



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the
evaluation for compliance with the requirements of
the Standards for International Primary Accreditation of Basic Medical
and Pharmaceutical Education Abroad
(based on WFME/AMSE standards)
program accreditation 31.05.03 "Dentistry"
FSBEI HE "North Ossetian State Medical Academy"
Ministry of Health of the Russian Federation

March 1-3, 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*To IAAR
Accreditation
Council*



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the work of the external expert commission for the evaluation
for compliance with the requirements of
the Standards for International Primary Accreditation of Basic Medical and
Pharmaceutical Education Abroad
(based on WFME/AMSE standards)
program accreditation 31.05.03 "Dentistry"
FSBEI HE "North Ossetian State Medical Academy"
Ministry of Health of the Russian Federation**

March 1-3, 2023

Vladikavkaz

March 3, 2023

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS	3
(II) INTRODUCTION	4
(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION	5
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	9
(V) DESCRIPTION OF THE EEC VISIT	9
(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	12
6.1. <i>"Mission and results" standard</i>	12
6.2. <i>Standard "Educational program"</i>	14
6.3. <i>"Student Assessment" Standard</i>	17
6.4. <i>Standard "Students"</i>	20
6.5. <i>Standard "Academic Staff/Teachers"</i>	23
6.6. <i>Standard "Educational Resources"</i>	26
6.7. <i>Standard "Assessment of the Educational Program"</i>	29
6.8. <i>"Management and Administration" Standard</i>	31
6.9. <i>Standard "Constant Update"</i>	35
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD	38
(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVING	39
(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF EDUCATIONAL INSTITUTION	41
(X) RECOMMENDATION TO THE ACCREDITATION BOARD	
Appendix 1. Assessment table "Parameters of a specialized profile"	42
Appendix 2. The program of the visit to the educational organization	62
Appendix 3. Results of the survey of the academic staff	71
Appendix 4. The results of the survey of the students	77

(I) LIST OF SYMBOLS AND ABBREVIATIONS

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

II. INTRODUCTION

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

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

MEMBERS OF THE COMMISSION:

- 1) **Chairman of the EEC** – Raushan Sultanovna Dosmagambetova, Doctor of Medical Sciences, Professor, Karaganda Medical University (Republic of Kazakhstan) Off-line participation
- 2) **IAAR Expert** – Moroz Irina Nikolaevna, First Vice-Rector, Doctor of Medical Sciences, Professor, Belarusian State Medical University (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 Krai (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 (here in after - FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, Academy) was established by the Decree of the Council of People's Commissars of the USSR dated July 10, 1939 No. 1008.

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

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

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

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

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

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

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

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

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

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

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

Should the situation require, it is possible to implement specialty programs, residency and postgraduate programs using e-learning and distance learning technologies using the following programs: "Moodle", "Webinar", the interuniversity platform for electronic medical education "Sechenov Online", etc. EIEE 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 HENOSMA of the Ministry of Health of the Russian Federation, there is a high-speed channel for accessing the Internet. The university is connected to the following resources: GIS Contingent, Automated System of the Ministry of Health of the Russian Federation (subsystems FRMR and ASMH), FIS SFCA and Admission, FIS FRIOD, USIMS HAC

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

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

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

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

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

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

Heads of EP 31.05.03 Dentistry: heads of specialized dental departments: Remizova A.A., head of the department of dentistry No. 3, MD, associate professor; Toboev G.V., Head of the Department of Dentistry No. 2, MD, Associate Professor; Dzgoeva M. G., Head of the Department of Dentistry No. 1, Vice-Rector for Regional Health Development and Research, MD, Associate Professor. The overall staffing rate for academic positions is 98.0%. General scientific degree, reduced to integer rates, is 75.0%.

The students' contingent is represented by two linguistic areas: education in Russian and education in English (1289). Training is conducted only in the full-time form of a specialty.

There is a very high percentage of employed graduates based on the results of the first year after graduation - up to 100% (this includes the employment of targeted students in state medical

organizations, self-employment in private and public clinics, admission to residency, postgraduate studies).

Research projects for 2018 - 2023 of a dental orientation are presented (all topics are initiative, carried out from income-generating sources and from the researchers' own funds):

1. Influence of immunity features in patients with primary arterial hypotension on the nature of the course of inflammatory processes in the periodontium;
2. Comprehensive treatment and rehabilitation of patients in need of osteoplastic surgery of the dental alveolar system;
3. The role of the hygienic state of the mouth in the effectiveness of prosthetics on dental implants;
4. Improving the treatment of patients at an outpatient surgical dental appointment by optimizing the anesthesia allowance;
5. Comparative characteristics of the results of using Grade 4 pure titanium implants and Ni6Al7Nb and Ti6Al4V titanium alloys in dentistry;
6. Topical issues of distance learning in the multilingual educational environment of students of medical universities;
7. Pathophysiological substantiation of the use of phyto-adaptogens in the treatment of inflammatory periodontal diseases.

Commercialization on dental research topics has not been confirmed by the EEC, there are only acts of implementing the results in the educational process and medical work.

59 students of the Faculty of Dentistry participate in the implementation of scientific research in SSS, implementing the acquired knowledge regarding the methodological aspects of scientific work. The final students' scientific conference is held annually, with 10 sections in scientific areas work and almost all departments of the Academy taking part. At conferences and forums of the All-Russian and international levels students deliver the results of their research. Scientific output within 5 years amounted to: 17 publications and 16 reports.

The quality assessment system in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is based on a combination of various assessment mechanisms: external and internal procedures for evaluating the educational process and its results, as well as procedures for obtaining feedback from various participants in educational relations on 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 IIAQE) 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 IIAQE and maintains the relevance of the main local regulations governing the process of assessing the quality of educational activities.

(IV) DESCRIPTION OF THE PRECEDING ACCREDITATION PROCEDURE

International program accreditation of EP 31.05.03 Dentistry according to IAAR standards is being conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The visit of the External Expert Commission (hereinafter referred to as the EEC) to NOSMA was organized and held from December 14 to 16, 2021, in accordance with the Program approved by the director of NU "IAAR" A.B.Zhumagulova and agreed with the rector of the university O.V.Remizov.

During the inspection, the EEC studied the regulatory, educational and methodological documents for the accredited university, educational and methodological complexes of disciplines, methodological documents, visited the structural units and departments declared in the program that ensure the implementation of the educational process, and also checked the operation of the Moodle information systems used by the University for conducting classes online.

All materials requested by the commission were provided by the university representatives in a timely manner. In order to obtain objective information on the evaluation of the activities of NOSMA, the members of the EEC carried out: visual inspection of classrooms, laboratories, libraries, clinical bases and Academy's own clinics and other premises that provide training sessions; observation, interviewing employees of various structural divisions, teachers, employers, questioning of the academic staff (AS) and students. NOSMA ensured the presence of all employees and persons specified in the Visit Program. The three-day Program for the EEC institutional accreditation was fully implemented, in accordance with the daily distribution of activities.

On the first day, March 1, 2023, a preliminary meeting of the Chairman and members of the EEC IAAR took place, during which the goals, program, and responsibility of the members of the EEC were announced. The members of the EEC discussed key issues, identified additional information that needs to be requested from the structural divisions of NOSMA for validation and confirmation of the reliability of information / data during accreditation. The meeting with the rector O.V. Remizov took place according to the program, a presentation on the activities of NOSMA was delivered.

A meeting was held with the NOSMA vice-rectors (Gurina Alla Evgenievna, Vice-Rector for Educational Work, Head of the Department of Biological Chemistry, Candidate of Medical Sciences, Associate Professor; Dzgoeva Madina Georgievna, Vice-Rector for Regional Health Development and Research, Head of the Department of Dentistry No. 1, MD, Associate Professor; Akhpolova Varvara Olegovna, Vice-Rector for Strategic and Digital Development, Candidate of Medical Sciences, Associate Professor).

After that, a meeting was held with the heads of structural divisions of NOSMA (Tuaeva I.Sh., head of the educational and methodological center of educational and methodological department, Ph.D., associate professor of the Department of Hygiene of Medical and Preventive Affairs with Epidemiology; Naldikoeva T.A., head of the Federal Accreditation Center;

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; Abaeva R.R., head of the international department; Enaldieva D.A., head of the preparatory department, Candidate of medical sciences, associate professor of the department of biology and histology; Botsieva B.S., Chairman of the Council of Curators, teacher of the Department of Foreign Languages; Bitarov P.A., Chairman of the Trade Union Committee of Students; Gudiev A.O., Chairman of the Students' Council, 5th-year student of the Faculty of

Pediatrics; Lazarova E.T., head of the center for promoting the employment of graduates; Morgoeva F.A., head of the Practical Training Center; Bazzaev B.K., head of the Information and Technical Department; Darchieva T.I., Deputy Head of the Library; Miroshnikova Yu.V., Deputy Head of the Planning and Financial Department - Chief Accountant; Tandelova R.F., head of the Legal Department; Gabaraeva I.V., head of the Contract Department; Rubshtein Ya.S., Head of Personnel and Document Management Department; Krasnikov S.I., head of the Administrative and Economic Department; Dzugkoeva A.G., production manager).

A meeting was held in the mode of an interview with the heads and administrations of the institutes and faculties, in particular, they took an active part in the meeting with the EEC experts and highlighted the main directions of their activities in terms of organizing the educational process, developing, implementing and managing educational programs, working with students and academic staff, interaction with the administration and other structures of NOSMA.

Subsequently, a meeting was held with the heads of NOSMA departments of basic and profile disciplines. During these interviews, information was obtained on the implementation of the educational process at the departments, the conditions that the university provides for their activities, answers were received to questions about the motivation and stimulation of academic staff, admission and career growth, financial support for academic staff and other aspects. While meeting with the academic staff of NOSMA departments, in particular with representatives of basic biomedical sciences, behavioral and social sciences, medical ethics, medical jurisprudence, clinical and professional disciplines, EEC experts asked questions about the implementation of educational, scientific and clinical processes in NOSMA, career opportunities, incentives for Academic staff, about providing the educational process with the necessary resources (material, technical, informational, etc.), interaction with administrative and management structures. Further, the academic staff took part in the survey.

During a visual inspection of the material and technical equipment of NOSMA, EEC experts visited their own polyclinics of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, a simulation center, which is also an accreditation center for practical healthcare. During the day, discussions and exchange of opinions of experts were held, as well as the development of policies and the definition of a range of issues to obtain the necessary information. On March 2, 2023, EEC experts held meetings with the students. They took place in the form of an interview, the questions of student support at the university, the functioning of the students' representation, the participation of students in the activities of the university, in the development of educational programs, and other issues were discussed.

Subsequently, the students took part in the survey. A visual inspection and attendance at classes was carried out at the departments of Dentistry No. 1, Dentistry No. 2, Dentistry No. 3. The department demonstrated classes with students of the 4-5 courses, teaching materials for students, lesson plans, control tools, literature for self-study. There was a conversation with the students, they expressed their positive opinion about the activities of the department, the university, the educational process. EEC experts made selective visits of the bases of professional practice in the EP "Dentistry".

The meeting with employers was held. The data have been obtained that the university closely cooperates with clinical sites, implements clinical training at clinical sites, graduates work in these organizations, through such events as a job fair, young specialists are being selected and invited to work, employers participate in the formation of an educational program.

A total of 243 representatives took part in the meetings, including the survey (Table 1).

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

Participant's category	Number
Rector	1
Vice-rectors	3

Heads of the structural divisions	36
Deans of the faculties	2
Heads of the departments	6
Teachers	22
Students	30
Graduates	35
Employers	35
Total	170

During the three days of the work of the EEC, and after all interviews and visits, the experts discussed the institutional indicators of the University in terms of their compliance with the parameters of program accreditation, and developed their recommendations.

On 03.03.2023, upon completion of the work, the EEC experts met with the management and administrative staff of the University, shared their impressions and formulated the recommendations developed as a result of the work carried out.

Based on the results of the survey: The level of communication between management and academic staff was rated as very good and good by 88.1%; 94% of academic staff are satisfied with the level of attention that the management of the educational institution pays to the educational program content; 93.3% of the academic staff are satisfied with the availability of the necessary scientific and educational literature in the library for teachers, 92% - with the openness and accessibility of management for the academic staff, 81% - with the involvement of academic staff in the process of making managerial and strategic decisions, 89.2% - with equal opportunities for all academic staff, 89.2% are completely satisfied with the attitude of the university administration to the academic staff. The results of the student survey showed that students are completely satisfied with the level of accessibility of the dean's office (school, faculty, department) in 68.7% of cases, the availability of academic counseling - in 61.8% of cases, the availability of counseling on personal problems - in 57.1%, the level availability of library resources - 69.5%, overall quality of the curricula - 57.3%, teaching methods in general - 51.3%.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Mission and results standard

Evidence

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. In accordance with the instruction letter of the Department of Medical Education and Personnel Policy in Healthcare of the Ministry of Health of the Russian Federation dated March 11, 2022 No. 16-1 / 564 and the decision of the Academic Council of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation dated April 15, 2022 (minutes No. 7) Development Program of FSBEIHENOSMA of the Ministry of Health has been updated. All interested parties participated in the development and approval of the Mission: faculty, students, representatives of the practical sphere, employers, protocol No. 6 of the meeting of the Academic Council dated 30.03.2022.

BPEP is developed by the teachers of the departments, as well as working groups, including members of the academic council, cyclic methodological commissions, the central coordinating educational and methodological council with the involvement of practical health workers and students, coordinated with the educational and methodological management and approved by the decision of the Academic Council of the Academy. The faculty in the development of the BPEP has enough independence in choosing the number of biomedical, behavioral, clinical disciplines, the inclusion of elective disciplines (optional disciplines), types of practices, i.e. ensuring their maximum compliance with both national and international requirements.

Annually by September 1, the personnel and document management department, together with the EMM, analyzes the sufficiency of departments and programs with professional personnel. To organize the educational process in clinical disciplines, the possibilities of the Federal Accreditation Center are used, which provides simulation training for students to develop practical skills, form clinical skills based on a simulation of the situation, which allows students to obtain the right basic safety skills for patients, and reducing risks in the provision of medical care in future. There are phantoms for the use of dental manipulations, technology for monitoring the correctness of tooth preparation, injection, etc.

As a result of mastering the specialty program, the graduate should have formed universal, general professional and professional competencies of the Federal State Educational Standard of Higher Education 31.05.03 Dentistry, implemented through knowledge, skills and abilities (Passport of competencies in the specialty 31.05.03 Dentistry, is included in the BPEP). A specialist who has completed the development of the BPEP can carry out the following types of professional activities: 01 Education and science (in the field of scientific research); 02 Healthcare (in the field of medical care for dental diseases); 07 Administrative, managerial and office activities (in the field of healthcare organizations).

The assessment of the final results of mastering the BPEP in the form of the formation of all competencies set out in the educational program is carried out during the State Final Attestation of Graduates. Based on the results of the SFA, the commission, in addition to making decisions on the assignment of the appropriate qualification, generates a report in which it reflects its opinion on the level of training of students, the main shortcomings in their preparation (minutes No. 11 of 06/30/2022). These data are reported and analyzed at the Academic Council of the Academy, where an action plan is adopted to eliminate the comments of the chairmen of the SEC in the relevant specialty (minutes No. 3 of 10/31/2022). This assessment is a direct feedback for the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation on the formation of clinical competencies of its graduates.

In order to study the needs and expectations of consumers of educational services of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of

Health of the Russian Federation and all interested parties, to improve the quality of education at the Academy within the framework of the quality management system, internal independent assessment of the quality of education, questionnaires have been developed and a survey of students, teachers, employers and graduates is being conducted (Sociological research). The survey process is automated for the convenience and efficiency of collecting information. The results are discussed at meetings of the Academic Council of the Academy, presented at educational and methodological conferences and used to improve the curriculum and the educational program as a whole.

Analytical part

EEC experts note that within the framework of the “Mission and Results” standard in the specialty "Dentistry" of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, the work of the expert commission and the analysis of the submitted documentation revealed, in general, compliance with the requirements of the standard. Analysis of the compliance of the activities of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation and the Faculty of Dentistry with the criteria of this Standard, in general, indicates the presence in the university of a Development Strategy that corresponds to the mission and vision. The management carries out a number of activities on target indicators of activities, monitoring and improvement activities. Members of the EEC note that the Mission of the EP "Dentistry" is brought to the attention of interested parties through notification in the media, posting via e-mail to all departments of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, academic staff, students, by placing on the information stands of the departments. However, EEC experts note that during interviews with faculty, students, employers and alumni, the mission and vision were not interpreted.

The BPEP in the specialty "Dentistry" is designed on the basis of the mission and taking into account the requirements of the federal educational standard and allows to train a competent doctor capable of the following types of professional activities: medical organizational and managerial; research. This allows the graduate of the educational program "Dentistry" to choose the direction of career growth. When a graduate is oriented towards a medical type of professional activity, he has the opportunity, after receiving a certificate, to find a job in medical institutions for the position of a dentist or continue his studies in residency, carry out research activities in the process of studying under postgraduate or doctoral programs, preparing and defending scientific and qualification work. The available material resources are used responsibly, with the aim of worthy implementation of the designated mission and goals of the EP "Dentistry". EEC members note that great importance is attached to the formation of proper behavior among students in relation to colleagues, teachers, administration, patients and their relatives.

At the same time, EEC members note that the stakeholders of the EP "Dentistry" (students and employers, etc.) found it difficult to clearly reproduce the mission of the EP during interviews with members of the EEC and give specific examples of what exactly their personal participation in the development of missions and visions of the FSBEI HENOSMA of the Ministry of Health of the Russian Federation and EP. During the visit and interviews, the members of the EEC did not receive a complete and detailed understanding of what kind of events were held at the FSBEI HENOSMA of the Ministry of Health of the Russian Federation in order to discuss the mission and final results of the EP in the specialty "Dentistry".

Satisfactory marks were given by the EEC members for those items that formally correspond to the standard, but require increased attention while meeting the criteria of the standards.

Strengths/best practice:

No strengths were identified for this standard.

EEC recommendations:

- 1) Bring to the attention of all stakeholders the mission, quality policy and vision of the organization (due date - 09/01/2023);
- 2) The management of the EP is recommended to involve stakeholders on an ongoing basis in the development of the mission of the EP in the specialty "Dentistry" (due date - 09/01/2023);
- 3) The heads of the EP "Dentistry" are recommended to study, analyze and document the opinions / proposals of stakeholders regarding the mission, vision and final learning outcomes on a regular basis (at least once a year) (due date - 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong positions – 0
 satisfactory – 20
 suggest improvements – 3
 unsatisfactory - 0

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

The total volume of the educational program is 300 credit units (c.u.). The structure of the BPEP corresponds to the Federal State Educational Standard of HE in the direction of training 31.05.03 Dentistry (specialty level). Two FSBEI standards (2016 and 2021) are being implemented at once.

The year educational program was implemented	Latest revision year	Courses
2021 (FSES 3++)	2022	1, 2
2016 (FSES 3+)	2022	3,4,5

In 2022, the BPEP was reviewed by the representatives of the academic staff of the graduating clinical departments, the Students' council, employers, a thorough discussion of the main provisions of the BEP was carried out, and it was approved at the central coordinating educational and methodological council of the FSBEI HENOSMA of the Ministry of Health of the Russian Federation (minutes No. 4 dated 03/22/2022 G.). Then the BPEP was approved by the decision of the Academic Council of the FSBEI HENOSMA of the Ministry of Health of the Russian Federation (minutes No. 6 of 03/30/2022). BPEP HE is updated annually in terms of the composition of the disciplines (modules) established in the curriculum, and (or) the content of the work programs of disciplines (modules), work programs of practices, methodological materials that ensure the implementation of appropriate educational technology, taking into account the development of dental science, medicine, health care, social sphere, economy, focusing on the expectations of consumers, major employers, recommendations developed by the quality management system of the FSBEI HENOSMA of the Ministry of Health of the Russian Federation.

The development and control of the implementation of the BPEP is carried out by the dean's office of the Faculty of Dentistry and the educational and methodological department of the Academy.

When conducting practical classes, the following educational technologies are used: educational video film, solving situational problems, business and role-playing training game, analysis of clinical cases, brainstorming method, small group method, case method, round tables, discussions, duty in the departments of the medical base, preparation of history diseases,

portfolio, work on training simulators, etc. When studying disciplines aimed at the formation of competencies, including research activities, the research work of students is widely used (compilation of an information review of the literature on the proposed topic, preparation of an abstract, preparation of an essay, report, writing a term paper, preparation of educational schemes, tables), student's educational and research work, work in the archive of a medical institution. Also, trainings, master classes by experts and practitioners of public health, visits to medical conferences and consultations, participation in scientific and practical conferences, meetings with representatives of the Russian Federation and foreign companies, government and public organizations are widely used.

One of the forms of independent work is the formation of a student's portfolio. According to the regulation on EIOS in the personal account, to which the student receives access from the moment of being admitted to the Academy, the formation of an "electronic student's portfolio" is available, including the preservation of the student's work, reviews and assessments of these works by any participants in the educational process. Forming a portfolio develops students' ability to analyze and evaluate the process of their own development.

The Academy introduces a system of grade-rating assessment of students' progress. The main tasks of the GRA are: increasing the motivation of students to master educational programs; activation (stimulation) of daily and systematic work of students; improving the efficiency of regular independent work of students; reducing the role of chance and providing a more accurate and objective assessment of the level of knowledge and practical training of students during the intermediate certification.

The possibilities of conducting research work, in particular, an educational experiment in the classroom, are not fully used. Activities for the development of this area include: updating the curricula of the departments with the mandatory introduction of elements of educational research work and educational experiment in accordance with the topics of the curriculum; strengthening control over the implementation of the results of scientific research and developments of the Academy's employees in educational and clinical work.

The Academy unit, responsible for organizing both direct postgraduate education (residency) and continuing medical education (additional professional programs) - the Dean's Office of the Faculty of Highly Qualified Personnel Training and Additional Professional Education, is effectively operating. One of the tasks of the division is constant interaction with the administration of the region, practical health care in order to assess the need for specialists in certain specialties. The staff list of the Academy includes the position of Vice-Rector for Regional Health Development and Research, who organizes and supervises work in this direction. In addition to specialized departments that train specialists only at the postgraduate level, the Academy simultaneously trains both students and residents of the following departments: otorhinolaryngology with ophthalmology, dentistry No. 1, dentistry No. 2, dentistry No. 3, etc. This allows the academic staff to provide communication between basic medical education and the subsequent stage of professional training of a specialist.

Analytical part

The EEC experts note that the content of the working curricula of all disciplines of the EP "Dentistry" takes into account regional, national characteristics and the current state of medical science and practice.

Teachers of the clinical departments of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation work at clinical bases and in medical institutions of Vladikavkaz, which ensures the close relationship of the EP "Dentistry" with the field of practical healthcare and the participation of students in the work of a team of specialists in the provision of various types of dental care.

EEC members note that practicing dentists take an active part in the education of students. The labor intensity of the EP "Dentistry" is 300 credits, regardless of the form of educational technologies used, including all types of classroom and independent work of the student, practice

and time allotted for quality control of the development of the educational program, electives. The volume of EP for full-time education, implemented in one academic year, is 60 credit units.

In the process of interviewing students and academic staff, members of the EEC revealed the absence of a Catalog of elective disciplines, which dictates the need to intensify the work of the UMO, dean's office and departments in this direction and the broad involvement of all interested parties (students, academic staff, employers, representatives of practical healthcare, graduates of the EP "Dentistry") in the process of developing QED in the specialty "Dentistry".

Based on the results of interviews with representatives of focus groups by members of the EEC, it was revealed that teaching and learning methods based on the modern theory of adult learning are not actively used in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, and the analysis of the results of assessing graduates' competencies is not sufficiently carried out and documented in order to use the results obtained as a feedback tool. links to improve EP, integrated learning based on organ systems, diseases are not documented, the program has a consistent linear design; the balance between the mandatory and elective part of the EP "Dentistry" is regulated only on the basis of the Federal State Educational Standard of Higher Education, there are recommendations for providing the possibility of forming an individual educational trajectory for students through the Catalog of elective disciplines, which was not presented by the EEC; Representatives of clinical sites, graduates of the OP "Dentistry", specialists of practical health care did not confirm during the interview their active participation in the discussion of the content of the OP Dentistry as part of the collegiate advisory bodies of the Academy.

According to the Federal State Educational Standard of Higher Education - a specialist in the specialty 31.05.03 Dentistry, approved by order of the Ministry of Education and Science of the Russian Federation dated August 12, 2020 No. -research work)" and the production practice "Research work", but data on their implementation in NOSMA have not been received, diaries or work programs of these practices of a scientific orientation are not presented.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

No strengths/best practices identified.

No strengths were identified for this standard.

EEC recommendations:

1. The heads of the EP "Dentistry" are recommended to conduct and document the analysis of the results of the assessment of graduates' competencies on a regular basis (at least once a year) and use the results obtained as a feedback tool to improve the EP (due date - 09/01/2023);
2. It is recommended to widely include teaching and learning methods based on the modern theory of adult learning into the educational process of the EP "Dentistry" and to provide regular training for academic staff on the specified teaching and learning methods (due date - 09/01/2024);
3. It is recommended to gradually modernize the model of the educational program in the specialty "Dentistry" in the EP, based on the results of integrated learning, organ systems, diseases, modular design (due date - 09/01/2024);
4. It is recommended to determine the balance between the mandatory and elective part of the EP "Dentistry" and provide the opportunity to form an individual educational trajectory for students through the Catalog of elective disciplines (due date - 09/01/2023);
5. It is recommended to regularly include stakeholders (representatives of clinical sites, graduates of the EP "Dentistry", specialists in practical healthcare) in collegial advisory bodies, and involve them in the discussion of the Catalog of elective disciplines (at least 1 time per year) (due date - 01.09 .2024);

6. It is recommended to regularly modify the educational program in the specialty "Dentistry" on the basis of feedback from the public (posting information and conducting surveys on the website, in the media, etc.); - at least once a year (completion date - 09/01/2024);

7. It is recommended to include in the EP "Dentistry" for the formation of scientific thinking and the application of scientific methods of research, work programs of practices for research (which corresponds to the Federal State Educational Standard of Higher Education - a specialist in the specialty 31.05.03 Dentistry, approved by order of the Ministry of Education and Science of the Russian Federation dated August 12 2020 No. 984, where 2 practices in a scientific focus are offered) introductory practice "Research work (obtaining primary skills in research work)" and the production practice "Research work" (completion date - 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong positions - 0
satisfactory - 36
suggest improvements -7
unsatisfactory - 0

6.3. Student Assessment Standard

Evidence

The policy and procedure for assessing learning outcomes, forms of assessing learning outcomes within the framework of the EP "Dentistry" are regulated in accordance with external and internal regulatory legal acts. Assessment of knowledge, skills and abilities of students takes place at the following levels: entrance control, current assessment in practical and final classes; intermediate certification - exams and tests upon completion of the study of disciplines, state final certification. The principles and methods for assessing students' knowledge in exams and tests are established by the Regulations on the ongoing monitoring of progress and intermediate certification of students of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation (Order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation No. 384 / o dated 12/21/2020). The regulation establishes that "the main purpose of the intermediate certification is to assess the quality of students' achievement of the planned learning outcomes in the discipline (module) and practice." Planned learning outcomes for each discipline (module) and practice - knowledge, skills, characterizing the stages of competency formation and ensuring the achievement of the planned results of mastering the main professional educational program. Intermediate certification is carried out using the evaluation tools presented in the work program of the discipline. Evaluation tools for intermediate certification undergo internal (at cyclic educational and methodological commissions) and external expertise, the results of which are documented in the form of a review, and the evaluation tools are updated annually. Checking the level of mastery of practical skills and abilities formed in practical classes is carried out at the final (modular) lessons on practical skills, on thematic patients or on phantoms at the Federal Accreditation Center. When assessing practical skills in simulated conditions (OSKE), assessment sheets are used, borrowed from the database of the Federal Methodological Center for Accreditation of Specialists.

During the intermediate certification, a five-point evaluation system is used. The criteria for assessing the knowledge of students are set out in paragraph 3.24. of the relevant Regulations and in the Standard for quality control of education in the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, approved by order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation dated July 10, 2018 No. 264 / o.

The current control of the progress of the students of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is carried out daily, during the educational process, in the form of an oral survey, testing, written work, practical work, analysis of clinical cases, evaluation of the results of students' independent work. The current control of progress provides assessment during the development of disciplines and internships, intermediate control - the assessment of intermediate and final results of training in disciplines and internships. The purpose of the state final certification of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is to establish the compliance of the results of mastering basic educational programs by students with the relevant requirements of the federal state standard (approved by order of the Ministry of Education and Science of the Russian Federation dated August 12, 2020 No. 984).

Each discipline is provided with the working program, the control and measuring facilities. These documents are fundamental for ongoing monitoring of progress and intermediate certification. The final assessment of the knowledge of graduates of the EP "Dentistry" is carried out on the basis of the state exam, which includes the assessment of fundamental, paraclinical and clinical knowledge necessary for the professional activities of future specialists.

RLAs regulate the processes of conducting current, intermediate and final certification, describe the policy, principles and methods of assessment, appeal procedures, and the policy of retakes. These foundational documents are available to the public, including supervisory and regulatory authorities, faculty, students, and external stakeholders. Internal cathedral control by type of activity is carried out by the staff of the department in accordance with the Work Plan of the departments, as part of visits to lectures and training sessions. Monitoring of the implementation of the EP is carried out by the educational and methodological department, the department of quality control of education based on the results of midterm control, final attestation, final state attestation, analysis of test results, examination of graduates, questioning of students and academic staff, employers, allowing to assess the achievement of the final learning outcomes of the EP. Monitoring of the implementation of the EP is carried out both within the framework of intra-university control and during the internal and external audit of the activities of the academic staff.

The end results of training are divided into three categories - knowledge, skills, abilities (together components of competence). The programs of each academic discipline reflect the list of general cultural, general professional and professional competencies. One discipline can participate in the formation of a number of competencies.

To assess the level of mastering the practical skills of students, the Simulation Center allows the organization of which is a practice-oriented approach to medical education, training and developing skills in providing medical care using simulation educational technologies. The second stage of the comprehensive examination of the state final certification is the analysis of a clinical case (practical skills).

The system provides a certain balance between formative and summative assessment, which makes it possible to objectively rank students when awarding prizes, scholarships, awards, letters of appreciation, etc. For high academic performance and extracurricular activity, students receive bonus points that they need to enter residency in their chosen specialty. An important role in the development of measures to encourage students for extracurricular activity is played by student self-government bodies: the student council, the student trade union committee, the council of the student scientific society.

According to the results of questioning students in the course of the work of the EEC, the fairness of exams and intermediate certification were "completely" and "partially satisfied" by 61% and 27% of respondents; timeliness of assessment - 76% and 18% of students; clarification of the rules and strategy of the educational program - 69% and 20%; educational program strategy - 73% and 18%; conducted tests and exams 57% and 24% of respondents, respectively. 66% and 26% of respondents are fully and partially satisfied with the relationship between

students and teachers; objectivity and fairness of teachers 53% and 43%; informing students about courses, educational programs, and academic degrees - 66% and 23% of students, respectively.

Analytical part

According to the results of the survey conducted during the EEC visit, 49% and 33% of the respondents “completely agree” and “partially agree” with the fact that continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course. The evaluation criteria used by the teacher are fully and partially understood by 48% and 32% of the students surveyed, respectively. 41% and 39% of respondents, respectively, fully and partially agree with the fact that teachers objectively evaluate the achievements of students.

The EEC Commission recommends the use of assessment methods based on criteria and reasoning, and special examinations, taking into account the specifics of medical education (direct and indirect observation of operational and communication skills, mini-clinical examination (MiniCex), workplace assessment, etc.).

The system for assessing students' knowledge is continuously studied by the heads of the departments and is an open environment for the introduction of new methods in this activity. However, it is necessary to use a wider range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format, using modern software. Familiarization with examples of tasks in the test form for senior students revealed the predominance of tasks of a low cognitive level, the presence of defects made by the developers of tasks in the test form.

EEC experts note that it is necessary for the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation to document and evaluate the reliability and validity of assessment methods, which requires the introduction of appropriate software and an appropriate quality assurance process according to existing assessment practice.

EEC experts note, that the Federal State Budget Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation should introduce new assessment methods in accordance with the need and modern trends in medical education. It is recommended that a clear relationship be established between assessment and learning and that an appropriate balance be struck between formative and summative assessment. This will account for more efficient management of learning and assessment of the student's academic progress and establish rules for assessing progress and their relationship to the assessment process.

EEC experts note that the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation should guarantee the provision of timely, specific, constructive and fair feedback to students based on the results of formative and summative assessments, document the assessment process using appropriate assessment forms, make wider use of various models and methods for obtaining feedback. In the course of interviews with the heads of the EP "Dentistry", academic staff and studying members of the EEC, it was recorded that there was a certain misunderstanding on the part of the focus group participants on these issues.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations:

1. The heads of the EP Dentistry are recommended to optimize the student assessment system using methods focused on the degree of achievement of learning outcomes, taking into account international practice (due date - 09/01/2024);
2. Heads of EP Dentistry are encouraged to use and document a wide range of assessment methods and formats on a regular basis, depending on their "usefulness assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format (due date - 01.09 .2024);
3. Heads of the EP Dentistry are recommended to train academic staff on summative and formative assessment and ensure an appropriate balance between formative and summative assessment during the implementation of the EP "Dentistry with the implementation of students' progress in each course of study (due date - 09/01/2024).
4. Heads of the EP Dentistry are recommended to develop a system (develop a local regulation) that will ensure that the process and methods of assessment are open for examination by external experts (due date - 09/01/2024).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong positions - 0

satisfactory - 11

suggest improvements - 4

unsatisfactory - 0

6.4. Standard "Students"

Evidence

Admission to higher education programs - specialty 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), which are updated 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 Programs of Higher education - bachelor's degree programs, specialist's programs, master's programs", other regulatory legal acts of a higher level.

Transparency, objectivity, maximum availability and detail of information for applicants are the main principles of the Academy's admission policy at all stages of admission to study.

Admission is carried out in accordance with the Rules for Admission to the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, which are approved and published on the information platforms of the Academy no later than November 1 of the year preceding the year of admission, and are the main document in the organization and implementation of the admission policy for training. The Rules for Admission to FSBEI HE NOSMA of the Ministry of Health of the Russian Federation are based on federal laws and orders of the Ministry of Education and Science of the Russian Federation, orders of the Ministry of Health of the Russian Federation - the founder of the Academy, and other departments.

The Government of the Russian Federation, federal executive authorities, the Ministry of Higher Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation, as the founder of the Academy, determine the volume of admission to study, primarily within the framework of the target admission figures, distribute a detailed target admission quota, determine the requirements for the number of places and conditions of admission, including for a special quota, other special, preferential and special conditions, for a general competition. Separately, the list of applicants due to be enrolled without entrance examinations is specified.

The organization of work, 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 October 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 purpose technical staff of the admission committee is created annually.

The Academy has created a system of support and support for students, covering the main range of problems that a student may encounter at various stages of education (Order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation "On the Appointment of Persons Responsible for Comprehensive Support for Students with Disabilities and Disabilities in the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation Russia" No. 5/ dated 10.01.2022).

The position of deputy dean has been introduced in the dean's offices, with the aim of providing academic consulting on the choice of elective (optional disciplines), and also assisting students who have encountered difficulties in mastering curricula (drawing up individual schedules for the elimination of academic debts, monitoring progress, promotion to competitions and Olympiads in related disciplines). At all stages of education, the center for promoting the employment of graduates carries out work on vocational guidance and assistance in temporary employment for the period of study, including for students with disabilities. All organizations and structures providing advisory services operate within the framework of the law on the protection of personal data on the principles of confidentiality. The existing system of support and accompanying students ensures the satisfaction of the requests and needs of the students.

Students' self-government in NOSMA of the Ministry of Health of the Russian Federation is implemented through public students' organizations, which are led by students themselves. The student representation policy at the Academy is implemented in three areas: student self-government; representation of students in the collegiate bodies of the university that manage the educational process; representation of students in projects of a social orientation, realizing the regional tasks of health care. The range of public organizations includes: student council - coordinates the initiatives of young students and the headship of the Academy.

According to the results of a student survey conducted during the EEC visit, relations with the dean's office are assessed as "very good" and "good" by 93% of respondents; level of accessibility of the dean's office - 95% of respondents; the level of accessibility and responsiveness of the university management - 93% of the respondents. 92% of respondents are fully and partially satisfied with the availability of academic counseling; educational materials - 92% of respondents. 86% of respondents were completely or partially satisfied with the availability of counseling on personal problems and the clarity of procedures for taking disciplinary measures. 86% of students are completely and partially satisfied with the work of the financial and administrative services of the Institute. 87% of respondents are completely or

partially satisfied with the availability of health services for students and the quality of student health services.

Analytical part

In FSBEI HENOSMA of the Ministry of Health of the Russian Federation, the requirements set forth in the IAAR standard "Students" are fulfilled in full, with the exception of the choice of elective disciplines.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation establishes the relationship between the selection of students, mission, EP and the desired quality of graduates. The main criterion for passing the competition is the amount of competitive points, which is calculated as the sum of points for each entrance test, as well as for individual achievements.

In the course of interviewing students and graduates of the EP, members of the EEC found that during meetings with heads of departments, dean's offices, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social issues. All issues raised and discussed at these meetings are resolved in a timely and appropriate manner.

The results of the student survey showed high (over 90%) satisfaction rates in terms of the attitude and level of accessibility of the dean's office, the accessibility and responsiveness of the university management, the support of educational materials in the learning process, the availability of counseling on personal problems, the financial and administrative services of the educational institution, the level of accessibility of library resources, the quality of services provided in libraries and reading rooms, the existing educational resources of the university, the usefulness of the website of educational organizations in general and faculties in particular, the clarity of the procedure for taking incentives and disciplinary actions, the overall quality of curricula, teaching methods in general, the quality of teaching.

During the interview, no confirmation was received of the implementation in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation of a certain system of academic counseling for students (service of permanent advisers) on the choice of elective disciplines, the formation of an individual educational trajectory, preparation for postgraduate education and professional career planning.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations:

1) Develop and implement a system of academic counseling for students at the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation (to organize an advisory service) on the choice of elective disciplines, the formation of an individual educational trajectory, preparation for postgraduate education and professional career planning (due date - until 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong positions - 0

satisfactory - 15

suggest improvements - 1

unsatisfactory - 0

6.5. Standard "Academic Staff / Teachers"

Evidence

The main resource of the Academy is the faculty, whose professional level allows to ensure the high quality of the educational process and the competitiveness of the university in the market of educational services. The policy of selection and admission of academic staff in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is carried out in accordance with the Labor Code of the Russian Federation, the regulation "On the procedure for filling the positions of academic staff related to the academic staff", approved by order of the Ministry of Education and Science of the Russian Federation dated July 23, 2015. No. 749, Nomenclature of positions of pedagogical workers of organizations engaged in educational activities, positions of heads of educational organizations, approved by Decree of the Government of the Russian Federation dated February 21, 2022 No. 225 "On approval of the nomenclature of positions of pedagogical workers of organizations engaged in educational activities, positions of heads of educational organizations", Order of the Ministry of Health and Social Development of the Russian Federation dated January 11, 2011 No. In "On Approval of the Unified Qualification Directory for the Positions of Managers, Specialists and Employees, Section "Qualification Characteristics of the Positions of Managers and Specialists of Higher Professional and Additional Professional Education" and the charter of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health Russia. The personnel policy for recruitment and selection of personnel ensures full equality and accessibility to the vacancies available at the Academy and guarantees equal opportunities and an objective assessment of the professional qualities of applicants.

The degree of academic staff over the past 5 years has remained stable at about 76%. All teachers of clinical departments have certificates of specialists. The academic staff has a high level of qualification and competence, more than 50% of the academic staff have experience in scientific, pedagogical and clinical work of 15 years or more. Classes with students are held in Russian and English. Every year, the number of teachers who speak a foreign (English) language with the level required for teaching at the university is increasing.

The academic staff is guaranteed the right to elect colleagues and be elected to the governing and advisory bodies of the faculty and the Institute in accordance with the current criteria and procedures. In order to stimulate employees to a qualitative result of labor, as well as encouragement for the work performed, in addition to the official salary, the Academy established incentive payments. The issues of staff incentives are regulated by the local regulations of the university, in particular, the Regulations on the remuneration of employees of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, approved by order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation dated June 26, 2018 No. 230 / o. The regulation is designed to ensure uniformity in matters of remuneration of employees of the Academy and provides for the procedure and conditions for remuneration, the procedure for spending funds on remuneration, a system of material incentives and incentives for employees. The system of material incentives and incentives is aimed at increasing the motivation for work of employees of the institution, ensuring their material interest and increasing responsibility for the results of their activities, including the provision of educational services. The regulation determines the size of official salaries for professional qualification groups, the size of increasing coefficients for salaries; conditions and amounts of compensation and incentive payments in accordance with the lists of payments approved by the Ministry of Health of the Russian Federation.

According to the results of the survey during the EEC visit, the teachers of the Institute gave a positive assessment (ratings of "very good" and "good") regarding the ability to use their own learning strategies (90%) and teaching methods (98%); opportunities to participate in academic mobility programs (97%); advanced training (95%); support from the management of the Institute (91%); opportunities to conduct scientific research (91%). Positively assess the

opportunities provided by the Institute for the professional development of academic staff, 94% of teachers.

According to the results of a student survey conducted during the EEC visit, 80% of students provided positive answers (“very good” and “good”) that the Institute’s teachers use effective teaching methods (93%); know the material being taught (96%); use effective teaching methods (80%); present the material in an understandable form (89%); present the material in an interesting way (76%); satisfies the requirements in terms of personal development and professional development of future specialists (82%); stimulate the activity of students (77%); stimulate creative thinking of students (72%); demonstrate a positive attitude towards students (82%); speak a professional language (97%).

Analytical part

EEC experts note that in the FSBEI HENOSMA of the Ministry of Health of the Russian Federation:

- the balance of the academic staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences is maintained for the adequate implementation of the EP "Dentistry";
- developed criteria for the admission and selection of academic staff, including the scientific, pedagogical and clinical merits of applicants;
- monitors the responsibility of the academic staff/teachers teaching the social and humanities, basic biomedical sciences, behavioral, social and clinical sciences.
- the institutional conditions for the financing of employees and the efficient use of resources are taken into account.

EEC experts state that the teachers involved in the implementation of the EP "Dentistry":

- provide high-quality educational services for the training of qualified specialists for the healthcare system;
- conduct their own research and implement them both in the educational process and in clinical activities;
- carry out social and educational work in the framework of the formation of social and personal qualities of the future dentist;
- evaluate the quality of student training through current, intermediate and final control using evaluation tools developed at the departments;
- participate in the selection of basic institutions of practical health care for teaching students and conducting work experience;
- provide advisory and scientific and practical assistance to medical institutions;
- introduce simulation teaching methods into the educational process;
- develop and introduce new educational and methodological materials into the educational process;
- participate in the process of implementing academic mobility programs.

The Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation has implemented a policy of activity and development of academic staff, which guarantees the recognition of academic activity, with an appropriate emphasis on teaching, research and clinical qualifications, which is carried out in the form of institute and government awards, career advancement and / or remuneration in the form of a prize. Clinical activities and research results are used in teaching and learning.

In general, there is satisfaction with the academic staff of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation and students with the conditions of work and education, but the members of the EEC note that, according to the results of interviews and questionnaires of the academic staff of the Institute, the results and wishes of the respondents were revealed regarding the imbalance of the

teaching load by semesters (“sometimes” - 10 % and “often” - 39%); overcrowding of study groups (“sometimes” - 11% and “often” - 47%); inconvenient class schedule (“sometimes” - 14% and “often” - 42%); which was also noted in the course of monitoring the course of practical classes during the period of full-time attendance at classes and individual clinical bases where training is provided in the OP "Dentistry".

The EEC experts also note that, according to the results of interviews with academic staff and students, analysis of the content of working curricula in disciplines and full-time attendance of lectures and practical classes, in the educational process of FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, learning and teaching methods focused on memorization (reproduction) prevail and understanding of educational material; elements of analysis of clinical situations; curation of patients under the supervision of clinical mentors (in senior courses). Assessment methods are used that do not reflect all the competencies planned in the EP "Dentistry", which is also noted in the recommendations of the EEC to Standard 2 "Educational Program". Most of the academic staff and students are not properly oriented in the field of such teaching and learning methods as TBL (Team Based Learning - team-oriented learning), CBL (Case Based Learning - learning based on a clinical case); (Research Based Learning - learning based on research), project-oriented learning, etc.

The widespread introduction of modern teaching methods in the educational process in the specialty "Dentistry" will immerse students in a safe quasi-professional environment; simulate real clinical situations based on the rich clinical experience of academic staff; consider and analyze diverse complex clinical cases from the standpoint of an integrated interdisciplinary approach; to form communication skills, clinical thinking, research skills and teamwork in students, starting from junior courses.

The introduction of modern educational technologies in the educational process will require the academic staff of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation to master such assessment methods as assessing the cognitive, operational, communicative, research component of students' competencies; ability to independently search and analyze information; skills of working in a professional and interdisciplinary team, and this need should be realized during the development and implementation of modern methods and tools for assessment and assessment forms that are successfully used in the global medical educational community.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations:

- 1) Organize advanced training for academic staff on the use of modern educational technologies and assessment methods in the educational process (due date - until 09/01/2023);
- 2) Expand the range of teaching methods, taking into account the best international practice (TBL, CBL, RBL, etc.) (due date - until 09/01/2024).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

Strong - 0

Satisfactory - 11

Suggest improvements - 1

Unsatisfactory – 0

6.6. Standard "Educational Resources"

Evidence

For the implementation of the OP "Dentistry" FSBEI HE NOSMA of the Ministry of Health of the Russian Federation has a sufficient material and technical base that complies with the current rules and regulations, which ensures the conduct of all types of disciplinary and interdisciplinary training, practical and research activities of students, provided for by the curriculum.

To implement the educational process, the Academy has educational buildings, premises of clinical departments and laboratories located in medical clinics, 2 hostels for students. An analysis of the material and technical equipment of the classroom fund for the development of the educational program showed full compliance with the requirements of the Federal State Educational Standard of Higher Education. The Academy has sufficient opportunities for the implementation of the curriculum: the presence of educational, lecture halls, equipped with modern technical equipment; libraries and library fund; gyms and sports grounds with appropriate equipment; a sufficient fund of dormitories for students; places for catering (canteen, buffets). All facilities comply with fire safety requirements and sanitary and hygienic standards. The clinical departments of the Academy are located directly in the medical organizations of the city. Educational buildings have the entire infrastructure for conducting classes and providing social, everyday needs of students. The entire classroom fund is equipped with modern technical, demonstration facilities.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation has the material and technical base necessary for conducting all types of disciplinary and interdisciplinary training, laboratory, practical and research work of students, residents and graduate students. The state of the educational and laboratory base and the level of its equipment meets the requirements of the current educational standards. At the disposal of students there are auditoriums, classrooms, interfaculty laboratories, an anatomical hall, an anatomical museum, a cadaver storage. The Academy has its own Dental Clinic and Clinical Hospital.

The departments of the humanitarian, socio-economic, natural science and medical-biological blocks of disciplines have everything necessary for organizing and conducting the educational process, in particular, equipped classrooms, light projection and linguistic equipment, microscopes, tables for all sections of disciplines.

The educational process is provided with a sufficient amount of the most diverse modern equipment (computers, office equipment, teaching aids, laboratory equipment, medical simulators and phantoms, medical instruments and consumables, medical, physical and chemical devices, reagents and chemical glassware, anatomical and biological collections, microscopes and micropreparations, etc.), which is replenished according to the standard lists of the necessary equipment.

At the end of 2021, on the basis of the multidisciplinary accreditation and simulation center, the FSBEI HENOSMA of the Ministry of Health of the Russian Federation was created. Library and information support of educational activities is carried out by the library of the FSBEI HENOSMA of the Ministry of Health of the Russian Federation, located at the address: Pushkinskayast., 40. The library provides educational, methodological and scientific information support for ongoing educational programs. The Library of the Academy has concluded contracts for the provision of services to provide access to professional databases, information reference and search systems necessary for the educational process: ELS "Student's Consultant". Civil law contract of a budgetary institution No. 323SL / 09-2021 for the provision of services dated October 4, 2021 from January 01, 2022 to December 31, 2022, information and legal system "Garant". Agreement for the maintenance of the Electronic Periodical Directory "System GARANT" No. 1561 dated January 11, 2022 from January 01, 2022 to December 31, 2022,

NEB eLIBRARY.RU. SCIENCE INDEX license agreement No. SIO-7385/2021 dated October 12, 2021 from October 12, 2021 to October 12, 2022

Each student during the entire period of study is provided with individual unlimited access to the ELS "Student's Consultant" and the EIEE of the Academy. The electronic information and educational environment of the university provides access to publications of electronic library systems and electronic educational resources specified in the work programs. Thus, the legislative requirements in terms of educational, methodological and library and information support of the educational programs being implemented by the library of the university have been met.

Clinical departments based in medical organizations are used for clinical training of the students. The clinical bases with which the Academy has agreements on the practical training of students include 18 medical organizations, including multidisciplinary round-the-clock hospitals; specialized medical institutions (obstetrics and gynecology, infectious diseases, oncology, dermatology, ophthalmology, tuberculosis, psychiatry); outpatient clinics; social institutions; institutions of medical prevention; institutions providing psychological and pedagogical assistance. Medical organizations that are clinical bases of the Academy have the necessary modern material and technical base for training in the provision of all types of dental care in accordance with the current Procedures for the provision of medical care in the relevant profiles, which is confirmed by the presence of a license. At the clinical sites, under the supervision of teachers, students can jointly use medical equipment and tools to master professional competencies in such areas as Practice for obtaining professional skills and professional experience (in preventive dentistry, surgical dentistry, therapeutic dentistry, orthopedic dentistry, general practice dentistry, pediatric dentistry).

Supplementing the educational process with a stage of simulation training with the widespread use of patient-replacing and patient-oriented technologies According to the results of a survey of teachers of the Institute conducted during the visit of the VEC, the sufficiency and availability of the necessary scientific and educational literature in the library was assessed positively ("very good" and "good") by 91% of respondents ; the level of conditions created, taking into account the needs of various groups of students - 94% of respondents.

According to the results of a survey of students of the Institute, conducted during the visit of the EEC, the sufficiency and availability of library resources were positively assessed ("very good" and "good") by 94% of respondents; the quality of services provided in libraries and reading rooms - 96%; satisfaction with existing educational resources - 93%; available computer classes and scientific laboratories - 89%; providing students with a hostel - 68% of respondents. Based on the analysis of the results of the survey, it was found that the Institute provides sufficient opportunities for sports and other leisure activities (86%); facilities and equipment for students are safe, comfortable and modern (81%). A positive assessment in terms of providing all students with equal opportunities received positive answers from 84% of respondents.

Analytical part

EEC experts state the fact that, within the framework of the standard "Educational Resources" in the specialty "Dentistry", in the course of the work of the expert commission and the analysis of the submitted documentation, FSBEI HE NOSMA of the Ministry of Health of the Russian Federation constantly improves the learning environment for students through regular updating, expanding and strengthening the material and technical a base that is consistent with the development of health care and the practice of teaching in medicine (recognized as a strength according to standard 6.1).

EEC members note that the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation provides the necessary resources for the successful implementation of the EP "Dentistry" by acquiring clinical experience by students, including a sufficient number of educational and clinical bases, categories of patients; long-term contractual relations with medical organizations in Vladikavkaz. FSBEI HE NOSMA of the Ministry of Health of the Russian Federation

implements a form of industrial practice in the form of internships at the bases of leading universities in Russia and foreign universities.

EEC members state that the teachers of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, based on the results of the survey during the EEC visit, point to such problems in educational activities (answers "sometimes" and "often"), such as a lack of classrooms (17% and 46%, respectively) ; inappropriate conditions for classes in classrooms (8% and 26%, respectively); weak Internet signal (10% and 47%); untimely receipt of information about certain events (7% and 35%); lack of technical teaching aids in certain classrooms (13% and 27%).

EEC experts note that the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation should develop and implement a policy for the use of expertise in the development of teaching methods and assessment of knowledge and skills in the EP "Dentistry", for example, a group of independent experts (from among the advanced academic staff), since there are several teaching and learning methods lagging behind the capabilities of the material and technical base of the university.

EEC experts also recommend that the Institute's management conduct a set of measures to conduct an examination in the field of education assessment and research in the field of medical education, including the study of theoretical, practical and social issues, since no convincing data was obtained on ongoing research and expert work during interviews with academic staff FSBEI HENOSMA of the Ministry of Health of the Russian Federation.

Based on the results of interviews with academic staff teaching disciplines in the specialty "Dentistry", EEC experts identified the need for greater assistance from the administration of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation to the desire and interests of employees in conducting research in the field of medical education.

Satisfactory marks were given for those items that require increased attention while meeting the standards.

Strengths/best practice

FSBEI HENOSMA of the Ministry of Health of the Russian Federation constantly improves the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which corresponds to the development of healthcare and the practice of teaching in medicine Powerful and high-tech simulation center. Own clinics.

EEC recommendations:

1. Develop and implement an algorithm for the use of expertise in the development of teaching methods and evaluation of learning outcomes (due date - until 09/01/2023).
2. Develop and implement an algorithm in the field of development and examination of the educational program (due date - until 09/01/2023).
3. Carry out a set of measures to develop expertise in the assessment of education and in research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education (due date - until 09/01/2024).
4. To promote the aspirations and interests of the employees of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation in conducting research in medical education (on an ongoing basis).
5. Organize advanced training for academic staff on the use of expertise in the educational process, taking into account medical, scientific, social and psychological aspects (due date - until 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

Strong - 1

Satisfactory - 24

Suggest improvements - 5

Unsatisfactory - 0

6.7 Standard "Assessment of the educational program"

Evidence

The Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation has a multi-level system for evaluating educational programs, which includes current control by the dean's office, periodic control by the educational and methodological department, assessment of the quality of the educational process by the department of standardization and quality in the form of internal audit of educational units and processes. Monitoring of the educational program and the results of its development is carried out on the basis of the Regulations on the main professional educational program of higher education - the Bachelor's program, the Specialty program, the Master's program.

The Educational and Methodological Department of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation 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 the central coordinating educational and methodological council, the quality council, brought to the attention of departments and teachers. Monitoring of the educational program is carried out in order to identify compliance with the requirements of the Federal State Educational Standard of Higher Education.

The dean's office, UMU provide students with a real opportunity to participate in the formation of their training program, explain their rights and obligations in the implementation of the BEL. After studying each discipline, students have the opportunity to formulate and bring to the attention of the head of the department, deans, vice-rector and rector proposals on the structure, volume and content of the discipline being studied, as well as methods and means of control by questioning. For the analysis of educational programs, there is a basic feedback system, within the information maps of the processes "Design and development of educational programs" and "Implementation of basic educational programs", which regulate the implementation of the following indicators: the percentage of curricula and programs of academic disciplines that meet the requirements of the Federal State Educational Standard in terms of level and content; the percentage of provision of disciplines with educational and methodological materials; the level of competence of graduates according to the requirements of the Federal State Educational Standard; student satisfaction; graduate satisfaction; teacher satisfaction. Applicants to the NOSMA dental clinic sign an informed voluntary consent for medical intervention.

According to the results of a survey of students during the EEC visit, 88% of respondents were completely and partially satisfied with the overall quality of the training programs; teaching methods of 90% of students; the quality of teaching - 94%; academic workload and requirements for students - 89% of respondents. The results of studying the satisfaction of various categories of consumers are communicated to all interested parties.

Analytical part

The EEC experts note that within the framework of the standard "Evaluation of educational programs" in the specialty "Dentistry", during the work of the expert commission and the analysis of the submitted documentation, it was revealed, in the main, compliance with the requirements of the standard. The EEC members, after analyzing the submitted documents and talking with the focus group participants, came to the conclusion that the FSBEI HE NOSMA of

the Ministry of Health of the Russian Federation has a multi-level system for assessing the educational program in the specialty "Dentistry", which includes an internal assessment of the quality of education and consists of:

- current control over the organization and implementation of the educational process by the dean's office (in the form of a monthly report of the departments on the current progress and attendance of students);
- assessment of the quality of the educational process by the educational and methodological department and the department for assessing the quality control of education in the form of an internal audit of educational units and processes;
- participation in the procedures of intermediate and final attestation of independent experts;
- assessment of the quality of teaching academic staff from students by questioning;
- internal departmental assessment of the quality of teaching in the form of mutual visits by employees of classes, etc.

The administration of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation periodically evaluates the EP, including the content of disciplines, the organization of the educational process, material and technical resources, the learning environment, cultural and national characteristics.

At the same time, the EEC experts note that the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation needs to develop and document its own Regulations on monitoring processes and results, including the collection and analysis of data on key aspects of the educational program in the specialty "Dentistry".

The educational achievements of students of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation are systematically analyzed in relation to the mission and end results of studying educational programs, including the determination of such indicators as the average grade point across disciplines and courses of study; absolute progress and qualitative indicator of progress; the absolute number and proportion of expelled students. The conditions of training in the completed courses are analyzed. The administration of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation conducts periodic research in the field of assessing the degree of satisfaction of students and academic staff with educational programs and the availability of resources.

At the same time, the members of the EEC state that the processes of obtaining feedback from students regarding the ongoing EP "Dentistry" are not sufficient to develop corrective or preventive measures to improve the EP "Dentistry". The members of the EEC failed to establish which indicators for evaluating the EP were developed and applied.

The EEC members note that the feedback regarding the issues of assessing and improving the EP is mainly presented in the form of a questionnaire, while the range of forms and methods should be expanded, taking into account the specifics of the EP (oral and written comments from the stakeholders of the EP; reflective reviews ; interviews in focus groups, chronological reports, etc.).

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

1. It is recommended to collect information on a systematic basis, analyze the results of feedback from all stakeholders on the content and implementation of the educational program,

inform stakeholders about the feedback results received, use the latter to improve the quality of the educational program (due date - until 09/01/2023 at least once a year).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

Strong - 0;

Satisfactory - 23

Suggest improvements - 1

Unsatisfactory - 0.

6.8 Management and administration standard

Evidence

Management of activities and interaction of structural and collegial subdivisions of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation is carried out in accordance with the charter of the Academy and the organizational structure. The collegial governing body of the Academy is the Academic Council, which includes the rector, vice-rectors, deans of faculties, representatives of regional health authorities, heads of departments, heads of structural divisions, teachers, students. The Academic Council considers and makes decisions on the main areas of educational, scientific and medical activities of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, and also approves curricula and educational programs on the proposal of the deans of faculties, submits candidates for the award of academic titles, awards honorary titles, approves local regulations, regulating the main activities. The structure and functions of the Academic Council are presented in the Regulations on the Academic Council of the Academy.

According to the organizational structure in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, 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 academy. The dean's office of the Faculty of Dentistry is a subdivision located in the office of the vice-rector for educational work. In the course of performing the main tasks and functions, the dean's office interacts with other departments: the educational and methodological department, the department of personnel and document management, departments, the department for strategic development and innovation, the information technology department, the Federal Accreditation Center, the Academic Council, the Center for Practical Training, the Council student government, board of trustees and others. The interaction of the dean's office with departments and students is carried out within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail and electronic personal accounts.

The Academy carries out financial and economic activities in accordance with the charter approved by the Ministry of Health of the Russian Federation, the Budget Code, federal laws, orders of the Government of the Russian Federation, other regulations in force on the territory of the Russian Federation that regulate educational activities and the activities of budgetary institutions and on the basis of the Financial - economic activities of federal state institutions subordinate to the Ministry of Health of the Russian Federation. Management of financial and economic activities ensures the economic feasibility and validity of the program policy of the Academy aimed at supporting the Mission of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation, the educational program, external relations, etc. (Regulations on the management of financial and economic activities). Financing is carried out in accordance with

agreements concluded with the Ministry of Health of the Russian Federation. Financing of the educational program is carried out from the following sources: 1) subsidies for financial support for the implementation of the state (municipal) task from the federal budget; 2) targeted subsidies in accordance with the budget code of the Russian Federation; 3) proceeds from the provision of paid educational services, other paid services.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation has the opportunity, in accordance with regulatory documents, to independently direct financial resources to achieve the final learning outcomes. The amount of the Academy's funding for the implementation of the main educational program of higher professional education is determined in accordance with the standards established by the Government of the Russian Federation, taking into account the specifics of educational programs per student, resident, and includes: expenses for the remuneration of employees, including established compensation and incentive payments; expenses directly related to the provision of the educational process (purchase of visual aids, technical teaching aids, consumables, stationery, payment for communication services in terms of expenses related to connection to the Internet information network and payment for using this network and other economic needs); other expenses related to the provision of the educational process (improving the qualifications of employees, travel expenses, etc.).

The Academy makes incentive payments to teachers: for high achievements in scientific and methodological activities; for the presence of state, departmental and university awards and distinctions; according to the results of rating control of the quality of their activities.

The university allocates funds to support students (material assistance). Analyzes the amount of financial resources spent on the remuneration of teachers. Based on the results of the work of teachers, indicators are revised to determine an effective bonus system. It is planned to expand the indicators for assessing the work of teachers in achieving the intended results in education, subject to the availability of financial resources.

IIQA is carried out on an ongoing basis in accordance with the Federal Law of December 29, 2012 No. 273-FZ "On Education in the Russian Federation", "Methodological recommendations for organizing and conducting in educational institutions of higher education an internal independent assessment of the quality of education in educational programs of higher education - bachelor's, specialist's and master's programs" (letter of the Ministry of Education and Science of the Russian Federation dated February 15, 2018 No. 05-435), internal system for assessing the quality of education in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation "and by order of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation dated May 14, 2020 No. 113 / o "On approval of the regulation on the internal independent assessment of the quality of education in the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation", "Standard for quality control of education", approved by order of the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation dated July 10, 2018 No. 264 / o, "Strategy ensuring the quality assurance of training of graduates of the federal state budgetary educational institution of higher education "North Ossetian State Medical Academy" of the Ministry of Health of the Russian Federation for 2018-2022, 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 dated December 29, 2017 No. 557 / o .

Regular self-assessment is carried out as part of the annual self-examination of the Academy, as well as through internal audit, which regulates internal activities and is designed to analyze and evaluate the functioning of the organization. The main objectives of internal audits at the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation are: assessment of the compliance of the QMS or its individual processes with the requirements of internal regulatory documents, international and national standards ISO 9001-2015; providing the management of the organization with reliable

data on the quality of the implementation of educational, research and other processes; analysis of the effectiveness of corrective and preventive actions to eliminate identified nonconformities.

Analytical part

According to the Charter, FSBEI HE NOSMA of the Ministry of Health of the Russian Federation has the status of a federal state budgetary institution and receives funding for the implementation of the state order. To conduct research and professional activities, graduates of the bachelor's program can continue their education in training programs in residency, postgraduate studies.

FSBEI HENOSMA of the Ministry of Health of the Russian Federation independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all activities in professional training, scientific research and the provision of services, with the effective disposal of funds and state property.

The members of the EEC state that the administration of the Faculty of Dentistry:

- ensures the fulfillment of the state order of practical health authorities, employers and the training of doctors in the specialty "Dentistry";
- coordinates the process of curriculum development;
- ensures the implementation of standard and working curricula of the EP;
- monitors the correctness of registration of cases by the selection committee when enrolling students for the first year or transferring from university to university;
- participates in the preparation and organization of current and solemn events of the International Olympiads, student scientific society, volunteer student association, Youth Union, etc.;
- participates in the development of the schedule of training sessions and monitors the readiness of the departments for the beginning of the academic year;
- organizes the educational process and provides quality control of students' training;
- appoints group facilitators in the junior years and clinical mentors in the senior years;
- provides data on the contingent of students at the Faculty of Dentistry, their performance for the rector, administration of the institute, planning and finance department, accounting and other departments of the Institute;
- organizes and controls the passage of students of educational and industrial practices and the conduct of tests and exams;
- draws up academic leave, expels and reinstates students, makes a decision on the re-education of the student on the course.
- collects information about the progress of students of the faculty with its subsequent analysis and discussion at the Faculty Council, meetings of the academic council, administration;
- carries out a set of measures to work off missed classes, conduct an appeal procedure;
- Provides support to needy and gifted students;
- assigns scholarships, incl. nominal, on the recommendation of the Academic Council, students of the faculty in accordance with the current Regulations;
- organizes and provides control of all types of activities of assigned departments;
- prepares control and measuring materials for the final state certification of graduates of the EP "Dentistry";
- organizes conversations about a healthy lifestyle, patriotic education of students; student visits to theaters, museums and exhibitions;
- provides assistance in organizing sports and cultural student events;
- organizes the settlement of students in the hostel and monitors the living conditions.

To discuss the main issues of organizing educational and educational work in the dean's office of the Faculty of Dentistry, there is a Faculty Council, which includes: the dean, deputy deans, student representatives, heads of departments and educational parts of the departments of the faculty.

The distribution of resources is implemented depending on the characteristics and needs of the EP, the specifics of the academic discipline, the conditions for conducting practical and laboratory classes, the need to attract standardized patients, etc. The established policy does not contradict the legislative acts of the Russian Federation, which ensures the institutional autonomy of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation.

In the process of interviewing AUP FSBEI HE NOSMA of the Ministry of Health of the Russian Federation and heads of departments, it was noted that the responsibility of the academic headship in relation to the development and management of the educational program was determined. The implementation of the educational program is provided by the management and scientific and pedagogical employees of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, as well as persons involved under the terms of a civil law contract (for a fee or free of charge). The members of the EEC noted that in the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, the rector, vice-rector for academic affairs, the dean's office of the dental faculty, the educational and methodological department, the education quality control department are responsible for the implementation of the curriculum and the achievement of final goals and results.

During an online conversation with focus groups, a response was received from the interviewers that the FSBEI HE NOSMA of the Ministry of Health of the Russian Federation periodically evaluates the academic headship regarding the achievement of its mission and the final learning outcomes.

According to a survey conducted during the visit of the EEC, 75% of respondents are completely satisfied with the attitude of the Institute's management towards teachers; relations with direct management - 82%; relations with colleagues at the department - 92%; the degree of participation in making managerial decisions - 69%; relations with students - 84% of respondents. With the recognition of successes and achievements by the administration, 80% of the academic staff are fully satisfied; support for suggestions and comments - 75%; activities of the university administration - 73%; terms of remuneration - 70% of respondents. 71% of academic staff are fully satisfied with the working conditions, list and quality of services provided at the university; labor protection and safety - 73%; management of changes in the activities of the university - 75% of respondents. The provision of a social package (rest, sanatorium treatment, etc.) fully satisfied 50% of the academic staff; organization and quality of food at the university - 61%; organization and quality of medical care - 68% of respondents.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Strengths/best practice

No strengths were identified for this standard.

EEC recommendations

None.

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong - 0

satisfactory - 17

suggest improvements - 0

unsatisfactory - 0

6.9 Standard "Constant Update"

Evidence

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

Monitoring the implementation of the main educational program includes: 1) self-examination procedure; 2) the procedure for internal audit of the QMS; 3) stakeholder surveys to identify requirements for learning outcomes; 4) analysis of the results of input control (testing, USE); 5) feedback from employers; 6) the results of all types of practice.

Documentation of inconsistencies and shortcomings in the work of departments, the faculty as a whole is carried out in the course of internal and external audits of the QMS. Based on the results of audits, in order to eliminate the causes of identified nonconformities and prevent their recurrence, the departments develop plans for corrective and preventive measures. According to the results of the academic year, all departments, councils, commissions prepare reports on the results of the implementation of plans, processes at the Faculty of Dentistry. These results are analyzed by the Quality Service, the dean's office of the faculty, the headship of the Academy for decision-making for future periods, and are also reflected in the plans for the strategic development of the Faculty of Dentistry and FSBEI HE NOSMA of the Ministry of Health of the Russian Federation as a whole.

For the successful implementation of the educational program, it is necessary to provide the departments, structural divisions of the Academy involved in educational activities with material, technical, information resources (presence of classrooms, office equipment, equipment of classrooms, etc.), human resources.

Every year, before the start of the academic year, an order is prepared to prepare the Academy for the new academic year. For the program "Dentistry" a list of members of the commission is determined, who make a conclusion in accordance with the acts of readiness of the departments, on the need for additional resources for a quality educational process, which are subsequently reflected in applications. At the end of the calendar year, a plan for the logistics of the educational program is formed on the basis of applications from structural divisions and departments, in order to plan financial resources for the future period for the educational process. The financial planning department develops a plan for financing all processes related to the implementation of the program. All departments keep records of material and technical resources. A significant amount of resources was allocated to the formation of the EIOS in order to implement the program in a remote format. The implementation of scientific research by both teachers and students of the program also requires certain material costs, which is reflected in the Academy's procurement plan.

The process of updating educational resources is carried out in accordance with changing needs, the development of research areas in medicine, innovative technologies for surgical intervention, the treatment of many diseases, as well as the socio-economic requirements of the labor market in the field of medical services, which involves updating the program, introducing new compulsory disciplines and elective disciplines, electives, based on promising and own research, global trends in the study of this area. Dynamic adjustment of educational resources is based on new trends in basic, clinical, behavioral, social sciences, taking into account the level of morbidity, mortality, health status in society, government assignments, profile of specialists, and the correction of the inclusion of new knowledge helps to improve socio-economic indicators of living standards in country and in the world.

The educational process is organized using modern technologies. Many classrooms are equipped with interactive whiteboards and videoconferencing equipment. At the service of students - extensive resources of the online library, international databases.

One of the important tasks of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation in the near future is to

establish compliance with international standards by integrating higher medical education, research work and qualified clinical activities into the educational process; harmonization of the traditions of the national medical school with international standards in the field of medical education.

Analytical part

The members of the EEC, after analyzing the submitted documents and talking with the participants of the focus groups, came to the conclusion that the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, as a dynamically developing and socially responsible organization of higher medical education, should initiate procedures for regular review and revision of the content of the EP, learning outcomes / competencies, assessment and learning environment. It is necessary to carefully review the functions of structural and functional units and process maps, document and eliminate shortcomings in the accredited EP "Dentistry", taking into account the fact that the Institute constantly allocates resources for continuous improvement.

SWOT-analysis of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, taking into account the established traditions, values and corporate culture of the university, needs to be critically rethought.

Answers to questions on the process of updating the EP "Dentistry" during the interviews in focus groups were received in insufficient volume, since the process of updating the EP should be based on prospective studies, analysis and evaluation; analysis of modern literature on medical education.

The heads of EP 31.05.03 "Dentistry" should annually adjust the elements of the educational program and their relationship in accordance with advances in the field of biomedical, behavioral, social and clinical sciences, changes in the demographic situation and the health status / morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts and methods are included and obsolete ones are excluded.

The EEC members recommend developing clear assessment principles and methods for conducting and number of examinations in accordance with changing learning outcomes and teaching and learning methods, since in the course of interviews with students, mainly only oral and written surveys, testing and solving situational problems were mentioned. tasks.

Satisfactory marks were given by members of the EEC for those items that require increased attention while meeting the standards.

Activities on these points are planned by the university and put in the plan.

Strengths/best practice

A high level of resource support for the educational program in the specialty "Dentistry".

EEC recommendations:

1) It is recommended to carry out a phased adaptation of the model of the educational program and methodological approaches, taking into account modern theories in medical education, the methodology of adult education and the principles of active learning (due date - until 09/01/2024);

2) It is recommended to develop and implement its own Regulations on monitoring and evaluation of the EP "Dentistry" to continuously improve the process of monitoring and evaluation of the educational program (due date - until 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong - 1

satisfactory - 11

suggest improvements - 2

unsatisfactory - 0

Strengths/best practice

A high level of resource support for the educational program in the specialty "Dentistry".

EEC recommendations:

1) It is recommended to carry out a phased adaptation of the model of the educational program and methodological approaches, taking into account modern theories in medical education, the methodology of adult education and the principles of active learning (due date - until 09/01/2024);

2) It is recommended to develop and implement its own Regulations on monitoring and evaluation of the EP "Dentistry" to continuously improve the process of monitoring and evaluation of the educational program (due date - until 09/01/2023).

Quantitative indicators reflecting the compliance of the organization with the criteria of the Standard are as follows:

strong - 1

satisfactory - 11

suggest improvements - 2

unsatisfactory - 0

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

Mission and Deliverables Standard

No strengths were identified for this standard.

Standard "Educational program"

No strengths were identified for this standard.

Student Assessment Standard

No strengths were identified for this standard.

Standard "Students".

No strengths were identified for this standard.

Standard "Academic Staff / Teachers"

No strengths were identified for this standard.

Standard "Educational Resources"

FSBEI HENOSMA of the Ministry of Health of the Russian Federation constantly improves the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which corresponds to the development of healthcare and the practice of teaching in medicine Powerful and high-tech simulation center. Own clinics.

Standard "Evaluation of the educational program"

No strengths were identified for this standard.

Standard "Management and Administration"

No strengths were identified for this standard.

Continuous Improvement Standard

A high level of resource support for the educational program in the specialty "Dentistry".

(VIII) OVERVIEW OF THE RECOMMENDATIONS FOR IMPROVING THE QUALITY

Mission and Deliverables Standard

1. Bring to the attention of all stakeholders the mission, quality policy and vision of the organization (due date - 09/01/2023);
2. The management of the EP is recommended to involve stakeholders on an ongoing basis in the development of the mission of the EP in the specialty "Dentistry" (due date - 09/01/2023);
3. The heads of the EP "Dentistry" are recommended to study, analyze and document the opinions / proposals of stakeholders regarding the mission, vision and final learning outcomes on a regular basis (at least once a year) (due date - 09/01/2023).

Standard "Educational program"

1. The Heads of the EP "Dentistry" are recommended to conduct and document the analysis of the results of the assessment of graduates' competencies on a regular basis (at least once a year) and use the results obtained as a feedback tool to improve the EP (due date - 09/01/2023);
2. It is recommended to widely include teaching and learning methods based on the modern theory of adult learning into the educational process of the EP "Dentistry" and to provide regular training for academic staff on the specified teaching and learning methods (due date - 09/01/2024);
3. It is recommended to gradually modernize the model of the educational program in the specialty "Dentistry" in the EP, based on the results of integrated learning, organ systems, diseases, modular design (due date - 09/01/2024);
4. It is recommended to determine the balance between the mandatory and elective part of the EP "Dentistry" and provide the opportunity to form an individual educational trajectory for students through the Catalog of elective disciplines (due date - 09/01/2023);
5. It is recommended to regularly include stakeholders (representatives of clinical sites, graduates of the EP "Dentistry", specialists in practical healthcare) in collegial advisory bodies, and involve them in the discussion of the Catalog of elective disciplines (at least 1 time per year) (due date - 01.09 .2024);
6. It is recommended to regularly modify the educational program in the specialty "Dentistry" on the basis of feedback from the public (posting information and conducting surveys on the website, in the media, etc.); - at least once a year (completion date - 09/01/2024);
7. It is recommended to include in the EP "Dentistry" for the formation of scientific thinking and the application of scientific methods of research, work programs of practices for research (which corresponds to the Federal State Educational Standard of Higher Education - a specialist in the specialty 31.05.03 Dentistry, approved by order of the Ministry of Education and Science of the Russian Federation dated August 12 2020 No. 984, where 2 practices in a scientific focus are offered) introductory practice "Research work (obtaining primary skills in research work)" and the production practice "Research work" (completion date - 09/01/2023).

"Student Assessment" Standard

1. The heads of the EP Stomatology are recommended to optimize the student assessment system using methods focused on the degree of achievement of learning outcomes, taking into account international practice (due date - 09/01/2024);
2. Heads of EP Dentistry are encouraged to use and document a wide range of assessment methods and formats on a regular basis, depending on their "usefulness assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format (due date - 01.09 .2024);
3. Heads of the EP Dentistry are recommended to train academic staff on summative and formative assessment and ensure an appropriate balance between formative and summative assessment during the implementation of the EP "Dentistry with the implementation of students'

progress in each course of study (due date - 09/01/2024);

4. Heads of the EP Stomatology to develop a system (develop a local regulation) that will ensure that the process and methods of assessment are open for examination by external experts (due date - 09/01/2024).

Standard "Students".

1. To develop and implement a system of academic counseling for students at the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation (to organize an advisory service) on the choice of elective disciplines, the formation of an individual educational trajectory, preparation for postgraduate education and planning a professional career (due date - until 09/01/2023).

Standard "Academic Staff / Teachers"

1. Organize advanced training for academic staff on the use of modern educational technologies and assessment methods in the educational process (due date - 09/01/2023);

2. Expand the range of teaching methods, taking into account the best international practice (TBL, CBL, RBL, etc.) (due date - 09/01/2024).

Standard "Educational Resources"

1. Develop and implement our own Policy on the use of expertise in the development of teaching methods and evaluation of learning outcomes (due date - until 09/01/2023).

2. Develop and implement our own Policy in the field of development and examination of the educational program (due date - until 09/01/2023).

3. Carry out a set of measures to develop expertise in the assessment of education and in research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education (due date - until 09/01/2024).

4. To promote the aspirations and interests of the employees of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation in conducting research in medical education (on an ongoing basis).

5. Organize advanced training for academic staff on the use of expertise in the educational process, taking into account medical, scientific, social and psychological aspects (due date - until 09/01/2023).

Standard "Assessment of the educational program"

1. It is recommended to collect information on a systematic basis, analyze the results of feedback from all stakeholders on the content and implementation of the educational program, inform stakeholders about the feedback results received, use the latter to improve the quality of the educational program (due date - until 09/01/2023 at least once a year).

Standard "Management and Administration"

None.

Continuous Improvement Standard

1. It is recommended to carry out a phased adaptation of the model of the educational program and methodological approaches, taking into account modern theories in medical education, the methodology of adult education and the principles of active learning (due date - until 09/01/2024);

2. It is recommended to develop and implement its own Regulations on monitoring and evaluation of the EP "Dentistry" to continuously improve the process of monitoring and evaluation of the educational program (due date - until 09/01/2023).

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



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

№ p	№ p/p	№ criterion	Assessment criteria	Position of the educational organization			
				strong	satisfactory	Improvements needed	unsatisfactory
		1.	“MISSION AND RESULTS”				
		1.1	mission definition				
1.	1.	1.1.1	The medical education organization must define its mission and the mission of the EP and bring it to the attention of stakeholders and the healthcare sector. The mission statement should contain the objectives and educational strategy to prepare a competent physician at the level of basic medical education:		+		
2.	2.	1.1.2	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3.	3.	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4.	4.	1.1.4	prepared for postgraduate studies		+		
5.	5.	1.1.5	with a commitment to lifelong learning, including professional responsibility to maintain the level of knowledge and skills through performance evaluation, audit, study own practice and recognized activities in CPD/CME.		+		
6.	6.	1.1.6	The medical education organization should ensure that the mission includes advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7.	7.	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		1.2	Participation in the formulation of the mission				
8.	8.	1.2.1	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.		+		
9.	9.	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other relevant stakeholders.		+		
		1.3	Institutional autonomy and academic freedom				
			A medical education organization should have institutional autonomy for the development and implementation of policies for which the administration and faculty are responsible for:				
10.	10.	1.3.1	development and compilation of an educational program;		+		
11.	11.	1.3.2	use of allocated resources necessary for the implementation of the educational program.		+		

			A medical education organization should guarantee academic freedom to its staff and students:		+		
12.	12.	1.3.3	in relation to the current educational program, which will be allowed to rely on different points of view in the description and analysis of issues in medicine;		+		
12.	12.	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines / issues without expanding the educational program.		+		
		1.4	LearningFinal Outcomes				
		1.4.1	The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:				
13.	13.		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14.	14.		an appropriate basis for a future career in any branch of medicine;		+		
15.	15.		their future roles in the health sector;		+		
16.	16.		their subsequent postgraduate training;		+		
17.	17.		their commitment to lifelong learning;		+		
18.	18.		health needs of the health of society, the needs of the health care system and other aspects of social responsibility.		+		
19.	19.	1.4.2	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20.	20.	1.4.3	The medical education organization should determine and coordinate the connection of the final learning outcomes required upon completion with those required in postgraduate education		+		
21.	21.	1.4.4	The medical education organization should determine the results of the involvement of students in research in medicine		+		
22.	22.	1.4.5	The medical education organization should pay attention to outcomes related to global health;		+		
23.	23.	1.4.6	Medical education organization should use the results of the assessment of graduates' competencies as a feedback tool for improving the educational program.		+		
			Total		0	203	0
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
24.	1.	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design			+	
25.	2.	2.1.2	The medical education organization must define teaching and learning methods used that encourage, prepare and support students to take responsibility for their own learning process.			+	
26.	3.	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning.			+	
27.	4.	2.1.4	The medical education organization must ensure that the			+	

			educational program is implemented in accordance with the principles of equality.				
28.	5.	2.1.5	A medical education organization should use teaching and learning methods based on modern adult learning theory.		+		
		2.2	Scientific method				
		2.2.1	The medical education organization must teach students throughout the entire program of study:				
29.	6.		principles of scientific methodology, including methods of analytical and critical thinking;			+	
30.	7.		scientific research methods in medicine;			+	
31.	8.		evidence-based medicine,			+	
32.	9.		which require the appropriate competence of teachers and will be a mandatory part of the educational program.		+		
33.	10.	2.2.2	The medical education organization should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods.			+	
34.	11.	2.2.3	The medical education organization should promote the involvement of students in conducting or participating in research projects.		+		
		2.3	Basic Biomedical Sciences				
			The medical education organization must determine and include in the educational program:				
35.	12.	2.3.1	achievement of basic biomedical sciences, to form students' understanding of scientific knowledge;		+		
36.	13.	2.3.2	Concepts and methods that are fundamental to acquisition and application of clinical scientific knowledge.		+		
			The medical education organization should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37.	14.	2.3.3	scientific, technological and clinical developments;			+	
38.	15.	2.3.4	Current and expected needs of society and the system healthcare.			+	
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical education organization must determine and include in educational program of achievement:				
39.	16.		behavioral sciences;			+	
40.	17.		social sciences;			+	

41.	18.		medical ethics;		+		
42.	19.		medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge of the national health system and the rights of the patient, which will contribute to the analysis community health issues, effective communication, clinical decision making and ethical practice.		+		
		2.4.2	The medical education organization should correct and make changes in the educational program new advances in behavioral and social sciences as well as medical ethics for:		+		
43.	20.		scientific, technological and clinical developments;		+		
44.	21.		Current and expected needs of society and the health care system		+		
45.	22.		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical education organization must identify and implement the achievements of the clinical sciences in the educational program and ensure that students:				
46.	23.	2.5.1	acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47.	24.	2.5.2	conduct a reasonable portion (one-third) of the program in planned patient encounters, including consideration of purpose, appropriate number, and sufficiency for training in appropriate clinical settings.		+		
48.	25.	2.5.3	work on health promotion and prevention		+		
49.	26.	2.5.4	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50.	27.	2.5.5	The medical education institution should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		
			The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
51.	28.	2.5.6	scientific, technological and clinical developments;		+		

52.	29.	2.5.7	current and expected needs of society and the health system		+	
53.	30.	2.5.8	The medical education institution should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+	
54.	31.	2.5.9	The medical education organization should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+	
		2.6	The structure of the educational program, content and duration			
55.	32.	2.6.1	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral, social and clinical disciplines.		+	
			The medical education organization follows in the educational program:			
56.	33.	2.6.2	ensure horizontal integration of related sciences and disciplines;		+	
57.	34.	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+	
58.	35.	2.6.4	provide an opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of compulsory elements and electives or special elective components;			+
59.	36.	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+	
		2.7	Program management			
60.	37.	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the control of the academic management, is responsible and has the authority to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the educational program and courses for to ensure the achievement of learning outcomes.		+	
61.	38.	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural department responsible for educational programs.		+	
62.	39.	2.7.3	A medical education organization should, through the		+	

			structural unit responsible for educational programs, plan and implement innovations in the educational program.				
63.	40.	2.7.4	The medical education organization should include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. teachers of the faculties of the Academy.		+		
		2.8	Relationship with medical practice and healthcare system				
64.	41.	2.8.1	The medical education organization should provide an operational link between the educational program and the subsequent stages of professional training (internship if available, specialization, CPD / CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of required learning outcomes, a clear definition and description of the elements of the educational program and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, as well as feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical help.		+		
			The medical education organization should ensure that the structural unit responsible for the educational program				
65.	42.	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify educational program;		+		
66.	43.	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total			0 367	0
		3.	STUDENT ASSESSMENT				
		3.1	Assessment Methods				
			The medical education organization must:				
67.	1.	3.1.1	define, approve and publish the principles, methods and practices used for students' assessment, including the number of examinations and other tests, the balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing points, grades and number of allowed retakes;		+		

68.	2.	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
69.	3.	3.1.3	use a wide range of assessment methods and formats depending on their "value assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70.	4.	3.1.4	ensure that assessment methods and results avoid conflicts of interest;		+		
71.	5.	3.1.5	ensure that the evaluation process and methods are open to review by external experts;			+	
72.	6.	3.1.6	use a system for appealing the results of the evaluation.		+		
			The medical education organization should:				
73.	7.	3.1.7	document and assess the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;		+		
74.	8.	3.1.8	implement new assessment methods as needed;			+	
75.	9.	3.1.9	use the system to appeal the results of the evaluation.				
		3.2	Relationship between assessment and learning				
			A medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
76.	10.	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;			+	
77.	11.	3.2.2	ensure that students achieve learning outcomes;		+		
78.	12.	3.2.3	promote student learning;		+		
79.	13.	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.		+		
			The medical education organization <i>should</i> :		+		
80.	14.	3.2.5	regulate the number and nature of reviews of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;		+		

81.	15.	3.2.6	ensure timely, specific, constructive and fair feedback to students based on assessment results.		+			
			Total			0	114	0
		4.	STUDENTS					
		4.1	Admission and selection policy					
			The medical education organization must:					
82.	1.	4.1.1	define and implement an admissions policy, including clearly established regulation on the student selection process;		+			
83.	2.	4.1.2	have a policy and implement the practice of accepting students with disabilities in accordance with the laws and regulations in force in the country;		+			
84.	3.	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations		+			
			The medical education organization should:		+			
85.	4.	4.1.4	establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+			
86.	5.	4.1.5	periodically review the admission policy, based on relevant input from the public and professionals, in order to meet the health needs of the population and society as a whole, including consideration of student enrollment according to their gender,		+			
			ethnicity and language, and the potential need for a special admissions policy for students from low-income families and national minorities;		+			
87.	6.	4.1.6	use the system to appeal admission decisions.		+			
		4.2	Enrollment of Students					
88.	7.	4.2.1	The medical education organization must determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for health workforce, in the case when medical education organizations do not control the number recruited students, you should demonstrate your commitment by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student recruitment and logistical and academic potential of the university).		+			
89.	8.	4.2.2	The medical education institution should periodically review the number and cohort of students admitted in consultation		+			

			with relevant stakeholders responsible for planning and development of human resources in the health sector, as well as with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution of human resources health care, the migration of doctors, the opening of new medical schools) and regulate in order to meeting the health needs of the population and society as a whole.				
		4.3	Advice and support for students				
			The medical education organization must:				
90.	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 organizations should provide counseling that:			+	
94.	13.	4.3.5	based on monitoring student's progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;			+	
95.	14.	4.3.6	includes counseling and professional career planning			+	
		4.4	Student Representation				
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.			+	
			Total			0	15 1 0
		5.	ACADEMIC STAFF/TEACHERS				

		5.1	Selection and enrollment policy			
			The medical education organization must determine and implement a staff selection and admission policy that:			
98.	1.	5.1.1	defines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;	+		
99.	2.	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;	+		
100.	3.	5.1.3	Defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.	+		
			A medical education organization should take into account criteria as such as:	+		
101.	4.	5.1.4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;	+		
102.	5.	5.1.5	economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.	+		
		5.2	Development Policy and Employee Activities			
			A medical education organization must determine and implement a policy for the activities and development of employees, which:	+		
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	+			
			The medical education organization should :				
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.	+			
			Total	0	11	1	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization must :				
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.	6.1.2	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.	+			
		6.2	Clinical Training Resources				
			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.				
		6.3	Information Technology				
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 student access to relevant patient data and health information systems.	+			
		6.4	Medical research and scientific achievements				
			The medical education organization must :				
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 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 prepares students to participate in scientific	+			

			research in the field of medicine and its development.				
		6.5	Expertise in the field of education				
			The medical education organization must :				
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 should :				
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	to promote the aspiration and interests of employees in conducting research in medical education.			+	
		6.6	Exchange in education				
			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 should :				
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.		+		
			Total			1 245	0
		7.	ASSESSMENT OF THE EDUCATIONAL PROGRAM				
		7.1	Program monitoring and evaluation mechanisms				
			The medical education organization must :				
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	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	on 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	onspecialcomponentsoftheeducationalprogram, whichincludeadescriptionofthedisciplineandmethodsofteachingandlearning, clinicalrotationsandassessmentmethods;	+		
147.	8.	7.1.8	on 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.	+		
		7.2	Teacherandstudentfeedback			
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.	+		
		7.3	Students' Academic achievements			
			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.		+		
		7.4	Stakeholder Engagement				
			The medical education organizations 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.		+		
			Total			0 23 1	0
		8	MANAGEMENT AND ADMINISTRATION				
		8.1	Control				
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.		+		
		8.2	Academic headship				
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 should periodically Conduct an assessment of academic headship regarding the achievement of its mission and learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical education organization must :				
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 should :				
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.		+		
		8.4	Administrative staff and management				
			A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
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..		+		
		8.5	Engagement with the health sector				
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.		+		
			Total			0	170
		9	"Constant Update"				0
			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 eliminated deficiencies;		+		
182.	2.	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization should:				
183.	3.	9.1.3	базировать процесс обновления на проспективных исследованиях и анализах и на результатах собственного изучения, оценки литературы по медицинскому образованию; 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 from MEL.				
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			+	
			adjustments will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of obsolete.				
189.	9.	9.1.9	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.			+	
190.	10.	9.1.10	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.			+	
191.	11.	9.1.11	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.			+	
192.	12.	9.1.12	Updating educational resources in line with changing needs, such as student enrollment, the number and profile of academic staff, educational program.			+	
193.	13.	9.1.13	Improving the process of monitoring and evaluation of educational programs.			+	
194.	14.	9.1.14	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.			+	
TOTAL				1	112	0	
OVERALL				2	1623	0	
				9			

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

Date and time	EEC work with target groups	Position and Surname, name, patronymic of target group participant	Contact form
February 28 2023			
20.00-21.00	Preliminary EEC session	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352 (<i>for EEC only</i>)
Day 1: March 1 2023			
10.00-10.30	Distribution of responsibility of experts, solution of organizational issues	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
10.30 – 11.10	Interview with the rector	<i>Remizov Oleg Valerievich, Doctor of Medical Sciences, Honorary Worker of Higher Professional Education of the Russian Federation, Honored Health Worker of the Republic of North Ossetia-Alania, member of the Association of Rectors of Medical and Pharmaceutical Universities of the Russian Federation, the Council of Rectors of the Republic of North Ossetia-Alania, the Council of Rectors of the North Caucasus Federal District, Head of the UNESCO Department</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
11.10-11.25	Technical break		
11.25-12.05	Meeting with vice-rectors	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>Akpolova Varvara Olegovna, Vice-Rector for Strategic and Digital Development, Candidate of Medical Sciences, Associate Professor.</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
12.05-12.20	Technical break		
12.20-13.00	Meeting with the	<i>1) Tuaeval.Sh., head of the educational and methodological center of educational and</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09

	heads of structural divisions of the NGO	<p><i>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>YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
13.00-14.00	<i>Dinner</i>		
14.00-14.15	EEC work	<i>IAAR external experts</i>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765</p>

			Access code: 334352 (for EEC only)
14.15-15.00	Interviews with deans	<p>1) Kalagova R.V., Dean of the Faculty of General Medicine, Head of the Department of Chemistry and Physics, Doctor of Chemical Sciences, Associate Professor;</p> <p>2) Bibaeva L.V., acting Dean of the Faculty of Dentistry, Head of the Department of Biology with Histology, MD, Professor;</p> <p>3) Bidarova F.N., acting Dean of the Faculty of Pharmacy, Head of the Department of Pharmacy, Candidate of Pharmaceutical Sciences, Associate Professor.</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
15.00-15.15	Technical break		
15.15-16.00	Interviews with the heads of the EP, heads of departments	<p>Heads of EP 31.05.01 General Medicine, heads of departments:</p> <p>1) Tsallagova L.V., Head of the Department of Obstetrics and Gynecology No. 1, Doctor of Medical Sciences, Professor;</p> <p>2) Totoeva O.N., Head of the Department of Human Anatomy with Topographic Anatomy and Operative Surgery, Candidate of Medical Sciences, Associate Professor;</p> <p>3) Slepushkin V.D., Head of the Department of Anesthesiology, Resuscitation and Intensive Care, Doctor of Medical Sciences, Professor;</p> <p>4) Totrov I.N., Head of the Department of Internal Diseases No. 1, Doctor of Medical Sciences, Associate Professor;</p> <p>5) Tebloev M.M., Head of the Department of Internal Diseases No. 2, Candidate of Medical Sciences, Associate Professor;</p> <p>6) Bestaev D.V., Head of the Department of Internal Diseases No. 3, Doctor of Medical Sciences, Associate Professor;</p> <p>7) Astakhova Z.T., Head of the Department of Internal Diseases No. 4, Doctor of Medical Sciences, Professor;</p> <p>8) Dzilikhova K.M., Head of the Department of Children's Diseases No. 2, Candidate of Medical Sciences, Associate Professor;</p> <p>9) Otaravaeva B.I., Head of the Department of Infectious Diseases, Candidate of Medical Sciences, Associate Professor;</p> <p>10) Brin V.B., Head of the Department of Normal Physiology, Doctor of Medical Sciences, Professor;</p> <p>11) Alikova Z.R., Head of the Department of Public Health, Healthcare and Social and Economic Sciences, Doctor of Medical Sciences, Professor</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>

		<p>12) Dzhioev I.G., Head of the Department of Pathological Physiology, Doctor of Medical Sciences, Professor;</p> <p>13) Kusova A.R., Head of the Department of General Hygiene and Physical Culture, Doctor of Medical Sciences, Professor;</p> <p>14) Tuaveva I.B., Head of the Department of Health Organization with Psychology and Pedagogy, Candidate of Medical Sciences, Associate Professor;</p> <p>15) Epkhiev A.A., Head of the Department of Pathological Anatomy with Forensic Medicine, Candidate of Medical Sciences, Associate Professor;</p> <p>16) Sabaev S.S., Head of the Department of Traumatology and Orthopedics with Military Surgery, Doctor of Medical Sciences, Professor;</p> <p>17) Basieva O.Z., Head of the Department of Phthisiopulmonology, Candidate of Medical Sciences, Associate Professor;</p> <p>18) Totikov V.Z., Head of the Department of Surgical Diseases No. 2, Doctor of Medical Sciences, Professor;</p> <p>19) Khatsaeva D.T., Head of the Department of Foreign Languages, Ph.D., Associate Professor.</p> <p>Heads of EP 31.05.03 Dentistry, heads of departments:</p> <p>1) Remizova A.A., Head of the Department of Dentistry No. 3, Doctor of Medical Sciences, Associate Professor;</p> <p>2) Toboev G.V., Head of the Department of Dentistry No. 2, Doctor of Medical Sciences, Associate Professor;</p> <p>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.</p> <p>Heads of EP 33.05.01 Pharmacy, heads of departments:</p> <p>1) Bidarova F.N., acting Dean of the Faculty of Pharmacy, Head of the Department of Pharmacy, Candidate of Pharmaceutical Sciences, Associate Professor.</p>	
16.00-16.15	Technical break		Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09
16.15-17.00	Interview with	Teachers 31.05.01 Medicine (Appendix No. 1. List of academic staff)	

	academic staffEP	<i>Teachers 31.05.03 Dentistry (Appendix No. 2. List of academic staff)</i> <i>Teachers 33.05.01 Pharmacy (Appendix No. 3. List of academic staff)</i>	Conference ID: 389 293 1765 Accesscode: 334352
17.00-18.30	Questioning of academic staff (in parallel)	(Appendix 4,5,6)	Linkis sent to the teachervia e-mail
17.00-17.15	Technical break		
17.15-18.30	Visual inspection of the TOE	1) <i>Department of human anatomy with topographic anatomy and operative surgery, anatomical museum;</i> 2) <i>The building of the UNESCO Chair (house of inclusive education);</i> 3) <i>Federal Accreditation Center;</i> 4) <i>Student canteen;</i> 5) <i>Department of Biology and Histology, Biological Museum;</i> 6) <i>Department of Foreign Languages;</i> 7) <i>Educational building No. 3 - Department of public health, health care and socio-economic sciences; ART gallery.</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
18.30-18.40	EEC work. Summing up the first day	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
Day 2: March 2 2023			
10.00-10.15	EEC work	<i>IAARExternalexperts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
10.15-10.30	Technical break		
10.30-11.10	Interviews with EP students (in parallel)	<i>Students 31.05.01 General Medicine (Appendix No. 7)</i> <i>Students 31.05.03 Dentistry (Appendix No. 8)</i> <i>Students 33.05.01 Pharmacy (Appendix No. 9)</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
11.10-12.30	Questionnaire of students (in parallel)	(Appendix 10,11,12)	Linkis sent to teacher's e-mail

11.10-11.25	Technical break		
11.25-13.00	Working with department documents and attending teaching staff classes according to the schedule (Appendix 1A with Link to class)	<p>Specialty 31.05.01 General Medicine <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>Specialty 31.05.03 Dentistry <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>Specialty 31.05.01 Pharmacy <i>Department of Pharmacy (Head of the Department - Bidarova F.N., Ph.D., Associate Professor).</i></p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>
13.00-14.00	Dinner		
14.00-14.15	EEC work	IAAR External experts	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)</p>
14.15-14.30	Technical break		
14.30-16.00	Attending EP practice bases	<p>Organizations 31.05.01 General Medicine:</p> <p>1) Clinical Hospital of the Federal State Budgetary Educational Institution of Higher Education NOSMA of the Ministry of Health of the Russian Federation, Vladikavkaz, Titovst., 11.</p> <p>2) State budgetary health care institution "Republican Clinical Center for Phthisiopulmonology" of the Ministry of Health of the Republic of North Ossetia-Alania, Vladikavkaz, pos. Yuzhny, Lechebny Ave., 1.</p> <p>3) State budgetary health care institution "Republican Children's Clinical Hospital" of the Ministry of Health of the Republic of</p>	<p>Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09</p> <p>Conference ID: 389 293 1765 Accesscode: 334352</p>

		North Ossetia-Alania, Vladikavkaz, Barbashov St., 33	
		Organizations 31.05.03 Dentistry: 1) Dental clinic FSBEI HENOSMA of the Ministry of Health of the Russian Federation, Vladikavkaz, Kirovst., 66. 1) 2) JSC "Dentistry", Vladikavkaz, Barbashovst., 70B.	
		Organizations 33.05.01 Pharmacy: 1) Pharmacy No. 17 JSC "Pharmacy", Vladikavkaz, Kuibyshevst., 56, online show, 2) Pharmacy No. 4 JSC "Pharmacy", Vladikavkaz, General Plievst.,5, online screening	
16.00- 16.15	Technical break		
16.15- 16.30	EEC work, discussion	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
16.30- 17.10	Interviews with the EP employers	<i>Employers' representatives (Appendix 13)</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
17.10- 17.15	Technical break		
17.15- 18.00	Interviews with the EP graduates	<i>Appendixes 14,15,16</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352
18.00- 18.10	Technical break		
18.10- 20.10	<i>EEC work, discussion of the results of the second day and profile parameters (recording is ongoing)</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (<i>for EEC only</i>)
Day 3: March 3 2023			
10.00- 11.30		<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09

	<i>Day 3: March 3, 2023 The work of the EEC development and discussion of recommenda tions (recording)</i>		931765?pwd=Tk9MYWptb2dnV01 YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (for EEC only)
11.30- 11.45	Technicalbreak		
11.45- 13.00	<i>EEC work, development and recommenda tions</i>	<i>IAAR External experts</i>	(Expert's individual work)
13.00- 14.00	<i>Dinner</i>		
14.00- 16.00	<i>The work of the EEC discussion, decision- making by voting (recorded)</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (for EEC only)
16.00- 17.00	<i>Preparation by the chairman of information on the results of an external evaluation</i>	<i>EEC Chairman</i>	(Chairman's individual work)
17.00- 17.40	<i>Final meeting of the EEC with the Academy's administra tion</i>	<i>the University and structural divisions administration</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Accesscode: 334352
17.40- 17.55	Technicalbreak		
17.55- 19.00	<i>Work of the EEC, Discussion of the results of the quality assessment</i>	<i>IAAR External experts</i>	Link https://us02web.zoom.us/j/3892931765?pwd=Tk9MYWptb2dnV01YMm1oN0Q0dEhSdz09 Conference ID: 389 293 1765 Access code: 334352 (for EEC only)

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

1. Your department/faculty?

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

1. Your Position

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

3. Academic degree, academic title

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

4. Work experience at this HEI

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

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

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

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

31. Why do you work in this particular HEI?

Total 120 answers:

All conditions for achieving the goal

This is my Alma Mater

by calling

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

Studied at NOSMA, Fell in love with NOSMA

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

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

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

How often do you encounter in your practice:

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

Lack of technical facilities in classrooms	0	13,1%	86,9%
--	---	-------	-------

34.11 Other problems (if any. Please indicate which ones)

There are 79 answers in total:

No

No problem

No

No problem

No

-

No other problems

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

there are no other problems

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

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

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

Knowledge about international programs

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

Acquisition of the necessary simulation equipment

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

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

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

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

Appendix 4. The results of the survey of the students*Total number of surveys: 1,052*

1. Your department/faculty?

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

2. Specify the gender

Male	73,5%
Female	26,5%

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

Completely satisfied	46,6%
Partially Satisfied	49,7%
Partially dissatisfied	3,9%
Notsatisfied	
Difficult to answer	

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

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

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

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

2. Availability of academic counseling

Completely satisfied	86,1%
Partially Satisfied	10,1%
Partially dissatisfied	4,8%
Notsatisfied	
Difficult to answer	

3. Support with educational materials in the learning process

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

4. Availability of personal counseling

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

	Fully satisfied	Partially satisfied	Partially dissatisfied	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 towards students	84,8%	12 %	3,2%	0	0

Continuous assessment (seminars, tests, questionnaires, etc.) reflects the content of the course	86,5%	9,3%	4,2%	0	0
Evaluation criteria used by the instructor are clear	86,8%	9,7%	3,5%	0	0
The teacher objectively evaluates the achievements of students	84,8%	12,1%	3,1%	0	0
The teacher speaks a professional language	92,7%	7,3%	0	0	0
Facilities and equipment for students are safe, comfortable and modern	84,6%	10,8%	4,6%	0	0
The library is well stocked and has a fairly good collection of books.	86,5%	8,7%	4,8%	0	0
Equal opportunities are provided to all students	85,4%	10%	2,6%	2 %	0

31. Other problems regarding the quality of teaching

number of answers: 241

missing

Everything is fine

Pediatricians are treated better than other faculties

Everything is fine.

There are no such

there are no problems

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

No problem

No other problems

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

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

As well as the presence of test control, which non-objectively assesses the level of knowledge
I would like more practice in the classroom
There are no complaints about the work of teachers
No place to rest during breaks. You have to go outside the academy and most often be late for
classes because of the desire to eat (the dining room is full)
It is impossible to measure everyone with one size fits all, we have exceptional professionals in
their field, but there are very few of them
Everything bad, lucky injustice
no problem
Better attitude to the pediatricians
The lecture is taking too much of our time. I wish there were fewer of them or in a remote
format.
In my opinion, all aspects that ensure the conditions for successful study are met, but, in turn, I
would like to recommend expanding the possibilities of high-quality and healthy nutrition!)

