



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert evaluation commission  
for compliance with the requirements of the IAAR standards for  
international accreditation of basic medical and pharmaceutical  
education abroad  
(based on WFME/AMSE standards)

31.05.02 Pediatrics

SAMARA STATE MEDICAL UNIVERSITY

17-19 May, 2022

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
*External Expert Commission*

*Addressed to  
The Accreditation  
Council*



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

HE	- higher education
EEC	- external expert commission
IAAR	- Independent agency for accreditation and rating
RI	- research institute
RW	- research work
EP	- educational program
TS	- teaching staff
RSFSR	- Russian Soviet Federative Socialist Republic
RF	- Russian Federation
SamSMU	- Samara State Medical University
MM	- mass media
QMS	- quality management system
EMSD	- educational and methodological system of a discipline
EMCP	- educational and methodological system of a practice
EMC	- educational and methodical council
FSBEI	- federal state budgetary educational institution
FSES	- federal state educational standard
CCMC	- central coordinating methodological council

The logo for IAAR (Independent Agency for Accreditation and Rating) features the acronym 'IAAR' in a large, blue, stylized font. The letters are bold and rounded. The 'I' is a simple vertical bar. The 'A's are circular with a small gap at the top. The 'R' has a curved bottom. The entire logo is set against a light blue circular background that is partially visible as a thick arc at the top and bottom.

## **(II) Introduction**

In accordance with Order No. 53-19-OD of 02.05.2022 of the Independent Accreditation and Rating Agency, between 17 and 19 May 2022, an external expert commission assessed the compliance of the educational program 31.05.02 Pediatrics of the Samara State Medical University with the 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 IAAR criteria, recommendations of the EEC for further improvement of the educational program and parameters of the profile of educational programs.

### **EEC members:**

- 1) **Chairman of the EEC** – Prof. Konrad Juszkievicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Netherlands). *On-line participation*
- 2) **IAAR Expert** – Elena S. Tulupova, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) *On-line participation*
- 3) **IAAR expert** – Zulfiya M. Zhankalova, MD, 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", Candidate of Medical Sciences (Republic of Belarus) *Off-line*
- 6) **IAAR Expert** – Natalia V. Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy of Vitebsk State Medical University (Republic of Belarus) *Off-line*
- 7) **IAAR expert** – Alexey N. Kalyagin, MD, Professor, MBA, 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 of 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 of the Pediatric Faculty, Chairman of the primary trade union organization of students, Smolensk State Medical University (Russian Federation). *On-line participation*
- 12) **IAAR expert, student** – Yury S. Olovyannikov, a 5th-year student of the educational program "General Medicine" of the Institute of Clinical Medicine of the Altai State Medical University (Russian Federation) (online). *On-line participation*
- 13) **IAAR expert, student** – Vyacheslav P. Artishchev, 1st year resident of the EP "Pathological Anatomy" at the I.M. Sechenov First Moscow State Medical University (Russian Federation). *On-line participation*
- 14) **IAAR Coordinator** – Malika A. Saydulayeva, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan). *Off-line participation*

### **(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION**

The Federal State Budgetary Educational Institution of Higher Education "Samara State Medical University" of the Ministry of Health of the Russian Federation (hereinafter referred to as the FSBEI HE SamSMU MOH Russia) was established in accordance with the Resolution of the 4th Samara Provincial Congress of Soviets of 24 December, 1918, as the medical faculty of Samara State University, which in 1930 was transformed into the Samara Medical Institute (resolution Council of People's Commissars of the RSFSR dated 12.07.1930).

The University carries out its activities in accordance with the Constitution of the Russian Federation, 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 19/04/2018, Amendments to the Charter of the SamSMU dated 22/04/2022).

FSBEI MOH Russia 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 registered before 1 July, 2002, date of entry 14.01.2003), it is registered with the tax authority (certificate of registration with the 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, 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, for the basic educational programs of secondary vocational education, higher education – Bachelor's programs, specialist program, Master's programs, programs for training of highly qualified specialists - postgraduate residency programs for scientific and pedagogical personnel, programs of continuing professional education and continuing education for children and adults and state accreditation (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 01 Nov 2023) for the enlarged 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 courses in 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 dissertations in medical and pharmaceutical sciences (13 specialties).

The university has a 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 for the specialty 31.05.01 General Medicine has been launched, it is taught 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.



EP of higher education for the specialty 31.05.02 Pediatrics at the FSBEI HE SamSMU MOH Russia has been taught since 1969 on the basis of the Institute of Pediatrics, which includes 9 specialized departments headed by Doctors of Medical Sciences (Department of Surgical Diseases of Children and Adults, Department of Pediatric Infections, Department of Phthysiology and Pulmonology, Department of Fundamental and Clinical Biochemistry with Laboratory Diagnostics, Department of Hospital Pediatrics, Department of Pediatric Diseases, Department of Neurology and Neurosurgery, Department of Faculty Pediatrics, Department of Obstetrics and Gynecology of the Institute of Pediatrics). The Institute of Pediatrics has 861 students, the training is in Russian, there is a possibility of academic exchanges. Upon graduation from the specialty program, there are opportunities for employment or admission to residency / postgraduate programs. The university has agreements on academic mobility of students and teaching staff, clinical trials and research with institutions in the USA, Austria, China, Switzerland, Canada, Germany, France, Belgium, Israel, etc. The most common formats are summer schools, participation in work practice programs. From 2017 to 2022, within the framework of interaction with IFMSA/HCCM, 81 people took part in incoming academic mobility exchanges (from 19 countries), 114 people went on outgoing mobility exchanges (to 24 countries), through interaction with the Gotse Delchev University, Macedonia 26 people visited the SamSMU (4 of them teaching staff), 21 people went to Macedonia (including 3 TS). Within the framework of the agreement with Vitebsk State Medical University, Belarus, incoming mobility exchanges included 24 people, (3 TS), outgoing mobility exchanges– 23 people, (3 TS). In accordance with the agreement with the Belarusian State Medical University, incoming mobility included 11 people, (3 teaching staff), outgoing mobility – 12 people, (3 teaching staff). Based on the agreement with the Tashkent Medical Academy, Uzbekistan, incoming mobility included 5 people, (2 TS), outgoing mobility included 16 people, (2 TS). Based on the cooperation agreement with the Medical University of Sofia, Bulgaria, incoming mobility included 5 people (1 TS), outgoing mobility included 10 people, (2 TS).

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

The international program accreditation EP 31.05.02 Pediatrics according to IAAR standards is done 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, at the meeting powers 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 about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university responsible for specific areas of activity, heads of structural divisions, directors of institutes, heads of departments, teachers, students, graduates, employers. A total of 152 representatives took part in the meetings (Table 1).

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

<b>Category of participants</b>	<b>Number</b>
Rector	1
Vice-Rectors and the Head of the Rector's Office	6

Heads of structural divisions	36
Directors of institutes	2
Heads of departments	6
Teachers	15
Students	16
Graduates	35
Employers	35
<b>Total</b>	<b>152</b>

During the tour, the members of the EEC got acquainted with the state of the logistical and technical base, visited the Department of Histology, the Department of Operative Surgery, Clinical Anatomy and IT the Department of Anatomy, the Morgue, the Boiling Point center, the Technopark, the Department of Chemistry, the Department of Biochemistry, Library, Gym, Institute of Innovative Development, Department of Surgical Diseases of Children and Adults, Department of Pediatric Infections, Department of Phthisiology and Pulmonology, Department of Fundamental and Clinical Biochemistry with Laboratory Diagnostics, Department of Hospital Pediatrics, Department of Pediatric Diseases, Department of Neurology and Neurosurgery, Department of Faculty Pediatrics, Department of Obstetrics and Gynecology of the Institute of Pediatrics.

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

During the accreditation period, classes for students of the Institute of Pediatrics were attended.

The members of the EEC visited the following work practice bases: the children's hospital for students of the Institute of Pediatrics, a meeting with management of the work practice was organized. During the visit the management demonstrated the equipment in treatment rooms and children's departments of various profiles, where students work during their work practice.

In accordance with the accreditation procedure, a survey of 69 teachers, 315 students, including junior and senior students was conducted.

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

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

## **(VI) COMPLIANCE WITH THE STANDARDS OF PROGRAM ACCREDITATION**

### **6.1. The "Mission and Results" standard**

#### ***The evidence***

The section of the self-assessment report "Mission and final results" presents the mission of the SamSMU, which is currently as follows: "To create medicine of the future, develop high technologies and preserve the traditions of academic education and science for sustainable development, train highly qualified specialists and improve people's health and quality of life", reflecting the university's ambitious plans in the global educational space in its entirety. Stakeholders (participants in educational relations, representatives of employers who serve as members of the Academic Council of the Institute of Pediatrics) developed the mission for the educational program 31.05.02 Pediatrics, which is to increase the life expectancy and quality of



life for the population of the Russian Federation and countries abroad as regards motherhood and childhood based on the achievements of fundamental experience and advanced scientific medical knowledge applied while training globally competitive medical personnel to provide highly qualified medical care to children using innovative products and digital technologies. According to the self-assessment report, the SamSMU integrates the results of scientific research and clinical practice into the educational process, ensuring the implementation of innovative educational strategies. The results of mastering the EP in the specialty 31.05.02 Pediatrics are assessed via the competencies (universal, general professional, professional) that are acquired by the graduate during the period of education, i.e. their ability to apply knowledge, skills and capabilities in accordance with specific goals of professional activity.

### ***Analytical part***

The university has developed an extremely ambitious mission of the university and the mission of the educational program, focused on achieving important results in the field of medical practice, administrative medicine and scientific research in medicine. The mission has been imparted to the wider society and stakeholders of various levels, which may serve as an example for other universities in terms of preparing and developing mission statements. The final learning outcomes of the EP are determined in accordance with the requirements of the legislation, are reflected in the description of the EP and are available to all participants in educational relations (administrative staff, teachers, students). The final learning outcomes are focused on the requirements contained in the state regulatory documents of the Russian Federation on permitting medical to perform medical activities. The authors of the self-assessment report conducted a detailed SWOT analysis of the compliance of the mission with the final learning outcomes of the activity. The "Mission and results" section at the university is formed taking into account the requirements of strategic management.

### ***Strengths/Best practices***

Well-formulated missions of the educational institution and the educational program, reflecting the focus of management and employees on strategic development.

### ***Recommendations of the EEC***

There are no recommendations for this standard.

### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 1 strong, 22 satisfactory, 0 positions requiring improvement.

## **6.2. The "Educational program" standard**

### ***The evidence***

In the "Educational program" section of the self-assessment report, a detailed analysis of the EP for the specialty 31.05.02 Pediatrics is presented. All procedures for approving documents of the educational program are implemented in accordance with the current federal regulations and local acts of the university. The educational program clearly states – the form of study (full-time), the standard period for mastering the program (6 years), the labor intensity (360 credits), the amount of contact work (at least 75% of the total volume of the specialty program), the qualification assigned to graduates ("Pediatrician"), the language of educational activity (the state language of the Russian Federation). Development and control of the implementation of the EP 31.05.02 Pediatrics is the responsibility of the staff of the Institute of Pediatrics: the leadership of the Institute of Pediatrics, members of the methodological commission for the specialty "Pediatrics", the Academic Council of the Institute of Pediatrics, employees of the educational and

methodological departments of the university in accordance with the relevant regulatory legal acts. Teaching staff of specialized and graduate departments (heads of specialized departments are part of the methodological commission on the specialty "Pediatrics") and doctors working in practical healthcare care actively participate in the development and revision of the EP "Pediatrics" The EP is discussed by the Central Coordinating Methodological Council of the University, validated by the decision of the Academic Council of the SamSMU and approved by the rector. The implementation of Block 1 "Disciplines (modules)" of the curriculum is carried out in the form of lectures, laboratory classes, seminars, practical classes, clinical practical classes and independent work of students. The number of hours allocated to lectures of Block 1 "Disciplines (modules)" is 1854 hours, which is 16.6% of the total number of hours. The share of contact work for students in this block during training sessions is 7847 hours (70.1% of the total time). 46 credits (1656 hours) are awarded for the mastering of Block 2 Practice. The practical part itself takes 1104 hours, students self-study hours amount to 552. 3349 hours in total are allocated to the independent work of students. The interviews with the teaching staff demonstrated the possibilities of including students in the research work of the university during the development of educational programs, there is an awareness of modern trends in science and practice, but complementary medicine issues (its positive or negative aspects from the viewpoint of evidence-based medicine) is not sufficiently highlighted in the EP. During interviews the graduates mentioned that not enough hours were dedicated to the development of communication skills and the issues of ethics. Educational technologies and methods of teaching students are presented in the working programs of disciplines and practices. The educational program for the specialty 31.05.02 Pediatrics and the working programs of the disciplines that are part of it, provide for independent study of a number of issues that are not touched upon during classes. From the first year of the course students' independent work makes up an essential part of their training. In the curriculum, this type of educational activity is part of Block 1. "Disciplines (modules)" - 2965 hours, Block 2. "Practice" – 552 hours. Independent work contributes to the assimilation, consolidation of the material, shapes analytical thinking, lays the foundations of research activities, contributes to the formation of the ability to analyze theoretical and practical material. In the personal account of the electronic information and educational environment (hereinafter referred to as EIEE), the student has the opportunity to form an "electronic portfolio of the student". In this environment it is possible to save student projects, reviews and evaluations of these projects by the participants in the educational process. From the first year of study, the students get access to their accounts in the university's EIEE. The development of a personal portfolio is a form of independent work that allows to assess the students' development trajectory, encourages introspection and self-development, ensures readiness for practical activities upon graduation.

### ***Analytical part***

The EP for the specialty 31.05.02 Pediatrics at the SamSMU is formed in accordance with the regulations and legal acts of the Russian Federation and the internal documents of the university. Interviews with the teaching staff additionally revealed ample opportunities for students to join the teachers' research projects as part of disciplines and practices, in all cases there is a strong focus of the program on modern aspects of science and clinical practice, which is also reflected in the working programs of disciplines. Interviews with graduates drew attention to the lack of disciplines aimed at the formation and development of the doctor's communicative competencies – ability to interact with patients, their friends and family, to deliver bad news and other ethical aspects of this communication. During interviews the teaching staff demonstrated low awareness of issues of complementary medicine, or the relationship between official medicine and complementary medicine, including non-traditional, traditional or alternative practice. In the self-test report, a SWOT analysis of this section was carried out, demonstrating the university's own vision of the advantages and disadvantages of the EP.

### ***Strengths/Best practices***

Focus of the educational program on the use of modern technologies currently used in science and practical healthcare.

***Recommendations of the EEC***

- Increase the amount of training students get in applied ethical issues and behavioral skills of working with patients by introducing disciplines on medical communication – until December 31, 2022.

- Provide students with an opportunity to get acquainted with the issues of complementary medicine, alternative methods of treatment and traditional medicine and their value, significance from the standpoint of clinical epidemiology and evidence-based medicine - until December 31, 2022.

***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) has 1 strong, 22 satisfactory, 0 positions requiring improvement.

**6.3. The "Student Assessment" Standard**

***The evidence***

In the section "Student assessment" of the self-assessment report, a system for assessing the development of an educational program for the specialty 31.05.02 Pediatrics is presented. Students' academic performance is assessed in two main ways: formative assessment (assessment for learning) and summative assessment (assessment of learning). Formative assessment is an integral part of the daily teaching and learning process and is conducted regularly over the course of studying the entire discipline. At the same time, when interviewing teaching staff the EEC found out that they do not understand the assessment terminology well enough, and during interviews with students it became obvious that there is a lack of information about the assessment system in many disciplines and practices. In accordance with the self-test report, knowledge assessment is carried out continuously, providing feedback between the student and the teacher, which allows for timely adjustment of the educational process and is used by teachers to measure students' success. Assessment of students is carried out at several levels – 1st level - ongoing assessment in seminar-type classes, practical and clinical practical classes and final classes, course projects (medical history); 2nd level - interim certification upon completion of a disciplines (exam, pre-test, including differentiated pre-test, graded pre-test); level 3 – state final certification, upon completion of the educational program. The ongoing assessment and interim certification are carried out using evaluation materials presented in the working programs of discipline's, which allow to assess the achievement of the planned learning outcomes for each discipline (module) and practice. The planned learning outcomes for each discipline (module) and practice are determined by the working program for the discipline (module) and practice – they are the knowledge skills and capabilities acquired measured via specific competencies for each discipline, ensuring the achievement of the required results learning outcomes for the specialty. Evaluation tools outlined in the working programs of disciplines (modules) and practices undergo internal examination, its results are available in the form of a review. Evaluation tools are subject to annual updating taking into account the development of science, education, culture, economy, technology and the social sphere. Questions for the interim certification of students are communicated to students via the information board of the department and published on the departments' pages of the university's website. These questions reflect the contents of the educational program. Sample interim certification questions are made available via the electronic information and educational environment All test tasks and situational tasks are validated at the initial stage, by the staff of the department, at the subsequent stage – by members of the methodological commission for the specialty 31.05.02 Pediatrics. If necessary, changes are made to the contents of test and situational tasks. During interviews with teaching staff, it became obvious that they are not aware of the issues



of validity, reliability, impact on training, acceptability and effectiveness of assessment tools and formats. Changes to the requirements for the development of graduates' competencies, the level and scope of their skills and abilities require the use of simulation training with constant correction of the methods of such training. A five-point evaluation system is used for the interim certification. The criteria for assessing students' knowledge are set out in the working programs of the disciplines (module) and practices. Over the course of a discipline (module) or practice, students get acquainted with the criteria for assessing knowledge during intermediate certification. To ensure objectivity of the evaluation results during the SFC, external examiners are involved in the exam. These are practical healthcare workers, employees of the Ministry of Health of the Samara region. The participation of external experts helps ensure transparency and independence of the assessment of the students knowledge. Leading specialists of practical healthcare (at least 50% of the staff of the SEC) are members of the State Examination Commission for the SFC. This approach ensures transparency in conducting the SFC and independence in the assessment of acquired competencies. The University participates in an independent assessment of students' knowledge in various disciplines conducted by the Ministry of Science and Higher Education of the Russian Federation, the Ministry of Health of the Russian Federation, which allows independent experts to assess both the level of mastering the EP in Pediatrics and obtain information for self-assessment. Suggestions and comments of experts, the results of academic performance are discussed at meetings of the Academic Council of the University, the Rector's Office, the Academic Council of the Institute of Pediatrics; a plan of corrective measures is developed after the discussions. The university conducted a self-report SWOT analysis for this section, focused on the formation of a graduate's competence model through assessment procedures.

#### ***Analytical part***

It is worth noting that the university widely uses generally accepted methods of evaluating academic achievements that are used globally. Modern technologies are used to assess the formation of practical skills using the OSCE technology using simulators (including those created at the university) and standardized patients. The university actively attracts independent members of the examination commissions – representatives of the employers from medical organizations of the Samara region, who perform their functions for the specific type of certification as authoritative specialists in their field. At the same time, during the survey, it became obvious that teaching staff are not sufficiently aware of the methods for assessing students' progress using summative and formative types of assessments, or the validation, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats although this information is contained in the report. Perhaps the discrepancy between the report and the interview with the teaching staff is due to the fact that this information comes from the leadership, but is not available in the regulatory documents of the university, and not covered in advanced training programs for teachers, which creates a gap between planning and implementation. Dissatisfaction with the assessment system is also expressed by students, as evidenced by the survey data.

#### ***Strengths/Best practices***

No strengths have been identified for this standard.

#### ***Recommendations of the EEC***

- Train the teaching staff to use various assessment methods and formats, depending on their usefulness, which comprises validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats- until December 31, 2022.

- Develop local documents that regulate the balance between formative and summative assessment in order to ensure proper management of the learning process and the assessment of the student's academic progress – until December 31, 2022.

***Conclusions of the EEC based on the criteria:***

For the educational programs of the specialty 31.05.02 Pediatrics standard (primary accreditation) 0 strong, 13 satisfactory, 2 positions requiring improvement.

***6.4. The "Students" standard******The evidence***

The "Students" section provides information on the students of the specialty program. According to the report, 861 students are enrolled in the program. The University has a strictly defined policy of admission of Russian citizens, foreign nationals and stateless persons to higher education programs. The annually updated regulation "Rules for admission to higher education educational programs - Bachelor's degree programs, specialty programs, Master's degree programs" has been developed. The plan of admission to the federal budget funded places at the university (admission target figures) is determined by order of the Ministry of Education and Science of Russia on the basis of the results of an open public competition for the distribution of admission target figures for the specialty Pediatrics. The criteria of the competition are the university's adequate logistical and technical base, adequate educational premises, availability of teaching staff, availability of manuals and scientific literature, the possibility of providing adequate environment for students' life and studies. The University transfers students from other educational programs, to other forms of study, from other educational organizations, on the basis of Regulation No. 68 dated 28.11.2017 "On the procedure for transferring, expelling, restoring and transferring students from fee-based to free education". Motivated applications from students for the transfer from another educational institution are accepted twice a year. The transfer to the budget-funded places only happens when vacant places are available. In the absence of vacant budget-funded places, the transfer is possible only to fee-based places where tuition fees are paid by legal entities or individuals. The university has a trade union that provides opportunities for additional support for students, including those who find themselves in a difficult social or financial situation, there is a center for the youth creative development "Boiling Point". A comfortable environment has been created at the SamSMU for the students. The university has its own canteens selling hot food. The issues of health maintenance and disease prevention, including for students with disabilities, are handled by the intercollegiate Student medical center based at the SamSMU Clinics. Every year, all students undergo medical examinations and get vaccinated free of charge, according to the approved National Vaccination Calendar. Students can become members of the collegiate governing bodies of the university and independently form their own structures of student self-government. Student representation in the management of the University is achieved via the Council of the SamSMU students. The authors of the self-test report conducted a SWOT analysis of this section.

***Analytical part***

The recruitment of students for the specialty program 31.05.02 Pediatrics at the SamSMU is done in compliance with the regulatory requirements of the Russian Federation and local acts of the university in this area. An admissions committee is created annually, which is responsible for organizing the admission of students to higher education courses at various levels, accepting documents, conducting entrance tests and enrolling those entering the University. Admission of applicants to the University is regulated by the Rules of Admission to higher education programs and admission of applicants is conducted on a competitive basis. The University has no other additional requirements or preference criteria for admitting students. The University provides adequate conditions for applicants with disabilities to take entrance exams, taking into account their specific needs, individual capabilities and their state of health. Citizens of Russian mostly study in this specialty course. The University transfers students from other educational programs, to other forms of study, from other educational organization twice a year. Transfer to budget-

funded place is possible only if vacant places are available, in the absence of vacancies students are transferred to fee-based vacant places. Over the course of their studies students have the opportunity to receive social, psychological and material assistance, are provided with rooms at the dormitory, with medical care, and opportunities for immunization in accordance with the established schedule. For personal development, they have access to sporting, creative, scientific activities, a wireless Internet connection, libraries, computer classes, simulation centers, a unique center for the development of creative youth initiatives "Boiling Point", etc are available. Students are represented in the governing bodies of the university via the Student Council and form their own collegial governing bodies, have a trade union organization that helps protect the rights of students.

#### ***Strengths/Best practices***

-A well-organized support system for students focused on solving their social, domestic, psychological and medical problems.

- A well-organized system of providing creative, sports, research facilities for students in the form of a "Boiling Point" center, volunteer organizations, and other structures necessary for cultural and leisure activities.

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 2 strong, 6 satisfactory, 0 positions requiring improvement.

#### **6.5. The "Academic staff/Teachers" standard**

##### ***The evidence***

The section "Academic staff/Teachers" demonstrates that an effective teaching team has been formed at the SamSMU, integrated into the agenda of global, regional and national development of healthcare and medical science. The Institute of Pediatrics as part of the SamSMU adheres to the policy of selection and admission of academic staff in accordance with the current regulations of the Russian Federation. The teaching staff numbers are adequate. The total number of teaching staff is 209, of which 185 (88.5%) are full-time employees. The number of teaching staff with academic degrees participating in the educational program for the specialty 31.05.02 Pediatrics has remained at the level of 83% over the past 5 years. All teachers of clinical departments have specialist certificates. Teaching staff have a high level of qualification and competence, more than 60% of teaching staff have over 10 years of experience in scientific, pedagogical and clinical work. Classes with students of the Institute of Pediatrics are conducted in Russian. Currently, teachers are taught English by the Department of Foreign Languages of the SamSMU in order to attain the level necessary for teaching in English. The total number of working hours per teacher per academic year is between 1505-1512, depending on the length of the calendar year, based on the 36-hour working week, taking into account the duration of the vacation, which is 56 calendar days. The teaching load of teaching staff is determined depending on the position and cannot exceed the upper limits established for each position. For example, the academic load for the position of associate professor of the department should not exceed 800 hours per academic year. An interview with the university management demonstrated the possibilities of differentiated remuneration for university employees, depending on their position and their workload, which would help ensure teaching staff are achieving their best results at the university. The main document defining the scope and types of work of each teacher is an individual work plan for the current academic year, which indicates the total number of hours (for both budget-funded and fee-paying students) and the number of hours they should spend teaching



(funded from the federal budget), based on the academic workload according to their position. The annual workload of teaching staff as regulated by an individual plan-report is monitored according to the procedure approved at the University. To improve the level of teacher competence at the SamSMU continuing education programs are being offered to teaching staff, there are opportunities to undergo continuing professional education or professional retraining in the following areas: medical specialties (for teaching staff of clinical departments), according to the profile of the discipline taught, information and communication technologies, pedagogical methods and technologies (teaching methods for disabled people, organization of the educational process using e-learning and distance technologies), first aid, administrative and service competencies, foreign language communicative competence. The SWOT analysis presented in the report demonstrates a favorable environment for the development of teaching staff.

#### ***Analytical part***

To fulfill the requirements of the specialty program 31.05.02 Pediatrics and for the university as a whole, a policy for the development of qualified teaching staff is in place at the SamSMU, it determines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities, specialist qualifications, the duties and responsibilities of employees. In its policy of selection of teaching staff, the mission of the educational program, the needs of the education system and the needs of the healthcare system of the Russian Federation are taken into account. The University has a mechanism for determining and monitoring the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences. The University plans its economic activities taking into account the need to finance the development of employees and the efficient use of resources. The university has developed and successfully implements methods for determining the differentiated academic workload based on the level of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications, which is ensured via a system of monetary and non-monetary incentives, via motivation and promotion of teaching staff.

#### ***Strengths/Best practices***

Ample opportunities for the organization of differentiated workload for the teaching staff, depending on participation in educational, research, educational and other activities.

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 2 strong, 10 satisfactory, 0 positions requiring improvement.

### **6.6. The "Educational resources" standard**

#### ***The evidence***

The section "Educational resources" provides information on 7 academic buildings, the SamSMU Clinics, 85 premises of clinical departments and laboratories located in medical organizations, 4 dormitories for students. The University has sufficient facilities for the implementation of the curriculum: educational, lecture halls equipped with modern technical equipment, a library and a library fund; gyms and sports grounds with appropriate equipment; adequate dormitories for students; catering facilities (canteen, buffets). In order to form 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 - the accreditation and simulation center, in

2021 – the federal accreditation center. Its structure includes the accreditation department, the department of educational programs, its own vivarium and an experimental operating room, which are located in the university buildings, a cadaver center is organized on the basis of the regional bureau of forensic medical examination with equipped operating rooms for laparoscopic and arthroscopic interventions. The SamSMU has its own library, located in premises with a total area of 1325.6 m<sup>2</sup>. The library's reading rooms are located in the academic buildings of the university, the area of the reading rooms is 294.6 m<sup>2</sup>, the reading rooms can accommodate 89 people simultaneously. The library has 520,400 publications, of those 330,796 are printed publications and 189,604 electronic publications. According to the video demonstration, the university creates its own simulation equipment which is later used in the educational process. The creation of simulators, according to the teaching staff, implies conducting preliminary research work, the existence of simulators is the result of their introduction into practice. All infrastructure facilities comply with fire safety requirements and sanitary and hygienic standards. Forms of academic mobility are actively developing, as evidenced by the results of the academic mobility exchanges over the past years, presented in the self-analysis report. A number of the SamSMU employees have the status of "Visiting professor" at the Tashkent Medical Academy, participating in the educational process of the main educational institution of Uzbekistan in an online format. On the basis of the International Scientific and Educational Center for Neuropsychiatry the invited leading specialists in the field of psychiatry from the Aristotle University (Greece), the Center for the Study of Psychiatry (Italy), the Association for College Psychiatry (Great Britain), the World Federation of Societies of Biological Psychiatry (France), the University of Bern (Switzerland), the Lokmanya-Tilak Municipal Medical College (India), the Center for Clinical Research in the Field of Neuropsychiatry (Australia) organized a free online course WEB-LIBRARY help students with the study of modern problems in psychiatry. A SWOT analysis of the section was carried out, demonstrating the sustainability and diversity of the organization's own educational resources.

#### ***Analytical part***

Video demonstration from the departments and premises of the university, and from the practical training bases for students, prove that they meet modern requirements for improved logistical and technical base. There are enough classrooms, catering facilities for students, leisure spaces (for ex. the Boiling point), own clinics with over 1000 inpatient beds, a library, etc. The SamSMU's library is equipped with a sufficient number of personal computers with Internet access, is provided with a variety of publications, and an access to international databases such as the Web of Science, Scisearch, etc. The university is developing a safe environment and provides equipment for people with disabilities. The information and communication environment is developing, funds are allocated to the development and modification of educational programs, as well as research and development. Various forms of academic mobility for teaching staff and students are available. The university has its own production facilities, which ensures the implementation of own research and development, and allows the university to improve the logistical and technical base of the educational process.

#### ***Strengths/Best practices***

- Availability of own production facilities for material and technical support of the educational process with modern simulators, including VR simulators.
- Implementation of the results of research activities in the educational process.
- Ample opportunities for academic mobility of students and teachers via international and domestic partnerships with educational and scientific organizations.

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 3 strong, 26 satisfactory and 1 position requiring improvement.

### 6.7. The "Evaluation of the educational program" standard

#### ***The evidence***

The section of the self-analysis report "Evaluation of the educational program" presents the activities of the methodological commission on the specialty Pediatrics, the Academic Council of the Institute of Pediatrics, the CCMS, the Academic Council of the University aimed at evaluating the educational program Pediatrics. The Directorate of the Institute of Pediatrics, the methodological commission on the specialty, the Academic Council of the Institute of Pediatrics, the EMC identify problems with regard to various components of the educational program, educational and methodological support of the disciplines and practices of the program, the availability of EIEE, HR and logistical support and the results of the development of the educational program as a whole. Involvement of students in the process of evaluating the educational program as a whole, additions and changes to the working programs of disciplines, practices, EMSD and EMSP takes place via participation in surveys, and through the activities of the commission on the quality of education on the VK social platform (<https://vk.com/kkosamsmu>). Representatives of the Council of students and the trade union organization of students of the SamSMU are involved in the discussion of the EP. According to the teaching staff, the university has opportunities for academic mobility of students, both in terms of visiting universities abroad, and the academic mobility including universities and scientific institutions within the country. Excellent contacts have been established with medical organizations in the region in terms of providing practical training opportunities. Students note difficulties with recognition of periods of study at other universities on the basis of a unified credit point system. The resources necessary for the educational process are monitored and original models of devices are created, in particular, augmented reality and VR simulators.

#### ***Analytical part***

When communicating with the university administration, it was established that the university has a system for monitoring key aspects of the implementation of EP 31.05.02 Pediatrics. This monitoring is carried out independently and within the framework of the commission on the quality of education created by students. Teaching staff and students monitor the requirements for modern simulators and constantly introduce new ones into the educational process (VR-based, etc.). Opportunities for academic mobility are realized via attracting a wide range of domestic and foreign partnerships operating on the contractual basis. At the same time, according to information obtained via interviews with students, there is no established system for recognizing study periods in foreign universities on the basis of a unified European credit point system. The monitoring of students' academic achievements is done with the help of consultants, variable components of the EP 31.05.02 Pediatrics are defined for each student, which allows them to develop personalized trajectories of specialist education. The monitoring process involves teaching staff and university administrators.

#### ***Strengths/Best practices***

No strengths have been identified for this standard.

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 0 strong, 23 satisfactory, 0 positions requiring improvement.

### 6.8. The "Management and Administration" standard

#### ***The evidence***

The section of the self-analysis report "Management and administration" demonstrates that when determining the purpose and approving the educational program for the specialty 31.05.02 Pediatrics, the results of the opinion studies are taken into account. The administrative structures of the SamSMU have clearly distributed powers, the general management is carried out by the rector's office and the academic council of the university, and the management of EP 31.05.02 Pediatrics is carried out by the administrative structures of the Institute of Pediatrics. The institute ensures the development of the EP its monitoring and management of changes in the EP as regulated by the local act on the development of the EP. The university has developed, documented, implemented and effectively operates an internal quality management system (QMS). The QMS implements a process approach and corresponds in structure to the model adopted in the ISO 9001:2015 standard. According to the self-analysis data, visual inspection and interviews with the rector, the university has a stable financial situation, which is ensured by the presence of its own clinics with over 1000 inpatient beds, the production facilities for the development of simulation equipment not only for its own needs, but also for sale to other universities and scientific institutions. When interviewing employers and representatives of practical training bases the EEC found that at many clinical bases, the heads of a medical organization or its departments are also employees of the university. The self-analysis report contains a SWOT analysis of the section demonstrating the financial, managerial and administrative stability of the university.

#### ***Analytical part***

The structure of academic leadership ensures the quality and effectiveness of the university's activities in order to ensure the training of highly qualified specialists, the organization and control of the educational, methodological, social and educational work of the university, the effectiveness of the work of structural units. It is especially worth noting the financial stability of the institution, ensured by the existence of its own clinics and production facilities. The university has built good working relationships with the practice bases, this is evidenced by a large number of contracts with practical training bases, 85 premises are occupied by departments at the bases, the interview data demonstrates that many heads of clinical bases are chief physicians, heads of departments of the university.

#### ***Strengths/Best practices***

- The university autonomously finances its activities from the income generated by its own clinics and the manufacturing facilities.
- Excellent connections with medical organizations in the region, allowing to fully implement the educational process, the development of practical clinical skills, starting from the first year of study at the university.

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 3 strong, 26 satisfactory and 1 position requiring improvement.



### 6.9. The "Constant updating" standard

#### ***The evidence***

In accordance with the amendments to the Federal State Educational Standard for the specialty 31.05.02 Pediatrics, the SamSMU regularly adjusts the competence model, curricula, educational schedules and working programs of disciplines, introducing new disciplines aimed at improving the training of specialists. The evidence of these changes is available on the university's website in the "Education" section (<https://samsmu.ru/sveden/education/>). Adjustment of EP 31.05.02 Pediatrics is performed in connection with changes in methodological approaches, current changes in the field of biomedical, behavioral, social and clinical sciences. The adaptation of the recruitment policy for training is performed under the influence of external factors (the issuing of corrective documents of the Ministry of Science and Higher Education of the Russian Federation), information about this is available in the "Applicant" section of the website (<https://samsmu.ru/entrants/vo/>). The possibilities for updating educational resources were demonstrated to the EEC via video presentation. The possibilities for renewal are provided with additional funding made available, as the university is now part of the Priority 2030 program. It is worth noting that the university administration and the leadership of the Institute of Pediatrics express a strong interest in the development of the university, its positioning as a modern and effective educational institution, as evidenced by the interviews, that the rector of the university took an active part in, presenting new directions for the development of the university in general and the EP in particular, and the clear answers from vice-rectors of the university and the directors of institutes.

#### ***Analytical part***

The university gives the impression of being a stable educational institution with adequate resources for constant renewal. This is ensured via following the regulatory legal acts of the Russian Federation in terms of changing the EP 31.05.02 Pediatrics, the rules for recruiting applicants, the selection of teaching staff and other areas of activity of the university, and its own production resources that allow to create new educational products. The University initiates procedures for reviewing the content of the EP 31.05.02 Pediatrics, taking into account internal and external monitoring (including voluntary monitoring of educational activities as part of an independent quality assessment). Educational resources are regularly updated, which was confirmed during a video presentation (VR-based technologies and other types of simulators, including those created at the university are deployed). The university's management is actively exploring new funding opportunities, the fact that the university won the right to be part of federal program "Priority 2030" is important for ensuring constant renewal. During interviews with the administrative and managerial staff of the university, the EEC felt the interest of the university management in the university's development, constant renewal and maintaining its leadership position.

#### ***Strengths/Best practices***

- A fully financed plan for the strategic development of the university within the framework of the federal program "Priority - 2030".

#### ***Recommendations of the EEC***

There are no recommendations for this standard.

#### ***Conclusions of the EEC based on the criteria:***

For this standard the educational programs of the specialty 31.05.02 Pediatrics (primary accreditation) have 1 strong, 13 satisfactory, 0 positions requiring improvement.

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

### **7.1. The "Mission and Final Results" standard**

Well-formulated missions of the educational institution and the educational program, reflecting the focus of management and employees on strategic development.

### **7.2. "Educational program" standard**

-Focus of the educational program on the use of modern technologies currently used in science and practical healthcare.

### **7.3. The "Student Assessment" Standard**

None

### **7.4. "Students" standard**

-A well-organized support system for students focused on solving their social, domestic, psychological and medical problems.

- A well-organized system of providing creative, sports, research facilities for students in the form of a "Boiling Point" center, volunteer organizations, and other structures necessary for cultural and leisure activities.

### **7.5. "Academic staff/Teachers" standard**

Ample opportunities for the organization of differentiated workload for the teaching staff, depending on participation in educational, research, educational and other activities.

### **7.6. "Educational resources" standard**

- Availability of own production facilities for material and technical support of the educational process with modern simulators, including VR simulators.

- Implementation of the results of research activities in the educational process.

- Ample opportunities for academic mobility of students and teachers via international and domestic partnerships with educational and scientific organizations.

### **7.7. The "Evaluation of the educational program" standard**

None

### **7.8. "Management and Administration" Standard**

- The university autonomously finances its activities from the income generated by its own clinics and the manufacturing facilities.

- Excellent connections with medical organizations in the region, allowing to fully implement the educational process, the development of practical clinical skills, starting from the first year of study at the university.

### **7.9. The "Constant updating" standard**

- A fully financed plan for the strategic development of the university within the framework of the federal program "Priority - 2030".



## (VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

### **8.1. The "Mission and Final Results" standard**

None

### **8.2. The "Educational program" standard**

- Increase the amount of training students get in applied ethical issues and behavioral skills of working with patients by introducing disciplines on medical communication – until December 31, 2022.

- Provide students with an opportunity to get acquainted with the issues of complementary medicine, alternative methods of treatment and traditional medicine and their value, significance from the standpoint of clinical epidemiology and evidence-based medicine - until December 31, 2022.

### **8.3. The "Student Assessment" standard**

- Train the teaching staff to use various assessment methods and formats, depending on their usefulness, which comprises validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and formats- until December 31, 2022.

- Develop local documents that regulate the balance between formative and summative assessment in order to ensure proper management of the learning process and the assessment of the student's academic progress – until December 31, 2022.

### **8.4. The "Students" standard**

None

### **8.5. The "Academic staff/Teachers" standard**

None

### **8.6. The "Educational resources" standard**

None

### **8.7. The "Evaluation of the educational program" standard**

None

### **8.8. The "Management and Administration"sStandard**

None

### **8.9. The "Constant updating" standard**

None

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

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## (X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

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## Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

No.	No.	No. crit.	EVALUATION CRITERIA	The position of the educational institution			
				Strong	Satisfactory	Needs improvement	Unsatisfactory
		<b>1.</b>	<b>"MISSION AND RESULTS"</b>				
		<b>1.1</b>	<b>Mission definition</b>				
1	1	1.1.1	The institution of medical education <b>should</b> define its <i>mission</i> and the mission of the EP and bring it to the attention of stakeholders and the <b>healthcare sector</b> .		+		
			The mission statement <b>should</b> contain <b>goals and an educational strategy</b> which is to train competent doctors at the <b>basic level medical education</b> :				
2	2	1.1.2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, <b>medical administration</b> and scientific research in medicine	+			
3	3	1.1.3	capable of performing the role and functions of a doctor <b>in accordance with the established requirements of the health sector</b>		+		
4	4	1.1.4	prepared for <b>postgraduate</b> studies		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance evaluation, audit, study of one's own practice and recognized activities in the <i>CPE/CME</i> .		+		
6	6	1.1.6	The institution of medical education <b>should</b> ensure that the mission reflects 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 reflects aspects of global healthcare and the main international healthcare concerns.		+		
		<b>1.2</b>	<b>Participation in the formulation of the mission</b>				
8	8	1.2.1	The institution of medical education <b>must</b> 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 <b>should</b> ensure that the stated mission of the EP is based on the opinions/suggestions of all <i>relevant stakeholders</i> .		+		
		<b>1.3</b>	<b>Institutional autonomy and academic freedom</b>				
			The institution of medical education <b>should</b> have <i>institutional autonomy</i> to develop and implement policies that the administration and 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 necessary for the implementation of the educational program.		+		
			The institution of education <b>should</b> guarantee <i>academic freedom</i> to their employees and students:		+		
12	12	1.3.3	regarding the <i>current educational program</i> students <i>should be allowed to rely on 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 scope of specific disciplines/ issues without expanding the educational program.		+		
		<b>1.4</b>	<b>Final learning outcomes</b>				
		1.4.1	The institution of medical education <b>should</b> define the expected <i>final learning outcomes</i> that students should achieve upon completion, in terms of their:				
13	13		achievements at the basic level, i.e. knowledge, skills and capabilities;		+		
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 medical and sanitary requirements of the society, the needs of the healthcare system and other aspects of social responsibility.		+		
19	19	1.4.2	The institution of medical education <b>must</b> ensure that the 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 <b>should</b> determine and coordinate the correlation of the final learning outcomes required upon completion with the requirements for postgraduate education		+		
21	21	1.4.4	The institution of medical education <b>should</b> determine the goals of the students' involvement in medical research;		+		
22	22	1.4.5	The institution of medical education <b>should</b> ensure that the final learning outcomes reflect the global health concerns;		+		
23	23	1.4.6	The institution of medical education <b>should</b> use the results of the assessment of graduates' competencies as a feedback tool to improve the educational program.		+		
			<b>Total</b>	<b>1</b>	<b>22</b>	<b>0</b>	<b>0</b>
		<b>2</b>	<b>EDUCATIONAL PROGRAM</b>				
		<b>2.1</b>	<b>Educational program model and teaching methods</b>				
24	1	2.1.1	The institution of medical education should develop an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		

25	2	2.1.2	The institution of medical education <b>should</b> identify the teaching and learning methods that stimulate, prepare and support students in taking responsibility for their learning process.		+		
26	3	2.1.3	The institution of medical education must ensure that the educational program develops students' lifelong learning abilities.		+		
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.		+		
		<b>2.2</b>	<b>Scientific method</b>				
		2.2.1	The institution of medical education should teach students throughout the entire training program:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		which require <i>competent teachers and should be a mandatory part of the educational program.</i>		+		
33	10	2.2.2	The institution of medical education <b>should</b> include <i>elements of scientific research</i> into 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.		+		
			<b>Basic biomedical sciences</b>				
			The institution of medical education must define and include in the educational program the following:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> , for the development of students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
			The institution of medical education should adjust and introduce new achievements of biomedical sciences into the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of society and the healthcare system.		+		
		<b>2.4</b>	<b>Behavioral and social sciences and medical ethics</b>				
		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, spread and consequences of medical health problems, as well as knowledge of the national healthcare system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision-making and ethical practice.</i>		+		
		2.4.2	The institution of medical education <b>should</b> adjust and introduce new achievements of <i>behavioral and social sciences</i> and also <i>medical ethics</i> into the educational program for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of society and the healthcare system;			+	
45	22		changing demographic and cultural conditions.		+		
		<b>2.5</b>	<b>Clinical sciences and skills</b>				
			The institution of medical education should identify and implement the achievements of clinical sciences into the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	spend a reasonable part (one third) of the program in planned contacts with patients, considering the goals of such contact and the appropriate amount of time spent at the 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 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 into the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of society and the 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, including taking responsibility for the examination and/or		+		

			treatment of patients under supervision at the relevant clinical bases.				
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.		+		
		<b>2.6</b>	<b>Structure of the educational program, contents and duration</b>				
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.		+		
			In the educational program the institution of medical education should:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide opportunities to choose elective content (electives) and 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 practice.			+	
		<b>2.7</b>	<b>Program management</b>				
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 teaching and learning methods, student evaluation and evaluation of the educational program and the courses, in order to ensure the achievement of the final learning outcomes.		+		
61	38	2.7.2	The institution of medical education <b>must</b> guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	39	2.7.3	The institution of medical education <b>should</b> incorporate innovations into the educational program through the structural unit responsible for educational programs.		+		
63	40	2.7.4	The institution of medical education <b>should include</b> representatives of <i>relevant stakeholders</i> in the structural unit responsible for educational programs, <i>including other participants in the educational process, representatives from clinical bases, graduates of medical educational institutions, healthcare professionals</i>		+		



			<i>involved in the learning process or other faculty members of the university.</i>				
		<b>2.8</b>	<b>Connection with medical practice and the healthcare system</b>				
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 practice that graduates will work in upon graduation, including the definition of medical issues and 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 healthcare sector and the participation of teachers and students in the provision of medical care.		+		
			The institution of medical education <b>should</b> ensure that the structural unit responsible for the educational program:		+		
65	42	2.8.2	takes into account the specifics of the conditions that graduates will have to work in 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.		+		
			<b>Total</b>	<b>1</b>	<b>40</b>	<b>2</b>	<b>0</b>
		<b>3.</b>	<b>STUDENT ASSESSMENT</b>				
		<b>3.1</b>	<b>Evaluation methods</b>				
			The institution of medical education <b>should</b> :				
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), define criteria for establishing passing grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70	4	3.1.4	ensure that 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 <b>should</b> :				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate</i>		+		

			<i>quality assurance process for existing evaluation practices;</i>				
74	8	3.1.8	implement new assessment methods in accordance with the requirements;		+		
75	9	3.1.9	use the system of appealing the evaluation results.		+		
		<b>3.2</b>	<b>The relationship between assessment and the learning process</b>				
			The institution of medical education <b>should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:</b>		+		
76	10	3.2.1	clearly correspond to teaching methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve the final learning outcomes;		+		
78	12	3.2.3	support the learning process;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage learning and <i>evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.</i>			+	
			The institution of medical education <b>should:</b>				
80	14	3.2.5	<i>regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information and overloading of the educational program;</i>		+		
81	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.		+		
			<b>Total</b>	<b>0</b>	<b>13</b>	<b>2</b>	<b>0</b>
		<b>4.</b>	<b>Students</b>				
		<b>4.1</b>	<b>Admission and selection policy</b>				
			The institution of medical education <b>should:</b>				
82	1	4.1.1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
83	2	4.1.2	have a policy and implement <i>the practice of admitting students with disabilities in accordance with the current laws and regulatory documents of the country;</i>		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other educational programs and institutions of medical education.		+		
			The institution of medical education <b>should:</b>				
85	4	4.1.4	establish a relationship between the selection of students and the mission of the institution, 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 <i>the healthcare needs of the population and society as a whole, including the recruitment of students taking into consideration their sex, ethnic origin and language, and</i>		+		

			<i>the potential need for a special admission policy for students from low-income families and ethnic minorities;</i>				
87	6	4.1.6	use the system of appealing admission decisions.		+		
		<b>4.2</b>	<b>Recruitment of students</b>				
88	7	4.2.1	The institution of medical education <b>should</b> determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for healthcare personnel resources, in cases when institutions do not control the number of students recruited, it is necessary to reiterate their obligations, paying attention to the consequences of the decisions taken (the imbalance between the number of students and the logistical, technical and academic potential of the university).		+		
89	8	4.2.2	The institution of medical education <b>should</b> periodically 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, with experts and organizations on global aspects of healthcare HR (such as insufficient and uneven distribution of human resources, 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.		+		
		<b>4.3</b>	<b>Counseling and support for students</b>				
			The institution of medical education <b>should</b> :				
90	1	4.3.1	have a system of <i>academic counseling</i> for their students, <i>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;</i>		+		
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, and financial services in the form of financial assistance, scholarships and loans;</i>		+		
92	3	4.3.3	allocate resources to student support;		+		
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The institution of medical education <b>should</b> provide counseling that:				
94	5	4.3.5	is based on monitoring the student's progress and is focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health and financial issues;		+		
95	6	4.3.6	includes consultations and professional career planning.		+		
		<b>4.4</b>	<b>Student representation</b>				

96	7	4.4.1	The institution of medical education <b>should</b> define and implement a <i>policy of student representation</i> and ensure students' <i>participation</i> in defining the mission, developing, managing and evaluating the educational program, and other issues relevant to students.		+		
97	8	4.4.2	The institution of medical education <b>should</b> provide <i>assistance and support to student activities</i> and student organizations, including <i>provision of technical and financial support to student organizations</i> .	+			
			<b>Total</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>
		<b>5.</b>	<b>ACADEMIC STAFF/TEACHERS</b>				
		<b>5.1</b>	<b>Selection and recruitment policy</b>				
			The institution of medical education <b>should</b> define and implement a <i>policy of selection and recruitment of employees</i> that:				
98	1	5.1.1	defines their category, responsibility and ensures <i>the balance of academic staff/teachers</i> of basic biomedical sciences, behavioral, social and clinical sciences for the adequate implementation of the educational program, including proper ratio of medical and non-medical teachers, full-time or part-time teachers, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including proper ratio of 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 <b>should</b> take into account such criteria in its policy on the selection and admission of employees as:				
101	4	5.1.4	the attitude to one's mission, <i>the significance of local factors, 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> .		+		
		<b>5.2</b>	<b>Development policy and employee activities</b>				
			The institution of medical education should define and implement a policy of employee activity and development that:				
104	6	5.2.1	allows to maintain <i>a balance</i> between <i>teaching, scientific and service functions</i> , which includes allocating <i>the time for each type of activity, taking into account the needs of the institution and the professional qualifications of teachers</i> ;	+			
105	7	5.2.2	guarantees <i>a system of recognition for academic activity</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications, which is applied <i>in the form of awards, promotions and/or remuneration</i> ;	+			
106	8	5.2.3	ensures that clinical activities and scientific research are		+		

			applied in teaching and learning;				
107	9	5.2.4	guarantees <i>the sufficiency of each employee's knowledge of the educational program, 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;</i>		+		
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers' activities, which involves all teachers, not only those newly hired, but also teachers recruited from hospitals and clinics.</i>		+		
			The institution of medical education <b>should</b> :				
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.		+		
			<b>Total</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>
		<b>6.</b>	<b>EDUCATIONAL RESOURCES</b>				
		<b>6.1</b>	<b>Logistical and technical base</b>				
			The institution of medical education <b>should</b> :				
111	1	6.1.1	have adequate <i>logistical and technical base</i> for teachers and students to ensure proper implementation of the educational program;	+			
112	2	6.2.2	<i>provide 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 equipment.</i>		+		
113	3	6.1.3	The institution of medical education <b>should</b> improve the learning environment for students through regular updating, expansion and enhancement of the logistical and technical base, which should correspond to the developments in teaching practice.		+		
		<b>6.2</b>	<b>Resources for clinical training</b>				
			The institution of medical education <b>should</b> 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	<i>the number and categories of clinical bases, which include 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 at the clinical bases and ensure rotation on 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 <b>should</b> <i>study and evaluate, adapt and improve clinical training resources in order to meet the needs of the population, which will include compliance and quality of clinical training programs regarding clinical bases, equipment, number and category of patients and clinical practices, supervision and administration.</i>		+		
		<b>6.3</b>	<b>Information technologies</b>				



118	8	6.3.1	The institution of medical education <b>should</b> 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 <b>should</b> provide access to online and other electronic media		+		
			The institution of medical education <b>should</b> 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 <b>should</b> optimize students' access to relevant patient data and health information systems.		+		
		<b>6.4</b>	<b>Medical research and scientific achievements</b>				
			The institution of medical education <b>should</b> :				
125	15	6.4.1	ensure <i>that research activities in the field of medicine and scientific achievements</i> serve as the basis for an 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 available research base and priority areas in the field of scientific research of the institution;		+		
128	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The institution of medical education <b>should</b> ensure that the relationship between scientific research and education:		+		
129	19	6.4.5	is taken into account for teaching;		+		
130	20	6.4.6	encourages and prepares students to participate in medical scientific research in ensures their progress.		+		
		<b>6.5</b>	<b>Expertise in the field of education</b>				
			The institution of medical education <b>should</b> :				
131	21	6.5.1	have access to <i>expertise in the field of education</i> , where necessary, and conduct evaluations that study the processes, practices and problems of medical education and may involve doctors with experience in medical education research, psychologists and sociologists in the field of education, or the experts from other national and international institutions.		+		
			The institution of medical education <b>should</b> define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of educational programs;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.		+		
			The institution of medical education <b>should</b> :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
135	25	6.5.5	pay due attention to the development of <i>expertise in the</i>		+		

			<i>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 terms of conducting medical education research.		+		
		<b>6.6</b>	<b>Exchange in the field of education</b>				
			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 recognition of educational credits, which includes setting the limits of scope for the educational program that can be transferred from other educational institutions, 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 <b>should</b> :				
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 exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
			<b>Total</b>	<b>3</b>	<b>26</b>	<b>1</b>	
		<b>7.</b>	<b>EVALUATION OF THE EDUCATIONAL PROGRAM</b>				
		<b>7.1</b>	<b>Monitoring and evaluation mechanisms of the program</b>				
			The institution of medical education <b>should</b> :				
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 are reflected in the curriculum		+		
			The institution of medical education <b>should</b> establish and apply mechanisms for evaluating the educational program, which:				
143	3	7.1.3	are focused on 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 student's progress;		+		
145	5	7.1.5	identify and consider <i>problems that include insufficient achievement of the expected final learning outcomes, and will assume that the information obtained on the final learning outcomes, including identified shortcomings and problems, is used as feedback for</i>		+		

			activities and corrective action plans to improve the educational program and curricula for the disciplines;				
			The institution of medical education <b>should</b> periodically conduct a comprehensive <i>assessment of the educational program</i> focused on:				
146	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the institution of medical education;</i>		+		
147	7	7.1.7	<i>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	<i>the overall final learning outcomes, which will be measured via the results of national exams, international exams, career choices and postgraduate study results;</i>		+		
149	9	7.1.9	The institution of medical education <b>should</b> rely on social responsibility/accountability.		+		
		<b>7.2</b>	<b>Teacher and student feedback</b>				
150	10	7.2.1	The institution of medical education <b>should</b> systematically collect, analyze and provide teachers and students <i>with feedback, which includes information on the process and products of the educational program, and include 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 <b>should</b> use the feedback results to improve the educational program.		+		
		<b>7.3</b>	<b>Academic achievements of students</b>				
			The institution of medical education <b>should analyze the educational achievements of students</b> in relation to:				
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 learning conditions for the completed courses, on the time spent on areas of interest, including elective components, interviews with students on repeat courses and those who decided to leave the program;		+		
153	13	7.3.2	educational programs;		+		
154	14	7.3.3.	availability of resources.		+		
			The institution of medical education <b>should</b> analyze the <i>educational achievements</i> of students regarding:		+		
155	15	7.3.4	<i>their 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 institution of medical education.		+		
			The institution of medical education <b>should</b> use the analysis of students' academic achievements to provide feedback to the structural units responsible for:		+		
157	17	7.3.6	the selection of students;		+		
158	18	7.3.7	planning an educational program;		+		
159	19	7.3.8	student counseling.		+		
		<b>7.4</b>	<b>Stakeholder engagement</b>				

			The institution of medical education <b>should</b> 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 <b>should</b> , <i>for the sake of other stakeholders</i> , including <i>other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, as well as persons responsible for postgraduate education</i> :				
162	22	7.4.3	provide access to the evaluation results of the course and educational program;		+		
163	23	7.4.4	collect and study feedback on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			<b>Total</b>	<b>1</b>	<b>23</b>	<b>0</b>	<b>0</b>
		<b>8.</b>	<b>MANAGEMENT AND ADMINISTRATION</b>				
		<b>8.1</b>	<b>Management</b>				
165	1	8.1.1	The institution of medical education <b>should</b> define the management structures and functions, including their <i>relationship with the university, if the institution is part or branch of the university</i> .		+		
			The institution of medical education <b>should</b> define <i>structural units</i> within its management structures assigning <i>responsibility to each structural unit</i> and include in its organizational structure:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	<i>other stakeholders</i> , including <i>representatives of the Ministry of Education and Health, the healthcare sector and the public</i> .		+		
169	5	8.1.5	The institution of medical education <b>should</b> ensure <i>transparency of the management system and decisions that should be published in bulletins, posted on the University's website, included in protocols for review and execution</i> .		+		
		<b>8.2</b>	<b>Academic leadership</b>				
170	6	8.2.1	The institution of medical education <b>should</b> 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 <b>should</b> periodically evaluate the academic leadership regarding the fulfillment of its mission and the final learning outcomes.		+		
		<b>8.3</b>	<b>Educational budget and resource allocation</b>				
			The institution of medical education <b>should</b> :				
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 at all levels of budgets.	+			
			The institution of medical education <b>should</b> :				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;		+		
176	12	8.3.5	when allocating resources, take into account scientific achievements in the field of medicine and the healthcare problems of society and its needs.		+		
		<b>8.4</b>	<b>Administrative staff and management</b>				
			The institution of medical education <b>must</b> have <i>adequate administrative staff</i> , in terms of their <i>number and composition in accordance with the 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 <b>should</b> develop and implement an internal management quality assurance program, ensuring constant improvement, and conduct regular management review and analysis.		+		
		<b>8.5</b>	<b>Interaction with the healthcare sector</b>				
180	16	8.5.1	The institution of medical education <b>should</b> have <i>constructive interaction</i> with the healthcare sector and the related sectors of public health and government, <i>including the exchange of information, cooperation and initiatives of the organization, which contributes to the goal of training qualified doctors in accordance with the needs of society.</i>	+			
181	17	8.5.2	The institution of medical education <b>should</b> assign <i>the official status to cooperation</i> with partners in the healthcare sector, <i>which includes formal agreements defining the content and forms of cooperation and/or joint contracts, creation of a coordinating committees and other joint activities.</i>		+		
			<b>Total</b>	<b>2</b>	<b>15</b>	<b>0</b>	<b>0</b>
		<b>9.</b>	<b>CONSTANT UPDATING</b>				
			The institution of medical education <b>should</b> 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 to continuous improvement activities.	+			
			The institution of medical education <b>should</b> :				
184	3	9.1.3	base the renewal process on prospective studies and analyses and the results of their own studies, evaluation and literature on medical education;		+		



185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; focus the renewal process on the following issues:		+		
186	5	9.1.5	Adaptation of the mission statement and final learning outcomes to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of the final learning outcomes of graduates in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned upon graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure that they are appropriate and take into account modern theories in education, adult learning methodology, principles of active learning.		+		
189	8	9.1.8	Adjustment of the elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, ensuring that the adjustment process will include new relevant knowledge, concepts and methods, and the elimination of 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 results of training and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of the student recruitment policy and methods of student selection taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the development 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 process of monitoring and evaluation 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.		+		
			<b>Total</b>	<b>1</b>	<b>13</b>	<b>0</b>	<b>0</b>
			<b>TOTAL</b>	<b>13</b>	<b>177</b>	<b>5</b>	