



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of work of the external expert evaluation commission
for evaluating compliance with the requirements of the IAAR standards
for international accreditation of basic medical and pharmaceutical
education abroad

(based on WFME/AMSE standards)

31.05.03 Dentistry

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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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

UNIVERSITY – higher education institution

EEC- External Expert Commission

FSES HE – federal state educational standard of higher education

FSBEI HE SamSMU MOH Russia – Federal state budgetary educational institution of higher education "Samara State Medical University" of the Ministry of Healthcare of the Russian Federation

EO – educational organization

EP – educational program

IAAR – Independent Rating Accreditation Agency

TS - teaching staff

ERP – educational work plan

SFC - state final certification

GEC – Graduate Employment Center

ELS - Electronic Library System

EIEE- Electronic information and educational environment

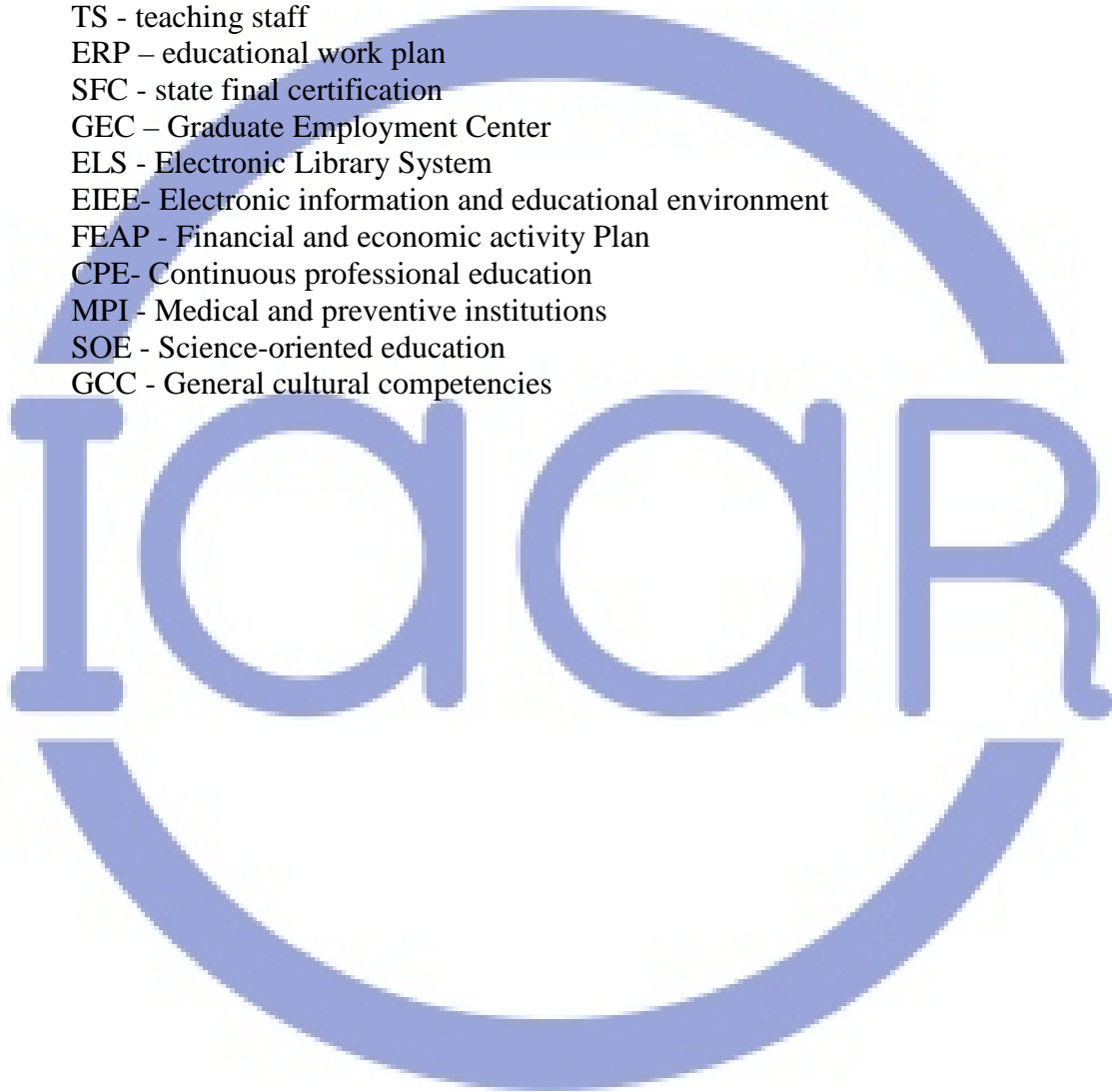
FEAP - Financial and economic activity Plan

CPE- Continuous professional education

MPI - Medical and preventive institutions

SOE - Science-oriented education

GCC - General cultural competencies



(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 31.05.03 Dentistry of the Samara State Medical University with IAAR standards for international accreditation of basic medical and pharmaceutical education abroad (based on WFME/AMSE standards) (No. 68-18/1-OD of May 25, 2018).

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

The composition of the EEC:

- 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. Tupulova, 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, gastroenterologist, 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, 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. Kiseleva, MD, Professor, 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, Novokuibushevsk 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 at 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** – Yuri 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 in the EP "Pathological Anatomy" of 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 Agency for Accreditation and Rating (Republic of Kazakhstan). *On-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL INSTITUTION

The Federal State Budgetary Educational Institution of Higher Education "Samara State Medical University" of the Ministry of Healthcare of the Russian Federation was established in accordance with the Resolution of the 4th Samara Provincial Congress of Soviets of 24/12/1918 as the medical Faculty of Samara State University, which in 1930 was transformed into the Samara Medical Institute (resolution of the Council of People's Commissars of the RSFSR of 12.07.1930).

The University carries out its activities in accordance with the Constitution of the Russian Federation, the Federal Law dated 29 December, 2012. N 273-FZ "On Education in the Russian Federation", other federal laws, decrees and orders of the President of the Russian Federation, resolutions and orders of the Government of the Russian Federation, regulatory legal acts of the Ministry of Science and Higher Education of the Russian Federation, the Ministry of Education of the Russian Federation, the Ministry of Health of the Russian Federation and the Charter of the University (Amendments to the Charter of the SamSMU dated 04/19/2018, Amendments to the Charter of the SamSMU dated 04/22/2022).

The SamSMU is a legal entity (non-profit organization), registered in the Unified State Register of Legal Entities for No. 1026301426348 (certificate series 63 No. 001314945 on making an entry in the Unified State Register of Legal Entities on a legal entity registered before July 1, 2002, date of entry 14.01.2003), it is registered with the tax authority (certificate of registration in tax authority series 63 No. 006290260, registration date 27.07.1994).

The University has a license to conduct educational activities No. 2335 dated 12 August 2016, the series 90JI01 No. 0009395 (with annexes 1.1, 1.2, 1.3), issued by the Federal service for supervision in the sphere of education and science, valid indefinitely, allowing to teach basic educational programs of secondary vocational education, higher education - Bachelor's programs, specialist programs, Master's programs, postgraduate residency programs for highly qualified scientific and pedagogical personnel, as well as programs of continuing professional education and continuous education for children and adults and state accreditation programs (certificate of state accreditation No. 2697 01 Nov 2017, series 90A01 No. 0002829 issued by the Federal service for supervision in the sphere of education and science, valid until 1 Nov 2023) for a broader group of specialties of secondary vocational education - 31.00.00 Clinical medicine; higher education - Bachelor 34.00.00 Nursing, 39.00.00 Sociology and social work; higher education - specialty 31.00.00 Clinical medicine, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy, 37.00.00 Psychological science; higher education - Master's degree 32.00.00 Health Sciences and preventive medicine; postgraduate education for highly qualified scientific and pedagogical personnel 06.00.00 Biological Sciences, 30.00.00 Fundamental medicine, Clinical medicine 31.00.00, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy, 37.00.00 Psychological science; higher education – residencies for highly qualified personnel 31.00.00 Clinical medicine, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy.

The university has 19 scientific and pedagogical schools, 6 dissertation councils for the defense of doctoral and candidate of sciences dissertations in medical and pharmaceutical sciences (13 specialties).

The university has wide international recognition, as evidenced by the export of educational services (over the past two years, the number of international students has increased by 22%); a bilingual program in the specialty 31.05.01 General Medicine has been launched, it offers tuition in English; the practice of academic exchanges is successfully developing.

The University is represented in the following rating systems: THE WUR 2021 – reporter, THE Impact Ranking Overall - 601-800, THE Impact Ranking Good Health and Well-being - 101 - 200, Global Aggregated Rating-2021 - TOP 10% of universities in the world, Moscow International University Rating "Three University Missions" - 1201-1300, Rating of the best universities of Russia RAEX- 100 - 50.

The Institute of Dentistry is a structural subdivision of the SamSMU, formed by the decision

of the Academic Council of the University dated 25 December, 2020 (Rector's Order No. 222 dated 26 December, 2020), it implements the EP in the specialty 31.05.03 Dentistry. The Institute is guided in its activities by the Constitution of the Russian Federation, Federal Law No. 273-FZ of 29 December, 2012 "On Education in the Russian Federation" and other legislation of the Russian Federation, orders of the Ministry of Health of the Russian Federation, the Ministry of Science and Higher Education of the Russian Federation, the Charter of the University, as well as the Regulations on the Institute of Dentistry and other local regulations of the University.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international program accreditation for EP 31.05.03 Dentistry according to IAAR standards is conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission on institutional and program accreditation of educational programs at the SamSMU between 17 and 19 May 2022.

In order to coordinate the work of the EEC, an introductory meeting was held on 16.05.2022, where responsibilities were distributed among the members of the commission, the 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 contents of self-assessment reports, meetings were held with the rector, vice-rectors of the university responsible for specific areas of activity, heads of structural divisions, directors of institutes, heads of departments, teachers, students, graduates, employers. A total of 143 representatives of the educational institution took part in the meetings (Table 1).

Table 1 - Information about employees and students who participated 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	5
Heads of departments	6
Teachers of the EP 31.05.03 Dentistry	25
Students of EP 31.05.03 Dentistry	25
Graduates	24
Employers	15
Total	143

During the tour, the members of the EEC got acquainted with the state of the logistical base, visited the Department of Histology, the Department of Operative Surgery, Clinical Anatomy and Medical IT, the Department of Anatomy, the Morgue, the Boiling Point centre, the Technopark, the Department of Chemistry, the Department of Biochemistry, the Library, the Gym, the Institute of Innovative Development, the Dental Clinic of the SamSMU, the Department of Therapeutic Dentistry, the Department of Maxillofacial Surgery.

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

Over the period of accreditation the EEC attended classes in therapeutic dentistry taught by M.A. Postnikov, MD. The EEC visited the buildings of the university, various departments of the university, a high-tech simulation center, the visits were recorded. Also, the EEC studied the university's main documents via the links on its website. During the visit, in line with the program, 2 members of the EEC (E.A. Kiseleva, D.I. Dmitriev) attended classes of the EP "Dentistry" in accordance with the approved schedule.

All the inspected classrooms are equipped with the necessary modern equipment for all types of courses: a projector, a projection screen, Internet access and suitable furniture.

During the work, the members of the EEC (E.A. Kiseleva and D.I. Dmitriev) visited the following practice bases: the dental clinic of the SamSMU, the Clinic of Maxillofacial Surgery.

In accordance with the accreditation procedure, 104 teachers, 69 students, including junior and senior students, were interviewed.

The interview with the teachers provided the experts (E.A. Kiseleva and D.I. Dmitriev) with information on the professional development of teachers, the funding, the teachers' level of certification in teaching methods and their motivation. Interviews with teachers demonstrated that not all employees of the department are aware of the current active teaching methods, training is based mainly on the analysis of real clinical cases in small groups. Teachers of the departments work in close cooperation with practical healthcare, conduct medical and advisory work at clinical bases. According to the results of an anonymous online survey, both teachers and students are satisfied with the working and learning environment at this university.

In order to confirm the information presented in the Self-assessment Report by external experts (E.A. Kiseleva and D.I. Dmitriev), the university's working documents were requested and analyzed. Besides, the experts studied the Internet 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 the SamSMU educational programs to be accredited were developed by the EEC based on the results of the evaluation and were presented at a meeting with the management on 19/05/2022.

(VI) COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION

6.1 "Mission and Results" Standard

The evidence

The mission of the EP for the specialty 31.05.03 Dentistry is to create the environment for fundamental and practical training of dentists, based on international standards and national traditions of higher medical education.

The strategic goal of the educational program is leadership in the training of competitive graduates who are able to successfully solve professional tasks in medical, organizational, managerial and research activities in the national and international labor markets, based on universal, general professional and professional competencies obtained throughout the educational process at the university. At the design stage, the mission took into account the opinions of stakeholders, participants in the educational process, representatives of employers who also serve as members of the Academic Council at the Institute of Dentistry (the draft document is available through the electronic information and educational environment (EIEE) for discussion and suggestions). The draft mission was reviewed and approved by the Scientific Council of the Institute of Dentistry.

The mission was communicated to all stakeholders (posted on the website and on the intranet) including potential employers, i.e. managers of practical healthcare institutions.

There were several stages of development for the EP 31.05.03 Dentistry mission: the creation of working groups from among the teaching staff of the departments that are part of the Institute of Dentistry, students nominated by the Board of Students, employees of the SamSMU Clinics, representatives of the primary organization at the SamSMU and practical healthcare workers were involved. Working groups that were formed brainstormed to generate all possible versions of the mission during strategic sessions. At the next stage, the choice of versions was finalized at the meeting of the Scientific Council of the Institute of Dentistry and the final version of the mission was subsequently approved (Protocol No. 2 of 03/22/2022).

The strategy and priority directions of the University's development for the implementation of the Mission are defined in its Quality Policy, and form the basis of the SamSMU Activity Plans for the academic / calendar year. Representatives of practical healthcare and the public serve as members of the University Council and take part in the approval of the Mission and strategic plans of the University.

When developing the EP, working groups have the right to independently determine the duration of theoretical training and practical training, the proportion of students' self-study, the structure and contents of the EP, focusing on the needs of practical healthcare and global trends in medical and pharmaceutical education.

For example, during the last revision of the EP, 45% - 61% of the total study hours according to curricula were allocated to specialties, which allows students to independently regulate the schedule of the educational process, lists of modules and academic subjects, the number of hours and the complexity of subjects (modules), the forms of ongoing certification, etc. The use of the allocated resources required for educational programs is regulated by the local legal acts of the university.

Analytical part

The analysis of compliance of the activities of the Dentistry program at the SamSMU with the requirements of the standard indicates high responsibility of the administration and the teaching staff in terms of understanding the importance of strategic planning, and the achievement of goals and objectives of the university's strategic development program.

The accessibility of the University's Mission, Vision and Quality Policy for the university's employees, students and other interested parties is ensured via: posting on the official website of the university, on information stands in all structural divisions, including clinical bases of departments; they are imparted at meetings of the department, academic councils of institutes, the Academic Council of the University and workshops. When developing the EP, working groups have the right to independently determine the duration of theoretical training and practical training, the proportion of students' self-study, the structure and contents of the EP, focusing on the needs of practical healthcare and global trends in medical and pharmaceutical education.

The University's development strategy is based on the mission, vision and quality policy. The University determines and coordinates the correlation of the final learning outcomes required upon completion of the EP with the requirements for postgraduate studies. The University, together with the directorates of institutes, provides an educational trajectory consisting of subjects that help students acquire the competencies necessary for specialists of the healthcare system. Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

Mission provides the basis for further career development of students in all types of dental practices, in administrative roles and in scientific research in the area of dentistry.

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)

*strengths – 1,
satisfactory – 22,
need improvement – 0,
unsatisfactory – 0.*

6.2 The "Educational program" standard

The evidence

The University's program and development plan for 2020-2030" provide for the incorporation of the results of scientific research in the field of biological, medical, pharmaceutical, behavioral and social sciences into the educational process. The curricula for the subjects are regularly updated taking into account the results of scientific research. Controlled independent work of students that has well-defined rules is now part of the educational process. EEMS have been developed for each academic discipline, providing the possibility of studying educational material via remote access.

Documentation on the educational program "Dentistry" includes:

- description of the main professional educational program,
- training schedule,
- curriculum,
- working programs for disciplines, practices, research work, state final certification,
- assessment materials,
- a working program of education with a schedule of development.

Throughout the years of study, students are actively engaged in research activities within the framework of the departmental scientific schools. They participate in the implementation of budgetary and contractual research projects at the departments. The results of research work are

included in the educational process upon approval by the vice-rector for scientific work, ample documentary evidence of this was presented to the EEC.

When preparing lectures, textbooks and conducting practical classes, teachers use new data from scientific articles, monographs, research reports, that they can avail of either in printed form (subscription periodicals) or by accessing online academic publications (for example, Free Medical Journals, Directory of Open Access Journals (DOAJ), Free Books for Doctors, BioMed Central, etc.), fixed-term and open-term contracts No. 53BD-2021, No. 54BD-2021, No. 39BD-2021, No. 19BD-2021 were provided to the EEC as proof.

Analytical part

The EP for the specialty "Dentistry" is a classical, linear program, based on academic disciplines and contains socio-humanitarian, natural science, general professional and specialized clinical disciplines, divided into compulsory, elective and optional, they are studied via theoretical courses, seminars, practical, laboratory classes, various types of educational and work practices. Over the 2021-2022 academic year at the university, students of the first year in all specialties are taught via the modular system of education.

Training for the specialty "Dentistry" is practice-oriented: the number of hours allocated to practical training exceeds the number of hours allocated to theory (practical training takes about 70% of the time). Interactive methods are actively used in the learning process (for example, the method of problem-based learning, etc.); training is focused on working in groups and teams; integration of academic knowledge into practice happens through making educational scenarios as close as possible to the ones encountered by dentists in a professional setting. The sequence of studying disciplines is determined by the continuity of the acquired competencies. The time spent on each discipline corresponds to the scope of the studied educational material. EP is practice-oriented in nature: the ratio of lectures/seminars and practical training (practical and laboratory classes) is 1:4.

The University has tools for involving students in research projects, as well as tools for encouraging student scientific research. For each discipline there is a point-rating system for assessing knowledge, which takes into account not only academic achievements, but also scientific research. When awarding enhanced scholarships, or discounts for tuition scientific work is also taken into consideration.

Monitoring and evaluation of indicators of effectiveness of the educational process are carried out within the framework of the QMS. Quality control of training is carried out twice a year based on the results of examination sessions.

In order to improve students' health a volunteering project "Healthy Smile" is in place, it is aimed at promoting a healthy lifestyle, regular physical exercise and sports. Besides, students promote healthy lifestyle among the general population.

Evidence proving involvement of students and other stakeholders in the discussion of elective and optional disciplines for individual educational trajectories was not presented to the EEC. Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

1. The latest results of scientific research are used in teaching.
2. Wide involvement of students in conducting research work at the departments of the Institute of Dentistry.

Recommendations of the EEC

To involve students and stakeholders in the discussion of elective and optional disciplines for the purpose of shaping individual educational trajectories (deadline – 01.09. 2022).

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

strengths – 2,

satisfactory – 41,

need improvement – 0,

unsatisfactory – 0.

6.3 The "Student Assessment" standard

The evidence

Evaluation of students' learning outcomes is carried out in accordance with the requirements. The assessment is carried out by giving marks a five-point scale according to the established SamSMU criteria for evaluating the results of educational activities.

The results of the examination sessions are discussed at the meetings of the Rector's Office, the Academic Council of the University, academic councils of institutes, departments, after that an action plan is developed to improve the quality of education. The report on the work of the SEC and the results of the state final certification for graduates of the specialty 31.05.03 "Dentistry" is submitted for discussion by the chairman of the SEC to the Academic Council of the University and approved by the rector.

During the certification of students, the level of theoretical knowledge, acquired skills and abilities is assessed according to the curriculum of the discipline or the practice program. A student assessment system has been introduced, with results recorded in an automated assessment and rating activity report card, which include an assessment of knowledge, skills, and attitudes and allows to evaluate all the results of students' academic, research and social activities for each semester.

The development of criteria for evaluating educational activities is based on the principles of consistency, validity, reliability, and the feedback obtained. Evaluation methods that meet the specific features of each discipline are used.

At the SamSMU, for students in the specialty 31.05.03 "Dentistry", criteria for assessing practical skills in specialized dental modules have been developed (Diary of practical skills in prevention and communal dentistry; Diary of practical skills in orthopedic dentistry; Diary of practical skills in therapeutic dentistry;; Diary of practical skills in dentistry for international students).

Formative and summative types of assessment are not used at the SamSMU. The University standard "Student Assessment" clearly defines the assessment area, the appropriate assessment criteria, as well as measurement tools that allow conclusions to be drawn about the compliance of students' knowledge with the planned final learning outcomes.

Analytical part

The existing system of knowledge and skills assessment at the SamSMU ensures that students achieve the final learning outcomes, while helping achieve one of the university's goals, i.e. training of competitive specialists.

The final grade for the discipline in terms of ongoing certification is formed taking into account the assessment of the student's work in the classroom, the student's independent work outside the class on a particular topic within the curriculum, participation in the scientific work of the department.

Students' ability to organize their studies is monitored daily.

The validity and reliability of knowledge assessment methods is ensured by systematic monitoring of the quality of assessment tools for compliance with the discipline's curriculum, their diversity, level of complexity, and compliance of academic performance indicators over the semester with the results of the ongoing and final knowledge evaluation.

When test tasks for each discipline are being developed, they are first tested on a reliable number of students, after that the test tasks are corrected accordingly. The final grade in the state exam is formed taking into account the assessment of the level of mastering both theoretical knowledge and practical skills.

Evidence of students' academic progress was not presented to the EEC. Formative and summative assessment forms are not being practiced.

Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

No strengths have been identified for this standard.

Recommendations of the EEC

1. To amend the local regulatory act to make the process and evaluation methods available for inspection by external stakeholders (deadline – 01.09.2022);

2. In order to obtain information about the level of mastering knowledge and skills acquired, adjust the learning process and stimulate educational achievements, teachers need to focus on continuous formative assessment including feedback throughout all educational activities, ensuring a balance between formative and summative assessment of the students' academic progress (deadline – 01.09. 2022);

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

*strengths – 0,
satisfactory – 14,
need improvement – 0,
unsatisfactory – 0.*

6.4 The "Students" standard

The evidence

The admission policy is defined and implemented at the University on the basis of the Admission Rules developed annually in accordance with the legislation of the Russian Federation for all levels of education. Admission rules are validated at a meeting of the Academic Council of the University and approved by the order of the Rector of the University. Admission rules are developed in accordance with Federal Law No. 273 -FZ of 29.12.2012 "On Education in the Russian Federation", by the Order of the Ministry of Science and Higher Education of the Russian Federation No. 1076 dated 21/08/2020 "On approval of the procedure for admission to higher education educational programs - Bachelor's degree programs, specialty programs, Master's degree programs".

An Admissions Committee is created for admission to the University in accordance with the "Regulations on the Admissions Committee". The chairman of the admissions Committee is the Rector of the University, who appoints the executive secretary of the admissions committee to work with applicants and their legal representatives.

In 2009 an extensive program for the promotion of a healthy lifestyle among students and staff of the SamSMU was developed. In 2013, 2017 and 2021, it was revised taking into account the results achieved and adjusted in order to preserve and strengthen the health of students and staff of the SamSMU, as well as the population of the Samara, Penza and Ulyanovsk regions and other regions of Russia where graduates of SamSMU as practitioners will have an opportunity to effectively minimize the health risks for the population of the Russian Federation.

The University provides counseling to students both individually and in groups, it is provided by specialists of the structural divisions of the University (Department for the development of research activities of the Department of Youth Scientific and Educational Policy, the Center for the promotion of graduate employment, the Psychology Centre, the interuniversity student medical center based at the SamSMU Clinics, the medical and legal clinics of SamSMU, the department for the development of the social environment and educational work). Counseling is provided via personal meetings, by phone, email, via social networks (VKontakte) via various messengers (WhatsApp, Viber).

Student self-government bodies play a leading role in monitoring the students' progress and ensuring the social and personal needs of students are met.

Analytical part

University students have the opportunity to get counseling related to their social and personal needs, including academic support; consultations related to financial issues, health problems, immunization and other. In order to support and advise students, to facilitate integration into university education, to help them choose the most appropriate options for educational, cultural and social programs, a student mentorship movement has been created at the university. Senior students are appointed assistant mentors, their goal is to help first-year students adapt to the university environment. In addition, for each study group of 1-3 year students, a teacher-mentor is appointed. The work of a mentor is in line with the general goals of training, education and development of the student's personality and the student body as a whole.

During interviews with students of the EP Dentistry, the members of the EEC found that during meetings with the heads of departments, the management of the Institute of Dentistry students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, quality of education and other professional, financial and social issues.

The results of survey for students of EP "Dentistry" demonstrated high (over 70%) satisfaction level in terms of the attitude and level of accessibility of the dean's office, accessibility and responsiveness of the university management, availability of educational materials, availability of counseling on personal problems, financial and administrative services of the

educational institution, the level of accessibility of library resources, the quality of services provided in libraries and reading rooms, the existing educational resources of the university, the usefulness of the website, the clarity of the procedure for applying incentives and disciplinary measures, the overall quality of curricula, teaching methods in general, the quality of teaching. The system of student self-government at the university and the order of its activities is outlined in the regulations on "Student Self-government"

Evidence on the availability, efficiency and effectiveness of the system of academic counseling for students on the choice of elective disciplines, the formation of an individual educational trajectory, preparation for postgraduate studies and professional career planning was not provided to the EEC. Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

Significant assistance and support by the leadership of the University and the Institute of Dentistry for student activities and initiatives, including the existence of the Boiling Point centre.

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)

*strengths – 1,
satisfactory – 15,
need improvement – 0,
unsatisfactory – 0.*

6.5 The "Academic staff/Teachers" standard

The evidence

The policy of selection and recruitment of academic staff at the university is applied in accordance with The Labor Code of the Russian Federation, the Regulation "On the procedure for the recruitment of teaching staff ", approved by the Order of the Ministry of Education and Science of the Russian Federation dated 23.07.2015 No. 749, the Nomenclature of positions of teaching staff of organizations engaged in educational activities, positions of heads of educational organizations, approved by the Decree of the Government of the Russian Federation dated 08.08.2013 No. 678, By Order of the Ministry of Health and Social Development of the Russian Federation No. 1n dated 11.01.2011 "On approval of the Unified Qualification Directory of positions of Managers, specialists and Employees, section "Qualification characteristics of positions of managers and specialists of higher professional and additional professional education", the Charter of the Federal State Budgetary Educational Institution of the Ministry of Health of the Russian Federation.

The HR policy on recruitment and selection of personnel ensures full equality and accessibility of vacancies available at the University and guarantees equal opportunities and an objective assessment of the applicants' professional qualities. When selecting applicants for the positions of teaching staff, the priority is: compliance of the qualification level of employees with the qualification requirements for the positions held, professional competence of employees. Priority is given to persons with higher qualifications and proven achievements in pedagogical, scientific and clinical activities. Qualification requirements for the positions of teaching staff are approved by the order of the Ministry of Health and Social Development of Russia dated 11.01.2011 No. 1n. In accordance with this order, the requirements for the qualifications and work experience of an assistant, teacher, senior lecturer, associate professor, professor, head of the

department are defined. Teachers of clinical departments must have specialist certificates or certificates of accreditation.

Political views, race, nationality, sex, age, religion do not affect recruitment decisions. The University adheres to the openness of the recruitment and selection procedure, the objective nature of competitions and procedures for the selection of applicants for scientific and pedagogical positions.

The election of academic staff who meet the qualification requirements for the positions is carried out by the collegial governing bodies of the university – the Academic Council of the University, academic councils of institutes/departments. The University maintains a balance of academic and professional qualifications of teachers, which allows to ensure the quality of the educational process. The balance between teaching, research and other functions is determined by the Order of the Ministry of Education and Science of the Russian Federation No. 1601 dated 22 December, 2014 "On the duration of working hours (norms of hours of pedagogical work in accordance with the remuneration rate) of teaching staff and on the procedure for determining the workload of teaching staff stipulated in the employment contract".

The qualitative composition of the teaching staff is determined by the personnel potential, the academic degrees and appropriate specialist certificate. 89% of academic staff have academic degrees.

Taking into account the specific nature of the work, compensatory payments, incentive allowances and bonus payments are available for teaching staff. For over 10 years, the SamSMU has been operating a comprehensive system of evaluating teaching staff based on performance indicators of scientific, methodological, educational and international activities (automated rating system for evaluating activities - ARSEA).

Continuous training for teaching staff, as well as their direct experience of teaching the educational program, contribute to the integration of subject areas and the interrelation of disciplines both horizontally and vertically, which improves the quality of the educational process.

The Center for Assessment and Development of Competencies of the Directorate for Personnel Management and Corporate Development implements advanced training and professional retraining programs aimed at mastering the competencies necessary for each teacher: "Higher education teacher", "Modern educational technologies", "Organization of independent work for students", "Organization of the educational process", "Young Teacher School", "Distance learning technologies and e-learning in educational institutions as part of the MOODLE learning management system", "Fundamentals of information competence", "Organization of distance learning at the university", "Inclusive education at the university", "Strategy and practice of teaching English at the University taking into account the requirements of the Federal State Educational Standard", "Application of modern educational technologies in the process of teaching foreign (English) language".

The training plan for teaching staff, regularity of continuous education for teaching staff as required by law, the contents and number of programs are analyzed annually. In 2021, 329 employees received training in higher education pedagogy, 304 employees in information and communication technologies, 108 employees in inclusive education.

Analytical part

For the implementation of the educational process on the basis of curricula a body of teaching staff is formed on the basis of an approved staffing table. The number of teaching staff is planned based on the needs of the educational process, the standard of the workload per teacher, the number of students for each EP. When planning the work of teaching staff at the university, a balance is maintained between teaching (educational and methodical), research, ideological and developmental activities, as well as medical (for clinical departments) and international activities. Planning is carried out for the academic year in accordance with the order on the approximate time standards, orders of the rector of the University on the approval of time standards for calculating

the scope of educational and methodological, ideological and educational work. The workload for each teacher is regulated by an individual plan, which reflects the distribution of types and areas of activity depending on the position held.

The individual plan consists of the following sections: educational activities, educational and methodological work, research activities, development work, interaction with practical healthcare, professional development, measured in hours, as well as the schedule for each section. Individual plans of pedagogical and scientific-pedagogical personnel are considered at the meetings of the department and approved by the heads of the department. Assessment the teaching staff work is part of the quality assurance system, it is carried out twice a year and takes into account all types of teachers' activities.

Academic mobility is achieved via exchange programs with the Ural State Medical University, Moscow State University of Medicine and Dentistry, and RUDN University

Extracurricular educational activities are an integral part of the pedagogical work and consist of practical training management, project management, monitoring of individual student activities, evaluation activities, monitoring of extracurricular educational activities of students.

A survey of 469 students of EP 31.05.03 Dentistry was conducted during the visit of the EEC: 93% of students positively rated ("very good" and "good") the teachers use of effective teaching methods; knowledge of the material being taught (96%); use of effective teaching methods (80%); presentation of the material in an understandable form (89%); presentation of material in an interesting form (76%); 82% said the teachers meets the requirements in terms of personal development and professional formation of future specialists; 77% said they stimulate students' activity; 72% think they stimulate creative thinking of students, demonstrate a positive attitude towards students (82%) and confidently use professional terminology (97%).

The evidence of the widespread use of andragogical teaching methods in the implementation of the Dentistry educational program were not presented to the EEC.

Satisfactory ratings were given by the members of the EEC in relation to points that require special attention during accreditation.

Strengths/Best practices

1. The staff is competent and capable of further improving the teaching process based on clinical activities and scientific research with the possibility of commercialization of scientific research results.

2. Employee Achievement Recognition policy.

Recommendations of the EEC

Expand the range of teaching methods taking into account the best international practices (TBL, CBL, RBL, etc.) (deadline - 01.09.2022).

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

strengths – 2,
satisfactory – 15,
need improvement – 0,
unsatisfactory – 0.

6.6 The "Educational resources" standard

The evidence

The University has sufficient logistical capabilities to implement the curriculum. For the implementation of the educational process at the SamSMU there are 7 academic buildings, the SamSMU Clinics, 85 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 analysis of the material and technical equipment of the classrooms required for the educational programs demonstrated full compliance with the requirements of the Federal State Educational Standard.

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

The university has its own library, located on its premises, its total area is 1325.6 m². The reading rooms of the library are located in the academic buildings of the university at the following addresses: Samara, Gagarina str., 18 and Artsybushevskaya str., 171, the area of the reading rooms is 294.6 m², the the reading rooms can accommodate 89 people simultaneously. The library has 520,400 copies of educational publications, of those 330,796 are printed publications and 189,604 are electronic publications. The library of the main building has undergone major repairs and is now equipped with new furniture, automated workstations for working with scientometric databases, electronic library systems, software for carrying out tasks within the framework of educational and scientific activities. The material assets are marked and linked to the database, all the main processes (acquisition, cataloging, processing, information service) are automated through the AIS information system "IC Library PROF, edition 2.0".

The teaching staff of clinical departments are overwhelmingly doctors with assigned medical categories, they perform medical activities in addition to teaching (consultations, rounds, consiliums, patient supervision and management, operations, including complex and high-tech ones), which makes it possible to bring the training process closer to the medical practice.

The introduction and development of information technologies at the university is carried out within the framework of the informatization program and is regulated by local acts. To acquire the necessary knowledge in the field of information technology in healthcare, students master the discipline "Medical Informatics". During their studies, students gain knowledge of the basic methods and means of obtaining, storing, processing information, computer skills as a means of information management, solving standard professional tasks using information, bibliographic resources, biomedical terminology, information and communication technologies while taking into account basic requirements of information security. Clinical departments have access to medical information systems of hospitals and polyclinics, which allows students to familiarize themselves with real patients and engage in scientific work. Experts from practical healthcare, scientific, medical centers and scientific institutions are involved in the evaluation of the EP. University employees work in practical healthcare, which is reflected in the contents of the University's EPs.

During the visit, according to the program, the EEC visited the clinical bases that SamSMU has contractual relations with. The clinical practice of students is conducted in accordance with the "Regulations on the student practice at clinical bases" on the basis of relevant contracts and the rector's orders. There is a modern, high-tech simulation center for acquiring practical skills. Clinical departments of the university are located directly in the medical organizations of the city. Academic buildings have all the infrastructure for conducting classes and provide for the social and personal needs of students. All classrooms are equipped with modern technical and demonstration equipment. In order to shape and improve the professional competencies of university students in terms of practical training, a practical skills center was established at the SamSMU in 2006, in 2013 it was renamed the training and production center for simulation training, in 2019 it became the accreditation and simulation center, in 2021 it received the status of a federal accreditation center.

Analytical part

The members of the EEC discovered that the SamSMU under the EP 31.05.03 "Dentistry", provides the necessary resources for students to acquire adequate clinical experience, including a sufficient number and categories of patients, and has long-term contractual relations with medical organizations allowing the use of their facilities. Clinical bases for student training and acquisition of practical skills are multidisciplinary dental institutions that provide all types of medical care including emergency, outpatient, inpatient and high-tech. The evaluation revealed significant gaps in the digitalization and automation of many university processes (website, online platforms, etc.).

Academic mobility is practiced by both teaching staff and students, during interviews teaching staff and students expressed their willingness to participate more actively in mobility programs after the lifting of restrictions related to the pandemic.

According to the results of a survey of teachers of the Institute of Dentistry conducted during the visit of the EEC, sufficient quantity and availability of the necessary scientific and educational literature in the library was positively assessed ("very good" and "good") by 91% of respondents; 94% of respondents said the learning environment takes into account the needs of various groups of students.

According to the results of a survey of students of EP 31.05.03 "Dentistry" conducted during the visit of the EEC, the sufficiency and availability of library resources were positively assessed ("very good" and "good") by 94% of respondents; the quality of services provided in libraries and reading rooms - 96%; satisfaction with existing educational resources - 93%; available computer classes and scientific laboratories - 89%; providing students with dormitory rooms – 68% of respondents. Based on the results of the survey analysis, it was found that the Institute provides sufficient opportunities for sports and other leisure activities (86%); equipment is safe, comfortable and modern (81%). Positive responses were received from 84% of respondents in terms of providing all students with equal opportunities.

Evidence on students' level of satisfaction with the resources allocated to ensure the smooth running of educational process was not presented to the EEC. Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

1. There are adequate resources for the educational process in terms of number of educational and clinical bases.
2. Grant funding for science and education supporting research activities is available for student of the EP 31.05.03 Dentistry.

Recommendations of the EEC

Conduct regular feedback sessions (at least once every semester) with students to gauge the level of satisfaction with the available educational resources (deadline- 01.09.2022);

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

strengths – 3,
satisfactory – 27
need improvement – 0,
unsatisfactory – 0.

6.7 The "Evaluation of the educational program" standard

The evidence

Monitoring of the educational program and the results of its development is carried out on the basis of Regulations on the educational program of higher education - Bachelor's degree program, specialty program, Regulations on the procedure and form of the state final certification of educational programs of higher education - Bachelor's degree programs, specialty programs and

Master's degree programs. The Educational and Methodological Department is responsible for regular monitoring of the educational program. The Institute of Dentistry, with the active participation of departments, ensures timely implementation and evaluation of goals.

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 program are: 1) the structure; 2) the ratio of the mandatory (basic) part and the part formed by the participants in educational relations (the variable part); 3) availability of elective disciplines (modules); 4) types of work 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.

Monitoring of educational programs and the results of their development is carried out by the educational and methodological department. The Institute of Dentistry, with the active participation of departments, provides monitoring and evaluation of EP 31.05.03 Dentistry.

The results of monitoring are discussed at meetings of departments, academic councils of institutes, the rector's Office, the Academic Council of the University and are imparted to all stakeholders. EP monitoring is carried out in order to identify compliance with the requirements of the professional standard "Dentist" (2016).

The evaluation of the educational process at the university is carried out continuously and consists of: ongoing control over the organization and implementation of the educational process by the educational, teaching and methodological departments, directorates of educational institutions; monitoring the effectiveness of educational and methodological, scientific and educational work at the departments; evaluation of the quality of the educational process through the annual self-examination procedure and the preparation of a report on self-examination; assessment of the quality of the educational process via questionnaires; intradepartmental assessment of the quality of teaching via mutual visits of teaching staff to various departments.

External evaluation of the EP is carried out in the process of external review, by the potential employers (using questionnaires). After studying each discipline, students have an opportunity to formulate and share with the head of the department, directors, vice-rectors and the rector their proposals on the structure, scope and contents of the disciplines being studied via a questionnaire or in person. Students have the opportunity to proactively contact managers at any level and offer their suggestions and comments on the structure, scope and contents of disciplines being studied.

Each student has access to e-mail addresses of all university employees. Besides, students serve as members of the Academic Council of the University, academic councils of institutes and directly participate in the discussion of the EP Dentistry.

The University organizes and conducts activities aimed at identifying, understanding and anticipating the needs and expectations of stakeholders. Based on the results of the survey of students during the visit of the EEC, 88% of respondents are fully or partially satisfied with the overall quality of educational programs, 90% of students are satisfied with teaching methods, 94% with the quality of teaching; 89% of respondents are satisfied with the academic workload and requirements for students. The results of studying the level of satisfaction of various categories of respondents were shared with all stakeholders.

Analytical part

The members of the EEC Commission noted that the evaluation of the EP "Dentistry" is carried out in accordance with the current legislation of the Russian Federation, the quality of mastering educational programs by students is monitored based on the established criteria, which ensures constant monitoring and improvement of educational services provided.

After analyzing the submitted documents and talking with the participants of the focus groups, the members of the EEC came to the conclusion that there is a multi-level system of assessment of EP, which includes an internal assessment of the quality of education and consists of:

- ongoing control over the organization and implementation of the educational process by the Directorate of the Institute of Dentistry (in the form of a monthly report on the current academic performance and attendance of students);
- regular monitoring of academic groups, inspections aimed at checking that the approved schedule of classes is being followed
- assessment of the quality of the educational process by the educational and methodological management in the form of internal audit of educational departments and processes;
- participation of independent experts in the procedures of interim and state final certification;
- intradepartmental assessment of the quality of teaching in the form of mutual visits to classes, etc.

The administration of the Institute of Dentistry periodically evaluates the EP, including the contents of disciplines, the organization of the educational process, logistical and technical resources, and the learning environment.

The SamSMU creates the conditions necessary for students to effectively master the chosen educational program in accordance with their interests and needs, providing them with appropriate resources (library, counseling information), a student support service is organized and diverse opportunities for personal growth and development are provided, a center for psychological support of students and teaching staff is organized, a mentoring service and academic counseling systems are in place.

Evidence of the evaluation results analysis for the EP "Dentistry" by external stakeholders on the basis of regular feedback sessions was not provided to the EEC.

Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

No strengths have been identified for this standard.

Recommendations of the EEC

To implement internal regulations for the evaluation results analysis for the EP "Dentistry" by external stakeholders on the basis of regular feedback sessions (before 01.09.2022).

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

strengths – 0,
satisfactory – 24;
need improvement – 0,
unsatisfactory – 0.

6.8 The "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 (Amendments to the SamSMU Charter dated 04/19/2018, Amendments to the Charter of the SamSMU dated 04/22/2022) and the organizational structure.

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, innovative and medical activities of the SamSMU, as well as approves curricula and educational programs on the recommendation of the Vice-rector for Educational Activities, awards honorary

titles, approves local regulations governing main activities. The structural units of the University carry out their activities in accordance with the provisions on the structural unit, which are adopted by the Academic Council of the University and approved by the order of the Rector of the University.

The SamSMU became an active participant in the 'University to the Region' project, created the Center for Lean Technologies and Quality Management in Healthcare, which provides training in quality management in the field of healthcare, organization of internal quality control and safety of medical activities in the medical organization by chief physicians, department heads, doctors, chief and senior nurses. Training programs for specialists have been approved by the SamSMU and the Federal State Budgetary Institution "National Institute of Quality" of the Federal Service for Supervision in the Field of Healthcare.

The University provides trainings for doctors and staff in professional skills and skills for scientific analysis, communication skills and managerial skills necessary to improve the quality of medical care. For this purpose, the SamSMU cooperates with medical organizations, social services and psychologists, as well as leading national medical research centers. The development of advanced training and professional retraining programs takes into account current demographic indicators, the spread of socially significant diseases, feedback from doctors on modern methods of diagnosis and treatment, including the use of computer technologies in healthcare. The effectiveness of mastering competencies is assessed not only theoretically, but also using the simulation equipment at the federal accreditation center.

The activities of the university's Clinics are carried out according to The Regulations on the Clinics of the SamSMU, which are an institution of the federal level where specialized and high-tech medical care is provided to people from 68 regions of Russia. As part of the implementation of the federal project "Creation of a unified digital circuit in healthcare based on a unified state information system in the field of healthcare", the SamSMU Clinics use a unified medical information and analytical system in the Samara region. It allows to actively interact with all medical organizations of the Samara region within a unified information system that involves provision of telemedicine consultations.

The SamSMU in cooperation with management bodies in the field of health protection in the Russian Federation, develops continuous medical education solutions, expands the number of residency specialties, trains students and residents in professional communication skills, including via medical volunteering, where their goals are prevention of diseases and strengthening public health, reducing the spread of socially significant diseases and increasing the life expectancy of citizens of the Russian Federation within the framework of national projects.

Analytical part

During the visit, the EEC received confirmation of the information contained in the self-assessment report that the defined policy and priorities for the development of the SamSMU, which ensure the university's leading position in the field of higher medical education in Russia and help it to successfully fulfill its goal of training specialists for the healthcare system. The organizational, functional and HR structure corresponds to the Mission, Goals and Objectives.

The University is a budgetary organization and receives funding from the state budget, generates income through entrepreneurial activity and receives sponsorship from legal entities and individual entrepreneurs in accordance with the procedure established by law. The training of highly-qualified specialists enrolled on the terms of targeted training or within the allocated budget-funded quotas as part the EP "Dentistry" is financed from the budget, while for fee-paying students it is financed from the extra-budgetary income.

The implementation of the educational program is provided by the management and scientific and pedagogical staff of the Institute, as well as contractors (paid or unpaid).

The members of the EEC noted that the Rector, the Vice-rector for Educational Activities, the Institute of Dentistry, the educational and methodological department are responsible for the

implementation of the EP "Dentistry" and the achievement of the final learning outcomes at the Institute.

According to the survey conducted during the visit of the EEC, 75% of respondents were completely satisfied with the attitude of the leadership of the SamSMU to teachers; 82% with the direct management; 92% with colleagues at the department; 69% with the degree of participation in managerial decision-making; 84% with students. Recognition of successes and achievements by the administration 80% of teaching staff were fully satisfied; 75% were satisfied with support for suggestions and comments; 73% with the activities of the university administration; 70% of respondents were satisfied with the level remuneration. 71% of teaching staff are fully satisfied with the working conditions, the range and quality of services provided at the university; 73% are satisfied with labor protection and safety; 75% of respondents are satisfied with the management of changes in the university's activities. 50 % of teaching staff are fully satisfied with the social package (holidays, sanatorium therapy, etc.); 61% with provision and quality of food at the university; 68% with organization and quality of medical care.

Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

Constructive interaction with the health sector.

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)

strong – 1

satisfactory – 16,

need improvement – 0,

unsatisfactory – 0.

6.9 The "Continuous improvement" Standard

The evidence

The analysis of the activities of the Institute of Dentistry serves as a basis for improving the EP. To carry out the analysis, the results of external and internal audits of the structural divisions of the Institute are monitored, as well as reports of the methodological commissions on the specialty, the scientific problem commission of the Institute. The monitoring results are evaluated at the meetings of the Academic Council of the Institute of Dentistry and are a platform for developing measures to improve the quality of the education process at the university. This makes it possible to update the EP and introduce new learning technologies in accordance with changes in the external environment.

EP for the specialty Dentistry meets modern requirements for the development of medical education and makes it possible to train highly qualified competitive specialists that are employable, researchers with advanced knowledge in dentistry and related disciplines that are capable of innovative thinking and aware of evidence-based medicine and high-tech treatment methods. The EP for the specialty "Dentistry" provides the level of training corresponding to the level of development of modern medicine, which subsequently provides the skills and competencies necessary for further professional development. Being prepared to continuously improve the level of medical education for each graduate will help solve the goals of protecting the health of children and adults and create the conditions for improving the quality of life for the country's population.

The effectiveness of the university's educational activities, final learning outcomes and their compliance with the mission are monitored by the Educational and Methodological Department, the CCMS, the Directorate of the Institute of Dentistry. Control and adjustment of working programs for disciplines and work practices, educational and methodological clusters of disciplines / practices is carried out by the methodological commission on the specialty of Dentistry and the methodological commission for various disciplines. The provisions of the mission and policy of the university are changing to take into account the final outcomes of training, the needs of practical healthcare and the development of the national policy in the field of providing medical care to the population of the country.

In the 2020-2021 academic year the working curriculum for the specialty "Dentistry" was revised, the working programs of disciplines and practices, educational and methodological clusters of disciplines/practices were changed in connection with the transition to the new Federal State Educational Standard 3 (++), professional competencies corresponding to those currently existing in the specialty were introduced. The EP is in line with the needs of the healthcare system of the Russian Federation and the principle of continuity of medical education.

The implementation of the EP is ensured by the introduction of various teaching methods into the educational process: problem-based and project-based learning, teamwork, seminars and practical classes, briefings and debriefings, case studies, methods of developing critical thinking, business games.

Besides, the implementation of the EP is ensured by the availability of methodological materials that are regularly updated: printed publications (textbooks, manuals), video materials (video lectures, live broadcasts or video recordings of unique operations), models, layouts, phantoms (Pirogov interactive anatomy system, Autoplan surgical navigation system, ReviVR, solutions in the field of artificial intelligence, CDSS and telemedicine, ReviMotion, virtual tracheostomy and conicotomy simulators, simulators for practicing cosmetology skills, ReviBCI, ReviGO, etc.), equipment, materials used at dental clinics, etc. Students are provided with modern methodological materials, both mandatory and recommended.

The structure of the EP is aimed at mastering practical skills and capabilities in order to form the required EP competencies. Participation of students in research projects, student exchanges (practical work at university clinics in Germany, Bulgaria, Croatia, Serbia, Italy, India), Olympiads in all disciplines taught, student scientific societies, conferences of various levels (at the SamSMU, at other universities of the Russian Federation, in CIS countries), gives an opportunity to gain new knowledge, increases communication and professional skills as well as motivation for continuous learning.

The EP is adjusted in accordance with the requirements of the legislation, and in connection with changes taking place in the healthcare system of the Russian Federation. The EP includes topics related to the medical examination of children and adults, COVID-19, telemedicine, etc. The variability and individualization of training is provided by a variety of elective disciplines and the possibility of choosing electives covering the most topical clinical issues.

The EP based on the Federal State Educational Standard 3 (++) takes into account the latest scientific achievements in the specialty based on the principles of evidence-based medicine and innovations in education involving digital technologies. The assessment of the EP is performed annually after analyzing the reports of the state examination commission, the departments of the Institute of Dentistry, the Academic Council of the Institute of Dentistry. The changes in the EP take into account the demand of the healthcare system for specialists, the requests of employers of the Volga Federal District, the opinion of SDA (Samara Dental Association), the university administration.

Analytical part

During the visit of the EEC, the main activities of the SamSMU were presented, which demonstrates the constant positive dynamics of growth of quantitative and qualitative indicators: availability of qualified human resources, development of educational programs,

internationalization of education, which directly affects its reputation on the national and international market.

The management of the Institute of Dentistry annually implements a number of measures to review internal procedures, assess the level of fulfilling the Mission of the EP, strategic development goals and plans of the University, constantly updates and improves all processes in accordance with the achievements of medical science and practice, priorities of socio-economic development of the country, the region and changing regulatory legal requirements. All structural divisions of the Institute of Dentistry keep records of equipment, appliances, material and technical resources, all training facilities for the purpose of their planned usage for the scheduled training sessions.

Analysis of the activities of the Institute of Dentistry is based on the results of monitoring the annual plan of activities, the results of external and internal audits, commission reports. The process of constant updating and improvement is carried out through the introduction of new learning technologies in connection with changing external conditions, and via the use of modern technologies.

The monitoring results are reviewed at meetings of academic councils of institutes and serve as a basis for determining measures to update and improve the quality of processes at the university. To fulfill all the requirements of the educational process, it is important to provide methodological materials developed for the implementation of EP 31.05.03 "Dentistry", which are also periodically reviewed, updated taking into account current active teaching methods, as well as problem-focused presentation, research, practical forms of cooperation, stimulation of the actualization of pedagogical technologies. Satisfactory ratings were given by the members of the EEC in relation to aspects that require special attention during accreditation.

Strengths/Best practices

Allocation of resources for continuous 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)

strong – 1

satisfactory – 13,

need improvement – 0,

unsatisfactory – 0.

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

6.1 The "Mission and Results" Standard

Mission provides the basis for further career development of students in all types of dental practices, in administrative roles and in scientific research in the area of dentistry.

The "Educational program" standard

1. The latest results of scientific research are used in teaching.
2. Involvement of students in research work at the departments of the Institute of Dentistry.

The "Student Assessment" standard

No strengths have been identified for this standard.

6.4 The "Students" standard

Significant assistance and support provided by the leadership of the University and the Institute of Dentistry for student activities and initiatives, including the existence of the Boiling Point centre.

6.5 The "Academic staff/Teachers" standard

1. The staff is competent and capable of further improving the teaching process based on clinical activities and scientific research with the possibility of commercialization of scientific research results.
2. Employee Achievement Recognition policy.

The "Educational resources" standard

1. There is sufficient allocation of resources for the educational process in terms of the number of educational and clinical bases.
2. Grant support for science, education, and research activities in the field of medicine and scientific achievements available for students of the EP 31.03.05 Dentistry.

The "Evaluation of the educational program" standard

No strengths have been identified for this standard.

The "Management and Administration" standard

Constructive interaction with the health sector.

The "Continuous improvement" standard

Allocation of resources for continuous improvement.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD

6.1 The "Mission and Results" standard

There are no recommendations for this standard.

The "Educational program" standard

To involve students and stakeholders in the discussion of elective and optional disciplines for the purpose of shaping individual educational trajectories (deadline – 01.09. 2022).

The "Student Assessment" standard

1. To adjust the local regulatory act to ensure availability of the process and methods of assessment for inspection by external stakeholders (deadline – 01.09. 2022);

2. In order to obtain information on the level of mastering knowledge and skills acquired, adjust the learning process and stimulate educational achievements, the university needs to focus on continuous formative assessment including feedback throughout all educational activities, ensuring a balance between formative and summative assessment of the students' academic progress (deadline – 01.09. 2022);

6.4 The "Students" standard

There are no recommendations for this standard.

6.5 The "Academic staff/Teachers" standard

Expand the range of teaching methods taking into account the best international practices (TBL, CBL, RBL, etc.) (deadline - 01.09.2022).

The "Educational resources" standard

Conduct regular feedback sessions (at least once every semester) with students to gauge the level of satisfaction with the available educational resources (deadline- 01.09.2022);

The "Evaluation of the educational program" standard

To implement internal regulations for the analysis of the results of the evaluation of the EP "Dentistry" by external stakeholders on the basis of regular feedback sessions (before 01.09.2022).

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
EDUCATIONAL INSTITUTION**

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

No.	No.	No. crit.	EVALUATION CRITERIA	The 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 is to train a 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, medical administration 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 and professional responsibility to support the level of knowledge and skills through performance assessment, audit, study of one's own practice and recognized activities as part of <i>CPE/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 aspects of global health and reflects the main international health issues.		+		
		1.2	Participation in the development 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 EP.		+		
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 all <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			The 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	development and compilation of the educational program;		+		

11	11	1.3.2	the use of allocated resources required for the implementation of the educational program.		+		
			The institution of medical education should guarantee <i>academic freedom</i> to its employees and students:		+		
12	12	1.3.3	regarding the <i>current educational program, which needs to provide for different viewpoints in the description and analysis of medical issues;</i>		+		
12	12	1.3.4	the possibility of using the results of current research to improve the study of specific disciplines/ issues 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 student 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 branch of medicine;		+		
15	15		their future roles 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 students fulfil 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 graduation with those required for postgraduate education		+		
21	21	1.4.4	The institution of medical education should define the goals of the students; involvement in medical research;		+		
22	22	1.4.5	The institution of medical education should ensure that the final learning outcomes reflect 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 educational should develop an educational program that includes an integrated model based on disciplines, organ systems, clinical issues and diseases, a model based on a 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 to take 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 capabilities.		+		
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		that require <i>the appropriate competence of teachers 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 outline and include in the educational program:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> , for better 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 in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;	+			
38	15	2.3.4	current and expected needs of the society and the healthcare system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The institution of medical education should determine and include in 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, that will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural causes of the spread and the consequences of medical health problems, as well</i>		+		

			<i>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 practices.</i>				
		2.4.2	The institution of medical education should adjust and introduce new achievements of <i>behavioral and social sciences</i> and <i>medical ethics</i> in the educational program for:		+		
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of the society and the healthcare system.		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The institution of medical education should 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	conduct a reasonable part (one third) of the program in planned contacts with patients, depending on the goals and the appropriate amount of time spent training at specific clinical bases;		+		
48	25	2.5.3	work in health promotion and prevention.		+		
49	26	2.5.4	The institution of medical education should allocate a certain amount of time to the training in basic clinical disciplines, 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 student in the clinical setting.		+		
			The institution of medical education should introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of 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 that includes taking responsibility for the examination and/or treatment of the patient under supervision in the clinical setting.		+		
54	31	2.5.9	The institution of medical education should structure various components of clinical skills training in accordance with the specific stage of the training 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 compliance with the appropriate ratio of the basic biomedical, behavioral, social and clinical disciplines.		+		
			The institution of medical education should ensure that the educational program:				
56	33	2.6.2	provides for horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	allows vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provides opportunities to choose elective content (electives) and to determine the balance between the mandatory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;		+		
59	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		2.7	Program management				
60	37	2.7.1	The 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, teaching and learning methods, student evaluation and evaluation of the educational program and disciplines, in order to ensure the fulfillment of the final learning outcomes.		+		
61	38	2.7.2	The institution of medical education must guarantee that teachers and students are represented 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 through 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, medical graduates, 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, CPE /CME) or practical work that graduates will engage in upon graduation, including the definition of health issues and the definition of the required learning outcomes, a clear definition and description of the elements of the educational program and their relationships at various stages of 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 for 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 have to encounter at work 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	2	41	0	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 evaluate 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 (OCE or Mini-Clinical Exam), and define the 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, 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 evaluation methods and results are not in conflict;		+		
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 need;		+		
75	9	3.1.9	use the system to appeal the evaluation 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 relationship values that:				
76	10	3.2.1	clearly correlate with the 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 students' academic progress, which requires the established rules for assessing progress and their interrelation with the assessment process.		+		
			The institution of medical education should :				
80	14	3.2.5	regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information and the overloading of the educational program;		+		
81	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.		+		
			Total				
		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 regulation 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 laws and national 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 institution's mission, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	regularly 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 as a whole, including consideration of student recruitment 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;		+		
87	6	4.1.6	use the system for appealing admission decisions.		+		
		4.2	Student admission				
88	7	4.2.1	The institution of medical education should decide on the number of students accepted in accordance with the logistical capabilities at all stages of education and training, and the decision on the admission of students, which implies the need to regulate national requirements		+		

			for healthcare personnel resources, in case when medical educational organizations do not control the number of students admitted, it is necessary for them to reiterate their obligations, paying attention to the consequences of the decisions taken (the imbalance between the number of students admitted and the material, technical and academic potential of the university).				
89	8	4.2.2	The institution of medical education should regularly review the number and contingent of accepted students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the healthcare sector, and with experts and organizations on global aspects of healthcare human resources (such as insufficient and uneven distribution of human resources in healthcare, migration of doctors, opening of new medical universities)</i> . and regulate in order to meet the healthcare needs of the population and the society as a whole.		+		
		4.3	Counseling and student support				
			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 for individual students or small groups of students;		+		
91	2	4.3.2	offer a program of student support 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 assistance services in the form of financial assistance, scholarships and loans;</i>		+		
92	3	4.3.3	allocate resources to support students;		+		
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	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 counseling 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 <i>students' 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</i>	+			

			<i>financial support to student organizations.</i>				
			Total	0	14	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 recruitment of employees</i> , which:				
98	1	5.1.1	defines their category, level of 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 program, including the proper ratio of teachers from the medical and non-medical backgrounds, 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 the 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 should take into account such criteria in its policy on the selection and recruitment of employees as:				
101	4	5.1.4	attitude to one's mission, <i>the significance of local conditions, including sex, nationality, religion, language and other characteristics of applicants relevant to the medical organization of 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 medical organization of education should define and implement a policy of employee development, which:				
104	6	5.2.1	allows to maintain <i>a balance between teaching, scientific and service-related functions</i> , which includes setting the time for each type of activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers;		+		
105	7	5.2.2	<i>guarantees the recognition of academic activity</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications, and <i>exists in the form of awards, promotions and/or financial incentives</i> ;		+		
106	8	5.2.3	ensures that clinical activities and scientific research are applied in teaching and learning;		+		
107	9	5.2.4	<i>guarantees the sufficiency of each employee's knowledge of the educational program</i> , which includes knowledge of teaching/learning methods and the general contents of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
108	10	5.2.5	<i>It includes training, development, support and evaluation</i>		+		

			<i>of teachers' activities, which involves not only the newly hired teachers, but also teachers recruited from hospitals and clinics.</i>				
			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 laboratories and when using specific equipment.</i>		+		
113	3	6.1.3	The institution of medical education should improve the learning environment for students through regular updating, expansion and strengthening of the logistical base, which should be in line with the developments in teaching practice.		+		
		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 disciplines;</i>		+		
116	6	6.2.3	supervision of the students' clinical practice.		+		
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 includes <i>compliance and quality for clinical training programs regarding clinical bases, equipment, number and category of patients and clinical practices, supervision and administration.</i>		+		
		6.3	Information technologies				
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 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	For access to information;		+		
122	12	6.3.5	For patient management;		+		
123	13	6.3.6	For 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	ensure <i>that research activities in the field of medicine and scientific achievements</i> serve 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 about the research base and priority areas in the field of scientific research;		+		
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	it incorporated into teaching practices;		+		
130	20	6.4.6	encourages and prepares students for participation in scientific research in the field of medicine and their professional development.		+		
		6.5	Expertise in the field of education				
			The institution of medical education should :				
131	21	6.5.1	have access <i>to expertise in the field of education</i> , where necessary, and conduct expertise that studies the processes, practices and problems of medical education and can involve doctors with experience in conducting medical education research, psychologists and sociologists in the field of education, or via the involvement of 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 an educational program;		+		
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 <i>of expertise in the assessment of education and in 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	Exchanges 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 the scope of the educational program that can be transferred from other educational organizations and which can be facilitated by the 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 points and flexible course requirements.</i>		+		
			The institution of medical education should :				
139	29	6.6.3	promote regional and international exchanges of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchanges are organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
			Total	3	27	0	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, ensuring that 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 educational program, and the use of mandatory and elective parts;</i>		+		
144	4	7.1.4	focused on the students' progress;		+		
145	5	7.1.5	identify and consider <i>problems that include unsatisfactory achievement of the expected final learning outcomes, and ensure that the information on the final learning outcomes, including the identified shortcomings and problems, is used as feedback for activities and corrective action plans to improve the educational program and curricula for the disciplines;</i>		+		
			The institution of medical education should regularly conduct a comprehensive <i>assessment of the educational program</i> aimed at:				
146	6	7.1.6	<i>on the context of the educational process, which includes the organization and resources, the learning environment</i>		+		

			<i>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	the <i>overall learning outcomes</i> , which should be measured through the results of national exams, international exams, career choices and postgraduate study results;		+		
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 regularly collect, analyze feedback and provide it to teachers and student, it should <i>include information on the process and products of the educational program, and information on unfair practices or inappropriate behavior of teachers or students that may or may not entail 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 on the average duration of study, academic performance, frequency of exams and failures, cases of successful graduation and expulsion, student reports on the educational environment for the courses completed, on the time spent on studying areas of interest, including elective components, as well as interviews with students on repeat courses, and an interviews with students who decided to leave the education 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 conditions, including social, economic and cultural;</i>		+		
156	16	7.3.5	the level of education at the time of admission to the medical organization of 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 of educational programs;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder engagement				
			The institution of medical education should involve in its monitoring program and activities for the evaluation of the educational program:				
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 stakeholders , including <i>representatives of academic and administrative staff, representatives of the public,</i>				

			<i>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 from stakeholders on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from stakeholders on the educational program;		+		
			Total	0	24	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 medical organization of 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 assigning <i>responsibility to each structural unit</i> and include them in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	<i>other stakeholders, including 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</i> and decisions that <i>are to 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	Training 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 training;		+		
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 of all levels of budgets.		+		
			The institution of medical education should :				
175	11	8.3.4	provide sufficient autonomy in the allocation of		+		

			resources, including sufficient remuneration of teachers needed 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 problems of society and its requirements.		+		
		8.4	Administrative staff and management				
			The institution of medical education must have <i>appropriate administrative staff</i> , including their <i>number and composition in accordance with their qualifications</i> , in order to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The institution of medical education should develop and implement an internal management quality assurance program, ensuring constant 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>including the exchange of information, cooperation and initiatives of the organization, which contributes to the goal of providing qualified doctors in accordance with the needs of society.</i>	+			
181	17	8.5.2	The institution of medical education should assign the <i>official status to cooperation</i> with partners in the healthcare sector, <i>which includes the signing of formal agreements defining the content and forms of cooperation and/or joint contracts and the creation of coordinating committees for joint activities.</i>		+		
			Total	1	16	0	0
		9.	CONSTANT UPDATING				
			The institution of medical education should be a dynamic and socially responsible institution:				
182	1	9.1.1	it should 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	base the updating process on prospective studies and analyses and the results of their own study, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; direct the renewal process to the following issues:		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural developments in the society.		+		

187	6	9.1.6	Modification of the final learning outcomes for graduates in accordance with the documented needs 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 they are appropriate and take into account modern theories of education, adult learning methodologies, principles of active learning.		+		
189	8	9.1.8	Adjustment of the elements of the educational program and their interrelation in line with 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, ensuring the adjustment process includes new relevant knowledge, concepts and methods, and excludes the outdated ones.		+		
190	9	9.1.9	Development of evaluation principles and 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 requirements 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	11	184	0	0