities and people with disabilities, admission of these applicants is carried out within a separate special quota. Conditions have been created for people with disabilities at the Academy: ramps, elevators, wheelchairs, as well as the building of the UNESCO Chair (the house of inclusive education) has been equipped and equipped with all the necessary devices and multimedia tools.

The Appendix to the Self-Assessment Report for the BPEP "Pharmacy" presents the number of enrolled students for the 1st year of enrollment in 2019, 2020, 2021 and 2022, while simultaneously reflecting the total contingent of students in the accredited program (table 4.1.2), the movement of the contingent (tables 4.1.3 and 4.1.4). An analysis of Table 4.1.1 showed that the number of enrolled students for the 1st year of the number of applications submitted is from 9% to (in 2019) to 15% (in 2022), which indicates high requirements for basic training of applicants.

An analysis of table 4.1.4 with the movement of the contingent showed that the number of students expelled for academic reasons over 4 years ranges from 3% in 2021 to 14.6% in 2022, the number of students transferred to NOSMA from other universities approximately coincides with the number of students transferred to other medical education organizations. Thus, it can be concluded that during the implementation of the Pharmacy BEP, the number of students remains approximately stable at the level of 130 to 106 students, although there is a noticeable (by about 20%) decrease in the number of students.

In NOSMA, the number of students per teacher is approximately 1:8 for the "Healthcare" group, including for the "Pharmacy" BPEP being implemented, which meets the requirements of the state standard for specialties related to the "Healthcare" industry.

At the Department of Pharmacy, scientific research is carried out on a complex topic, which is an initiative research topic: "Modern Pharmacy: Problems of Science and Practice". R&D is carried out at the university's own expense. The head of research at the Department of Pharmacy is the head of the department Bidarova F.N., deadlines: 2020-2024. (See Annex 15 to the Self-Assessment Report in the specialty "Pharmacy").

Students are widely involved in the work of SSS, conducting scientific research and participating in the annual Final Student Scientific Conference "Time to look into the future ...", section "Pharmacy". So the number of publications based on the results of own research of students of 3-5 courses in 2021 was 9 theses and articles, in 2022 - 11. (Appendix 1 "Extract from the Research Report of the Department of Pharmacy for 2021", "Extract from the Research Report Department of Pharmacy for 2022", as well as on the website section "Science", subsection "Materials of student conferences", as well as materials on Google disk).

Additional supporting documents were also submitted. Thus, according to the results of the analysis of the scientific activity of students (Appendix 15 to the Self-Assessment Report) for

2019-2021, the number of students participating in R&D in the BPEP "Pharmacy" was 59 people, the number of publications - 13 and participation in local and international conferences - 8.

To attract students to research work in the BPEP "Pharmacy" the discipline "Methodological foundations of scientific research" was introduced, to acquire practical skills in conducting experimental research and developing critical thinking. In interviews with employers and heads of the practice base (heads of pharmacies), it was noted that students have a fairly high level of preparedness for their future professional activities, are creative, and are able to argue their actions in practice.

According to the submitted supporting documents, it can be seen that the representation of students in collegiate bodies (Faculty Council, Methodological Council) is realized only by including the chairman of the Student Council and the chairman of the student trade union in them.

***Strengths/best practice***

There are no strong points.

***EEC recommendations***

Develop a Policy for the representation of students in collegiate bodies (Council of the Faculty of Pharmacy, Methodological Council of the Academy) and expand their respective participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students (until August 31, 2023).

***Conclusions of the EEC according to the criteria:***

*Strong - 0*

*Satisfactory - 16*

*Suggest improvements - 0*

*Unsatisfactory - 0*

**6.5. Standard "Academic Staff / Teachers"**

***Evidence***

In NOSMA for the implementation of BPEP 33.05.01 Pharmacy, a staff of scientific and pedagogical workers (STP) was formed, which is approved by the staffing table. The number of faculty members is planned based on the needs of the educational process (curricula), the standard teaching load per teacher, the contingent of students throughout the educational program. In NOSMA, the contingent of academic staff is calculated taking into account the contingent of students. Thus, the number of students per teacher is approximately 1:8 for the group "Health", including for the implemented BPEP "Pharmacy".

The total number of research assistants implementing the OBOP in the specialty 33.05.01 Pharmacy is 50 people, of which 46 (92%) are full-time employees. Thus, the university demonstrates the involvement of employees (4 people - heads of pharmacies No. 17, No. 4, etc.) from practical pharmacy to the educational process.

Increasing the level of competencies of teachers in NOSMA is implemented through additional educational programs for academic staff in the following areas: in medical / pharmaceutical specialties (for academic staff of clinical / graduating departments), the profile of the taught discipline, information and communication technologies, pedagogical methods and technologies, organization of the educational process using e-learning and distance technologies, first aid, administrative and service competencies, foreign language communicative competence, organization of the educational process.

### **Analytical part**

The academic staff (50 people) implementing the educational process for the BPEP "Pharmacy" includes 4 professors, 28 associate professors, 10 senior teachers and 8 assistants. Thus, the degree of academic staff (CPD) for the implementation of the BPEP "Pharmacy" at the time of program accreditation is 64% (however, it should be noted that a different figure is presented in the Self-Assessment Report: with a total number of academic staff at the OP "Pharmacy" - 50 people, the number of full-time employees is 46 people (92%), and degree - 60%).

Presented certificates of specialties / certificate of accreditation of teachers of the graduating department. The interview during the EEC visit showed that the academic staff has a high level of qualification and competence.

Every year, at the end of the academic year, at a meeting of the department, the implementation of the planned indicators of educational, scientific, educational work is analyzed. Analysis of the performance indicators of the academic staff of the departments is carried out by the vice-rector for water resources management. However, it should be noted that the leading scientists of the Academy publish the results of their research mainly in periodicals included in the Russian citation index.

To increase the level of competence of teachers in NOSMA, additional educational programs for academic staff are being implemented, however, it should be noted that during interviews with teachers, no specific answers were received about the introduction of such active learning methods into the educational process as PBL, RBL, TVL, SBL, etc.

In order to stimulate employees to a qualitative result of labor, as well as encouragement for the work performed, NOSMA established incentive payments in addition to the official salary. The issues of staff incentives are regulated by the local regulations of the Academy, in particular, the Regulations on the remuneration of employees of the FSBEI VO NOSMA of the Ministry of Health of the Russian Federation, approved by order of the FSBEI VO NOSMA of the Ministry of Health of the Russian Federation dated June 26, 2018 No. academic staff) FSBEI HE NOSMA of the Ministry of Health of the Russian Federation (orders of FSBEI VO NOSMA of the Ministry of Health of the Russian Federation dated 09.09.2022 No. 178 / o, dated 06.20.2022 No. 122 / o, 12.30.2021 No. 416 / o). Taking into account the peculiarities of the work of the research staff, payments of a compensatory nature, incentive payments, payments according to a personal multiplier to salary are established. During interviews with teachers, it was found that scientific and pedagogical workers have the opportunity to receive quarterly payments for performance indicators of pedagogical workers. Also, for these teachers, incentive bonuses were established for active publication activity (Indicators and criteria for assessing the effectiveness of the activities of academic staff (professional staff) of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation (orders of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation dated 09.09.2022 No. 178 / o, dated 20.06. 2022 No. 122 / o, 30.12.2021 No. 416 / o.), which makes it possible to increase their rating indicators and attract a large number of FRS to large-scale scientific research.

### ***Strengths/best practice***

There are no strong points.

### ***EEC recommendations***

Conduct a phased training of teachers of the academy in general and the Faculty of Pharmacy in particular in such new active teaching / learning methods as RBL, RBL, CBL, SBL, etc. in order to stimulate interdisciplinary cooperation and integration among academic staff (until December 31, 2023).



**Conclusions of the EEC according to the criteria:***Strong - 0**Satisfactory - 12**Suggest improvements - 0**Unsatisfactory - 0***6.6. Standard "Educational Resources"****Evidence**

For the implementation of the educational process in all EPs, the Academy has a sufficient material and technical base. The total area of buildings and structures under the operational management of the Academy is 45,030 sq.m., out of the total area, the training area is 34,525 sq.m., the educational and auxiliary area is 1,244 sq.m., and the hostel is 6,412 sq.m. There are 18 agreements on the organization of practical training of students with medical organizations and other organizations of the Republic of North Ossetia - Alania, carrying out activities in the field of health protection. On the basis of the concluded agreements, the total area of gratuitous use of real estate is 12371.05 sq.m.

NOSMA has 3 educational buildings, premises of departments and laboratories, hostels for students (Material and technical support of the educational process), as well as a library, student canteens, sports facilities (gym, etc.), a health center of the NOSMA Clinical Hospital.

The Academy has created a department for ensuring life safety, civil defense and emergency situations.

The analysis of the material and technical support of the BPEP is carried out on the basis of a study of the applications of the departments (a report on the readiness of the department for the educational process) and other structural units of the dean's office and UMU.

Activities for academic mobility at the Academy are coordinated by such departments as the International Department, the Department of Scientific Research and the UMU. General management is carried out by the Vice-Rector for OIA. Activities for academic mobility of faculty members and students are planned as part of the work plan of departments and other structural units, the results are reflected in the relevant reporting documents. As part of the academic mobility, students of the Faculty of Pharmacy underwent an educational practice in pharmacognosy at the South Ossetian State University. A.A. Tibilova, however, it should be noted that the costs of academic mobility are carried out at the expense of the host country and the own funds of students and academic staff, which is not entirely ethical in relation to students who do not have the means to participate in field training or work practice. At the same time, in NOSMA, conducting an internship for students outside North Ossetia-Alania, reading 1-2 lectures at another university is equated with the implementation of an academic mobility program.

Institutional autonomy in NOSMA is realized not only in the development of educational programs, but also in relation to the use of allocated resources. Responsibility for the use of allocated resources for the implementation of the educational process lies with the heads and materially responsible persons of structural divisions. Based on the report on the readiness of the departments for the new academic year, an application is drawn up on the need for additional resources for a high-quality educational process (material, technical, information, educational and methodological, personnel, etc.). further discussion of the rationality of the use of financial resources, staffing, issues of providing information, technical resources and means is carried out at a meeting of the Academic Council of the Academy (for example, "Results of the financial and economic activities of the NOSMA for 2021"; "Informatization of the Academy for 2021", the results of the election of the SPD).

### **Analytical part**

During the visit, the EEC had the opportunity to get acquainted with the material and technical equipment, the classroom fund, practice bases, comfortable conditions for studying students during and after school hours. In order to form and improve the professional competencies of the students of the Academy on practical training, the university created the Center for Practical Training, FAC, as well as practical training bases - retail pharmacies, as well as an in-hospital pharmacy, which allows students to master the practical skills of intra-pharmacy procurement and preparation of sterile dosage forms ( Appendix 14).

For practice and development of professional skills, specialized laboratories of the Department of Pharmacy are available, for practical training of students, an in-hospital pharmacy of the NOSMA Clinical Hospital, FAC, and pharmaceutical organizations are used.

An analysis of the equipment of the profile graduating Department of Pharmacy showed that it is equipped with an Educational Pharmacy, which is also one of the components of the FAC. It is here that graduates of the BPEP "Pharmacy" at the first stage of the state final certification demonstrate the acquired practical skills and pass the second stage of primary accreditation. To do this, the educational pharmacy includes several classrooms (a trading floor with a department for acceptance control, storage and primary accounting of medicines, an assistant room for preparing dosage forms according to prescriptions. During the academic year, practical classes are held in the educational pharmacy so that students gain practical experience and consolidated the skills in the simulation environment necessary for the implementation of pharmacy activities. These skills will allow graduates of this educational program to successfully pass the initial accreditation of specialties. The educational pharmacy is a model of a pharmacy institution that imitates the structure, functions and processes of a pharmacy institution; equipped with the necessary modern furniture, equipment and The training pharmacy includes: a trading floor with prescription and over-the-counter dispensing departments (where a pharmacist works with visitors, conducts pharmaceutical consultations, accepts prescriptions, dispenses medicines according to them), a department for receiving and storing goods (incl. storage of narcotic drugs), an assistant's room (where students practice their skills in making extemporaneous dosage forms), a debriefing room. All rooms (stations) of the educational pharmacy are equipped with video surveillance and the possibility of video and audio recording.

The modern equipment of the laboratory of pharmaceutical and toxicological analysis allows students to consolidate the knowledge, skills and abilities of conducting a qualitative and quantitative analysis of dosage forms and medicinal plant materials using spectrophotometry, chromatography in a thin layer of a sorbent, polarimetry, refractometry, gravimetry, pH-metry, microscopy. There is the possibility of producing tablets (tablet press) and analyzing their quality (disintegration, friability, dissolution, crushing strength), there is a herbarium, medicinal plant materials. All this allows students to complete course projects in 5 disciplines, as well as prepare a final qualifying work.

It should be noted that the Department of Pharmacy (the graduating department) optimizes the topics of seminars and practical classes in specialized disciplines. The developers of the EP have introduced additional educational courses for practical (clinical) training, including simulation ones (for example, training practices "Training Simulation Course", "Basic Cardiopulmonary Resuscitation", including for preparing graduate students for primary accreditation of specialties), the material and technical base is being improved, taking into account the needs of the BRI.

The Academy studies, improves resources for practical training in order to match the competencies of the graduate with the needs of the population served.

However, it should be noted that the existing Central Research Laboratory (TsNIL), like the vivarium at the TsNIL, is not accredited, which does not allow publishing the results of scientific research in publications included in the Scopus database with a high impact factor.

It should also be noted that the Academy does not carry out externally funded scientific and technical progress in the field of medicine and pharmacy, including research in the field of

medical/pharmaceutical education expertise with the involvement of practitioners, representatives of other national and international universities.

It should also be noted that in the course of interviews with students, it was revealed that there is no Internet access with wireless Wi-Fi in the dormitories, which makes it difficult for students living in dormitories to independently study outside the classroom.

### **Strengths/best practice**

Introduction to the BPEP "Pharmacy" in the 2021-2022 academic year in accordance with modern trends and requirements for pharmaceutical education and practice (digitalization of the pharmaceutical industry) of the discipline "Digital Technologies in Pharmacy", including the development of the 1C "Pharmacy" program;

Availability of the Educational Pharmacy, which is a model of a pharmacy institution and imitates its structure, functions and processes, and is also a component of the Federal Accreditation Center (FAC).

### ***EEC recommendations***

1. Provide access to the Internet with wireless Wi-Fi in dormitories No. 1 and No. 2 (until April 1, 2023);
2. Ensure accreditation of the Central Scientific Research Laboratory and annual verification of equipment for conducting full-fledged and high-quality scientific research with obtaining valid results that allow publishing scientific articles in publications with a high impact factor (until December 31, 2024);
3. Determine and approve priority areas of scientific research in the field of medicine and pharmacy, taking into account changes in healthcare in general (until June 30, 2023);
4. Based on the study and analysis of advanced foreign experience, develop a plan and program for conducting an examination in the field of medical / pharmaceutical education with the involvement of practitioners, representatives of other national and international universities (until December 31, 2023);
5. Develop a methodology for expertise in the field of education and use it in the development of new educational programs (until December 31, 2023);
6. Use expertise in the field of education in the development of teaching methods and the assessment of knowledge and skills (until December 31, 2023);
7. Develop mechanisms to promote (Regulations and methods, as well as motivation mechanisms for conducting research in the field of medical / pharmaceutical education) the aspiration and interests of the Academy's employees in conducting research in medical education (until December 31, 2023);
8. On the basis of existing and newly signed contracts and agreements and foreign universities to develop mechanisms to promote (Plan for the implementation of academic mobility, the Plan for international internships for academic staff with an indication of the timing and place of implementation) for regional and international exchange of academic staff, AUP and students (academic mobility, international internships and etc.), providing appropriate resources (until December 31, 2023);
9. To ensure that the planned and implemented regional and international exchange of academic staff and students within the framework of academic mobility, visiting lectures, internships for young teachers, student work experience is carried out in compliance with ethical principles.

### ***Conclusions of the EEC according to the criteria:***

*Strong - 2*

*Satisfactory - 20*

*Suggest improvements - 8*

*Unsatisfactory - 0*

## 6.7. Standard "Evaluation of the educational program"

### ***Evidence***

Monitoring of educational programs and the results of their development is carried out on the basis of approved intra-university local regulations posted on the website of the Academy. The Educational and Methodological Directorate (UMU) is responsible for regular monitoring of the educational program. The dean's office, with the active participation of the departments, ensures the timely implementation and evaluation of the tasks set. The results are discussed at TSUMK, TSKUMS, Academic Council.

Monitoring of educational programs is carried out in order to identify compliance with the requirements of the state standard of higher education. The monitored program components are: 1) program structure; 2) the ratio of the mandatory part and the part formed by the participants in educational relations; 3) the presence of elective disciplines (optional disciplines); 4) types and types of practices; 5) educational and methodological support; 6) availability of the electronic information and educational environment (EIOS); 7) staffing; 8) logistics. These components are evaluated through the approved Regulations of the internal system for assessing the quality of education with systematic monitoring, as well as state accreditation of the educational program.

For the analysis of educational programs, there is a feedback system, within the framework of the work of the Council of Students, who analyze and make proposals. An analysis of the performance and efficiency indicators of the implementation of the BRI is carried out annually, which makes it possible to develop preventive and corrective actions to improve the educational program. Thus, the content of the BEP is aimed at the formation of universal, general professional and professional competencies and personal qualities that allow you to successfully cope with social and professional adaptation, be socially mobile, sustainable, communicative and competitive in the labor market, solve professional problems in accordance with pharmaceutical, organizational - managerial and research activities.

The BPEP specifies the standard terms for the development of educational programs, the volume of the specialty's program - credit units. The structure of the BEP is represented by three main blocks: "Disciplines (modules)", "Practice" and "State final certification". The content and organization of the educational process in the implementation of the BPEP are fully disclosed in the curricula, calendar training schedules and are provided with the necessary set of local regulations.

### ***Analytical part***

The website of the Academy provides information on all BEP implemented at the university for a wide audience, including the BEP of the specialty 33.05.01 "Pharmacy": students and their parents, teachers, employees, applicants, representatives of the regional administration, members of the public, practical pharmaceutical workers (employers, alumni) – representatives of pharmaceutical associations and other stakeholders.

The annual monitoring for the evaluation of all BRIs is carried out with the involvement of the Vice-Rector for OVR of the Academy, the dean of the faculty, the UMU (administrative and managerial structure), practical pharmacy workers (employers and graduates). Mechanisms aimed at the progress of students in professional and personal development (a system of various incentives, the development of student organizations) have been developed and are being used. Students have the opportunity to master and develop competencies not only in accordance with the programs in the disciplines, but also as part of the implementation of scientific research on topics proposed in the SNK of functioning departments, participating in olympiads in disciplines, as well as interdisciplinary, interuniversity and international conferences, within the framework of student government (Council of students, trade union organization of students, volunteer movement, student sports club, folk dance ensemble).

The content of the educational process is regularly checked by the UMU, the dean's office. The educational program is evaluated by interested parties - internal and external consumers: students, teachers of departments, employers (graduates), heads of health authorities, practical

pharmacy workers participating in the state final certification and primary accreditation of graduates. The reports on the GIA (assessment of the final learning outcomes) indicate the shortcomings in the development of the BEP and provide recommendations, which makes it possible to adjust educational programs taking into account all the proposals and make changes that reflect achievements in medicine and pharmacy (Report on the results of the GIA, report of the Chairman of the SEC).

Sociological surveys are regularly been conducted on the satisfaction of: 1) students with the quality of the educational process; 2) graduates by the quality of education received; 3) satisfaction of employers with graduates. The results of sociological surveys can be found on the website of the academy. The results of the survey are used when making changes to the educational program and the organization of the educational process by expanding the list of elective and optional disciplines. This list and the content of the work program of each discipline can be found on the website of the university in the "Documents" folder in the "Dean's offices" section. Thus, based on the analysis of the results of sociological surveys, the BPEP "Pharmacy" introduced a new discipline "Methodological foundations of scientific research" for students wishing to continue their education at the postgraduate stage.

The results of mastering the BPEP are evaluated based on the results of state final certifications, primary accreditation of specialties, employment of graduates, by the proportion of graduates who continued their education at the postgraduate stage.

Access to information on the results of the evaluation of the educational program for all interested parties is provided by posting the minutes of the departmental meetings, TSUMK, TSCM, Academic Council on the website of the Academy. Practical pharmacy workers are part of the SEC (50 × 50%), are part of the staff of the Academy departments, directly participating in the educational process (assessment of the final learning outcomes of the BEP).

***Strengths/best practice***

Introduction to the BPEP "Pharmacy" in the 2021-2022 academic year in accordance with current trends in global healthcare and the pharmaceutical industry, in particular, "Methodological foundations of scientific research.

***EEC recommendations***

There are no recommendations.

***Conclusions of the EEC according to the criteria:***

*Strong - 1*

*Satisfactory - 23*

*Suggest improvements - 0*

*Unsatisfactory - 0*

## 6.8. Standard "Management and Administration"

### *Evidence*

The management of the activities of the Academy and the interaction of structural and collegial divisions of the NOSMA is carried out in accordance with the Charter of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation and the organizational structure (Staffing according to the order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation dated June 30, 2022 No. 130 / o.

According to the organizational structure of the Academy, vertical and horizontal interaction of structural units is carried out. General management and management of the activities of the Academy is carried out by the rector. Directly subordinate to the rector are vice-rectors and departments that ensure the processes of the graduate's life cycle. Vice-rectors supervise structural and collegiate divisions in areas of activity.

Interaction of structural and collegiate divisions with departments, students, other interested parties within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through e-mail and electronic personal accounts, electronic appeals.

The Academy ensures the transparency of the management system through the development and communication to all interested parties of the organizational structure and regulations that determine the communication links and functions of the units.

The Academic and Methodological Directorate of the Academy (UMU) is an administrative unit responsible for activities related to the BRI and reports to the Vice-Rector for OIA. The academic management of the BPEP at the Academy is carried out by the developers of the EP: the dean, departments, representatives of practical healthcare / pharmacy authorities (Regulations on the structure, procedure for developing and approving the BPEP). The dean's office is responsible for development. At the level of the dean's office, the characteristics of the BPEP, the competence and qualification characteristics of the graduate, the resource support of the BPEP, and documents on the state final certification of the graduate are being developed. At the level of the department, work programs for the disciplines and practices of the BPEP, educational technologies used in the implementation of the BPEP, normative and methodological support for the system for assessing the quality of the development of the BPEP (assessment funds for ongoing monitoring of progress and intermediate certification) are being developed. The Educational and Methodological Department of the Academy provides methodological assistance in the development of the BEP, draws up a curriculum with a calendar schedule of the educational process, assesses the compliance of the content of the BEP with the requirements of the Federal State Educational Standard of Higher Education. The working program of education with the calendar plan of educational work is developed by the dean's office with the participation of the department for educational work of the UMU.

The Academy carries out financial and economic activities in accordance with the Charter of the university and the requirements of legislative and regulatory acts regulating educational activities and the activities of budgetary institutions operating on the territory of the Russian Federation, as well as on the basis of the Financial and Economic Activities Plan of the Academy, which is annually posted on the website of the university with Report for the previous year.

Funding for the educational program comes from the following sources:

- subsidies for financial support for the fulfillment of the state (municipal) task from the federal budget;

- targeted subsidies in accordance with the budget code of the Russian Federation;

- proceeds from the provision of paid educational services, other paid services.

Funds are spent in accordance with the state task.

The Academy's financial management policy is based on the principles of efficiency,

effectiveness, priority, transparency, responsibility (budgetary funds are targeted). The Academy ensures the functioning of the educational process with the help of qualified academic staff, the material and technical base of the Academy and clinical bases (bases of specialized organizations), educational resources.

The Academy is directly involved in solving issues related to the protection of the health of citizens and the provision of quality medical care in North Ossetia-Alania. Constructive interaction is carried out in the provision of medical and pharmaceutical care by employees of clinical departments located in public and private medical organizations in the following areas: treatment of patients with therapeutic and surgical profiles; carrying out operations; consultations and councils; introduction of new diagnostic and treatment methods. Own clinical base is represented by the NOSMA Clinical Hospital and the dental clinic, which provide highly qualified consultative, diagnostic and therapeutic assistance to the population of the region, other regions of the Russian Federation and citizens of foreign countries

### ***Analytical part***

The collegial governing body of the Academy is the Academic Council, which includes the rector, vice-rectors, deans of faculties, heads of departments, heads of departments, teachers (having practical experience in professional activities), students (as part of the Academic Council (as of February 28, 2023) 42 people, including 5 people (11.9% of the total) are representatives of stakeholders, for example, the NOSMA Academic Council included the Minister of Health of North Ossetia-Alania Tebiev S.A., the head physician of the NOSMA Clinical Hospital Totikov Z .B. The Academic Council considers and makes decisions on the main areas of educational, scientific and medical/pharmaceutical activities of NOSMA, as well as approves the curricula and educational program on the proposal of the dean of the faculty, awards honorary titles, approves local regulations governing the main activities (Appendix 4) The structure and functions of the Academic Council are presented in the Regulations on the Academic Council of the Academy.

Management of distribution and provision of educational and other processes with financial resources is carried out by planning and financial management. An analysis of the effectiveness of all processes is carried out annually, including educational activities, research activities, international activities, financial and economic activities. The results of performance monitoring are posted on the website of the Academy. The listed positions of the organization in terms of key indicators, including wage growth, are presented on the website in comparison with the median values. Thus, according to the results of performance monitoring for 2021, the overall indicator was 73.99%, which was 2.70% higher compared to 2020, the growth of this indicator in 2022 was 74.52, which was 0.53% higher the previous indicator. Thus, the overall dynamics reflects the growth of all the listed indicators for all types of activities. (These documents are presented on the website of the Academy, in the section "Department for Strategic Development and Innovation" since 2015).

Funds are spent in accordance with the state task, taking into account state standards. At the same time, the Academy has the opportunity, in accordance with regulatory documents, to independently direct financial resources to achieve the Mission of the Academy and the BPEP, the final learning outcomes (including bonus and incentive payments to academic staff for high achievements in educational and methodological research activities; for the presence of state, departmental and academic awards and distinctions; based on the results of quality control of activities (indicators and criteria for evaluating the effectiveness of academic staff activities), scholarship payments to students), for additional research for the development of medicine and pharmacy. In order to reallocate funds, new medical / pharmaceutical research, changes in the needs of society in the field of regional, national and global health care are analyzed.

However, it should be noted that the distribution of financial resources does not include the costs of implementing the academic mobility program for students and academic staff, as well as for international internships for young teachers in countries near and far abroad. These activities

are carried out either at the expense of the students themselves, or at the expense of the inviting party, or are implemented online.

Every year, in this section, in the “Management Reports” folder on the Academy’s website, documents such as the “Report on the work of NOSMA for 2022”, approved by the Vice-Rector for Regional Health Development and Research on December 28, 2022, are placed in this report, as in Reports for previous years include links to electronic documents that allow you to get acquainted with the indicators of the implementation of planned activities.

### ***Strengths/best practice***

The main collegiate body responsible for making decisions includes not only representatives of employers, but also representatives of the Ministry of Health of North Ossetia-Alania;

The university has sufficient autonomy in the distribution of resources, which makes it possible to introduce a system of remuneration for academic staff based on indicators of students' achievement of the final learning outcomes;

The university uses financial mechanisms to motivate and stimulate academic staff for scientific achievements in the field of medicine and pharmacy;

Constructive interaction with the healthcare sector, namely the active participation of the Academy in solving issues related to protecting the health of citizens and providing quality drug care in North Ossetia-Alania.

### **EEC recommendations**

1. Include in the costs of providing public services for 2024 the resources for the implementation of the academic mobility program for students and academic staff as part of the implementation of the educational program (until December 30, 2023);

2. Include in the costs of providing public services financial resources for the internship of teachers in leading universities in the near and far abroad in accordance with their needs (until December 30, 2023).

### ***Conclusions of the EEC according to the criteria:***

*Strong - 4*

*Satisfactory - 11*

*Suggest improvements - 2*

*Unsatisfactory - 0*



## **6.9. Continuous Update Standard**

### ***Evidence***

All measures for the continuous improvement of general activities and in each specific area are carried out on the basis of the implementation of the NOSMA Development Program for 2020-2025, approved by order of the rector of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation No. 366/o dated December 31, 2019 (as amended on April 15, 2022 city No. 84/o). This Program was reviewed, adjusted as national goals in the field of health and education changed, as well as the implementation of national projects. At the same time, the Academy, on the basis of determining the need (results of internal audits, scheduled comprehensive inspections, preparation of reports on readiness for the new academic year, etc.), provides for the following main areas for the use of resources: Academy: a) development and modernization of the educational process for all programs implemented modern active teaching methods with preliminary training of academic staff in innovative technologies; b) development of the EIEE of the Academy, the acquisition of technical means for the high-quality implementation of distance learning and the widespread introduction of digital technologies; c) development of an educational portal for continuous medical and pharmaceutical education. The constant renewal and improvement of all types of the Academy's activities is based on the constant study of best practices in the field of medical and pharmaceutical education in different countries.

### **Analytical part**

Continuous updating implies constant monitoring of all planned activities both in the strategic plan (for 5) years, and in operational plans (Annual work plan of the department / structural unit) and annual reports that allow monitoring all processes implemented at the Academy

As described above in the Standards "Educational Program" and "Evaluation of the Educational Program" of the BPEP of the Specialty 33.05.01 "Pharmacy" is systematically undergoing an update process to reflect in a timely manner the development of biomedical, behavioral, social, pharmaceutical sciences, as well as the needs of the healthcare system, pharmacy and society, taking into account the recommendations and requests of employers by introducing new optional and elective disciplines to form additional competencies in graduates. These changes found a positive response from employers (answers of pharmacy managers during interviews). The Academy quickly responds to the comments and recommendations of interested parties.

The content of the disciplines, which can be found on the Academy's website in the "Students" section, is reviewed and compiled taking into account the final goals aimed at the labor market, the latest achievements of science and practice, the use of own scientific research, and the active involvement of students in the educational process. However, it should be noted that in the lists of recommended literature for individual disciplines, for example, in the RPD "Instrumental Methods of Pharmaceutical Analysis", recommended textbooks are given in the list of basic literature published in 2004 and 2008, and the State Pharmacopoeia of the USSR X and 1X is recommended for use. editions, released respectively in 1968 and 1989, although there are later issues of the State Pharmacopoeia.

### ***Strengths/best practice***

There are no strengths

### ***EEC recommendations***

Update the list of recommended basic and additional literature on the implemented disciplines in the EMCD before the start of the 2023-2024 academic year (until August 31, 2023).

***Conclusions of the EEC according to the criteria:***

*Strong - 0*

*Satisfactory - 14*

*Suggest improvements - 0*

*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"**

Introduction to the Curriculum of the educational practice "Research work" in order to improve the quality of the defense of final qualification works.

### **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"**

Introduction to the BPEP "Pharmacy" in the 2021-2022 academic year in accordance with modern trends and requirements for pharmaceutical education and practice (digitalization of the pharmaceutical industry) of the discipline "Digital Technologies in Pharmacy", including the development of the 1C "Pharmacy" program;

Availability of the Educational Pharmacy, which is a model of a pharmacy institution and imitates its structure, functions and processes, and is also a component of the Federal Accreditation Center (FAC).

### **Standard "Evaluation of the educational program"**

Introduction to the BPEP "Pharmacy" in the 2021-2022 academic year in accordance with current trends in global healthcare and the pharmaceutical industry, in particular "Methodological foundations of scientific research.

### **Standard "Management and Administration"**

The main collegiate body responsible for making decisions includes not only representatives of employers, but also representatives of the Ministry of Health of North Ossetia-Alania;

The university has sufficient autonomy in the distribution of resources, which makes it possible to introduce a system of remuneration for academic staff based on indicators of students' achievement of the final learning outcomes;

The university uses financial mechanisms to motivate and stimulate academic staff for scientific achievements in the field of medicine and pharmacy;

Constructive interaction with the healthcare sector, namely the active participation of the Academy in solving issues related to protecting the health of citizens and providing quality drug care in North Ossetia-Alania.

### **Continuous Improvement Standard**

No strengths were identified for this standard.

## **(VIII) OVERVIEW OF THE RECOMMENDATIONS FOR IMPROVING THE QUALITY**

### **Mission and Deliverables Standard**

None.

### **Standard "Educational program"**

1. To develop, within the framework of the ongoing BPEP "Pharmacy", a modular curriculum that allows for the integrated mastering of disciplines for each selected module, within the framework of the final learning outcome being formed (until August 31, 2023);
2. Introduce new active teaching methods for the implementation of student-centered learning in order to increase students' responsibility for their learning process - enter the names of these methods and scenarios for their implementation in the EMCD (until August 31, 2023);
3. To include in the content of the discipline "Methodological foundations of scientific research" the study of such issues as:
  - a) principles of scientific methodology, including methods of analytical and critical thinking;
  - b) scientific research methods in theoretical and practical pharmacy;
  - c) principles of evidence-based medicine in the development of new drugs (until June 30, 2023);
4. When forming the Curriculum for the 2023-2024 academic year, in order to achieve the learning outcomes stated in the Pharmacy BPEP, ensure the integrated development of related disciplines horizontally (until June 30, 2023);
5. When developing the Curriculum for the 2023-2024 academic year, in order to achieve the learning outcomes stated in the BPEP "Pharmacy", ensure the integrated development of basic and profile, as well as elective and optional disciplines vertically (until June 30, 2023);
6. In order to distribute corporate joint and several responsibility for achieving the final learning outcomes between the participating departments in the implementation of the BPEP "Pharmacy", create a working group (Educational Program Committee - EPC), whose authority should include planning and implementation of the educational program, including the distribution of allocated resources for planning and implementation of teaching and learning methods, student assessment and educational program evaluation (until June 30, 2023);
7. Expand the participation of students and teachers of the basic departments in the work of the working group (or CPC) responsible for the BPEP "Pharmacy" (until December 31, 2023).

### **Student Assessment Standard**

1. Update external reviews of the BPEP "Pharmacy", evaluation materials (control questions, test tasks, situational tasks, etc.), that is, show the dates and number of the incoming document (until August 31, 2023);
2. Introduce in the 2023-2024 academic year OSPE (Objective Structured Practical Examination) as a new assessment method in accordance with the requirements of the labor market (until June 30, 2023).

### **Standard "Students"**

Develop a Policy for the representation of students in collegiate bodies (Council of the Faculty of Pharmacy, Methodological Council of the Academy) and expand their respective participation in defining the mission, developing, managing and evaluating the educational program, and other issues related to students (until August 31, 2023).

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

No recommendations



## 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
		<b>1. 1.1</b>	<b>"MISSION AND RESULTS" mission definition</b>				
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.		+		
		<b>1.2</b>	<b>Participation in the formulation of the mission</b>				
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.		+		
		<b>1.3</b>	<b>Institutional autonomy and academic freedom</b>				
			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.		+		
		<b>1.4</b>	<b>Learning Final Outcomes</b>		+		
		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.		+		
			<b>Total</b>	-	<b>23</b>	-	-
		<b>2</b>	<b>EDUCATIONAL PROGRAM</b>				

		<b>2.1</b>	<b>Educational program model and teaching methods</b>				
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.		+		
		<b>2.2</b>	<b>Scientific method</b>				
		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.			+	
			<b>Basic Biomedical Sciences</b>				
			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.		+		
		<b>2.4</b>	<b>Behavioral and social sciences and medical ethics</b>				
		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.		+		
		<b>2.5</b>	<b>Clinical Sciences and Skills</b>				
			The medical education organization <b>must</b> 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.		+		
		<b>2.6</b>	<b>The structure of the educational program, content and duration</b>				
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 in the educational program:				
56	33	2.6.2	ensures horizontal integration of related sciences and disciplines;			+	
57	34	2.6.3	ensures vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;			+	
58	35	2.6.4	provides 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	defines the relationship with complementary medicine, including non-traditional, traditional or alternative practices.			+	
		<b>2.7</b>	<b>Program management</b>				
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.				
		<b>2.8</b>	<b>Relationship with medical practice and healthcare system</b>				
64	41	2.8.1	The medical education organization <b>should</b> 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 specialties 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.		+		
			<b>Total</b>	<b>1</b>	<b>37</b>	<b>5</b>	
		<b>3.</b>	<b>STUDENT ASSESSMENT</b>				
		<b>3.1</b>	<b>Assessment Methods</b>				
			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.		+		
			<b>The medical education organization should:</b>				
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.		+		
		<b>3.2</b>	<b>Relationship between assessment and learning</b>				
			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.		+		
			<b>The medical education organization <i>should</i>:</b>				
80	14	3.2.5	gulate 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.		+		
			<b>Total</b>	-	<b>14</b>	<b>1</b>	-
		<b>4.</b>	<b>STUDENTS</b>				
		<b>4.1</b>	<b>Admission and selection policy</b>				
			The medical education organization <b>must</b> :				
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;		+		
		<b>4.2</b>	<b>Enrollment of Students</b>				
88	7	4.2.1	The medical education organization <b>must</b> 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.				
		<b>4.3</b>	<b>Advice and support for students</b>				
			The medical education organization <b>must</b> :				
90	9	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	10	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	11	4.3.3	allocate resources to support students;		+		
93	12	4.3.4	ensure confidentiality regarding advice and support.		+		
			The medical education organization <b>should</b> provide counseling that:				
94	13	4.3.5	is 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	14	4.3.6	includes counseling and professional career planning		+		
		<b>4.4</b>	<b>Student Representation</b>				
96	15	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	16	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.		+		
			<b>Total</b>	-	<b>16</b>	-	-
		<b>5.</b>	<b>ACADEMIC STAFF/TEACHERS</b>				
		<b>5.1</b>	<b>Selection and enrollment policy</b>				
			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.		+		
		<b>5.2</b>	<b>Development Policy and Employee Activities</b>				



			A medical education organization <b>must</b> determine and implement a policy for the activities and development of employees, which:				
103	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;		+		
104	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;		+		
105	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
106	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;		+		
107	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		+		
			<b>The medical education organization should:</b>				
108	11	5.2.6	take into account the “teacher-student” ratio depending on the various components of the educational program		+		
109	12	5.2.7	develop and implement employee promotion policies.		+		
			<b>Total</b>	-	<b>12</b>	-	-
		<b>6.</b>	<b>EDUCATIONAL RESOURCES</b>				
		<b>6.1</b>	<b>Material and technical base</b>				
			The medical education organization <b>must:</b>				
110	1	6.1.1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;		+		
111	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				
112	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.	+			
		<b>6.2</b>	<b><i>Clinical Training Resources</i></b>				
			The medical education organization must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
113	4	6.2.1	the number and categories of patients;		+		
114	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;		+		
115	6	6.2.3	observation of clinical practice of students		+		
116	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.		+		
		<b>6.3</b>	<b>Information Technology</b>				
117	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;	+			
118	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 information and communication technologies:				
119	10	6.3.3	for self-study;		+		
120	11	6.3.4	access to information;		+		
121	12	6.3.5	patients' treatment;		+		
122	13	6.3.6	work in the healthcare system.		+		
123	14	6.3.7	The medical education organization should optimize		+		

			students' access to relevant patient data and health information systems.				
		<b>6.4</b>	<b>Medical research and scientific achievements</b>				
			The medical education organization <b>must:</b>				
124	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for educational programs;		+		
125	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
126	17	6.4.3	provide information on the research base and priority areas in the field of scientific research medical education organization;			+	
127	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The medical education organization should ensure that the relationship between research and education:				
128	19	6.4.5	is taken into account in teaching;		+		
129	20	6.4.6	encourages and enables the students to take part in scientific research and their development		+		
		<b>6.5</b>	<b>Expertise in the field of education</b>				
			The medical education organization <b>must:</b>				
130	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:				
131	22	6.5.2	in the development of an educational program;			+	
132	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical education organization <b>should:</b>				
133	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;				
134	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;			+	
135	26	6.5.6	promote the aspiration and interests of employees in conducting research in medical education.			+	
		<b>6.6</b>	<b>Exchange in education</b>				
			The medical education organization must define and implement a policy for				
136	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
137	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 <b>should:</b>				
138	29	6.6.3	promote regional and international exchange of staff (academic, administrative and academic staff) and students by providing appropriate resources;			+	
139	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.			+	
			<b>Total</b>	<b>2</b>	<b>20</b>	<b>8</b>	<b>-</b>
		<b>7.</b>	<b>EVALUATION OF THE EDUCATIONAL PROGRAM</b>				
		<b>7.1</b>	<b>Program monitoring and evaluation mechanisms</b>				
			The medical education organization <b>must:</b>				
140	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.				
141	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:				
142	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;		+		
143	4	7.1.4	are focused on student's progress;		+		
144	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:				
145	6	7.1.6	at the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
146	7	7.1.7	at special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
147	8	7.1.8	at overall outcomes, which will be measured by national examination results, international examinations, career choices and postgraduate learning;		+		
148	9	7.1.9	A medical education organization should rely on social responsibility/accountability.		+		

		<b>7.2</b>	<b>Teacher and student feedback</b>				
149	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.		+		
150	11	7.2.2	Medical education organization should use feedback results to improve the educational program.		+		
		<b>7.3</b>	<b>Students' Academic achievements</b>				
			The medical education organization should analyze the educational achievements of students regarding:				
151	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;		+		
152	13	7.3.2	educational program;		+		
153	14	7.3.3.	provision of resources		+		
			The medical education organization should analyze the educational achievements of students regarding:		+		
154	15	7.3.4	their previous experiences and conditions, including social, economic, cultural conditions;		+		
155	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:				
156	17	7.3.6	selection of students;		+		
157	18	7.3.7	educational program planning;		+		
158	19	7.3.8	student counseling.		+		
		<b>7.4</b>	<b>Stakeholder Engagement</b>				
			The medical education organization should, in its monitoring program and activities for the evaluation				

			of the educational program, involve:				
159	20	7.4.1	academic staff and students;		+		
160	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:				
161	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		
162	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
163	24	7.4.5	collect and study feedback from them on the educational program.		+		
			<b>Total</b>	<b>1</b>	<b>23</b>	<b>-</b>	<b>-</b>
		<b>8.</b>	<b>MANAGEMENT AND ADMINISTRATION</b>				
		<b>8.1</b>	<b>Control</b>				
164	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:				
165	2	8.1.2	representatives of academic staff;		+		
166	3	8.1.3	students;		+		
167	4	8.1.4	Other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.	+			
168	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.		+		
		<b>8.2</b>	<b>Academic headship</b>				

169	6	8.2.1	The medical education organization must clearly define the responsibility of the academic headship in relation to the development and management of the educational program.		+		
170	7	8.2.2	The medical education organization <b>should</b> periodically Conduct an assessment of academic headship regarding the achievement of its mission and learning outcomes.		+		
		<b>8.3</b>	<b>Training budget and resource allocation</b>				
			The medical education organization <b>must</b> :				
171	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;			+	
172	9	8.3.2	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.			+	
173	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 <b>should</b> :				
174	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;		+		
175	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.		+		
		<b>8.4</b>	<b>Administrative staff and management</b>				
			A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
176	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
177	14	8.4.2	ensure proper management and allocation of resources.		+		



178	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..		+		
		<b>8.5</b>	<b>Engagement with the health sector</b>				
179	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.	+			
180	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.		+		
			<b>Total</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>-</b>
		<b>9.</b>	<b>"Constant Update"</b>				
			The medical education organization should be both dynamic and socially responsible institution:				
181	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and eliminate deficiencies;		+		
182	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization should:				
183	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;		+		
184	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:		+		
185	5	9.1.5	Adaptation of the mission statement and final results to scientific, socio-economic and cultural development society.		+		
186	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.				
187	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.		+		
188	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.	-	14	-	-
			<b>TOTAL</b>	<b>8</b>	<b>170</b>	<b>16</b>	<b>0</b>

## 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
<b>February 28 2023</b>			
<b>20.00-21.00</b>	Preliminary EEC session	<i>IAAR External experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>for EEC only</i> )
<b>Day 1: March 1 2023</b>			
<b>10.00-10.30</b>	Distribution of responsibility of experts, solution of organizational issues	<i>IAAR External experts</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352 ( <i>for EEC only</i> )
<b>10.30 – 11.10</b>	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 <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352
<b>11.10-11.25</b>	Technical break		
<b>11.25-12.05</b>	Meeting with vice-rectors	1) <i>Gurina Alla Evgenievna, Vice-Rector for Educational Work, Head of the Department of Biological Chemistry, Candidate of Medical Sciences, Associate Professor;</i> 2) <i>Dzgoeva Madina Georgievna, Vice-Rector for Regional Health Development and Research, Head of the Department of Dentistry No. 1, Doctor of Medical Sciences, Associate Professor;</i> 3) <i>Akhpolova Varvara Olegovna, Vice-Rector for Strategic and Digital Development, Candidate of Medical Sciences, Associate Professor.</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765 Access code: 334352
<b>12.05-</b>	Technical		

12.20	break	<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  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a></p> <p>Conference ID: 389 293 1765  Access code: 334352</p>
12.20-13.00	Meeting with the heads of structural divisions of the NGO		
13.00-14.00	<i>Dinner</i>		
14.00-14.15	EEC work	<i>IAAR external experts</i>	<p>Link  <a href="https://us02web.zoom.us/j/38929317">https://us02web.zoom.us/j/38929317</a></p>

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

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) Toboev 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.*

<b>16.00-16.15</b>	Technical break		Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>
<b>16.15-17.00</b>	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 Access code: 334352
<b>17.00-18.30</b>	Questioning of academic staff (in parallel)	(Appendix 4,5,6)	Link is sent to the teacher via e-mail
<b>17.00-17.15</b>	Technical break		
<b>17.15-18.30</b>	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 <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352
<b>18.30-18.40</b>	EEC work. Summing up the first day	IAAR External experts	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>for EEC only</i> )
<b>Day 2: March 2 2023</b>			
<b>10.00-10.15</b>	EEC work	IAAR External experts	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a> Conference ID: 389 293 1765 Access code: 334352 ( <i>for EEC only</i> )
<b>10.15-10.30</b>	Technical break		
<b>10.30-11.10</b>	Interviews with EP students (in parallel)	<i>Students 31.05.01 General Medicine (Appendix No. 7)</i> <i>Students 31.05.03 Dentistry (Appendix No. 8)</i>	Link <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>

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



		<p>Titov st., 11.  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.  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>Conference ID: 389 293 1765  Access code: 334352</p>
		<p><b>Organizations 31.05.03 Dentistry:</b>  1) Dental clinic FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, Vladikavkaz, Kirov st., 66.  1) 2) JSC "Dentistry", Vladikavkaz, Barbashov st., 70B.</p>	
		<p><b>Organizations 33.05.01 Pharmacy:</b>  1) Pharmacy No. 17 JSC "Pharmacy", Vladikavkaz, Kuibyshev st., 56, online show,  2) Pharmacy No. 4 JSC "Pharmacy", Vladikavkaz, General Pliev st., 5, online screening</p>	
16.00-16.15	Technical break		
16.15-16.30	EEC work, discussion	<p><i>IAAR External experts</i></p>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765  Access code: 334352 (<i>for EEC only</i>)</p>
16.30-17.10	Interviews with EP employers	<p><i>Employers' representatives (Appendix 13)</i></p>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765  Access code: 334352</p>
17.10-17.15	Technical break		
17.15-18.00	Interviews with the EP graduates	<p><i>Appendixes 14,15,16</i></p>	<p>Link  <a href="https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09">https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</a>  Conference ID: 389 293 1765  Access code: 334352</p>
18.00-	Technical		

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

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



**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%
Associate Professor	50,4%
Senior Teacher	17,5%
Teacher	21,2%
other	5,1%

## 3. Academic degree, academic title

Honoured Worker	3,6%
Doctor of Science	5,8%
Candidate of Science	58,4%
Master	0,7%
PhD	0,7%
Professor	2,9%
Associate Professor	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 provided by the university for the career growth of teachers?	58,4%	41,6%	0	0	0
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%

#### 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%	
Relations 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
Terms of payment	78,1%	21,2%	0,7%	0
Convenience of work, services available at the university	86,9%	12,4%	0,7%	0
Labor protection and safety	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%
Not satisfied	
Difficult to answer	

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

Completely satisfied	47 %
Partially Satisfied	48,1%
Partially dissatisfied	4,9%
Not satisfied	
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	
Not satisfied	2,3%
Difficult to answer	

### 2. Availability of academic counseling

Completely satisfied	86,1%
Partially Satisfied	10,1%
Partially dissatisfied	4,8%
Not satisfied	
Difficult to answer	

### 3. Support with educational materials in the learning process

Completely satisfied	88,6%
Partially Satisfied	8 %
Partially dissatisfied	4,4%
Not satisfied	
Difficult to answer	

### 4. Availability of personal counseling

Completely satisfied	80,6%
Partially Satisfied	14 %
Partially dissatisfied	6,4%
Not satisfied	

Difficult to answer	
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	Fully satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	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	84,8%	12 %	3,2%	0	0

towards students					
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 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!)

