



«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)

33.05.01 Pharmacy

SAMARA STATE MEDICAL UNIVERSITY

17-19 May, 2022

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

*Addressed to
IAAR Accreditation
Council*



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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

C.p.	- credit points (credits)
SFC	- state final certification
USRLE	- Unified State Register of Legal Entities
USE	- unified state exam
ATF	- admission target figures
RDED	- research development and experimental design
REC	- scientific and educational center
DPC	-disabilities and physical challenges
EP	- educational program
TS	- teaching staff
FEAP	- financial and economic activity plan
RF	- Russian Federation
QMS	- quality management system
FSES HE	- federal state educational standard of higher education
ELS	- electronic library system
EIEE	- electronic information and educational environment
EEMS	- electronic educational and methodological system
LMS	- modular object-oriented dynamic learning environment
Moodle	- course management system, also known as learning management system or virtual learning environment
PBL	- problem-oriented training
TBL	- team-oriented training

(II) Introduction

In accordance with Order No. 53-19-OD dated 02.05.2022 of the Independent Accreditation and Rating Agency, over the period from 17 to 19 May 2022, an external expert commission assessed the compliance of the educational program 33.05.01 Pharmacy of the Samara State Medical University with IAAR standards for international accreditation of basic medical and pharmaceutical education abroad (based on WFME/AMSE standards) (No. 68-18/1-OD of May 25, 2018).

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

Members of the EEC:

- 1) **Chairman of the VEC** – Prof. Konrad Juskiewicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Netherlands). *On-line participation*
- 2) **IAAR Expert** – Elena S. Tulupova, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) *On-line participation*
- 3) **IAAR expert** – Zulfiya M. Zhankalova, MD, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan) *Off-line participation*
- 4) **IAAR Expert** – Raushan S. Dosmagambetova, MD, Professor, Karaganda Medical University (Republic of Kazakhstan) *Off-line*
- 5) **IAAR expert** – Irina V. Nazarenko, PhD, Dean of the Medical and Diagnostic Faculty of the Educational Institution "Gomel State Medical University" (Republic of Belarus) *Off-line*
- 6) **IAAR expert** – Natalia V. Lapova, Ph.D., Associate Professor, Dean of the Pharmaceutical Faculty of the Educational Institution "Vitebsk State Order of Peoples' Friendship Medical University" (Republic of Belarus) *Off-line*
- 7) **IAAR expert** – Alexey N. Kalyagin, MD, Vice-Rector for Medical Work and Postgraduate Education, Head of the Department of Propaedeutics of Internal Diseases of the Irkutsk State Medical University of the Ministry of Health of Russia (Russian Federation) *On-line participation*
- 8) **IAAR Expert** – Elena A. Kiseleva, MD, Professor, Novokuznetsk State Institute of Advanced Medical Training – Branch of the Russian Medical Academy of Continuing Professional Education of the Ministry of Health of Russian Federation (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 Polina Vladimirovna, LLC "Medicine Plus" (Russian Federation) *On-line participation*
- 11) **IAAR expert, Student** – Dmitry S. Anisimov, 5th year student of the Pediatric Faculty, Chairman of the primary trade union organization of students, Smolensk State Medical University (Russian Federation). *On-line participation*
- 12) **IAAR expert, student** – Yury S. Olovyannikov, 5th year student of the educational program "Medical Business" 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). *On-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL INSTITUTION

The Federal State Budgetary Educational Institution of Higher Education "Samara State Medical University" of the Ministry of Health of the Russian Federation (hereinafter – SamSMU, University) was established in accordance with the Resolution of the 4th Samara Provincial Congress of Soviets of December 24, 1918, as the medical Faculty of Samara State University, which in 1930 was transformed into the Samara Medical Institute (resolution of the Council People's Commissars of the RSFSR from 12.07.1930). Changes in the official names of the university are presented in Appendix 2.

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

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

The University has a perpetual license to conduct educational activities No. 2335 of 12 August 2016, the series 90JI01 No. 0009395 (with annexes 1.1, 1.2, 1.3), issued by the Federal service for supervision in the sphere of education and science, for teaching the basic educational programs of secondary vocational education, higher education – Bachelor's programs, specialist programs, Master's programs, programs for training of highly qualified specialists – postgraduate residency program for scientific and pedagogical personnel, programs of continuing professional education and continuing education for children and adults and state accreditation programs (certificate of state accreditation No. 2697 01 Nov 2017, series 90A01 No. 0002829 issued by the Federal service for supervision in the sphere of education and science, valid until 1 Nov 2023) for 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 training for highly qualified personnel scientific and pedagogical personnel 06.00.00 Biological Sciences, 30.00.00 Fundamental medicine, Clinical medicine 31.00.00, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy, 37.00.00 Psychological science; higher education - residency for highly qualified personnel 31.00.00 Clinical medicine, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy.

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

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

The University is represented in the following rankings: 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 in Russia RAEX-100 – 50 (by the end of 2022 – 48).

Faculty of Pharmacy (currently – Institute of Pharmacy) was founded in 1971. The structure of the Institute of Pharmacy includes specialized pharmaceutical departments: the Department of Pharmacognosy, Botany and the Basics of Phytotherapy, the Department of Chemistry of the Institute of Pharmacy, the Department of Management and Economics of Pharmacy, the Department of Pharmaceutical Technology with a course of Biotechnology, the Department of Pharmacology named after Professor A. A. Lebedev.

The Institute of Pharmacy employs 50 teachers, including 11 doctors of sciences, 25 candidates of sciences, 14 staff without an academic degree. 1 employee of the Institute of Pharmacy (V.A. Kurkin) was awarded the title of "Honored Higher School Teacher of the Russian Federation".

The students are mostly Russian nationals (405 students). Also, 15 foreign nationals are receiving education under the EP Pharmacy. The program is taught in Russian.

Training under the EP Pharmacy takes 5 years of full-time study. After graduation, graduates are distributed and / or employed by pharmacies and pharmacy chains as pharmacists or pharmacist-technologist, pharmaceutical manufacturers companies, regional health authorities and pharmaceutical service.

Over the last 3 years 46 teaching staff from the EP Pharmacy took part in academic mobility events within Russian Federation. Students took part in 19 events, such as Olympiads, seminars and conferences within Russian Federation.

Research work as part of the EP Pharmacy covers 21 topic, including 3 topics related to R&D, which generated 526 publications, including 81 internationally, and resulted in 89 copyright certificates and patents. 286 students (70.6%) participate in research work. The commercialization of research work results at the Institute of Pharmacy amounted to 727,000 rubles.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international program accreditation for EP 33.05.01 Pharmacy 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 to the SamSMU between 17 and 19 May, 2022.

In order to coordinate the work of the EEC, an introductory meeting was held on 16.05.2022, where 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 on the quality of educational programs and the entire infrastructure of the university, to clarify the contents of self-assessment reports, meetings were held with the rector, vice-rectors of the university responsible for specific areas of activity, heads of structural divisions, directors of institutes, heads of departments, teachers, students, graduates, employers. A total of 176 representatives took part in the meetings (Table 1).

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

Category of participants	Number
Rector	1

Vice-Rectors and the Head of the Rector's Office	6
Heads of structural divisions	36
Directors of institutes	2
Heads of departments	6
Teachers of EP Pharmacy	28
Teachers of EP Pharmacy	27
Graduates	35
Employers	35
Total	176

During the tour, the members of the EEC got acquainted with the state of the logistical base, visited the Department of Histology, the Department of Operative Surgery, Clinical Anatomy and Medical innovative technologies, the Department of Anatomy, the Morgue, the Boiling Point Center, the Institute of Innovative Development.

In addition, the departments that directly implement EP Pharmacy were visited – the Department of Pharmacy Management and Economics and the Department of Pharmacognosy, Botany and Basic Phytotherapy. As part of the visit to the Department of Pharmacy Management and Economics the EEC visited training pharmacy with a sales area and a pharmacist's workplace, classrooms equipped for conducting classes on pharmacy management and economics, medical and pharmaceutical merchandising, economic theory, a museum of pharmaceutical history, which contains more than 800 exhibits.

At the Department of Pharmacognosy, Botany and Basic Phytotherapy the EEC visited educational laboratories for macroscopic and microscopic analysis, phytochemical analysis of medicinal plant raw materials, a storage room for medicinal plants and medicinal plant raw materials, a conservatory with tropical plants.

At the meeting of the IAAR EEC 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 period of accreditation, the EEC attended the pharmacy management and econom class taught by Polina R. Blinkova.

Over the period of accreditation, the members of the EEC visited the Vita Pharmacy No. 6 where students have their work practice. The pharmacy is the practice base for 5th year students of management and economics of pharmaceutical organizations. The practice base has the necessary number of pharmacists-supervisors, a wide range of pharmaceutical, parapharmaceutical and orthopedic products, including those displayed in the sales area. The pharmacist's workplace is equipped with a computers and software that allows trainees to quickly find the required products and easily provide advice to customers.

In accordance with the accreditation procedure, a survey of 104 teachers and 2,485 students (173 Pharmacy students, both junior and senior) 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/>.

Within the framework of the planned program, recommendations for improving the organization of education and accredited educational programs at 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 mission of the SamSMU is defined as: "Creating the medicine of the future by developing high technologies and preserving the traditions of academic education and science for sustainable development, training highly qualified specialists and improving people's health and quality of life."

The mission of EP 1-79 01 08 "Pharmacy" is to provide high-quality, affordable pharmaceutical education corresponding to the level of leading domestic and international universities through the development of innovative practice-oriented educational technologies, fundamental and applied scientific research in the field of pharmaceutical sciences integrated into education and healthcare systems, practical pharmacy and pharmaceutical industry aimed at improving health and the quality of life for the population.

The mission of the SamSMU and the EP "Pharmacy" are posted on the university's website (https://samsmu.ru/files/news/2022/0104/missiya_farm.pdf) and available on information stands in all structural divisions, as well as the information stand of Vita Pharmacy No. 6.

The mission of EP "Pharmacy" is based on the input from the members of the Academic Council of the Institute of Pharmacy, which includes the teaching staff, employers and students.

The SamSMU and the Institute of Pharmacy have institutional autonomy in relation to the development of part of the EP formed by the participants of educational relations, which amounts to 47 credit points (15.7%).

The SamSMU and the Institute of Pharmacy provide academic freedom to employees involved in teaching the EP. Students have academic freedom in terms of expressing opinions and making suggestions for the EP, as well as opportunities to participate in scientific research.

The final learning outcomes of training under EP Pharmacy have been defined by the university, they include 10 universal, 6 general professional and 9 professional competencies.

By achieving the final learning outcomes, students fulfill obligations with respect to pharmacy visitors and teachers, which are defined by the Code of Ethics for the Conduct of Employees and Students.

Students of the EP Pharmacy are actively involved in research work. Their achievements in this type of activity are taken into account by the automated system "Automated Evaluation and Rating Activity Report Card" (AERARC).

Reports are presented to the Institute of Pharmacy annually on the results of the SFC of graduates at the Academic Council meetings and the Institute takes the necessary measures aimed at improving the training of specialists.

Analytical part

According to the criteria of the "Mission and Results" standard, the SamSMU has defined the mission of the university and the mission of EP Pharmacy. The mission of EP Pharmacy reflects aspects of global healthcare and pharmacy, the goals and educational strategy for training pharmacists, including fundamental and applied research in the field of pharmaceutical sciences.

The mission of the university and the Mission of EP Pharmacy are presented on the information stands of departments, the information stand at the pharmacy, where students practice their skills, as well as on the university's website. Thus, it is available for viewing by all stakeholders. However, during interviews with teaching staff and students, it became obvious that not all participants in the educational process are aware of the Mission of EP Pharmacy or the Mission of the University.

The mission of EP "Pharmacy" is based on the input from teaching staff, employers and

students that act as members of the Academic Council of the Institute of Pharmacy. This was confirmed during interviews with stakeholders.

The interviews confirmed that staff and students enjoy academic freedom while participating in the EP.

The results of students' involvement in research work are taken into account when considering applications for residency in the specialty on the basis of the AERARC system.

Strengths/Best practices

For to this standard, no strengths have been identified.

Recommendations of the EEC

The management of EP Pharmacy should bring the mission of EP Pharmacy and the Mission of the University to the attention of students, teachers and other stakeholders by 01.09.2022.

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

Strong – 0; satisfactory – 23; needs improvements – 1; unsatisfactory - 0.

6.2. The "Educational program" standard

The evidence

The EP Pharmacy is consistent with the Mission and the end results of training and serves to achieve them.

The current EP Pharmacy was developed on the basis of the Federal State Educational Standard in 2016 and 2018 and is reviewed annually.

Upon completion of this EP, the qualification "pharmacist" and the academic degree of "specialist" are awarded to graduates.

The EP Pharmacy model is a traditional linear one. Modular design, according to information obtained during interviews with heads of departments and teachers, is used for individual elements of the EP.

When implementing EP 1-79 01 08 "Pharmacy", innovative forms and methods of teaching PBL, TBL, those based on the modern theory of adult education, are not sufficiently used. Innovative technologies are used only for certain disciplines or certain topics as part of disciplines, which was noted during interviews with teaching staff.

The EP is implemented in accordance with the principles of equality, which was confirmed during interviews and when attending classes at departments.

The assessment methods used, as noted when interviewing teachers and students, do not stimulate students to take responsibility for their learning process.

The development of students' scientific thinking happens within the framework of scientific research, but only 70% of students participate in it. The results of scientific research are published as abstracts and conference materials, as well as articles in scientific and practical journals.

The EP includes a list of academic disciplines, including basic medical, socio-humanitarian and general professional and professional disciplines, as well as elective disciplines. The total number of credits for 5 years of studying EP is 300.

14 academic disciplines are basic medical disciplines, which accounts for 82 credit points (27%).

The program includes 15 behavioral, social and personal disciplines (46 credits, 15%). The discipline "Bioethics" is worth 2 credit points. and requires 14 hours of lectures and 34 hours of practical classes, while students and graduates, when interviewed, noted the insufficient time spent studying this discipline and the low level of mastering practical skills.

The block of specialized disciplines contains 25 pharmaceutical disciplines, which are worth 142 credits (47%). In addition, 42 credits (14%) are provided by for educational and work practice, which contribute to the direct consolidation of practical skills.

At least 50% of the classroom time is allocated to practical skills. For pharmaceutical disciplines the relationship with complementary medicine is poorly defined.

The variable part of the EP amounts to 47 credits (15.7%). Of these, there are 3 elective disciplines, students can choose one discipline out two. However, during interviews with students, it was noted that the variable part is chosen by the Institute of Pharmacy, not by students themselves

The EP Pharmacy model is presented as an integrated system based on the interrelation of academic disciplines both horizontally and vertically.

The sequence of studying disciplines is determined by the continuity of the acquired competencies. Students from the 1st year of their studies become acquainted with the work of a pharmacist, visiting pharmacies as part of educational and work practices.

New achievements of basic medical, social, humanitarian and professional sciences are introduced into the scope of academic disciplines. At the same time, during interviews with heads of departments and teaching staff, almost no connection between the disciplines and complementary medicine within the professional activity of a pharmacist was mentioned.

Heads of departments and teachers take part in the development of the EP. Mastering this EP is the basis for training in residency and postgraduate studies.

Analytical part

Based on the evidence, the standard "Educational Program" meets all the requirements of the IAAR standard, which is confirmed in the appendices to the self-evaluation report, the university website and the interviews with the participants in relation to this standard.

The EP "Pharmacy" consists of basic medical, behavioral and socio-personal, profiling and elective (one of two) academic disciplines. Their interrelation makes it possible to fully prepare the graduate for future professional activities.

When analyzing the achievements of students, a point-rating system is not used, which would help students take responsibility for their learning process.

The coverage of basic medical and specialized disciplines is sufficient, behavioral, social and personal disciplines require improvement in terms of mastering pharmaceutical ethics and deontology by students. The disciplines of the EP have almost no connection with complementary medicine.

The list of elective disciplines is not extensive, while the management of the Institute of Pharmacy does not fully give students with the right to choose.

Despite the presence of modules and horizontal and vertical integration of academic disciplines, during interviews with teachers and students it was noted that integration is not achieved via modular design of the EP.

The development of scientific thinking skills happens within the framework of the research work, as well as in student scientific societies at the specialized departments of the Institute of Pharmacy. This allows to ensure full development of this skill and assess the graduates' readiness to apply scientific methods and approaches in pharmaceutical research.

At the SamSMU various forms of teaching are used, including lectures, seminars, practical and/ or laboratory classes, as well as independent work and work practice. Within the framework of these forms of teaching, both traditional and some innovative teaching methods are used (when implementing certain topics of pharmaceutical disciplines). Nevertheless, the list of innovative educational technologies, including those based on the modern theory of adult education, is not extensive.

During the visit to the Departments of Management and Economics of Pharmacy and Pharmacognosy, Botany and Basic Phytotherapy, the necessary technological and analytical equipment of the training pharmacy was presented to the EEC, which indicated the availability

of opportunities for students to master practical skills. The time allocated to the direct development of practical skills is, as a rule, more than 1/3 of each class (according to students – about 50%, according to teachers – up to 66%).

Strengths/Best practices

A high percentage of students is involved in conducting research work at the specialized departments of the Institute of Pharmacy, which contributes to the development of scientific professional thinking of future pharmacists.

Recommendations of the EEC

1. The management of EP Pharmacy to implement a modular design for the disciplines of the EP until 01.09.2023.
2. The management of EP Pharmacy to develop and implement a point-rating system for assessing students' knowledge until 01.09.2022.
3. The management of EP Pharmacy to introduce innovative educational technologies based on the modern theory of adult education into the EP until 01.09.2023.
4. The management of EP Pharmacy to increase the scope of studying and opportunities for developing practical skills in pharmaceutical ethics as part of the EP from 01.09.2022.
5. The management of EP Pharmacy should increase the number of elective disciplines and grant the right to choose them to students in order to develop individual learning trajectories from 01.09.2022.
6. The management of EP Pharmacy to define, when teaching the disciplines under the EP, their relationship with complementary medicine relevant to the professional activities of a pharmacist from 01.09.2022.

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

strong – 1; satisfactory – 37; need improvement – 6; unsatisfactory - 0.

6.3. The "Student Assessment" Standard

The evidence

The procedure for evaluating the results of training at the SamSMU is in accordance with the final learning outcomes and the regulatory documents ("Regulations on the ongoing monitoring of academic performance and intermediate certification of University students").

The evaluation system involves the use of a 5-point scale. This scale is used for formative and summative assessment.

To determine the degree of mastering the EP, , ongoing monitoring of academic performance, interim and final certification are in place, they are focused on achieving the final learning outcomes and the development of competencies. The University does not use a rating system of assessing students' knowledge. According to information obtained during interviews with students, the results of formative assessment do not affect summative assessment.

For the test tasks used, an assessment of difficulty and discriminatory power is usually carried out, which is insufficient to determine their validity and reliability as a means of assessing students' knowledge.

Transparency and accessibility of assessment rules and procedures is ensured via free access to regulatory documents related to the educational process and the exam schedule. Students are aware of their grades – each student can access their grades at any time via their personal EIEE account.

Current classes include incoming tests, analysis of complex issues, formation of practical skills, exit tests. A comprehensive assessment of a class is made taking into account the assessment of knowledge and skills; it is possible to make several assessments – separately for

each stage of a class. Students' attendance is recorded at every class.

The SFC is a comprehensive exam, which is conducted in 3 stages: stage I – testing, stage II - certification of practical skills, stage III – theoretical exam. To conduct the SFC, practicing pharmacists are invited as members of the SEC.

Methods of assessing students' knowledge and skills at the SamSMU allow to avoid conflict of interest. Students can appeal the results of the interim and final certification via the Appeals commission. The Appeals commission consists of experienced teachers whose qualifications are in line with the profile of the discipline.

The assessment methods used ensure that students achieve the final learning outcomes, as evidenced by the results of the SFC: 2019 – 3,9; 2020- 4,1; 2021 – 4,0.

Analytical part

The "Student Assessment" standard is mostly in line with the requirements of the IAAR accreditation.

In the process of analyzing the submitted documents, the results of interviewing teachers and students, evidence of the use of various methods of assessing students' achievements (testing, oral and written exams, assessment of practical skills) was presented. At the same time, it was evident that despite the active use of formative and summative assessments, their significance for the analysis of students' academic progress is currently not clearly defined.

According to the self-assessment report and the results of interviewing students and teachers, the range of assessment methods is not significant, the analysis of methods and evaluation formats used or the results of introducing new ones as required, is not documented in a regular and reliable way.

In order to assess the knowledge and skills of students, a constant ongoing monitoring of progress is in place

The final state certification is carried out by the commission with the involvement of leading practicing specialists in practical pharmacy, which improves fairness, quality and transparency of the evaluation process.

In case of assessment disputes, the assessment results are reviewed by the Appeals commission.

Strengths/Best practices

For to this standard, no strengths have been identified.

Recommendations of the EEC

1. The management of EP Pharmacy to evaluate the methods and format of assessing the achievements of students and introduce new ones in accordance with the requirements of the EP by 01.09.2023.

2. The management of the EP Pharmacy to determine the importance of formative and summative assessment in the analysis of academic progress of students by 01.09.2023.

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

strong – 0; satisfactory – 12; suggest improvement – 3; unsatisfactory - 0.

6.4. The "Students" standard

The evidence

At the SamSMU, the admission and selection of applicants for higher education courses, including those with disabilities is regulated by state and internal university regulations. At least 10% of places out of target admission quotas are allocated annually to applicants with disabilities (a special quota). Admission is carried out on the basis of the Unified State Exam results. For the

selection of the most capable applicants to the university, a minimum score is set for each entrance test, applicants who have not reached the score cannot participate in the competition. These minimum scores for specialty and Bachelor's degree programs are determined on the basis of orders of the Ministry of Science and Higher Education of the Russian Federation and the Ministry of Health of the Russian Federation.

At the SamSMU, the local regulation defines the policy of transferring students from other medical educational institutions and other educational programs.

The university has developed and is using the regulation on the Appeals commission to appeal decisions on admission to the SamSMU.

The number of places to be funded by federal budget funds (ATF) is determined by the order of the Ministry of Education and Science of the Russian Federation on the basis of the results of an open public competition for the distribution of ATF for higher education programs, one of the criteria for the competition is the availability of the required logistical base at the University.

The ATF in relation to self-funded studies (extra-budgetary) is limited by the number approved by the rector after a discussion at a meeting of the Academic Council of the University. Extra-budgetary places are distributed separately among citizens of the Russian Federation (as well as applicants from other countries who have equal rights with citizens of the Russian Federation) and foreign nationals. In the process of accepting documents and enrolling applicants for self-funded study places, the University, guided by the interests of applicants, redistributes places in accordance with the demand.

At the Institute of Pharmacy of the SamSMU, the deputy director provides academic advice on the choice of elective and optional disciplines, and provides assistance to students who have encountered difficulties while mastering the EP. Advice and information for students and graduates on the state of the labor market, the available vacancies in the field of healthcare is provided by the Graduate Employment Assistance Center.

Students of the SamSMU are also provided with personal counseling on social and financial, personal, legal and psychological issues. All organizations and structures providing advisory services operate within the framework of the law on personal data protection and the principles of confidentiality.

All categories of students whose studies are budget funded have the opportunity to receive scholarship payments and financial support. Students who finance their studies and find themselves in a difficult life situation have the right to receive financial assistance. A system of social scholarship payments has been developed for students with a low income. Students who successfully master educational programs receive academic scholarships, those who demonstrate outstanding achievements in education, science, sports, creativity, social activities receive enhanced state scholarships and are nominated for additional financial incentives in the form of scholarships, awards, grants from various public organizations and foundations. Students who self-fund their education and have achieved outstanding results may also apply for financial incentives from extra-budgetary funds of the University.

Student self-government at the University is implemented via public organizations of students, which are led by the students themselves. All public activities are regulated by the Council of students, which includes the student scientific society, the trade union organization of students, the student council, the council of class leaders, the student council of dormitories, the cultural center, the commission on the quality of education, the center for volunteering movement "Medical Volunteers", the Council of young scientists.

All public organizations of students have been allocated premises and the necessary material and technical support for their main functions, which was confirmed during interviews with students. The first medical "Boiling Point" center in the Russian Federation was established for the development and implementation of students' projects. The SamSMU provides informational support for the activities of students via the Public Relations Department.

Analytical part

The "Students" standard fully complies with the requirements of the IAAR accreditation.

The SamSMU has defined a policy of admission and selection of applicants, corresponding to the Mission of the University and the Mission of the EP.

ATFs are defined in accordance with regulatory documents and are limited by the logistical base of the University.

The work of structural units has been organized to provide confidential advice and support in connection with social, personal and financial problems and career planning to students.

The University has created a council of students, which allows students to exercise self-government in all areas of their activities.

The SamSMU's efforts to support student projects includes a program of social, financial assistance and logistical support for the development and implementation of such projects.

Strengths/Best practices

Significant assistance by the university management for student activities and initiatives, including the of the Boiling Point center.

Recommendations of the EEC

There are no recommendations for this standard.

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

strong – 1; satisfactory – 16; need improvement – 0; unsatisfactory - 0.

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

The policy of selection and recruitment of academic staff at the University is applied in accordance with federal local university regulations.

When selecting applicants for the positions of teaching staff, the priority is given to the compliance of the applicant's qualification level with the qualification requirements for the positions, and professional competence of applicants. Priority is given to persons with higher qualifications, and proven achievement in pedagogical, scientific, clinical activities.

The share of full-time teachers of biomedical disciplines is 90.2%, social and behavioral disciplines - 87.5%, professional disciplines - 89.5%. 72% of teaching staff at specialized departments delivering the EP "Pharmacy" have academic degrees.

The scope of work for each teacher is reflected in an individual plan-report in accordance with the goals and objectives of the department and the university as a whole. The individual plan-report of the teacher's work consists of the following sections: academic work, educational and methodological work, research work, educational work, interaction with practical healthcare, professional development, quantified in hours and the timeline for each section.

In order to stimulate employees to achieve high-quality results and reward them for their work at the SamSMU, in addition to regular salary there are financial incentives, which are applied in accordance with the Regulations on the rating system for evaluating the activities of teaching staff and departments. Rating points are assigned according to scales that differ for teachers, teacher-methodologists and a teacher-researchers of basic medical, socio-humanitarian and professional departments.

The SamSMU has implemented a system of non-monetary incentives by awarding employees with federal, regional and corporate awards, such as: "Honorary graduate of SamSMU", "Honorary Professor of SamSMU", "Honorary Rector of SamSMU", the university has an Honors Board. Professional skill contests "Leading scientist of SamSMU", "The best young teacher of SamSMU", "The best innovative pedagogical practices in medical education"

are organized annually.

During interviews with teaching staff, the EEC discovered that the employees are fully knowledgeable about the EP. The ratio of students per teacher is 1:10 – 1:12.

In order to increase the level of competence for teachers at the SamSMU, additional educational programs for teaching staff are organized. The Center for Assessment and Development of Competencies of the Directorate for Personnel Management and Corporate Development offers advanced training and professional retraining programs aimed at developing competencies necessary for each teacher. 46 people have been trained at other universities of the Russian Federation.

To promote employees of the University, a Regulation on the HR reserve has been formed, which defines the list of HR reserve by positions: vice-rectors, directors of institutes and their deputies, chief physician and their deputies, chief accountant and their deputy, director of personnel Management and corporate development, heads of divisions, departments, etc. In total, 168 University employees are included in the list.

Analytical part

The standard "Academic staff/teachers" meets the requirements of the IAAR accreditation.

The University has defined and imparted to all employees the policy of selection and admission of academic staff. The existing academic staff makes it possible to fully implement the EP "Pharmacy".

For teaching staff there is a clear differentiation of pedagogical, scientific and other types of activities, which is reflected in the rating system.

The SamSMU provides training, support and evaluation of the activities of all teaching staff, which was confirmed during the interviews with teaching staff.

A wide range of motivational programs of material and non-material incentives has been created and implemented at the SamSMU, contributing to self-development, improvement of qualification level and pedagogical skills of teaching staff.

Strengths/Best practices

1. The personnel of the University, are competent and capable of further development.
2. Clear differentiation of the scope of main types of work for teaching staff (educational, scientific and service), depending on their position.
3. A well-formed and implemented policy of recognizing the achievements of employees.

Recommendations of the EEC

There are no recommendations for this standard.

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

strong – 1; satisfactory – 10; need improvement – 0; unsatisfactory - 0.

6.6. The "Educational resources" standard

The evidence

The total area of the premises in which educational activities are carried out is 18.37 m² per student.

The specialized departments of the Institute of Pharmacy are equipped with the necessary equipment, analytical tools, reagents.

The training pharmacy has been established at the Department of Pharmacy Management and Economics, which is one of the structural divisions of the federal accreditation center. The training pharmacy provides practical classes for students to acquire practical skills in a simulated

environment. The training pharmacy is equipped with the necessary modern furniture and equipment.

The SamSMU has its own library, located on the premises with a total area of 1325.6 m². The area of the reading rooms is 294.6 m², the reading rooms can accommodate 89 people. The library has 520,400 copies of publications, 330,796 of those are printed publications and 189,604 are electronic publications.

The University has 4 fully equipped dormitories. 82% of students live in dormitories.

There are 2 fully equipped canteens providing hot food, cafeterias operate in other academic buildings and the dormitories.

The sports and fitness complex of the SamSMU has sports halls and gyms with a total area of 807.6 m², a fitness center, 4 sports rooms with a total area of 191.2 m², two sports grounds with a total area of 2014 m², a workout area of 60 m².

The practice bases that the university has agreements with for the purpose of conducting educational and work practices include pharmaceutical organizations and industrial pharmacies (Vita pharmacies etc.) and pharmaceutical enterprises (Ozon, Biosynthesis, etc.).

Students from the 1st year get acquainted with how a pharmacy operates, as required by the Federal State Educational Standard.

In order to ensure access for trainees, teaching staff and University staff to internal and external information resources, a private local 10 Gbit/s intranet covering all buildings with an Internet access (incoming traffic speed of 200 Mbit/s, outgoing traffic of up to 1 Gbit/s) has been created. At the same time, University at the dormitories the students have no access to free Internet.

The total number of automated workplaces is over 1600.

For self-study of students in the EIEE on the basis of LMS Moodle, EEMS have been prepared for all academic disciplines, video lectures are posted on the University's YouTube channel and on the university's own social media platforms.

For self-study, licensed full-text ELS "Student Consultant", "Doctor's Consultant", "University Library online", "National Electronic Library", "BookUp" "IPRbooks" are available. The East View platform provides the opportunity to remotely access periodicals in digital format; scientometric databases "Elibrary", "Web of Science", "Scopus" are available for individual scientific activities.

Research work as part of the EP Pharmacy covers 21 topic, including 3 topics related to R&D, which generated 526 publications, including 81 internationally, and resulted in 89 copyright certificates and patents. 286 students (70.6%) participate in research work. The results of the research work of the Institute of Pharmacy have been commercialized and generated the income of 727,000 rubles.

At the Institute of Pharmacy, a scientific and pedagogical school of pharmacognosy was established, its founder is an honored worker of the Higher School of the Russian Federation, Doctor of Pharmaceutical Sciences, Professor, Head of the Department of Pharmacognosy, Botany and Basic Phytotherapy V.A. Kurkin. The Scientific and pedagogical School's goal is to pass on the accumulated experience in the field of teaching pharmaceutical sciences, the results of research activities, and evaluate the pedagogical skills of the teaching staff.

To implement the scientific activities of the Institute of Pharmacy, the scientific and educational center "Pharmacy" was created and is being developed as part of the Priority 2030 program.

In 2017 the SamSMU received state accreditation, including for the EP Pharmacy. The EP Pharmacy is annually recognized as a leader of the "The best educational programs of Innovative Russia" project(<https://golos.best-edu.ru/card/organization/668>).

An internal independent assessment of the quality of teachers' work is carried out during comprehensive inspections at the departments, rating quality control of teachers' activities, conducting sociological surveys of students to assess the quality of education at the University. The presented results of sociological research indicate that students are satisfied.

In 2012-2018, as part of the student exchange program of the International Association of Pharmacy Students, 5 students went to study in the Czech Republic, Israel, Malta, Hungary. Since 2019, student mobility within the territory of the Russian Federation took the form of participation in conferences and Olympiads.

Analytical part

The "Educational Resources" standard meets the requirements of the IAAR accreditation.

During the visit to the departments of the Institute of Pharmacy, the availability of the logistical and technical base required for the implementation of EP Pharmacy was confirmed. Satisfaction with the logistical and technical base and its availability was also established during interviews with teaching staff and students.

When visiting the Vita pharmacy No. 6, the availability of the necessary equipment, premises and the number of supervisors available the students' practical training and their level of mastering basic practical skills were confirmed.

Lectures have been recorded and posted via EIEE for students' independent work.

The scientific and pedagogical school of the Institute of Pharmacy made it possible to train 8 doctors of pharmaceutical sciences and 46 candidates of pharmaceutical sciences, which contributes to the development of scientific and pedagogical personnel for the implementation of EP Pharmacy, and the students' involvement in research work (at the Department of Pharmacognosy, Botany and Basic Phytotherapy, about 50 students are member of the student scientific circle).

External academic mobility of students of the Institute of Pharmacy has not been very active: over the 6 years between 2012 and 2018 academic only 5 students took part in academic mobility exchanges. There have been no academic mobility exchanges in the past 3 years.

Strengths/Best practices

The existence of a scientific and pedagogical pharmaceutical school, which provides the Institute of Pharmacy with academic personnel and introduces the results of scientific research into practical pharmacy and the educational process and helps commercialize them.

Recommendations of the EEC

The management of EP Pharmacy to expand the academic mobility of students and teachers at the international and regional level for the 2022-2023 academic year.

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

strong – 1; satisfactory – 29; need improvement – 0; unsatisfactory - 0.

6.7. The "Management and Administration" standard

The evidence

The Institute of Pharmacy constantly monitors the implementation of EP Pharmacy, and evaluates the achievement of the final learning outcomes based on the current and final certification and primary accreditation of graduates. For example, based on the results of the initial accreditation of graduates, adjustments were made to the curriculum, a training simulation cycle was added.

Mandatory revision of the structure and content of the EP is done when introducing a new educational standard, taking into account professional standards, at the request of the end users of the program and the employers.

At the meetings of the methodological commission of the Institute of Pharmacy, the Scientific Council of the Institute of Pharmacy, the Commission on the quality of education of the Council of Students, the identified problems and the results of the development of the

educational program are analyzed. At the departments that have an average student performance score below the criteria values, a plan of corrective and preventive measures for working with underachieving students of the EP is compiled and submitted to the directorate.

Students help change the contents of the EP. During the interview, the students mentioned that they have the opportunity to point out shortcomings in the contents of training programs. They also mentioned that most of the comments they make are taken into consideration.

The assessment methods used ensure that students achieve the final learning outcomes, as evidenced by the results of the SFC: 2019 – 3,9; 2020- 4,1; 2021 – 4,0.

The educational program is regularly evaluated by stakeholders (both internal and external), which makes it possible to adjust the EP taking into account their proposals and make changes related to the new achievements in pharmaceutical practice.

Analytical part

The "Evaluation of the educational program" standard meets the requirements of the IAAR accreditation.

Constant monitoring of the implementation of EP and the achievement of final learning outcomes is taken into account when improving EP Pharmacy.

The results of the interim and final certification are taken into account when making changes to the EP and when developing preventive and corrective measures.

The EP Pharmacy allows students to achieve the final learning outcomes.

The University collects and analyzes the results of feedback from stakeholders, which is confirmed by the results of questionnaires presented.

Strengths/Best practices

For to this standard, no strengths have been identified.

Recommendations of the EEC

There are no recommendations for this standard.

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

strong – 0; satisfactory – 24; need improvement – 0; unsatisfactory - 0.

6.8. The "Management and Administration" standard

The evidence

The head of the university is the rector. The direct management of the Institute of Pharmacy is carried out by its director. The forms of collegial management at the SamSMU are: the Academic Council of the University, the Rector's Office, the Academic Council of the Institute of Pharmacy of the SamSMU, the methodological commission on specialty, the scientific challenge commission for pharmaceutical disciplines. The Academic Council of the University and the Academic Council of the Institute of Pharmacy include employers and students. The functions of the collegial bodies are defined by the approved regulations.

Transparency of decisions made by the University management, as well as collegial and public associations, is ensured through the EIEE by sending corporate e-mail to the heads of structural divisions and teachers.

The Directorate of the Institute of Pharmacy manages the working group on the development of the educational program. The working group also includes teaching staff of departments. The educational program is validated by the Academic Council of the University.

The targeted use of all funds is the fundamental principle of the organization of the university's funding. The funds are spent only on the items provided for in the economic and financial activities plan, which is the main document that outlines the way EPs are funded.

The academic staff of specialized disciplines consists mainly of specialists with pharmaceutical education, 72% of academic staff have academic degrees.

The Institute of Pharmacy works in close cooperation with representatives of practical pharmacy, which was confirmed during interviews with employers and during the visits to work practice bases. Besides, Deputy Director of the Institute of Pharmacy of the SamSMU, Ph.D. I.K. Petrukhina is the chief freelance pharmacy specialist of the Ministry of Health of the Samara region.

Interaction with practical pharmacy is documented in the form of contracts, including those for specialist training.

Analytical part

The "Management and Administration" standard meets the requirements of the IAAR accreditation.

The management structures and their functions are clearly defined at the SamSMU. Mailing lists have been created to inform management about the decisions taken.

The University has defined the responsibility for the teaching staff of the departments in terms of the development and revision of EP Pharmacy.

The allocation of resources at the SamSMU is carried out in accordance with federal and local regulations.

The academic staff of the Institute of Pharmacy is qualified enough to fully realize the Mission of EP Pharmacy and that of the University.

The level of interaction of the Institute of Pharmacy of the SamSMU with practical pharmacy is quite high and contributes to the implementation of the Mission of EP Pharmacy and regular revision of the final learning outcomes.

Strengths/Best practices

1. Availability of federal and regional grants for the development of educational, scientific and innovative activities.
2. High level of interaction between the Institute of Pharmacy and practical pharmacy, which helps train in-demand specialists and introduce scientific developments into the EP.

Recommendations of the EEC

There are no recommendations for this standard.

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

strong – 2; satisfactory – 15; need improvement – 0; unsatisfactory - 0.

6.9. The "Continuous Improvement" standard

The evidence

The SamSMU is a dynamically developing educational institution. The University has developed a University Development Program for 2021-2030 as part of the implementation of the strategic academic leadership program "Priority 2030". The program has been developed in accordance with the existing experience, current activities and prospects for the development of the institution and involves further development and strengthening of the logistical base to improve the learning environment, to ensure the implementation of the EP and the quality of training specialists. Monitoring and analysis of the implementation of the Program is carried out within the framework of external and internal audits of the QMS.

The University allocates resources to the development of the Institute of Pharmacy. An example of the development at the Institute of Pharmacy is the REC "Pharmacy". At the time of visiting the Department of Pharmacognosy, Botany and Basic Phytotherapy, repair works were in

progress and new analytical equipment was being installed.

The mission of the Institute of Pharmacy and the final learning outcomes have been developed taking into account the modern development of pharmacy, which was confirmed via interviewing employers and graduates.

The interviews with teachers confirmed that the elements of the EP are constantly being revised in accordance with achievements in biomedical, behavioral, social and pharmaceutical sciences and meet the requirements of primary accreditation of pharmacists. To improve the OP, all stakeholders are constantly involved in the process to a certain extent.

To attract talented young people, the University conducts classes in botany, chemistry, anatomy, biology and public speaking for children between 5 and 17 at the Center for Youth Innovation and Creativity of the SamSMU. Within the framework of cooperation of general education institutions with SamSMU, 6 schools, lyceums and gymnasiums have received the status of school bases of the SamSMU.

Analytical part

The "Continuous Updating" standard meets the requirements of the IAAR accreditation.

The University allocates sufficient resources to the development of EP Pharmacy, including through regional and federal grants.

The SamSMU regularly reviews the contents, the final learning outcomes and the Mission of EP Pharmacy.

The University implements a policy of attracting talented young people as applicants, which ensures the mission of the University and the EP Pharmacy are fulfilled at the stage of applicant selection.

The SamSMU is a dynamically developing center of education and science, as evidenced by the presence of a number of structural units created over the past 5 years.

Strengths/Best practices

Allocation of resources that contribute to the continuous development of teaching staff and the improvement of the logistical base for the implementation of EP Pharmacy.

Recommendations of the EEC

There are no recommendations for this standard.

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

strong – 1; satisfactory – 13; need improvement – 0; unsatisfactory - 0.

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

The "Mission and final learning outcomes" standard

For this standard, no strengths have been identified.

The "Educational program" standard

A high percentage of students is involved in conducting research work at the specialized departments of the Institute of Pharmacy, which contributes to the development of scientific thinking of future pharmacists.

The "Student Assessment" Standard

For to this standard, no strengths have been identified.

The "Students" standard

Significant assistance provided by the university management for student activities and initiatives, including the of the Boiling Point center.

The "Academic staff/Teachers"

1. The personnel of the University, are competent and capable of further development.
2. Clear differentiation of the scope of main types of work for teaching staff (educational, scientific and service), depending on their position.
3. A well-formed and implemented policy of recognizing the achievements of employees.

The "Educational resources" standard

The existence of a scientific and pedagogical pharmaceutical school, which provides the Institute of Pharmacy with academic personnel and introduces the results of scientific research into practical pharmacy and the educational process and helps commercialize them.

The "Evaluation of the educational program" standard

For to this standard, no strengths have been identified.

The "Management and Administration" standard

1. Availability of federal and regional grants for the development of educational, scientific and innovative activities.
2. High level of interaction between the Institute of Pharmacy and practical pharmacy, which helps train in-demand specialists and introduce scientific developments into the EP.

The "Continuous Improvement" standard

Allocation of resources that contribute to the continuous development of teaching staff and the improvement of the logistical base for the implementation of EP Pharmacy.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

The "Mission and final learning outcomes" standard

The management of EP Pharmacy should bring the mission of EP Pharmacy and the Mission of the University to the attention of students, teachers and other interested parties by 01.09.2022.

The "Educational program" standard

1. The management of EP Pharmacy to implement a modular design for the disciplines of the EP until 01.09.2023.
2. The management of EP Pharmacy to develop and implement a point-rating system for assessing students' knowledge until 01.09.2022.
3. The management of EP Pharmacy to introduce innovative educational technologies based on the modern theory of adult education into the EP until 01.09.2023.
4. The management of EP Pharmacy to increase the scope of studying and opportunities for developing practical skills in pharmaceutical ethics as part of the EP from 01.09.2022.
5. The management of EP Pharmacy to increase the number of elective disciplines and grant the right to choose them to students in order to develop individual learning trajectories from 01.09.2022.
6. The management of EP Pharmacy to define, when teaching the disciplines under the EP, their relationship with complementary medicine relevant to the professional activities of a pharmacist from 01.09.2022.

The "Student Assessment" Standard

- 1 The management of EP Pharmacy to evaluate the methods and format of assessing the achievements of students and introduce new ones in accordance with the requirements of the EP by 01.09.2023.
2. The management of EP Pharmacy to determine the importance of formative and summative assessment in the analysis of academic progress of students by 01.09.2023.

The "Students" standard

There are no recommendations for this standard.

The "Academic staff/Teachers" standard

There are no recommendations for this standard.

The "Educational resources" standard

The management of EP Pharmacy to expand the academic mobility of students and teachers at the international and regional level for the 2022-2023 academic year.

The "Evaluation of the educational program" standard

There are no recommendations for this standard.

The "Management and Administration" Standard

There are no recommendations for this standard.

The "Continuous Improvement" standard

There are no recommendations for this standard.

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

None

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

No.	No.	No. crit.	EVALUATION CRITERIA	The position of the educational institution			
				Strong	Satisfactory	Needs improvement	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Mission definition				
1	1	1.1.1	The institution of medical education should define its <i>mission</i> and the mission of the EP and impart it to the stakeholders and the healthcare sector .			+	
			The mission statement should contain goals and an educational strategy , which is to train competent doctors at the basic level of medical education :				
2	2	1.1.2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, medical administration and scientific research in medicine		+		
3	3	1.1.3	capable of performing the role and functions of a doctor in accordance with the established requirements of the healthcare sector		+		
4	4	1.1.4	prepared for postgraduate 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 assessment, 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 should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The institution of medical education should ensure that the mission reflects aspects of global healthcare the main global healthcare concern.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The institution of medical education organization must ensure that the <i>main stakeholders</i> are involved in the development of the mission of the EP.		+		
9	9	1.2.2	The institution of medical education should ensure that the stated mission of the EP is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			The institution of medical educational should have <i>institutional autonomy</i> to develop and implement policies that the administration and the teaching staff are responsible for in relation to:		+		
10	10	1.3.1	development and compiling of the educational program;		+		
11	11	1.3.2	the use of allocated resources required for the		+		

			implementation of the educational program.				
			The institution of medical education should guarantee <i>academic freedom</i> to its employees and students:		+		
12	12	1.3.3	regarding the <i>current educational program, that should allow them 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.		+		
		1.4	Final learning outcomes				
		1.4.1	The institution of medical education should define the expected <i>final learning outcomes</i> that students should achieve upon graduation, in terms of:				
13	13		their basic level of knowledge, skills and capabilities;		+		
14	14		the appropriate foundation for a future career in any area of medicine;		+		
15	15		their future roles in the healthcare sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		the healthcare needs of the society, the needs of the healthcare system and other aspects of social responsibility.		+		
19	19	1.4.2	The institution of medical education must ensure that the students fulfill their obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	1.4.3	The institution of medical education should determine and coordinate the relationship between the final learning outcomes to be achieved upon graduation with those required for postgraduate education		+		
21	21	1.4.4	The institution of medical education should determine the goals for the students' involvement in medical research;		+		
22	22	1.4.5	The institution of medical education should ensure that the final learning outcomes reflect aspects of global healthcare concerns;		+		
23	23	1.4.6	The institution of medical education should use the results of the assessment of graduates' competencies as a feedback tool to improve the educational program.		+		
			Total	0	23	1	0
0	2		EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
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 should identify the <i>teaching and learning methods</i> 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.			+	
		2.2	Scientific method				
		2.2.1	The institution of medical education should teach students throughout the entire training program:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		which require <i>the appropriate level of teacher competence and should be a mandatory part of the educational program.</i>		+		
33	10	2.2.2	The institution of medical education should include <i>elements of scientific research</i> in the educational program for the development of scientific thinking and better application of scientific research methods.		+		
34	11	2.2.3	The institution of medical education should promote the involvement of students in research projects.	+			
			Basic biomedical sciences				
			The institution of medical education must define and include in the educational program:		+		
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> , for the 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 in the educational program for:				
37	14	2.3.3	further scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected requirements of the society and the healthcare system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical organization of education should outline 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, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditionalities of the causes, spread and consequences of medical issues, the knowledge of the national healthcare system and patient rights, that will contribute to the analysis of public healthcare problems, effective communication, clinical decision-making and ethical practice.</i>		+		

		2.4.2	The institution of medical education should adjust and introduce new achievements of <i>behavioral and social sciences</i> and <i>medical ethics</i> into the educational program for:				
43	20		further scientific, technological and clinical developments;		+		
44	21		current and expected needs of the society and the healthcare system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The institution of medical education should identify and implement the achievements of clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge, clinical and professional skills in order to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable part (one third) of the program in planned contacts with patients, depending on the goals and ensuring the appropriate amount of time spent training at the relevant 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 supervision 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	further scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected requirements of the society and the healthcare system.		+		
53	30	2.5.8	The institution of medical education should ensure that each student has early contact with patients, gradually take part in patient care, including the examination and/or treatment of the patient under supervision in the relevant clinical setting.		+		
54	31	2.5.9	The institution of medical education should structure various components of clinical skills training in accordance with the specific stage of the training program.		+		
		2.6	Structure of the educational program, contents and duration				
55	32	2.6.1	The institution of medical education should provide a description of the contents, scope and sequence of courses and other elements of the educational program in order to ensure the appropriate number of the basic		+		

			biomedical, behavioral, social and clinical disciplines.				
			The institution of medical education should as part of the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the educational program, which includes a combination of mandatory elements and electives or special components of choice;			+	
59	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.			+	
		2.7	Program management				
60	37	2.7.1	The institution of medical education should identify the structural unit responsible for educational programs, which, under the management of the academic leadership has the authority to plan and implement the educational program, including the allocation of resources for applying teaching and learning methods, student assessment and evaluation of the educational program and courses of study, in order to ensure the achievement of the final learning outcomes.		+		
61	38	2.7.2	The institution of medical education must guarantee representation from teachers and students in the structural unit responsible for educational programs.		+		
62	39	2.7.3	The institution of medical education should incorporate innovations into the educational program through the structural unit responsible for the educational programs.		+		
63	40	2.7.4	The institution of medical education should include representatives from <i>other relevant stakeholders</i> in the structural unit of responsible for educational programs, <i>including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, healthcare professionals involved in the learning process or other faculty members of the university.</i>		+		
		2.8	Connection with medical practice and the healthcare system				
64	41	2.8.1	The institution of medical education should provide an operational link between the educational program and the subsequent stages of professional training (residency, if available, specialization, CPE /CME) or practice, that graduates will work in upon graduation, including the definition of healthcare 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 work of a team of specialists in the provision of		+		

			medical care.				
			The institution of medical education should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account specific 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 the society as a whole.		+		
			Total	1	37	6	
		3.	STUDENT ASSESSMENT				
		3.1	Assessment methods				
			The institution of medical education should :				
67	1	3.1.1	define, approve and publish the principles, methods and work practices used to assess students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of evaluation methods based on criteria and reasoning, and special exams (OCE or Mini-Clinical Exam), and to define criteria for establishing passing grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70	4	3.1.4	ensure that evaluation methods and results are not in conflict;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for examination by external experts;		+		
72	6	3.1.6	use the system of appealing the evaluation results.		+		
			The institution of medical education should :				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;</i>		+		
74	8	3.1.8	implement new assessment methods in accordance with the requirements;			+	
75	9	3.1.9	use the system to appeal the evaluation results.		+		
		3.2	The relationship between assessment and learning				
			The institution of medical education should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly comparable 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	promote acquisition of knowledge;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage the learning process 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 should:				
80	14	3.2.5	<i>regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid the negative impact on the learning process and eliminate the need to process an excessive amount of information and the overloading of the educational program;</i>		+		
81	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.		+		
			Total	0	12	3	0
		4.	Students				
		4.1	Admission and Selection Policy				
			The institution of medical education should:				
82	1	4.1.1	define and implement an admission policy, including a clearly defined provision on the student selection process;		+		
83	2	4.1.2	have a policy and implement <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 medical organizations.		+		
			The institution of medical education should:				
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 the society as a whole, taking into consideration the students' sex, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and ethnic minorities;</i>		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student admission				
88	7	4.2.1	The institution of medical education should 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 admission of students, which implies the need to regulate national requirements for healthcare personnel resources, in cases when the institution does not control the number of students recruited, it is necessary to reiterate its obligations, paying attention to the consequences of the decisions taken (the imbalance between the number of students admitted and the logistical and technical potential of the university).		+		
89	8	4.2.2	The institution of medical education should regularly review the number and contingent of admitted students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the healthcare sector and with experts and organizations on global aspects of healthcare 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.				
		4.3	Counseling and support for students				
			The institution of medical education should :				
90	1	4.3.1	have a system of <i>academic counseling</i> for students, which includes issues related to the choice of electives, preparation for postgraduate studies, professional career planning, appointment of academic mentors for individual students or small groups of students;		+		
91	2	4.3.2	offer a program of student support aimed at <i>social, financial and personal needs</i> , which includes support in connection with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as financial services in the form of financial assistance, scholarships and loans;		+		
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 should provide counseling that:				
94	5	4.3.5	is based on monitoring the student's progress and is aimed at the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and professional career planning.		+		
		4.4	Student representation				
96	7	4.4.1	The institution of medical education should define and implement a <i>policy of student representation</i> and their participation in defining the mission, developing, managing and evaluating the educational program, and other issues relevant to students.		+		
97	8	4.4.2	The institution of medical education should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.	+			
			Total	1	16	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The institution of medical education should define and implement a <i>policy of selection and admission of employees</i> , which:				
98	1	5.1.1	defines their category, responsibility and <i>balance of academic staff/teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper ratio of medical and non-medical teachers, full-time or part-time teachers, as well as the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper ratio between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral		+		

			and social sciences and clinical sciences.				
			The institution of medical education should take into account such criteria in its policy on the selection and admission of employees as:				
101	4	5.1.4	the attitude to one's mission, <i>the significance of local conditions, including sex, nationality, religion, language and other characteristics of applicants relevant to the institution and the educational program;</i>		+		
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>		+		
		5.2	Development policy and employee activities				
			The institution of medical education should define and implement a policy of selection and admission of employees, which:				
104	6	5.2.1	allows to maintain <i>a balance between teaching, scientific and service functions</i> , which includes setting <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>rewarding of academic activity</i> , with an appropriate emphasis on pedagogical, research and clinical qualifications, and <i>is carried out in the form of awards, promotions and/or remuneration;</i>	+			
106	8	5.2.3	ensures that clinical activities and scientific research are applied in teaching and learning;		+		
107	9	5.2.4	guarantees <i>the sufficiency of each employee's knowledge of the educational program</i> , which includes <i>knowledge of teaching/learning methods and the general content 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 should:				
109	11	5.2.6	take into account the teacher-student ratio depending on various components of the educational program;		+		
110	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	2	10	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Logistical and technical base				
			The institution of medical education should:				
111	1	6.1.1	Have adequate <i>logistical and technical base</i> for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.2.2	provide <i>a safe environment</i> for employees, students, patients and those who care for them, including provision of the necessary information and <i>protection from harmful substances, microorganisms, compliance with safety regulations for laboratories and the use of equipment.</i>		+		
113	3	6.1.3	The institution of medical education should improve the learning environment of students through regular updating, expansion and enhancement of the logistical		+		

			and technical base, which should correspond to the development in the teaching practice.				
		6.2	Resources for clinical training				
			The institution of medical education should provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	number and categories of patients;		+		
115	5	6.2.2	the number and categories of <i>clinical bases</i> , which include <i>clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and provide rotation on the main clinical disciplines;</i>		+		
116	6	6.2.3	supervision of the clinical practice of students.		+		
117	7	6.2.4	The institution of medical education should study and evaluate , adapt and improve clinical training resources in order to meet the needs of the population served, which will include <i>compliance and quality for clinical training programs regarding clinical bases, equipment, number and category of patients and clinical practice, supervision and administration.</i>		+		
		6.3	Information technologies				
118	8	6.3.1	The institution of medical education should define and implement a policy that is aimed at the <i>effective use and evaluation of appropriate information and communication technologies</i> in the educational program.		+		
119	9	6.3.2	The institution of medical education should provide access to online or other electronic media		+		
			The institution of medical education should provide teachers and students with opportunities to use information and communication technologies:				
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	For access to information;		+		
122	12	6.3.5	For patient management;		+		
123	13	6.3.6	For work in the healthcare system.		+		
124	14	6.3.7	The institution of medical education should optimize students' access to relevant patient data and health information systems.		+		
		6.4	Medical research and scientific achievements				
			The institution of medical education should:				
125	15	6.4.1	<i>ensure that research activities in the field of medicine and scientific achievements</i> serve as the basis for the educational program;		+		
126	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information on the research base and priority directions in the field of scientific research of the medical organization of education;		+		
128	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The institution of medical education should ensure that the relationship between scientific research and education:				
129	19	6.4.5	is taken into consideration for the teaching process;		+		
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		

		6.5	Expertise in the field of education				
			The institution of medical education should :				
131	21	6.5.1	have access <i>to expertise in the field of education</i> , where necessary, and apply expertise that studies 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 experts from other national and international institutions.		+		
			The institution of medical education should define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of the educational program;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.		+		
			The institution of medical education should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the potential of employees;		+		
135	25	6.5.5	pay due attention to the development <i>of expertise in the assessment of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	to promote the aspirations and interests of employees in relation to medical education research.		+		
		6.6	Exchanges in the field of education				
			The institution of medical education should define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels <i>with other medical universities</i> ;		+		
138	28	6.6.2	<i>transfer and mutual recognition of educational credits, which includes consideration of the limits of scope of the educational programs that can be transferred from other educational organizations and which can be facilitated by the agreements on mutual recognition of elements of the educational program, and active coordination of programs between institution of medical education and the use of a transparent system of credit points and flexible course requirements.</i>		+		
			The institution of medical education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
			Total	1	29	0	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Monitoring and evaluation mechanisms of the program				
			The institution of medical education should :				
141	1	7.1.1	have a process and outcome monitoring program that includes the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, ensuring		+		

			that data collection is part of administrative procedures in connection with student admission, student assessment and completion of studies.				
142	2	7.1.2	ensure that the relevant assessment results are reflected in the curriculum		+		
			The institution of medical education should establish and apply mechanisms for evaluating the educational program that:				
143	3	7.1.3	are aimed at the educational program and its <i>main components, including the model of the educational program, the structure, contents and duration of the educational program, and the use of mandatory and elective parts;</i>		+		
144	4	7.1.4	are aimed at 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 assume that the information received on the final learning outcomes, including identified shortcomings and problems, is used as feedback for activities and corrective action plans to improve the educational program and curricula for the disciplines;</i>		+		
			The institution of medical education should regularly conduct 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 medical education;</i>		+		
147	7	7.1.7	<i>on special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;</i>		+		
148	8	7.1.8	the <i>final learning outcomes</i> , which will include the results of national exams, international exams, career choices and postgraduate study results;		+		
149	9	7.1.9	The institution of medical education should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The institution of medical education should systematically collect, analyze and provide teachers and students <i>with feedback, which includes information on the process and products of the educational program, and also include information on unfair practices or inappropriate behavior of teachers or students with and/or legal consequences.</i>		+		
151	11	7.2.2	The institution of medical education should use the feedback results to improve the educational program.		+		
		7.3	Academic achievements of students				
			The institution of medical education should analyze the educational achievements of students regarding:				
152	12	7.3.1	<i>its mission and the final learning outcomes</i> of the educational program, which includes information on the average duration of study, academic performance, frequency of exams and failures, cases of successful graduation and expulsion, student reports on the conditions of studying for the completed courses, the time spent on studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who decided to leave the educational program;		+		

153	13	7.3.2	educational programs;		+		
154	14	7.3.3.	availability of resources.		+		
			The institution of medical education should analyze the <i>educational achievements</i> of students regarding:				
155	15	7.3.4	their <i>previous experience and conditions, including social, economic and cultural</i> ;		+		
156	16	7.3.5	the level of education at the time of admission to the institution of medical education.		+		
			The institution of medical education should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder engagement				
			The institution of medical education should involve in its monitoring program and activities for the evaluation of the educational program:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The institution of medical education should for the sake of stakeholders, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, and persons responsible for postgraduate education:				
162	22	7.4.3	provide access to the evaluation results of courses and educational programs;		+		
163	23	7.4.4	collect and study feedback from the stakeholders on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total	0	24	0	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	The institution of medical education should define the management structures and functions, including their <i>relationship with the university, if the institution is a part or branch of the university.</i>		+		
			The institution of medical education should define <i>structural units</i> in its management structures <i>while assigning responsibility to each structural unit</i> and include them 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, including representatives of the Ministry of Education and Health, the healthcare sector and the public.</i>		+		
169	5	8.1.5	The institution of medical education should ensure <i>transparency of the management system and decisions taken, which should be published in bulletins, posted on the University's website, included in protocols for review and execution.</i>		+		
		8.2	Academic leadership				
170	6	8.2.1	The institution of medical education should clearly define the responsibility of the <i>academic leadership</i> in relation to the development and management of the educational program.		+		

171	7	8.2.2	The institution of medical education should regularly evaluate the academic leadership regarding the fulfillment of its mission and the final learning outcomes.		+		
		8.3	Educational budget and resource allocation				
			The institution of medical education should :				
172	8	8.3.1	have a clear range of responsibilities and powers to provide the educational program with resources, including the target budget for education;		+		
173	9	8.3.2	allocate the resources required 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 should :				
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 issues of the wider society and its requirements.		+		
		8.4	Administrative staff and management				
			The institution of medical education must have <i>sufficient administrative staff</i> , in terms of <i>number and composition in accordance with qualifications</i> , in order to:				
177	13	8.4.1	ensure the realization of the educational program and relevant activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The institution of medical education should develop and implement an internal management quality assurance program, that ensures constant improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	The institution of medical education should have <i>constructive interaction</i> with the healthcare sector, with related sectors of public health and the government, <i>including the exchange of information, cooperation and initiatives, which ultimately contributes to the training of qualified doctors in accordance with the needs of the society.</i>	+			
181	17	8.5.2	The institution of medical education should assign <i>the official status to cooperation</i> with partners in the healthcare sector, <i>which includes formal agreements defining the content and forms of cooperation and/or joint contracts and the creation of coordinating committees and other joint activities.</i>		+		
			Total	2	15	0	0
		9.	CONSTANT UPDATING				
			The institution of medical education should be a dynamic and socially responsible institution:				

182	1	9.1.1	it should initiate procedures for regular review and revision of content, results/competencies, assessment and learning environment, structure and functions, document and eliminate deficiencies;		+		
183	2	9.1.2	allocate resources necessary for continuous improvement.	+			
			The institution of medical education should:				
184	3	9.1.3	base the updating process on advanced studies and analyses and on the results of own study, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and future prospects; guide the renewal process in terms of the following issues:		+		
186	5	9.1.5	Adaptation of regulation on the mission and the final learning outcomes to the scientific, social-economic and cultural development of the society.		+		
187	6	9.1.6	Modification of the final learning outcomes for graduates in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public 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 and the principles of active learning.		+		
189	8	9.1.8	The adjustment of the elements of the educational program and their interrelation with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the 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 learning outcomes and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of the student recruitment policy and methods of student selection taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the formation of academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as, for example, the recruitment of students, the number and profile of academic staff, the educational program.		+		
194	13	9.1.13	Improving the monitoring and evaluation process of the educational program.		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to fulfill the requirements of various groups of		+		

			stakeholders.				
			Total	1	13	0	0
			TOTAL	8	177	10	0

