



«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 evaluation commission
on compliance with the requirements of the IAAR standards for
international accreditation of basic medical and pharmaceutical education
abroad

(based on WFME/AMSE standards)

31.05.01 General Medicine

SAMARA STATE MEDICAL UNIVERSITY

17-19 May, 2022

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
IAAR Accreditation
Council*



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Contents

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS3
 (II) Introduction4
 (III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION5
 (IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....5
 (V) DESCRIPTION OF THE EEC VISIT6
 (VI) COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION7

6.1. The "Mission and Results" standard.....7

6.2. The "Educational program" standard.....9

6.3. The "Student Assessment" standard10

6.4. The "Students" standard12

6.5. Standard "Academic staff/Teachers"15

6.6. The "Educational resources" standard.....17

6.7. The "Evaluation of the educational program" standard19

6.8. Management and Administration Standard.....21

6.9. The "Continuous Improvement" standard.....23

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD25
 (VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT26
 (IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION27
 (X) RECOMMENDATION TO THE ACCREDITATION COUNCIL27
 Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"28

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AIS	- automated information system
AERARC	- automated evaluation and rating activity report card - automated rating system for evaluating activities
ARSOD	- higher education
EEC	- External Expert Commission
HE	- state final certification
SEC	- state examination commission
SFC	- state final certification
MD	- doctor of Medical Sciences
CPE	- continuous postgraduate education
USRLE	- unified state register of legal entities
EMIAS	- unified medical information and analytical system
SID	- student ID
IPMO	- Institute of Precision Mechanics and Optics
Cand.Pharm	- Candidate of Pharmaceutical Sciences
QED	- catalog of elective disciplines
MOH	- Ministry of Health of the Russian Federation
MGMSU	- Evdokimov Moscow State University of Medicine and Dentistry

IAAR INDEPENDENT ACCREDITATION AND RATING AGENCY

SRW	- student's research work
SEC	- scientific and educational center
RLA	- regulatory legal acts
DSN	- disabilities and special needs
EP	- educational program
TS	- teaching staff
PSBGMU	- Pavlov First State Medical University of St. Petersburg
RAS	- Russian Academy of Sciences
SamSMU	- Samara State Medical University
MM	- mass media
QMS	- quality management system
SSS	- student scientific societies
EMC	- educational and methodological council
FAC	- Federal Accreditation Center
FSBEI	- Federal State Budgetary Educational Institution
FSES HE	- Federal State Educational Standard of Higher Education
SAT	- system of assessment tools
CCMC	- central coordinating methodological council
EIEE	- electronic information and educational system

(II) Introduction

In accordance with Order No. 53-19-OD of 02.05.2022 of the Independent Accreditation and Rating Agency, dated 17 -19 May, 2022, an external expert commission assessed the compliance of the educational program 31.05.01 General Medicine of the Samara State Medical University with the IAAR standards for international accreditation of basic medical and pharmaceutical education abroad (based on the WFME/AMSE standards) (no.68-18/1-OD of May 25, 2018).

Report of the external expert commission (EEC) contains an assessment of the submitted educational program based on the IAAR criteria, recommendations of the EEC for further improvement of the educational program and parameters of the profile of the educational program.

EEC members:

- 1) **Chairman of the EEC** – Prof. Konrad Juszkievicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Netherlands). *On-line participation*
- 2) **IAAR Expert** – Elena S. Tulupova, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) *On-line participation*
- 3) **IAAR expert** – Zulfiya M. Zhankalova, MD, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan) *Off-line participation*
- 4) **IAAR Expert** – Raushan S. Dosmagambetova, MD, Professor, Karaganda Medical University (Republic of Kazakhstan) *Off-line*
- 5) **IAAR expert** – Irina V. Nazarenko, Dean of the Medical and Diagnostic Faculty, Educational Institution "Gomel State Medical University", PhD (Republic of Belarus) *Off-line*
- 6) **IAAR Expert** – Natalia V. Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy at Vitebsk State Medical University (Republic of Belarus) *Off-line*
- 7) **IAAR expert** – Alexey N. Kalyagin, MD, Vice-Rector for Medical Work and Postgraduate Education, Head of the Department of Propaedeutics of Internal Diseases of the Irkutsk State Medical University of the Ministry of Health of Russia (Russian Federation) *On-line participation*
- 8) **IAAR expert** – Elena A. Kisseleva, MD, Professor of Novokuznetsk State Institute of Advanced Medical Training– Branch of the Russian Medical Academy of Continuing Professional Education of the Ministry of Health of Russia (Russian Federation) *Off-line*
- 9) **IAAR expert, employer**– Dmitry I. Dmitriev, Chief Physician of Novokuibyshevsk Dental Polyclinic (Russian Federation) *Off-line participation*
- 10) **IAAR expert, employer** – Polina V, Shitz, LLC "Medicine Plus", Russian Federation *On-line participation*
- 11) **IAAR expert, Student** – Dmitry S. Anisimov, 5th year student of the Pediatric Faculty, Chairman of the primary trade union organization of students, Smolensk State Medical University (Russian Federation). *On-line participation*
- 12) **IAAR expert, student** – Yury S. Olovyannikov, 5th-year student of the educational program "General Medicine" at the Institute of Clinical Medicine of the Altai State Medical University (Russian Federation) (online). *On-line participation*
- 13) **IAAR expert, student** – Vyacheslav P. Artishchev, 1st year resident of the EP "Pathological Anatomy" at the I.M. Sechenov First Moscow State Medical University. (Russian Federation). *On-line participation*
- 14) **IAAR Coordinator** – Malika A. Saydulayeva, Project Manager of the Independent Accreditation and Rating Agency (Republic of Kazakhstan). *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Samara State Medical University of the Ministry of Health of the Russian Federation was established in accordance with the Resolution of the 4th Samara Provincial Congress of Soviets dated 24/12/1918, as the medical faculty of Samara State University, later transformed into the Samara State Medical Institute.

The SamSMU is a legal entity (non-profit organization), registered in the Unified State Register for No. 1026301426348 (certificate series 63 No. 001314945). The University has a license for educational activities No. 2335 dated August 12, 2016, series 90L01 No. 0009395 (with appendices 1.1, 1.2, 1.3), issued by the Federal Service for Supervision of Education and Science, valid indefinitely and state accreditation (certificate of State accreditation No. 2697 dated November 01, 2017, Series 90A01 No. 0002829, issued by the Federal Service for Supervision of Education and Science, valid until November 01, 2023).

The University has wide international recognition, as evidenced by the export of educational services (over the past two years, the number of foreign students has increased by 22%).

The University holds leading positions in various rankings, such as: THE WUR 2021 – reporter, THE Impact Ranking Overall - 601-800, THE Impact Ranking Good Health and Well-being - 101 - 200, Global Aggregated Ranking-2021 - TOP 10% of universities in the world, Moscow International University Ranking "Three University Missions" - 1201-1300, Rating of the best universities in Russia RAEX- 100 - 50.

The university has 105 public and private clinical bases, its own clinics with over 1000 inpatient beds. The employment rate of graduates is over 92%. The university's main areas of scientific research are genomics, bionics, tissue engineering, regenerative and personalized medicine, VR/AR, neurotechnology, etc. Almost 165 million rubles worth of expert-level equipment was funded by the Priority-2030 grant in 2021. The "Creation and development of high-tech production of complex bionic structure endoprostheses" project was among the 10 outstanding achievements of science in 2021.

Students are actively involved in research activities: 62 SSCs, more than 1,500 students engaged in science, along with teaching staff they have access to electronic international databases (Koshgai, Web of Sciences, etc.). The Boiling Point centre has been developed - a creative space for collective work as part of educational and discussion events, contributing to the development of the national technological initiative markets Helsnet, Technet, Neuronet and the economy of the future.

The SamSMU is the only medical university whose developments are deployed in 9 countries: among them AUTOPLAN - a surgical navigation system, ReviVR – a multisensory simulator for passive rehabilitation, Health check-up - a digital ecosystem for remote monitoring of the patient, interactive anatomy system Pirogov, a radiologist's workstation, including GARDEN modules developed with the use of AR technologies, Revi-Motion - multisensory simulator of active rehabilitation, Blue Sky glasses for restoring circadian biorhythms, virtual simulators for medical education: "Emergency medical Station", "Ambulance", "Tracheostomy", etc. High-tech medical care is provided at the SamSMU Clinics, including in the areas of organ transplantation, hematology, cardiac surgery and joint replacement. Commercialization of innovative projects amounts to 477 million rubles. The university has a high publishing activity.

The university has 6,000 students, 120 graduate students, 1,000 clinical residents. Teaching staff amounts to 730 employees, among them 1 academician of the Russian Academy of Sciences, 1 corresponding member of the Russian Academy of Sciences, 1 professor of the Russian Academy of Sciences, 180 doctors of medical sciences, 461 candidates of medical Sciences.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international program accreditation of EP 31.05.01 General Medicine according to IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was performed on the basis of the approved Program of the expert commission visit on institutional and program accreditation of educational programs in SamSMU between 17-19 May, 2022.

In order to coordinate the EEC work, an introductory meeting was held on 16.05.2022, where powers were distributed among the members of the commission, schedule of the visit was clarified, and an agreement was reached on the choice of evaluation methods.

To obtain objective information on the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university responsible for specific areas, heads of structural divisions, directors of institutes, heads of departments, teachers, students, graduates, employers. A total of 164 representatives took part in the meetings (Table 1).

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

Category of participants	Number
Rector	1
Vice-Rectors and the Head of the Rector's Office	6
Heads of structural divisions	36
Directors of institutes	2
Heads of departments	6
Teachers	20
Students	23
Graduates	35
Employers	35
Total	164

During the tour, the members of the EEC got acquainted with the state of the logistical base, visited the departments of faculty therapy, hospital therapy with courses of polyclinic therapy and transfusiology, medical rehabilitation, sports medicine, physiotherapy and balneology.

At the meeting of the IAAR EEC with the target groups at SamSMU, the mechanisms for implementing the university's policy were clarified and certain data points presented in the university self-assessment report were clarified.

During the accreditation period, classes for the 3rd year student of General Medicine taught by the head of the department and the head teacher of the Department of propaedeutic therapy were attended.

Over the course of the EEC's work, the members of the EEC visited the following internship bases: all departments of the university's own clinics with over 1000 inpatient beds.

In accordance with the accreditation procedure, a survey of 100 teachers, 1,500 students, including junior and senior students was conducted.

In order to confirm the information provided in the self-assessment report, external experts requested and analyzed working documentation of the university. Along with this, the experts studied the online positioning of the university via its official website <https://samsmu.ru/>.

Within the framework of the planned program, recommendations for improving the organization of education and accredited educational programs of the SamSMU, developed by the EEC based on the results of the evaluation, were presented at a meeting with the management on 19/05/2022.

(VI) COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION

6.1. The "Mission and Results" standard

The evidence

The global mission of the SamSMU is to create the medicine of the future, develop high-tech technologies and preserve the traditions of academic education and science for sustainable development, train highly qualified specialists and improve public health and the quality of life.

The staff of the SamSMU sets itself a strategic goal - leadership in the creation of advanced scientific knowledge, world-class educational technologies, the development and implementation of the best innovative solutions in practical healthcare.

The mission of the EP for the specialty 31.05.01 General Medicine is to train highly educated, competent, competitive medical personnel based on the best examples of domestic and international medical education and science, generating knowledge, creating and putting into practice high-tech medical and diagnostic technologies aimed at preventing diseases, improving health and increasing the quality of life and life expectancy for the nation.

The mission takes into account the opinions of stakeholders, participants in the educational process, and employers – representatives of practical healthcare who serve as members of the council of the Institute of Clinical Medicine (draft document is posted on the university's intranet for discussion and suggestions).

For accessibility the university's mission and that of the EPs are posted on the university's official website; information stands of departments and in structural divisions; they are communicated during meetings of the departments, Academic Councils of institutes, the Academic Council of the SamSMU, the rector's office, via e-mail.

Graduates of the university who have been trained in the specialty 31.05.01 "General Medicine" meet the requirements of practical healthcare for specialists of this area.

The SamSMU prepares students for continuous professional development throughout life as a key factor in the formation of professional responsibility. To this end, modern educational technologies and methods (interactive, problem-focused, project-based, game-based, information and communication-based) are used in the implementation of the educational program, aimed at forming motivation for independent development of skills beyond the educational program, including critical thinking while obtaining theoretical knowledge, as well as practical skills and capabilities.

In the process of studying, the students are given the right to independently determine part of their educational trajectory through the study of disciplines of their choice.

The main stakeholders take part in the development and approval of the global mission of the university: teaching staff, students, employees of the SamSMU Clinics, administrative, managerial and auxiliary personnel of the university, representatives of the trade union organization and employers of the Samara region.

The Institute that develops the EP independently decides on the duration of the academic semester, the number of biomedical, behavioral, special disciplines, the inclusion of elective disciplines, types of work practices.

Research work is an integral part of the activities for teachers of the program, its main results are implemented and used in educational activities and included in the contents of specific subjects. On the initiative of the departments, the changes taking place in the healthcare system, i.e. strategy of treatment, the choice of medicines with proven effectiveness are immediately reflected in the working programs, which makes it possible to update the EP on a regular basis.

As a result of mastering the specialty program, graduates acquire competencies (universal, general professional, professional), which demonstrate their ability to apply knowledge, skills and personal qualities in accordance with the goals of professional activities. The graduates

demonstrate the final learning outcomes of their education during the state final certification – SFC.

The University constantly monitors and ensures the interrelation of the final learning outcomes with the global healthcare issues. The curriculum for the specialty includes subjects such as oncology and oncological alertness, prevention and treatment of cardiovascular pathologies, the spread of type 2 diabetes mellitus and improvement of the patients' quality of life, fighting tuberculosis and other socially significant diseases.

Confirmation for all of the above can be found on the university's website, in the self-assessment report and appendices, it was also obtained via interviews of various target groups.

Analytical part

The mission of the University, the strategic goal, objectives, values and the Development Program of the SamSMU for 2021-2030 within the framework of the implementation of the strategic academic leadership program "Priority 2030" have been defined and imparted to all stakeholders. The mission of EP General Medicine reflects all the activities of the university: educational, scientific, clinical and promotion of national values

The mission of the university as a whole and the mission of the educational program 31.05.01 General Medicine has been defined and communicated to all stakeholders and posted on the university's website. The mission of the university and the educational program 31.05.01 General Medicine are updated with the participation of all interested parties. However, during the interviews none of the interviewed teaching staff and students could quote the mission in full.

The mission, vision and quality policy are systematically reviewed and updated with the participation of all stakeholders. The correlation of the mission of the educational program 31.05.01 General Medicine and the final learning outcomes is evident.

The global mission of the university and the mission of the educational program General Medicine are interrelated, stemming from a common understanding of the country's healthcare policy as a whole.

Goals and educational strategy of the mission of the educational program 31.05.01 General Medicine are the basis for the formation of highly competitive graduates. The use of innovative teaching methods has the ultimate goal – that of training highly specialized doctors. Scientific research carried out at the university is widely implemented both in the educational process and in practical healthcare. The process of integrating the results of scientific research and practical healthcare into the educational process is ongoing and is reflected in the final learning outcomes. Besides, since the model of the unity of science, education and clinical practice is very well applied at the university, constantly updated clinical recommendations and evidence-based medicine data approved by the wider medical community are being introduced into the learning process.

It is worth noting that students of the educational program 31.05.01 General Medicine actively participate in scientific research within various fields of medicine – the presence of 62 student societies comprising over 1,500 students has a positive effect on the students' competencies acquired as a result of scientific research.

Constant monitoring and improvement of the mission of the educational program and learning outcomes is carried out via assessment of the graduates' competencies as a feedback tool in order to improve the educational program 31.05.01 General Medicine.

Thus, the Mission and Final Learning Outcomes standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

The possibility of using the results of their research to improve the study of specific subjects without expanding the educational program.

Recommendations of the EEC

The management of the EP General Medicine should impart the mission of the EP to the students, teachers and other stakeholders. Deadline: 15.06.2022.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvements/ unsatisfactory)

According to the "Mission and Results" standard, 24 criteria are disclosed, of which 1 has a strong position, 23 is satisfactory and 0 need improvement.

6.2. The "Educational program" standard

The evidence

The program of the specialty 31.05.01 General Medicine is developed on the basis of the FSES HE. https://kurskmed.com/upload/sveden/fgos_vo/fgos_3_lech_delo_31.05.01.pdf The total scope of the educational program is 360 credits (c.p.). EP consists of three blocks. Block 1 "Subjects (modules)" is represented by the subjects of the compulsory part (a total of 294 credit points), the subjects of the part shaped by the participants in the education process (14 credit points) and elective disciplines (modules) (10 units). Block 2 "Work practice" includes practices: mandatory part (48 c.p.) - educational practice (25 c.p.) and work practice (23 c.p.) and a part shaped by the students (1 c.p.). Block 3 "State final certification" (3 c.p.). The scope of the program studied in one academic year is no more than 70 c.p.

The implementation of the EP for the specialty 31.05.01 General Medicine is carried out using teaching and learning methods based on the modern theory of adult education (case studies, business oriented methods, role-playing, etc.). Andragogical model of learning is used, in it the leading role belongs to the student as an equal participant of the learning process.

To shape the necessary skills and abilities within the framework of the competency-based approach, there are 3 stages of training at the SamSMU: stage 1 - mastering practical skills in patient care (1-2 year); stage 2 - phantom-simulation training in methods of examination and treatment of patients (3-4 year); stage 3 - obtaining skills in providing medical care to patients with various pathologies (4-6 year).

The Directorate of the Institute of Clinical Medicine and the Educational and Methodological Council of the University are responsible for developing and implementing the EP. The developers of the EP and its components are representatives of teaching staff of the departments that teach the subjects, manage practices and research work specified in the curriculum for the specialty.

Working groups consisting of department heads and teachers from various departments are created to shape the EP. The CCMC of the SamSMU, together with the directorate of the Institute, coordinates and provides control over the development of all components of the EP. The educational program is approved by the decision of the Academic Council of the University and validated by the rector (Protocol No. 10 of 25.06.2021).

The structures that manage educational programs include representatives of the Ministry of Health of the Samara region, practical healthcare workers and graduates.

The issue of the quality of specialist training in current conditions is a priority for the SamSMU. Monitoring activities taking into consideration the changes in the field of education and healthcare are in place to regularly monitor educational processes, as well as professional medical (work) activities.

According to employers, the level of training provided by SamSMU makes its graduates highly employable, due to their ability to master various areas of professional activity on schedule and in a highly-organized way, which stimulates their career growth and further professional advancement.

Analytical part

Development of the educational program 31.05.01 General Medicine is carried out in

accordance with federal legislation and local regulations of the SamSMU. Educational program 31.05.01 General Medicine is developed by the best teachers of the departments with the involvement of students, employers and other stakeholders, taking into account the final learning outcomes aimed at training highly qualified doctors in accordance with the current trends.

The process of training students of the educational program 31.05.01 General Medicine is that of constant improvement, taking into account the wishes of students, employers, graduates and other stakeholders. Besides, changes in the requirements for the training of specialists, the labor market, modern achievements of medical science and practice are taken into consideration.

The process of training students includes teaching basic, biosocial, fundamental and clinical subjects via an integrated model of the educational program 31.05.01 General Medicine. However, due to the pandemic, time spent by students with the actual patients every day was reduced to 30 minutes, which of course reduces the quality of appropriate skills. It should be noted that in the course of training, complementary disciplines, including non-traditional, traditional or alternative medicine, are not included in the educational program 31.05.01 General Medicine. During interviews the teaching staff couldn't explain what "complementary medicine" was.

As part of training under the educational program 31.01.05 General Medicine, the students develop scientific thinking, learn the principles of scientific methodology and are involved in conducting scientific research at all stages of their training under the EP.

The university gives students the opportunity to choose elective subjects (modules) in senior years and optional subjects (modules), as well as select and include new subjects for individualization of training without significantly changing the curriculum of the educational program 31.05.01 General Medicine.

The educational program 31.05.01 General Medicine is focused on continuous medical education. Graduates have the opportunity to continue their studies in clinical residency and postgraduate studies.

It should be noted that the university has created special conditions for the development of the educational program 31.05.01 General Medicine for persons with disabilities and special needs.

The educational program is monitored annually to gauge the level of satisfaction for various categories of consumers in relation to the quality of training under the educational program 31.05.01 General Medicine.

Thus, the Educational Program standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

1. Involvement of a large number of students in research projects.
2. Implementation of innovations in the educational program.
3. Inclusion of scientific, technological and clinical developments created by the teaching staff of the University departments into the EP 31.05.01 General Medicine.

Recommendations of the EEC

1. To increase the time of the practical part for clinical subjects without violating internal and external regulations. Deadline: 1 September, 2022.
2. To include in the educational program the study of complementary medicine, including non-traditional, traditional or alternative medicine. Deadline: 1 September, 2022.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ need improvements/ unsatisfactory)

According to the standard "Educational program" 43 criteria have been applied of those 3 have a strong position, 38 - satisfactory and 2 - need improvement.

6.3. The "Student Assessment" standard

The evidence

Assessment of students' knowledge in practical /clinical / seminar / laboratory classes, as well as principles, methods and criteria for assessing students' knowledge in exams, differentiated tests, tests, the form of conducting, the number of allowed retakes are defined in Regulations on the ongoing monitoring of academic performance and intermediate certification of students of the University.

The evaluation tools presented in the SAT for the specific subjects are used. Student who failed an exam, differentiated pre-test or pre-test, has the right to retake them twice. The second retake is done in the presence of a commission - the commission includes at least two experienced teachers of the department (professors, associate professors) and a representative of the directorate of the institute or a person to whom the relevant powers have been delegated.

A student who has successfully passed the intermediate certification in all subjects (modules) and practices of the curriculum is allowed to proceed to the state final certification. The criteria for assessing the formation of competencies at the state exam are set out in the SFC program.

The principles, methods and practices used to assess students' knowledge are analyzed annually - evaluation tools (tests, situational tasks, practical skills, exam questions, topics of term papers, topics of final qualifying papers). The results of the analysis are discussed at meetings of the Scientific Council of the Institute of Clinical Medicine, the Central Coordinating Methodological Council and are brought to the attention of the departments.

The University participates in an independent assessment of students' knowledge in various subjects conducted by the Ministry of Higher Education and Science of the Russian Federation, the Ministry of Health of the Russian Federation, which allows independent experts to assess both the level of mastering the educational program and obtain information for self-assessment.

On the basis of a competence-based approach to the organization of the educational process, a system for the formation of the final learning outcomes has been created at the SamSMU through the use of interactive, activity-oriented and traditional methods of teaching and control aimed not only at the acquisition of knowledge and skills by students, but also at the formation of professionally important personality qualities, ensuring that students achieve the final learning outcomes thus helping the university achieve its goal of training highly qualified and competitive specialists.

The academic performance of students in the specialty 31.05.01 General Medicine is assessed in two main ways: formative (assessment for education) and summative (assessment of education).

The system provides a certain balance between formative and summative assessment, which is the basis for monetary and non-monetary rewards in accordance with the "Regulations on Financial Support for University students".

As part of the examination session, students take 2-5 exams.

The timeliness of feedback from students about the assessment of knowledge is ensured via the electronic journal that records the students' progress and attendance.

The SamSMU regularly conducts surveys of students of educational programs to gauge their satisfaction with the organization of the educational process, learning outcomes, the quality of lectures, the quality of practical / clinical practical / seminar / laboratory classes, the quality of the knowledge assessment system, the availability of educational literature, the organization of practical training, the organization of extracurricular activities.

Analytical part

The SamSMU has developed and approved local regulatory legal acts in the area of student assessment, taking into account the opinions of representatives of student self-government bodies.

The university uses a variety of forms and methods of control at each level of the student assessment system as part of the educational program 31.05.01 General Medicine. The mechanisms of appealing assessment, the procedures for retaking unsatisfactory grades based on

the results of the current certification are in place.

The university conducts a systematic analysis of the results of student assessment at various levels: from the department to the university leaders and corrective measures based on the results of the analysis are developed. Assessment of knowledge and skills of students of the educational program 31.05.01 General Medicine is performed in a transparent and timely manner.

At the same time, it should be noted that the university does not have a system of assessing reliability and validity of evaluation methods, in particular tests. During the interview, the teaching staff noted that the validity of assessment methods is determined by a formula from 10 years ago, where each of the indicators of validity and reliability of evaluation methods is calculated manually.

Besides, the interviewed teaching staff could not explain the differences between formative and summative assessments, they were not aware of the importance of this difference when analyzing the academic progress of students.

The assessment results are reflected in the electronic information and educational environment as results of the intermediate certification for students in the educational program 31.05.01 General Medicine, level of competencies obtained as a result of mastering the educational program is assessed.

Each of the students has the opportunity to track the formation of an electronic portfolio in the EIEE, as well as their own achievements and assessment results.

The system of attracting external experts from practical healthcare, i.e. potential employers, to assess students during intermediate and state final certification is a hugely positive development for the university. Systematic monitoring of students' satisfaction with the assessment system, including the educational program 31.05.01 General Medicine allows to identify and correct methods of assessing students, which also has a positive effect on the mastering of the educational program.

Thus, the Student Assessment standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

No strengths have been identified for this standard.

Recommendations of the EEC

1. To conduct training seminars for teaching staff in order to clarify the concepts and importance of formative and summative assessments when analyzing the academic progress of students. Deadline: 1 December, 2022.

2. Obtain a system for evaluating the validity of evaluation methods, which automatically calculates the validity and reliability of evaluation methods. Deadline: 1 January, 2023.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvement/ unsatisfactory)

According to the "Student Assessment" standard, 15 criteria have been applied, of those 14 have a strong position, 0 - satisfactory and 1 - need improvement.

6.4. The "Students" standard

The evidence

The SamSMU has developed admission rules in accordance with the federal regulations. An Admissions Committee is created for admission to the university in accordance with the "Regulations on the Admissions Committee".

The University has defined a policy and put into practice a system of admission for students with disabilities in accordance with the current legislation. At least 10% of places as part of the

admission target figures are allocated annually for the admission of applicants with disabilities (a special quota).

The university has a system of transferring students from other medical educational organizations and other educational programs. The transfer is carried out in accordance with Regulations on the procedure for transferring students from other higher educational institutions and on the procedure for switching to other educational programs within the university.

The University has "Regulations on the Appeals Commission".

The target figures for admission to that SamSMU to be funded from the federal budget (ATF) are determined by the order of the Ministry of Education and Science of the Russian Federation on the basis of the results of an open public competition for the distribution of target figures for admission to higher education programs, one of the criteria of the competition is the availability of an adequate logistical base at the university. Admission to self-funded places (extra-budgetary) is limited to the number approved by the rector after a discussion at a meeting of the Academic Council of the University. Self-funded places are distributed separately for citizens of the Russian Federation (as well as applicants from other countries who have equal rights with citizens of the Russian Federation) and for international applicants. In the process of accepting documents and enrolling applicants for self-funded places, the university, guided by the interests of applicants, redistributes places in accordance with demand.

The university has created a system of support and guidance for students, covering the main problems they may face at various stages of education.

All organizations and structures providing advisory services work within the framework of the law on personal data protection and the principle of confidentiality. The established system of support and guidance for students ensures that the requests and requirements of students are met.

The university has a well-developed structure of public organizations for students (the Council of students, which includes the student scientific society, the trade union organization of students, the student council, the council of class leaders, the student council of dormitories, the cultural center, the commission on the quality of education, the center of the volunteer movement "Medical Volunteers", the Council of young scientists), which in cooperation with the structural departments provide advisory peer support to students. Students have the opportunity to receive scholarship payments and financial support (Regulations on financial support for University students).

Students who require accommodation are provided with rooms at university dormitories. The dormitories are governed by the student council of dormitories.

Scholarships are paid out of the scholarship fund as part of allocations from the federal budget. Types of scholarships paid to students under educational programs are: 1) state academic scholarships; 2) state social scholarships; 3) state scholarships for graduate students and residents; 4) scholarships of the President of the Russian Federation and scholarships of the Government of the Russian Federation; 5) special scholarships; 6) scholarships awarded by legal entities or individuals, including those who finance the students' education.

Within the framework of the "Boiling Point" centre at the SamSMU, the project "I am a doctor" is being implemented, its aim is for students to meet with representatives of practical healthcare, scientists, innovators, chief physicians and have the opportunity to ask questions about their area of specialty.

Representatives of students serve as members of the Academic Council of the University and the Rector's Office, thus they have an opportunity to directly influence the development, management and evaluation of educational programs, and other issues related to the activities of students.

The policy of the university is focused on stimulating and supporting the activities of the students' self-government. All public organizations of students have been allocated premises and the necessary logistical support for their main functions. Information support for the activities of students is provided by the Public relations Department.

The university has developed and operates a system for encouraging and motivating students to participate in the social life of the university with payments from the federal budgetary allocations, diplomas, memorable gifts, nominations for awards from other organizations, these achievements are taken into consideration for residency, postgraduate studies, etc.

An automated system of accounting for students' achievements "Automated Assessment and Rating Activity Report Card" has been developed, on its basis the most active students are rated by algorithms, the ratings are taken into account for distribution of monetary rewards.

The activities of student organizations contribute to the development of universal (general cultural) competencies and managerial experience of students.

Analytical part

The SamSMU has established admission rules in accordance with federal legislation, which are communicated to all stakeholders via the university's website and the media. During admission process, the principles of transparency and equal opportunities for all applicants are observed. In particular, the open posting of information about individual achievements of applicants of the educational program 31.05.01 General Medicine, giving the right to additional points during admission.

It is important that the planning of the admission is done according to the target quota, taking into account the needs of the region in close cooperation with the regional healthcare management body – the Ministry of Health of the Samara region and practical healthcare.

During their studies students have the right to receive support – social or financial. The university has a system of support and guidance for students of the educational program 31.05.01 General Medicine (psychological center, medical and legal clinic, department for the development of the social environment and educational work with students, etc.). There is a well-developed structure of student self-government and student public organizations at the university (the council of students, the trade union organization of students, the commission on the quality of education, etc.). There are plenty of opportunities for the university to organize the life of students: own dormitories – where everyone requiring accommodation is given a place, since the students distribute dorm places themselves; sports grounds, canteens and cafeterias, an interuniversity medical center.

A system of financial support for students, including those in difficult circumstances or those who are successful in educational, scientific, sports and other activities, is in effect and has been imparted to all interested parties. There is a system of measures for professional orientation and career planning of students under the educational program 31.05.01 General Medicine, including via the Graduate employment assistance Center.

Students have access to patients at the clinics. The fact that the university has its own clinics with over 1000 inpatient beds, where patients of various profiles are treated is a clear advantage. At the same time, students do not have access to patient information databases, such as EMIAS.

Besides, the regulations on tutors, volunteers, mentors, clinical mentors confirming the possibilities for academic counseling and support for students were not provided upon request.

Thus, the Students standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

Significant support given by the university management to student activities, student organizations and initiatives, for example, the existence of the Boiling Point project.

Recommendations of the EEC

1. To develop regulations on tutors, volunteers, mentors, clinical mentors for the development of the academic counseling system. Deadline: 1 December, 2022.

2. To provide students of clinical disciplines with access to databases of patient data, at least for the purpose of familiarization. Deadline: 1 July 2022.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvements/ unsatisfactory)

For to the "Students" standard, 16 criteria were applied, of which 1 has a strong position, 15 is satisfactory and 0 need improvement.

6.5. Standard "Academic staff/Teachers"

The evidence

Teaching staff is one of the main resources of the university for the implementation of educational programs, the policy for selection and admission of academic staff at the university is applied in accordance with the federal and local regulations.

HR policy on recruitment and selection of personnel ensures full equality and accessibility to vacancies available at the university and guarantees equal opportunities and an objective assessment of the applicants' professional qualities.

The qualitative composition of teaching staff is determined by the candidate's potential, their level of academic achievement (doctor of sciences or candidate of sciences degree) and appropriate specialist certificates. 81% of teaching staff have academic degrees.

The SamSMU has a comprehensive system for evaluating the activities of teaching staff based on performance indicators of scientific, methodological, educational, international activities (automated rating system for evaluating activities – ARSEA).

In order to provide monetary stimulation a flexible remuneration system based on the results of activities has been introduced at SamSMU in 2019: incentive schemes, support, flexible remuneration of teachers and scientists, special support programs covering the period of doctoral research, etc. have been developed.

A system of non-monetary stimulation has been introduced and is being actively implemented through the system of federal, regional and corporate awards, in particular: "Honorary graduate of SamSMU", "Honorary Professor of SamSMU", "Honorary Rector of SamSMU". In the 2020-2021 academic year, 118 employees received awards and honorary titles at the federal, regional and corporate levels.

The assessment system (HiPo) and talent management at the SamSMU is also applied via the annual professional skill competitions "Leading scientist of SamSMU", "The best young teacher of SamSMU", "The best innovative pedagogical practices in medical education".

The university has a "Regulation on the Honors Board of SamSMU".

Based on the scientific research conducted by the staff of the university between 2017-2021, 19 dissertations for the degree of doctor of sciences and 62 for the degree of the candidate of sciences were defended.

The results of scientific research of particular importance for the healthcare system are presented in the form of patents for inventions, implementation acts, which are subsequently introduced into medical practice through the development of national clinical protocols, publication of scientific papers in national and international scientific journals, etc. Commercialization of scientific developments for the reporting period amounted to 477 million rubles.

These results are introduced into the teaching process via the publication of monographs, textbooks, methodological recommendations.

In order to increase professionalism and master communication skills, modern pedagogical tools and technologies are deployed by young specialists at the university under Regulations on mentorship.

The University implements a policy of staff development, which includes training, support and evaluation of teaching staff.

In order to train teachers who carry out educational activities with international students, English language classes have been organized for teaching staff by the by the specialists of the Go!English Foreign Language Learning Center.

Special courses deploying VR technologies aimed at improving the digital literacy of staff, the formation of competencies in the field of information technology and the communicative competencies are organized and operated for all employees of the university. Programs for the development of leadership and innovation in professional activities are being implemented ("Leadership School" for administrative and managerial personnel and a group of scientific and pedagogical reserve, "Young Teacher School", a program for the development of a personnel reserve).

In 2021, 407 employees improved their qualifications in higher school pedagogy, 401 employees were trained in information and communication technologies, 110 employees received training in inclusive education; 50 employees were retrained.

Analytical part

The university has developed and implements a selection and recruitment policy that defines employees' professional competence, job responsibilities, and area of competence.

The open posting of information about competitions for vacant positions of academic staff at the SamSMU leads to increased competition among teachers. At the same time, the analysis and evaluation of staffing requirements takes federal legislation and federal state educational standards for the educational program 31.05.01 General Medicine into consideration. The university has a high proportion of teachers working full-time under the educational program 31.05.01 General Medicine.

The fact that 81% of teaching staff of the educational program 31.05.01 General Medicine have academic degrees adds to the prestige of the university. The university has the resources for professional development of the teaching staff of the educational program 31.05.01 General Medicine.

The university has the opportunity to attract practical healthcare workers to participate in the educational process and the organization of practice, thanks to the fact that most clinical departments on the SamSMU are based at medical organizations in Samara.

The SamSMU motivates the teaching staff to achieve the strategic goals of the university by stimulating and rating the activities of teachers and departments.

The mentoring institute for young teachers, the Young Teacher School, is an important development for novice teachers, who receive financial support for a certain period of time until they are fully adapted at the university.

Due to the 22% increase in international students, the issue of teaching in English has become important. The University increases the number of academic staff who speak English and teach in two languages by organizing foreign language classes for teaching staff.

Thus, the Academic Staff/Teachers standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

1. Differentiation of the scope of the main types of work for the teaching staff (educational, scientific, methodological, clinical, educational) depending on their position.
2. A well-defined and operational policy of recognizing the achievements of employees.
3. The existence of a scientific and pedagogical base, which provides the university with personnel that has significant scientific achievements, which are incorporated into practice, the educational process and lead to commercialization of research results.
4. Availability of federal and regional grants for the development of educational, scientific and innovative activities.
5. A high level of interaction between institutes and practical medicine, which allows to train in-demand specialists and introduce scientific developments into the educational process.

6. Allocation of resources that contribute to the continuous development of the teaching staff and the improvement of the logistical base.

7. The SamSMU practices training, development, support and evaluation of teachers' activities, which involves all teachers, not only those newly hired, but also teachers brought in from hospitals and clinics, funding for the training of part-time employees is also available.

8. A high level of human potential, staff that is competent and capable of further improvement.

Recommendations of the EEC

There are no recommendations for this standard.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvement/ unsatisfactory)

For the "Academic Staff / Teachers" standard, 12 criteria were applied, of those 2 have a strong position, 10 – satisfactory and 0 – need improvement.

6.6. The "Educational resources" standard

The evidence

For the implementation of the educational process at SamSMU there are 7 academic buildings, the SamSMU Clinics, premises of clinical departments and laboratories located in medical organizations, 4 dormitories for students. Title documents for buildings and structures, as well as lease agreements for all objects are available.

The University has adequate facilities for the implementation of the curriculum: educational, lecture halls equipped with modern technical equipment, a library and a library fund; gyms and sports grounds with appropriate equipment; enough places at dormitories for students; catering facilities (canteens, buffets). All facilities comply with fire safety requirements and sanitary and hygienic standards.

Clinical departments of the university are located directly in medical organizations of the city, contracts have been signed with 105 such organizations. A big advantage is the existence of own university clinics with over 1000 inpatient beds.

In order to shape and improve the professional competencies of university students as part of practical training, a practical skills center was established at the SamSMU in 2006, which in 2021 received the status of the federal accreditation center.

The area of the library's reading rooms is 294.6m². The total fund of educational publications is 520,400 copies, of which 330,796 are printed publications and 189,604 are electronic publications. All processes (acquisition, cataloging, processing, information service) are automated through the AIS information system "1C Library PROF, edition 2.0".

In each division, persons responsible for work safety and fire safety are appointed, they inform the administration about the problems and violations. To prevent the spread of infectious diseases, the university has a medical center that provides medical care to students and teachers, its work is supervised by the chief physician of the SamSMU Clinics.

The formation of the technological base for the provision and implementation of educational programs happens within the framework of the programs of informatization, digitalization and digital transformation of the university, as well as via the University's development program for 2021-2030 as part of the implementation of the strategic academic leadership program "Priority 2030".

The number of automated workplaces is over 1,600, of which more than 600 automated workplaces of the SamSMU Clinic are certified for the processing of personal data in the EMIAS of the Samara region.

Taking into account the development strategy for research and innovation work at the SamSMU, all fundamental and applied research conducted at the SamSMU, including R&D, is in

line with the world trends and priority areas of medical science development. Such as genomics, proteomics, metabolomics, biomarker-controlled strategy for the diagnostics and treatment of socially significant diseases, bionics, tissue engineering, regenerative and personalized medicine, virtual and augmented reality technologies, artificial intelligence, neurotechnology and the development of innovative medicines.

The University cooperates both at the national and international levels with leading scientific, educational and medical institutions within the framework of concluded agreements and memoranda. SamSMU was appointed coordinator of the Lower Volga cluster of medical universities, which includes Bashkir State Medical University, Orenburg State Medical University and Saratov State Medical University. SamSMU is a participant of world-class REC "Engineering of the Future" as part of the Committee on medical technologies. The REC consortium includes: Samara National Research University, Penza State University, Ulyanovsk State University, Samara State Technical University, Togliatti State University, Ogarev Mordovia State University. Within the framework of the program Priority-2030 on the initiative of SamSMU, large consortia have been created with the participation of the ITMO University, the Almazov National Medical Research Center, the Samara Federal Research Center of the Russian Academy of Sciences, Moscow State University of Medicine and Dentistry named after A.I. Evdokimov, Pavlov First State Medical University of St. Petersburg. SamSMU actively develops international cooperation with medical institutions of Belarus, Bulgaria, Germany, Greece, Denmark, Israel, Indonesia, Kazakhstan, Macedonia, Moldova, Tajikistan, Taiwan, Uzbekistan, Finland, France in the scientific, educational, medical spheres, 25 agreements have been signed.

SamSMU actively develops academic mobility programs for students and teaching staff. The most common formats are summer schools, participation in work practice programs. From 2017 to 2022, within the framework of cooperation with IFMSA/NSSM, incoming mobility amounted to 81 people (19 countries), outgoing to 114 people.

SamSMU has full independence and autonomy in terms of financing business trips for students and employees from extra-budgetary funds.

Analytical part

The university has its own logistical base, which supports all types of educational activities and practical training under the educational program 31.05.01 General Medicine

All academic buildings, clinical bases, library, accreditation center are constantly being developed and updated. The University library as part of the information educational environment of the university has international electronic databases, which are available to students.

The SamSMU creates an inclusive educational environment for students with disabilities.

Practical training agreements have been signed with all medical organizations of the city of Samara and the Samara region. The university has advanced research institutes and international scientific and educational centers with a logistical base that meets the requirements of modern scientific research.

The university works with 25 educational, scientific and medical organizations abroad on the basis of contracts and cooperation agreements. The university has a vast experience of attracting leading international specialists to teach, conduct practical seminars, master classes and trainings for students and teaching staff.

At the SamSMU, the results of scientific research are integrated into practical healthcare and the educational process, clinical protocols and new treatment methods are incorporated into the teaching of clinical disciplines.

Students of the university take an active part in conducting scientific research in various fields of medicine. The university has access to high-quality international full-text and abstract electronic information resources.

The most important resource of SamSMU is human potential, according to the presentation of the rector of the University; 730 teaching staff work at the university, among them 1 academician of the Russian Academy of Sciences, 1 corresponding member of the Russian

Academy of Sciences, 1 professor of the Russian Academy of Sciences, 180 doctors, 461 candidates of medical Sciences. 81% of teaching staff have academic degrees, which is important for the qualitative development of the educational program 31.05.01 General Medicine

It must be pointed out that that Russian universities are currently part of the Bologna process. At the same time, the university does not convert its credit points for specific subjects into ESTC, which affects academic mobility and the mutual recognition of credits obtained by students during academic exchange trips. 311 students were sent to other universities in the country, as well as to universities abroad between 2018 and 2021, 601 students from other universities studied at the SamSMU. In the absence of a system for mutual recognition of completed ESTC credits, it is hard to evaluate the process of mastering subjects during academic exchange trips

Thus, the Educational Resources standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

1. Adequate logistical base for teachers and students to ensure proper implementation of the educational program;

2. 105 clinical bases are in use, which helps ensure rotation in the main clinical disciplines. The existence of own university clinics with over 1000 inpatient beds.

3. Extensive cooperation at the national and international level with other medical universities - 126 organizations.

4. The availability of a research base and priority directions in the field of scientific research at SamSMU - commercialization of scientific projects amounting to 477 million rubles.

Recommendations of the EEC

1. To implement ESTC system for the mutual recognition of completed subjects studied during academic mobility exchanges and when transferring students from other universities abroad. Deadline: 1 July 2022.

2. Provide students with access to relevant patient data and EMIAS healthcare information systems. Deadline: 1 September, 2022.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/need improvements/ unsatisfactory)

For the "Educational Resources" standard, 30 criteria have been discovered, of which 4 have a strong position, 24 are satisfactory and 2 need improvement.

6.7. The "Evaluation of the educational program" standard

The evidence

Monitoring of the EP is carried out in order to identify compliance with the requirements of the Federal State Educational Standard. The monitored components of the programs are: 1) the structure of programs; 2) the ratio of the mandatory (basic) part and the part developed by the participant in educational relations (the variable part); 3) the availability of elective disciplines (modules); 4) types of practices; 5) educational and methodological support; 6) availability of electronic information and educational environment (EIEE); 7) staffing; 8) logistical support. These components are evaluated via an internal independent evaluation with systematic monitoring, as well as via national accreditation of the educational program.

Within the framework of the EP, the structure, scope and contents of the studied subjects are evaluated, including the part shaped by the participants in educational relations, the scope of contact work, as well as the requirements for the applicants and the results of mastering the educational program by graduates, the list of necessary competencies. The contents of educational programs are discussed at meetings of the methodological commission on the specialty, the Academic Council of the Institute, the CCMC, approved by the decision of the Academic Council

of the University and validated by the rector.

The Directorate of the Institute, the methodological commission on the specialty, the academic Council of the Institute, the EMC identify existing problems in relation to various components of the EP, educational and methodological support of disciplines and practices, accessibility of the electronic information and educational environment, personnel, logistics, and the results of mastering the educational program. The departments and the Institute of Clinical Medicine monitor the progress of students during the semester, identify the underachieving students, conduct individual work with these students and their parents. Individual consultations for the underachieving students are held regularly at all departments in person and online. Every month, the departments submit information on the current academic backlog of students to the institute, where data are systematized, problematic students are identified, individual work is organized and if necessary, assistance is provided in the form of individual consultation schedules. The results of the interim assessment are recorded in the information and analytical materials of the departments and the university, their analysis is carried out for the development and implementation of corrective measures and plans to improve the EP and the learning outcomes.

The contents of the educational process are regularly checked by EMC and the Institute of Clinical Medicine. The educational program is evaluated by stakeholders, both internal and external: students, teachers of departments, employers, managers of health authorities participating in the state final certification and the primary accreditation of graduates.

The satisfaction of all stakeholders with the quality of educational services is assessed annually. The University assigns a special place to the study of employers' opinions on the quality of specialist training in order to determine the range of measures necessary to improve the standard of graduate training required by healthcare institutions.

An annual survey is conducted to gauge the satisfaction of university teachers with the organizations of their work and to assess the educational needs of teachers.

The improvement of the educational program is facilitated by regular meetings of the university management with student activists, where issues of studying at the university are comprehensively discussed.

The data obtained in 2021 demonstrate a high level of satisfaction of employers with the quality of the SamSMU graduates in such areas as theoretical knowledge, intellectual activity, the ability to work in a team, the ability to show initiative at work. Employers consider knowledge of the latest technologies, managerial knowledge and skills, and psycho-emotional stability to be problematic points. Heads of medical organizations see cooperation with the SamSMU mainly through the provision of vacancies - 48%, conducting clinical practices for students - 56%, participation in the ongoing and final certification - 12%, organizing volunteer activities of students within the organization - 28% and conducting scientific and practical research and implementing their results into practice - 36%.

The satisfaction rate of graduates with the quality of training in 2021 was 91.1%.

Analytical part

The SamSMU has developed the monitoring system of the educational program 31.05.01 General Medicine, which is regulated at the local and federal levels and imparted to all stakeholders

A feedback system for teachers and students on the issues of monitoring EP 31.05.01 General Medicine, including in the form of regular sociological surveys (questionnaires) operates on an ongoing basis. After completing each subject, students can submit their wishes, express their dissatisfaction or indicate the desired areas of improvement for the subject. Or express their attitude to teaching methods and assessment methods. Teachers participate in the development and improvement of the educational program at their own level. There are samples of questionnaires for all types of activities and main processes at the university. Via sociological surveys, the management obtains information from the teaching staff on the possibility of improving certain elements of the educational program.

The participation of employers and external experts in the monitoring of the educational program 31.05.01 General Medicine, including via the mechanism of assessing the competencies of graduates, is also reflected in the improvement of the educational program 31.05.01 General Medicine.

The system of working with underachieving students has been developed. An important role belongs to the employers and external experts that participate in monitoring educational programs implemented by the university, including via the mechanism of assessing the competencies of graduates.

Thus, the Evaluation of Educational program standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

Teaching staff resources (730 teaching staff, including 180 doctors of sciences and 430 candidates of sciences) and material resources: academic buildings, an accreditation center, clinical bases, the university's own clinic.

Recommendations of the EEC

There are no recommendations for this standard.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvements/ unsatisfactory)

According to the standard "Evaluation of the educational program", 24 criteria were discovered, of those 1 has a strong position, 23 is satisfactory and 0 need improvement.

6.8. Management and Administration Standard

The evidence

The management of the university's activities and the interaction of structural and collegial departments of the SamSMU is carried out in accordance with the charter of the university. The collegial governing body of the University is the Academic Council, which includes the rector, president, vice-rectors, directors of institutes, heads of departments, heads of structural units, teachers, students and representatives of student organizations. The Academic Council makes decisions in the main areas of educational, scientific and medical activities of the SamSMU, as well as approves curricula and educational programs on the recommendation of the director of an Institute, awards honorary titles, approves local regulations governing the main activities.

The collegial advisory body that ensures the effective implementation of the rector's powers for the current management of the university's activities is the Rector's office, acting under the chairmanship of the rector on the basis of Regulations on the rector's office. The rector's direct subordinates are vice-rectors and head of structural units that manage the processes related to the life of students. Vice-rectors supervise structural divisions in the areas of activity.

The Institute of Clinical Medicine is a division located in the department of the Vice-Rector for Educational Activities.

The Institute and its educational program are managed on the principles of the university-wide mission and quality policy by the Institute's Academic and Methodological Councils and the methodological commission for the specific specialty/area of training. The councils and commissions of the University include representatives of the regional healthcare, scientific and professional community and students.

The Director of the Institute of Clinical Medicine manages the working group on the development of the educational program, which includes: methodological commissions on specialty and subjects, the Academic Council of the Institute. The Academic Council consists of heads of clinical and theoretical departments, teaching staff, representatives of employers, students and representatives of student organizations.

The educational program is financed from the following sources:

- 1) subsidies for the state (municipal) assignment from the federal budget;
- 2) targeted subsidies in accordance with the Budget Code of the Russian Federation;
- 3) income generated by the provision of paid educational services, other paid services.

The rector bears overall responsibility for the effectiveness of financial management at the university, and the Department of Accounting, Financial Control and Planning is responsible for the formation, control and analysis of the results of budget use.

Achieving the targets and increasing the volume of extra-budgetary income allows the university to increase the employees' remuneration. Thus, the growth rate of staff wages in 2021 was 11% compared to 2020.

The administrative division responsible for activities related to the educational process is the EMC, which is headed by the Deputy Vice-Rector for Educational Activities - the head of the educational and methodological Department.

To train the administrative and professional staff of the university, providing management and administration of the educational program and related activities, professional development programs have been developed and implemented, master classes, round tables are held in the areas of "Personnel management in the education system", "Managerial potential and competencies of the head", etc.

Via the quality management system, the following main tasks are solved: organization of monitoring and control, including internal audit, analysis of the functioning of the QMS, self-analysis and coordination of improvement activities, management of documentation and records of the QMS, as well as preparation and presentation of data to management for management decisions.

Regular self-assessment is carried out as part of the annual self-evaluation at the university. Also, currently it is important to ensure compliance with the level of processes functioning at the SamSMU, one of which is the Strategic Project "Priority - 2030".

Representatives of practical healthcare take part together with the teaching staff of the SamSMU in the work of state examination commissions for specialties / areas of training.

Annually, the SamSMU, together with the Ministry of Health of the Samara region, analyzes the staffing of the city's hospitals and rural medical organizations with medical personnel.

Analytical part

Availability of appropriate administrative personnel and management for the implementation of the educational program 31.05.01 General Medicine and other activities, ensuring proper management and allocation of resources. The university has a well-regulated organizational structure and management bodies for the educational program 31.05.01 General Medicine. The SamSMU ensures availability of information through the maintenance of an electronic register of documents for internal users. Strict planning of financial and economic activities of the university. Proper accounting for the expenditure related to the implementation of the educational program 31.05.01 General Medicine is being done. It is possible for the university to independently allocate financial resources to achieve the final learning outcomes. The responsibility for the development and management of the educational program 31.05.01 General Medicine has been properly assigned.

The university implements the educational program 31.05.01 General Medicine in accordance with the regulatory requirements regarding admission, educational process, evaluation and planned learning outcomes.

Thus, the Management and Administration standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

1. The SamSMU constantly allocates resources necessary for the implementation of the educational program and distributes educational resources in accordance with the requirements,

for example, as part of the Priority -2030 project.

2. Joint responsibility for practical healthcare and university management.

Recommendations of the EEC

There are no recommendations for this standard.

The conclusions of the EEC based on the criteria: (strong/ satisfactory/ need improvement/ unsatisfactory)

For the Management and Administration standard, 17 criteria have been applied, of which 2 have a strong position, 15 are satisfactory and 0 need improvement.

6.9. The "Continuous Improvement" standard

The evidence

The Samara State Medical University works in accordance with the Sustainable Development Goals and prioritizes them.

The University has chosen a strategic goal of becoming a leader in healthcare IT in all its main activities - educational, research, innovation and medical and ensure the effective transfer of knowledge and technology to all participants in the healthcare IT sector.

At the university, future specialists receive high-quality education - six educational programs of the SamSMU are recognized as "The best educational programs of innovative Russia". The programs "General Medicine" and "Pediatrics" are included in the European Register of Accredited Higher Education Programs DEQAR.

The process of updating and improving the implementation of the program is based on the use of electronic information, practice-oriented technologies of the educational process, improvements to the pedagogical process, improvements to the quality of teaching.

Constant updating and improvement of all processes of the program is based on a constant and detailed study of trends in the development of medical education around the world. Information is collected via visits to international forums, conferences, medical education and education quality trainings, via experience gained during academic exchanges, visits to other universities in different countries, via active participation of university staff in the accreditation of other universities.

Developments in scientific research applied to the diagnosis and treatment of diseases, as well as the existing healthcare requirements in the field of medical services demand constant monitoring and improvement of the curriculum.

For the implementation of the educational process, it is important to provide methodological materials developed specifically for the program.

The structure of the EP contributes to the training and development of practical skills in order to form specialists' communication skills, their ability to work in a team. Students use new technologies (VR and other) for mastering subjects ("Virtual surgeon", modeling of clinical situations, "standardized patient", classes involving an interactive dummy, etc.), these technologies are widely used in the implementation of the program.

Continuous improvement and updating of the educational program is carried out in accordance with the achievements in biomedical, behavioral, social, clinical medical sciences, the morbidity of the population in the region, country, the world, in connection with socio-economic processes in society, healthcare systems is taken into consideration. Based on the demand of the healthcare system for specialists, the requests of employers and the wider society, monitoring and revision of the program is carried out via open discussions involving all participants in this process: teachers, students, employers, the medical community, the scientific community, the university administration.

An important feature of the HR policy at the university is the professional development of teachers, which is one of the requirements of regulatory documentation. Human resource planning

is an important stage in the implementation of personnel policy and is aimed at training young specialists. The program implements training in targeted residency which prioritizes scientific research.

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 and disease treatment, as well as socio-economic requirements of the labor market in the field of medical services.

Analytical part

An important point for the SamSMU is the interest of the university administration in increasing its competitiveness and constant innovation as one of the factors of compliance with the requirements of the educational services market.

To improve the types of activities, regulatory documents, the work plan of the Institute of Clinical Medicine and the educational program are regularly reviewed, taking into account changes in the requirements of the external environment, internal needs of the university related to the implementation of the Mission and development strategy of the organization.

Monitoring of the quality management system is carried out on the basis of an independent quality assessment, the discussion at the Council for the Quality of Education, the Academic Councils of institutes in order to assess the functioning, ensure basic principles of the university policy and achieve the strategic goals and mission of the program.

During the implementation of the educational program, adjustments are regularly made to the staffing table, taking into account the requirements for the participation of practitioners in teaching under the program, in the organizational structure of the university, after the initial accreditation and during SFC.

At the SamSMU it is possible for each participant in the educational program 31.05.01 General Medicine to initiate updates. There is scope for continuous development for all types of activities and processes at the university.

Further updating of the program involves:

- development of international contacts, attracting students from various countries;
- improvement of teaching in English, training of teachers who speak English at the international level; appropriate methodological support to the educational process;
- continuous professional development of teachers;
- implementation of the activities of the university development program for 2021-2030.;
- continuous improvement of all processes related to the implementation of the program (admission, training, assessment of competencies, learning outcomes).

Thus, the Constant Updating standard meets the requirements for the IAAR Standards for accreditation of medical healthcare organizations.

Strengths/Best practices

The University allocates substantial resources for continuous improvement.

Recommendations of the EEC

There are no recommendations for this standard.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

According to the "Constant Updating" standard, 14 criteria have been discovered, of those 1 has a strong position, 13 are satisfactory and 0 need improvement.

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

The "Mission and Results" standard

The possibility of using the research results to adjust contents of specific subjects without expanding the educational program.

The "Educational program" standard

1. Involvement of a large number of students in research projects.
2. Incorporation of innovations into the educational program.
3. Inclusion of scientific, technological and clinical developments created by the teaching staff of the University departments into the EP 31.05.01 General Medicine.

The "Student Assessment" standard

No strengths have been identified based on this standard.

The "Students" standard

Significant support given by the university management to student activities, student organizations and initiatives, for example, the existence of the Boiling Point centre.

The "Academic staff/Teachers" standard

1. Differentiation of scope for the main types of work for the teaching staff (educational, scientific, methodological, clinical, educational) depending on their position.
2. A well-defined and operational policy of recognizing the achievements of employees.
3. The existence of a scientific and pedagogical base, which provides the university with personnel with significant scientific achievements, which are incorporated into practice, the educational process and lead to commercialization of such achievements.
4. Availability of federal and regional grants for the development of educational, scientific and innovative activities.
5. A high level of interaction between institutes and practical medicine, which allows to train in-demand specialists and introduce scientific developments into the educational process.
6. Allocation of resources that contribute to the continuous development of the teaching staff and the improvement of the logistical base.
7. The SamSMU includes training, development, support and evaluation of teachers' activities, which involves all teachers, not only those newly hired, but also teachers recruited from hospitals and clinics, paid tuition is provided even to part-time staff.
8. A high level of human potential, staff that is competent and capable of further development.

The "Educational resources" standard

1. Sufficient logistical base for teachers and students to ensure adequate implementation of the educational program;
2. 105 clinical bases that are used to ensure rotation in the main clinical disciplines. The existence of own university clinics with over 1000 inpatient beds.
3. Extensive cooperation at the national and international levels with other medical universities - 126 organizations.
4. Availability of a research base and priority directions in the field of scientific research of the SamSMU - commercialization of scientific projects amounting to 477 million rubles.

The "Evaluation of the educational program" standard

Teaching staff resources (730 teaching staff, including 180 doctors of sciences and 430 candidates of sciences) and material resources: academic buildings, an accreditation center, clinical bases, the university's own clinic.

The "Management and Administration" Standard

1. The SamSMU constantly allocates resources necessary for the implementation of the educational program and allocates educational resources in accordance with requirements, for example, the Priority -2030 project.
2. Joint responsibility of practical healthcare and university management.

The "Continuous Improvement" standard

The University allocates substantial resources for continuous improvement.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

The "Mission and Results" standard

The management of the EP General Medicine should impart the mission of the EP to the students, teachers and other interested parties. Deadline: 15.06.2022.

Standard "Educational program"

1. To increase the time spent on clinical disciplines without violating internal and external regulations. Deadline: 1 September, 2022.
2. To include in the educational program the study of complementary medicine, including non-traditional, traditional or alternative medicine. Deadline: 1 September, 2022.

The standard "Student Assessment"

1. To conduct training seminars for teaching staff in order to clarify the concepts and importance of formative and summative assessments when analyzing the academic progress of students. Deadline: 1 December, 2022.
2. Obtain software for evaluating the validity of assessment methods, which allows to automatically calculate the validity and reliability of assessment methods. Deadline: 1 January, 2023.

The "Students" standard

1. To develop regulations on tutors, volunteers, mentors, clinical mentors for the development of the academic consultation system. Deadline: 1 December, 2022.
2. To provide students of clinical disciplines with access to medical databases containing patient data, at least for familiarization. Deadline: 1 July 2022.

Standard "Academic staff/Teachers"

There are no recommendations for this standard.

Standard "Educational resources"

1. To implement ESTC system for the mutual recognition of subjects completed during academic mobility trips and when transferring students from universities abroad. Deadline: 1 July 2022.
2. Provide students with access to relevant patient data and EMIAS healthcare information systems. Deadline: 1 September, 2022.

The "Evaluation of the educational program" standard

There are no recommendations for this standard.

The "Management and Administration" standard

There are no recommendations for this standard.

The "Continuous Improvement" standard

There are no recommendations for this standard.

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

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

No. N\N	No. N\N	No. crit.	EVALUATION CRITERIA	Position of the educational institution			
				Strong	Satisfactory	Needs improvement	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Mission definition				
1	1	1.1.1	The institution of medical education should define its <i>mission</i> and the mission of the EP and impart them to the stakeholders and the healthcare sector .		+		
			The mission statement should contain goals and an educational strategy , which would allow it to train competent doctors at the basic level of medical education :				
2	2	1.1.2	with an appropriate foundation 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 perform the role and functions of a doctor in accordance with the established requirements of the healthcare sector		+		
4	4	1.1.4	prepared for postgraduate study		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, audit, study of one's own practice and recognized activities of <i>CPD/CME</i> .		+		
6	6	1.1.6	The institution of medical education should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The institution of medical education should ensure that the mission includes global healthcare aspects and reflects the main international health concerns.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The institution of medical education must ensure that the <i>main stakeholders</i> are involved in the development of the mission of the OP.		+		
9	9	1.2.2	The institution of medical education should ensure that the stated mission of the EP is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			An institution of medical education should have <i>institutional autonomy</i> to develop and implement policies that the administration and the teaching staff are responsible for in relation to:				

10	10	1.3.1	the development and compilation of the educational program;		+		
11	11	1.3.2	the use of allocated resources necessary for the implementation of the educational program.		+		
			The institution of medical education should guarantee <i>academic freedom</i> to employees and students:				
12	12	1.3.3	regarding the <i>current educational program, which should allow students to rely on different viewpoints in the description and analysis of issues of medicine;</i>		+		
12	12	1.3.4	The possibility of using the research results to adjust contents of specific subjects without expanding the educational program.	+			
		1.4	Final learning outcomes				
		1.4.1	The institution of medical education should define the expected <i>final learning outcomes</i> that students should demonstrate upon graduation, i.e.:		+		
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14	14		the appropriate foundation for a future career in any area of medicine;		+		
15	15		their future functions in the healthcare sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		the healthcare needs of society, the needs of the healthcare system and other aspects of social responsibility.		+		
19	19	1.4.2	The institution of medical education must ensure that the students fulfill obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	1.4.3	The institution of medical education should determine and coordinate the correlation between the final learning outcomes required upon completion with those required for postgraduate education		+		
21	21	1.4.4	The institution of medical education should determine the goals of students' involvement in medical research;		+		
22	22	1.4.5	The institution of medical education should ensure that the final learning outcomes reflect the global healthcare issues;		+		
23	23	1.4.6	The institution of medical education should use the results of the assessment of graduates' competencies as a feedback tool to improve the educational program.		+		
			Total	1	22	0	0
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
24	1	2.1.1	The institution of medical education should define an educational program that includes an integrated model based on subjects, organ systems, clinical problems and diseases, a model based on modular or spiral design.		+		
25	2	2.1.2	The institution of medical education should identify the teaching and learning methods that stimulate, prepare		+		

			and support students in taking responsibility for their learning process.				
26	3	2.1.3	The institution of medical education must ensure that the educational program develops students' lifelong learning skills.		+		
27	4	2.1.4	The institution of medical education must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	The institution of medical education should use teaching and learning methods based on the modern theory of adult education.		+		
		2.2	Scientific method				
		2.2.1	The institution of medical education should teach students throughout the entire training program:				
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 <i>the appropriate level of teacher competence and should be a mandatory part of the educational program.</i>		+		
33	10	2.2.2	The institution of medical education should include <i>elements of scientific research</i> in the educational program for the development of scientific thinking and the application of scientific research methods.		+		
34	11	2.2.3	The institution of medical education should promote the involvement of students in research projects.		+		
			Basic biomedical sciences				
			The institution of medical education must define and include in the educational program:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> , for the formation of students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
			The institution of medical education should adjust and introduce new achievements of biomedical sciences into the educational program for:		+		
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected requirements of the society and the healthcare system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The institution of medical education should define and include into the educational program the achievements of:				
39	16		<i>behavioral sciences;</i>		+		
40	17		<i>social sciences;</i>		+		
41	18		<i>medical ethics;</i>		+		
42	19		<i>medical jurisprudence,</i>		+		

			<i>which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural causes, spread and consequences of health problems, as well as knowledge of the national healthcare system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice.</i>				
		2.4.2	The institution of medical education should adjust and introduce new achievements of <i>behavioral, social sciences</i> and <i>medical ethics</i> into the educational program for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected requirements of the society and the healthcare system.		+		
45	22		changing demographic and cultural environment.		+		
		2.5	Clinical Sciences and Skills				
			The institution of medical education must identify and implement the achievements of clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	spend a reasonable part (one third) of the program in planned contacts with patients, depending on the goals and considering the appropriate amount of training to be spent in the clinical setting;			+	
48	25	2.5.3	carry out work in relation to health promotion and disease prevention.		+		
49	26	2.5.4	The institution of medical education should allocate a certain amount of time for the training of basic clinical subjects, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The institution of medical education should organize clinical training with appropriate attention to patient safety, including monitoring of the actions performed by the students in the clinical setting.		+		
			The institution of medical education should adjust and introduce new achievements of the clinical sciences into the educational program for:		+		
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected requirements of the society and the healthcare system.		+		
53	30	2.5.8	The institution of medical education should ensure that each student has early contact with patients, ensuring their gradual participation in patient care and taking responsibility for the examination and/or treatment of		+		

			patients under supervision, which should happen at the appropriate clinical bases.				
54	31	2.5.9	The institution of medical education should structure the various components of clinical skills training in accordance with the specific stage of the educational program.		+		
		2.6	Structure of the educational program, contents and duration				
55	32	2.6.1	The institution of medical education should provide a description of the contents, scope and sequence of courses and other elements of the educational program in order to ensure the appropriate ratio of the basic biomedical, behavioral, social and clinical disciplines.		+		
			The institution of medical education should, as part of 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 clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide an opportunity to choose elective content (electives) and to determine the balance between the mandatory and elective part of the educational program, which includes a combination of mandatory elements and electives or special components of choice;		+		
59	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.			+	
		2.7	Program management				
60	37	2.7.1	The institution of medical education should identify the structural unit responsible for educational programs, which, under the management of the academic leadership, is responsible and has the authority to plan and implement the educational program, including the allocation of resources for planning and implementing teaching and learning methods, student assessment and evaluation of the educational program and courses of study, in order to ensure the achievement of the final learning outcomes.		+		
61	38	2.7.2	The institution of medical education must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	39	2.7.3	The institution of medical education should incorporate innovations into the educational program via the structural unit responsible for educational programs.		+		
63	40	2.7.4	The institution of medical education should include representatives from <i>other relevant stakeholders</i> in the structural unit of a medical educational organization responsible for educational programs, <i>including other participants in the educational process, representatives from clinical bases, graduates of medical educational</i>		+		

			<i>organizations, healthcare professionals involved in the learning process or other faculty members of the university.</i>				
		2.8	Connection with medical practice and the healthcare system				
64	41	2.8.1	The institution of medical education should provide an operational link between the educational program and the subsequent stages of professional training (residency, if available, specialization, CPD /CME) or practice, which the graduate will begin upon graduation, including the definition of health issues and the the required learning outcomes, a clear definition and description of the elements of the educational program and their relationships at various stages training and practice, with due regard to local, national, regional and global conditions, as well as feedback for/from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
			The institution of medical education should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the specific conditions that graduates will encounter and modify the educational program accordingly;		+		
66	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	3	38	2	0
		3.	STUDENT ASSESSMENT				
		3.1	Assessment methods				
			The institution of medical education should :				
67	1	3.1.1	define, approve and publish the principles, methods and practices used to assess students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of evaluation methods based on criteria and reasoning, and special exams (OSCE or Mini-Clinical Exam), as well as to define criteria for establishing passing grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
70	4	3.1.4	ensure that there is no conflict between assessment methods and results;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for examination by external experts;		+		
72	6	3.1.6	use the system of appealing the evaluation results.		+		

			The institution of medical education should :				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;</i>			+	
74	8	3.1.8	implement new assessment methods in accordance with the requirements;		+		
75	9	3.1.9	use the system of appealing the assessment results.		+		
		3.2	The relationship between assessment and learning				
			The institution of medical education 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	have a clear correlation with teaching methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve the final 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 manage learning and evaluate the student's academic progress, which requires establishing rules for assessing progress and their relationship with the assessment process.		+		
			The institution of medical education should :				
80	14	3.2.5	<i>regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information i.e. overloading of the educational program;</i>		+		
81	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.		+		
			Total	0	14	1	0
		4.	STUDENTS				
		4.1	Admission and Selection Policy				
			The institution of medical education should :				
82	1	4.1.1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
83	2	4.1.2	have a policy and implement the practice of admitting students with disabilities in accordance with the current national laws and regulatory documents;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other educational programs and educational institutions.		+		
			The institution of medical education should :				
85	4	4.1.4	establish a relationship between the selection of students and the mission of the medical organization of education, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	periodically review the admission policy, based on relevant data from the public and specialists in order to meet the healthcare needs of the population and society		+		

			<i>as a whole, including consideration of the recruitment of students taking into account their sex, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and ethnic minorities;</i>				
87	6	4.1.6	use a system of appealing admission decisions.		+		
		4.2	Recruitment of students				
88	7	4.2.1	The institution of medical education should decide on the number of accepted students in accordance with the logistical capabilities at all stages of education and training, and make a decision on the recruitment of students, based on the need to regulate national requirements for healthcare personnel; in cases when institutions of medical education do not control the number of students recruited, it is necessary to reiterate their obligations, paying attention to the consequences of the decisions made (the imbalance between the recruitment of students and the logistical and academic potential of the university).		+		
89	8	4.2.2	The institution of medical education should periodically review the number and contingent of enrolled students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the healthcare sector, as well as with experts and organizations with expertise in global aspects of healthcare human resources (such as insufficient and uneven distribution of healthcare human resources, migration of doctors, opening of new medical universities)</i> . and regulate in order to meet the healthcare needs of the population and society as a whole.		+		
		4.3	Advising and supporting students				
			The institution of medical education should :				
90	1	4.3.1	have a system of <i>academic counseling</i> for students, which includes issues related to the choice of electives, preparation for postgraduate studies, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
91	2	4.3.2	offer a student support program aimed at <i>social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as financial services in the form of financial assistance, scholarships and loans;</i>		+		
92	3	4.3.3	allocate resources for student support;		+		
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The institution of medical education should provide counseling that:				
94	5	4.3.5	is based on monitoring the student's progress and is		+		

			aimed at the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;				
95	6	4.3.6	includes consulting and professional career planning.		+		
		4.4	Student representation				
96	7	4.4.1	The institution of medical education should define and implement a <i>policy of student representation</i> and student <i>participation</i> in defining the mission, developing, managing and evaluating the educational program, and other issues relevant to students.		+		
97	8	4.4.2	The institution of medical education should provide <i>assistance and support to student activities</i> and student organizations, including <i>the provision of technical and financial support to student organizations</i> .	+			
			Total	1	15	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The institution of medical education should define and implement a <i>policy of selection and admission of employees</i> , which:				
98	1	5.1.1	defines their category, responsibility and <i>balance of academic staff/teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational programs, including the proper ratio of medical and non-medical teachers, full-time or part-time teachers, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including proper ratio between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			The institution of medical education in its policy on the selection and admission of employees should take into account such criteria as:				
101	4	5.1.4	attitude to its mission, <i>the significance of local conditions, including sex, nationality, religion, language and other characteristics of applicants relevant to the institution of medical education and the educational program</i> ;		+		
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources</i> .		+		
		5.2	Development policy and employee activities				
			The institution of medical education should define and implement a policy of staff development, which:				
104	6	5.2.1	allows it to maintain a <i>balance between teaching, scientific and service functions</i> , which includes allocating <i>time for each type of activity, taking into account the needs of the institution of medical education and the</i>		+		

			<i>professional qualifications of teachers;</i>				
105	7	5.2.2	Ensures a systems of <i>recognition for the academic activity</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications, and <i>exists in the form of awards, promotions and/or remuneration;</i>	+			
106	8	5.2.3	ensures that clinical activities and scientific research are applied in teaching and learning;		+		
107	9	5.2.4	guarantees <i>the sufficiency of each employee's knowledge of the educational program</i> , which includes knowledge of <i>teaching/learning methods and the general content of the educational program</i> , and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers' activities</i> , which involves all teachers, not only those newly hired, but also teachers recruited from hospitals and clinics.	+			
			The institution of medical education should :				
109	11	5.2.6	take into account the teacher-student ratio depending on various components of the educational program;		+		
110	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	2	10	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Logistical base				
			The institution of medical education should :				
111	1	6.1.1	have adequate <i>logistical base</i> for teachers and students to ensure proper implementation of the educational program;	+			
112	2	6.2.2	provide <i>a safe environment</i> for employees, students, patients and those who care for them, including provision of the necessary information and <i>protection from harmful substances, microorganisms, compliance with safety regulations in the laboratories and when using equipment.</i>		+		
113	3	6.1.3	The institution of medical education should improve the learning environment of students through regular updating, expansion and strengthening of the logistical base, which should correspond to the development in the practice of teaching.		+		
		6.2	Resources for clinical training				
			The institution of medical education should provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	number and categories of patients;		+		
115	5	6.2.2	the number and categories of <i>clinical bases</i> , which include <i>clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and provide rotation in the main clinical subjects;</i>	+			
116	6	6.2.3	observation of the clinical practice of students.		+		

117	7	6.2.4	The institution of medical education should <i>study and evaluate</i> , adapt and improve clinical training resources in order to meet the needs of the population served, which will include <i>compliance and quality for clinical training programs regarding clinical bases, equipment, number and category of patients, supervision and administration</i> .		+		
		6.3	Information technology				
118	8	6.3.1	The institution of medical education should define and implement a policy that is aimed at the <i>effective use and evaluation of appropriate information and communication technologies</i> in the educational program.		+		
119	9	6.3.2	The institution of medical education should provide access to online or other electronic media		+		
			The institution of medical education should provide teachers and students with opportunities to use information and communication technologies:				
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	patient management;		+		
123	13	6.3.6	work in the healthcare system.		+		
124	14	6.3.7	The institution of medical education should optimize students' access to relevant patient data and healthcare information systems.			+	
		6.4	Medical research and scientific achievements				
			The institution of medical education should :				
125	15	6.4.1	use <i>research activities in the field of medicine and scientific achievements</i> as the basis for the educational program;		+		
126	16	6.4.2	identify and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information on the research base and priority directions in the field of scientific research of the institution of medical education;	+			
128	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The institution of medical education should ensure that the relationship between scientific research and education:				
129	19	6.4.5	is taken into account by teachers;		+		
130	20	6.4.6	encourages and prepares students for participation in scientific research in the areas of medicine and their development.		+		
		6.5	Expertise in the field of education				
			The institution of medical education should :				
131	21	6.5.1	have access to <i>expertise in the field of education</i> , where necessary, and conduct evaluation of the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or experts from other national and international institutions.		+		
			The institution of medical education should define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of its educational programs;		+		

133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.		+		
			The institution of medical education should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
135	25	6.5.5	pay due attention to the development of <i>expertise in the assessment of education and medical education research as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	promote the aspirations and interests of employees in conducting medical education research.		+		
		6.6	Exchange in the field of education				
			The institution of medical education should define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels <i>with other medical universities</i> ;	+			
138	28	6.6.2	<i>transfer and mutual recognition of educational credits, which includes consideration of the limits of scope of the educational program that can be transferred from other educational organizations and which can be facilitated by agreements on mutual recognition of elements of the educational program, and active coordination of programs between institutions of medical education and the use of a transparent system of credit units and flexible course requirements.</i>			+	
			The institution of medical education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
			Total	4	24	2	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Monitoring and evaluation mechanisms of the program				
			The institution of medical education should :				
141	1	7.1.1	have a process and outcome monitoring program that includes the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, as well as data collection is part of administrative procedures in connection with student admission, student assessment and completion of studies.		+		
142	2	7.1.2	ensure that the relevant assessment results affect the curriculum		+		
			The institution of medical education should establish and apply mechanisms for evaluating the educational program, which:				
143	3	7.1.3	are aimed at the educational program and its <i>main components, including the model of the educational program, the structure, contents and duration of the</i>		+		

			<i>educational program, and the use of mandatory and elective parts;</i>				
144	4	7.1.4	aimed at students' progress;				
145	5	7.1.5	identify and consider <i>problems that include unsatisfactory achievement of the expected final learning outcomes, and will assume that the information received about the final learning outcomes, including identified shortcomings and problems, is used as feedback for activities and corrective action plans to improve the educational program and curricula of disciplines;</i>		+		
			The institution of medical education should regularly conduct a comprehensive <i>assessment of the educational program</i> focused on:				
146	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the institution of medical education;</i>		+		
147	7	7.1.7	<i>on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;</i>		+		
148	8	7.1.8	on the <i>final learning outcomes</i> , which are the results of national exams, international exams, career choices and the results of postgraduate studies;		+		
149	9	7.1.9	The institution of medical education should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The institution of medical education should systematically collect, analyze and provide teachers and students <i>with feedback, which includes information about the process and products of the educational program, information about unfair practices or inappropriate behavior of teachers or students with and/or legal consequences.</i>		+		
151	11	7.2.2	The institution of medical education should use the feedback results to improve the educational program.		+		
		7.3	Academic achievements of students				
			The institution of medical education should analyze the educational achievements of students regarding:				
152	12	7.3.1	<i>its mission and the final learning outcomes</i> of the educational program, which includes information about the average duration of study, academic performance, frequency of exams and failures, cases of successful graduation and expulsion, student reports on the learning environment in the courses completed, time spent to study areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who decided to leave the program;		+		
153	13	7.3.2	educational programs;		+		
154	14	7.3.3.	availability of resources.		+		
			The institution of medical education should analyze the <i>educational achievements</i> of students regarding:				
155	15	7.3.4	their <i>previous experience and environment, including social, economic and cultural;</i>		+		

156	16	7.3.5	the level of training at the time of admission to the institution of medical education.		+		
			The institution of medical education should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	planning an educational program;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder engagement				
			The institution of medical education should involve in its monitoring program and educational program evaluation activities:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The institution of medical education should, for the sake of the stakeholders , including <i>representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, as well as persons responsible for postgraduate education</i> :				
162	22	7.4.3	provide access to the evaluation results of the course and educational program;		+		
163	23	7.4.4	collect and study feedback on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback on the educational program.		+		
			Total	1	23	0	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	The institution of medical education should define the management structures and functions, including their <i>relationship with the university, if the institution of medical education is a part or branch of the university</i> .		+		
			The institution of medical education should define <i>structural units</i> in its management structures with <i>responsibility assigned to each structural unit</i> and include in its organizational structure:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;				
168	4	8.1.4	<i>other stakeholders</i> , including <i>representatives of the Ministry of Education and Health, the healthcare sector and the public</i> .		+		
169	5	8.1.5	The institution of medical education should ensure <i>transparency of the management system and decisions made, they should be published in bulletins, posted on the University's website, included in protocols for review and execution</i> .		+		
		8.2	Academic leadership				
170	6	8.2.1	The institution of medical education should clearly define the responsibility of the <i>academic leadership</i> in relation to the development and management of the educational program.		+		
171	7	8.2.2	The institution of medical education should regularly evaluate the academic leadership regarding the achievement of its mission and the final learning		+		

			outcomes.				
		8.3	Education budget and resource allocation				
			The institution of medical education should :				
172	8	8.3.1	have a clear range of responsibilities and powers to provide the educational program with resources, including the target budget for education;		+		
173	9	8.3.2	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with the requirements.	+			
174	10	8.3.3	The system of financing the institution of medical education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence at all levels of budgeting.		+		
			The institution of medical education should :				
175	11	8.3.4	have sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;		+		
176	12	8.3.5	when allocating resources, take into account scientific achievements in the field of medicine and the healthcare issues of society and their needs.		+		
		8.4	Administrative staff and management				
			The institution of medical education must have <i>appropriate administrative staff, in terms of number and composition in accordance with the qualifications, in order to:</i>				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The institution of medical education should develop and implement an internal management quality assurance program, including considerations of scope for improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	The institution of medical education should have <i>constructive interaction</i> with the healthcare sector, with related sectors of public health and the government, <i>in terms of exchange of information and cooperation, which contributes to the training of qualified doctors in accordance with the needs of the society.</i>	+			
181	17	8.5.2	The institution of medical education should assign <i>the official status to cooperation</i> with partners in the healthcare sector, <i>which includes the signing of formal agreements defining the contents and forms of cooperation and/or joint contracts and the creation of a coordinating committee, and joint activities.</i>		+		
			Total	2	15	0	0
		9.	CONSTANT UPDATING				
			The institution of medical education should be a dynamic and socially responsible institution:				

182	1	9.1.1	initiate procedures for regular review and revision of contents, results/competencies, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.	+			
			The institution of medical education should :				
184	3	9.1.3	focus the updating process on prospective studies and analyze the results of own studies, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; focus the process of updating on the following issues:		+		
186	5	9.1.5	Adaptation of the mission statement and final learning outcomes to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of the final learning outcomes of graduates in accordance with the documented requirements of the postgraduate training environment, including clinical skills, training in public healthcare issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned upon graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure that they are appropriate and take into account modern theories in education, adult learning methodology and principles of active learning.		+		
189	8	9.1.8	The adjustment of elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of outdated ones.		+		
190	9	9.1.9	Development of evaluation principles, methods of conducting and number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of the student recruitment policy and methods of student selection taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the shaping of academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as, for example, the recruitment of students, the number and profile of academic staff, the educational program.		+		
194	13	9.1.13	Improving the monitoring and evaluation process of the educational program.		+		

195	14	9.1.14	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	1	13	0	0
			TOTAL	15	176	5	0

