



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the external expert commission's evaluation
of compliance with the requirements of the IAAR standards
for international accreditation of medical educational
institutions abroad
(based on WFME/AMSE standards)

SAMARA STATE MEDICAL UNIVERSITY

17-19 May, 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

To
IAAR
Accreditation Council



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Contents

(I)	LIST OF DESIGNATIONS AND ABBREVIATIONS	3
(II)	INTRODUCTION.....	4
(III)	REPRESENTATION OF THE EDUCATIONAL ORGANIZATION	5
(IV)	DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	6
(V)	DESCRIPTION OF THE EEC VISIT	6
(VI)	COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL ACCREDITATION.....	8
	6.1. The "Mission and Results" standard.....	8
	6.2. "Educational program" standard	10
	6.3. The "Student Assessment" standard.....	13
	6.4. The "Students" standard	15
	6.5. The "Academic staff/Teachers" standard.....	18
	6.6. The "Educational resources" standard.....	20
	6.7. The "Evaluation of the educational program" standard	23
	6.8. The "Management and Administration" standard.....	24
	6.9. The "Constant updating" standard.....	27
(VII)	OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD.....	30
(VIII)	OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT.....	30
(IX)	OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION	31
(X)	RECOMMENDATION TO THE ACCREDITATION COUNCIL.....	31
	Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"	32

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AIS	- automated information system
AERARC	- automatic evaluation rating activity record card
AAERS	- automatic activity evaluation rating system
HE	- higher education
EEC	External Expert Commission
SFC	- state final certification
SEC	- state examination commission
D.m.s.	- doctor of Medical Sciences
CPE	- continuing postgraduate education
USRLE	- unified state register of legal entities
UMIAS	- unified medical information automated system
SIC	- student individual code
IPMO	- Institute of Precision Mechanics and Optics
IC	- individual curriculum
C.ph.s	- Candidate of Pharmaceutical Sciences
CES	- catalog of elective subjects
MOH	- Ministry of Health of the Russian Federation
MSMSU	- Evdokimov Moscow State University of Medicine and Dentistry
IAAR	Independent Agency for Accreditation and Rating
SRP	Student research project
SEC	Scientific educational centre
NLA	normative legal acts
DSN	disability and special needs
EP	- educational program
TS	- teaching staff
1SpbGMU	-Pavlov First St. Petersburg State Medical University
RAS	- Russian Academy of Sciences
SamSMU	- Samara State Medical University
MM	- mass media
QMS	- quality management system
SSC	- student scientific societies
AMC	academic and methodological council
FAC	- Federal Accreditation Center
FSBEI	- Federal State Budgetary Educational Institution
FSES HE	- Federal State Educational Standard of Higher Education
FAM	- fund of assessment means
CCMC	- central coordinating methodological council
EIEE	- electronic information education environment

(II) INTRODUCTION

In accordance with Order No. 53-19-OD dated 02.05.2022 of the Independent Accreditation and Rating Agency, between 17 and 19 May 2022, an external expert commission assessed the compliance of the Samara State Medical University with the standards of institutional accreditation of the IAAR (approved and put into effect according to the IAAR Order No. 68-18/1-od of 25.05.2018).

The report of the external expert commission contains an assessment of the compliance of the activities of the SamSMU within the framework of international institutional accreditation according to the IAAR criteria and recommendations of the EEC on further improvement of the parameters of the institutional profile.

Commission members:

- 1) **Chairman of the EEC** – Prof. Konrad Juszkievicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Netherlands). *On-line participation*
- 2) **IAAR Expert** – Yelena S. Tulupova, Ph.D., Institute of Public Health and Medical Law, 1st Medical Faculty of Charles University (Czech Republic) *On-line participation*
- 3) **IAAR expert** – Zulfiya M. Zhankalova, MD, gastroenterologist, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan) *Off-line participation*
- 4) **IAAR Expert** – Raushan S. Dosmagambetova, MD, Professor, Karaganda Medical University (Republic of Kazakhstan) *Off-line*
- 5) **IAAR expert** – Irina V. Nazarenko, Dean of the Medical and Diagnostic Faculty, Educational Institution "Gomel State Medical University", PhD (Republic of Belarus) *Off-line*
- 6) **IAAR Expert** – Natalia V. Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy at Vitebsk State Medical University (Republic of Belarus) *Off-line*
- 7) **IAAR expert** – Alexey N. Kalyagin, MD, Vice-Rector for Medical Work and Postgraduate Education, Head of Internal Disease Propaedeutics Department at the Irkutsk State Medical University MOH Russia (Russian Federation) *On-line participation*
- 8) **IAAR expert** – Yelena 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 Healthcare of the 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, LLC "Medicine Plus", Russian Federation (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 General Medicine student at the Institute of Clinical Medicine of the Altai State Medical University (Russian Federation) (online). *On-line participation*
- 13) **IAAR expert, student** – Vyacheslav P. Artishchev, 1st year resident of 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 at the Independent Agency for Accreditation and Rating (Republic of Kazakhstan). *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

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

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

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

The University has a license for educational activities No. 2335 dated 12 August 2016, 90JI01 No. 0009395 (with annexes 1.1, 1.2, 1.3) for an unlimited period of time, issued by the Federal service for supervision in the sphere of education and science, the license covers the main educational programs of secondary vocational education, higher education - Bachelor's programs, specialty programs, Master's programs, residency programs for highly qualified specialists, postgraduate programs for research and pedagogical staff, as well as programs of continuing professional education and continuing education for children and adults; the University has state accreditation (certificate of state accreditation No. 2697 1 Nov 2017, 90A01 No. 0002829 issued by the Federal service for supervision in the sphere of education and science, valid until 1 Nov 2023) for a broader range 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; higher education - postgraduate training for research and pedagogical staff of high qualification 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 - training of highly qualified personnel in residency programs 31.00.00 Clinical medicine, 32.00.00 Health Sciences and preventive medicine, 33.00.00 Pharmacy.

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

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

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

The number of students as of 01.03.2022:

In full-time education: 7296.

In full-time/part-time education: 193

In part-time education: 16

Teaching staff

80 departments

730 lecturers

1 Academician of the Russian Academy of Sciences

1 Corresponding Member of the Russian Academy of Sciences

1 Professor of the Russian Academy of Sciences

180 Doctors of Sciences

461 Candidates of Sciences

The SamSMU graduates are employed in accordance with the requirements for medical personnel agreed upon by the Russia's Ministry of Health, 92% of graduates are employed in their areas of specialization.

As regards academic mobility between 2017 to 2022 within the framework of interaction with IFMSA/NSSM, incoming mobility amounted to 81 people (19 countries), outgoing mobility– 114 people, via interaction with the 'Goce Delchev University, North Macedonia, incoming mobility was 26 people, including 4 lecturers, outgoing mobility – 21 people, including 3 lecturers. As part of the agreement with Vitebsk State Medical University, Belarus, incoming mobility amounted to 24 people, including 3 lecturers, outgoing mobility– 23 people, 3 lecturers. In accordance with the agreement with the Belarusian State Medical University, incoming mobility amounted to 11 people, including 3 teaching staff, outgoing mobility – to 12 people, including 3 teaching staff. According to the agreement with the Tashkent Medical Academy, Uzbekistan, incoming mobility amounted to 5 people, including 2 teaching staff, outgoing mobility– 16 people, including 2 teaching staff. In accordance with the cooperation agreement with the Medical University of Sofia, Bulgaria, incoming mobility amounted to 5 people, including 1 lecturer, outgoing – 10 people, including 2 teaching staff.

Research work is carried out in the most trending R&D areas (genomics, bionics, tissue engineering, regenerative and personalized medicine, VR/AR, neurotechnology, etc.), clinical research and testing areas (Generium, Biocad, Pharmstandard, Pharmsintez, Amgen, Novartis and others .- over 30 contracts), as well as in 19 scientific and pedagogical schools.

165 million rubles out of the Priority-2030 grant funds were used to purchase expert-level equipment in 2021. The project "Creation and implementation of high-tech production of complex endoprostheses with bionic structure" was among the 10 outstanding scientific achievements of the Russian Federation in 2021.

Commercialization of scientific developments for the reporting period amounted to 477 million rubles.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international institutional accreditation at the SamSMU 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 for the visit of the expert commission on institutional and program accreditation of educational programs at 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, during the meeting tasks were distributed among the members of the commission, the schedule of the visit was clarified, and an agreement was reached on the choice of evaluation methods.

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

Table 1 - Information on employees and students that 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
Lecturers	20
Students	23
Graduates	35
Employers	35
Total	164

During the tour, the members of the EEC became acquainted with the logistical base, visited the Department of Histology, the Department of General Surgery, Clinical Anatomy and Medical Information Technologies, Department of Anatomy, the Morgue, the SamSMU Boiling Point centre, the Technopark, Department of Chemistry, the Department of Biochemistry, library, gym, the Institute of Innovative Development.

At the meeting of the IAAR EEC with the target groups of the SamSMU, the mechanisms for implementing the university's policy were reiterated and certain aspects of data presented in the university Self-Assessment Report were clarified.

Over the period of their work, the members of the EEC visited the following training bases: all departments of the university's own clinic with 1000 inpatient hospital beds.

In accordance with the accreditation procedure, 104 teachers, 2485 students, including junior and senior students, were interviewed.

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

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

(VI) COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. The "Mission and Results" standard

The evidence

Samara State Medical University (SamSMU) carries out its activities on the basis of the [University Charter \(Amendments to the SamSMU Charter dated 19/04/2018, Amendments to the Charter of the SamSMU dated 22.04.2022\)](#) and in accordance with the regulatory and strategic documents of the Russian Federation. The global mission of the SamSMU is to create the medicine of the future, develop high technologies and preserve the traditions of academic education and science for sustainable development, while training highly qualified specialists and improving people's health and quality of life.

The SamSMU sets for itself a strategic goal - leadership in the creation of advanced scientific knowledge, world-class educational technologies, development and implementation of the best innovative solutions in practical healthcare. The main activities of the SamSMU are training of highly qualified personnel for the healthcare system, provision of medical care to the population, development of advanced areas of science, creation of innovative developments and their implementation into the economy of the region.

The global mission, strategic goal, objectives, values were developed with the direct participation of the SamSMU employees, students, representatives of employers, representatives of the SamSMU primary organization of the Trade Union of Healthcare Workers of the Russian Federation over the course of working groups' activities and strategic sessions (186 people participated) and then adopted by the Academic Council of the University (Protocol No. 6 of 02/25/2022).

Accessibility of the university's mission and EPs is achieved via posting on the official website of the university (https://samsmu.ru/files/news/2022/0104/missiya_samgmu.pdf); on information stands of departments and structural divisions; during meetings of the departments, Academic Councils of institutes, Academic Council of the SamSMU, via rector's office and by e-mail.

Institutional autonomy extends to the development and implementation of EPs implemented at SamSMU: individual institutes, when developing EPs, are independent in choosing the duration of the academic semester, the number of biomedical, behavioral, specialized subjects, the inclusion of elective subjects (optional subjects), types of work practices. In the course of studies students are given the right to independently determine part of their educational trajectory through the choice of subjects.

Research work is an integral part of the teachers' activities related to implementation of educational programs, the main results are incorporated into educational activities and included in the contents of specific subjects. On the initiative of the departments, the changes taking place in the healthcare system concerning the methods of treatment, the choice of drugs with proven effectiveness are immediately reflected in the working programs, which makes it possible to update the EPs in a timely manner.

The competencies of university graduates who have successfully completed training in the specialties 31.05.01 General Medicine, 31.05.01 Pediatrics, 31.05.03 Dentistry, 32.05.01 Preventive medicine, 33.05.01 Pharmacy and have attained primary professional accreditation, comply with the National Qualifications Framework of the Russian Federation, the requirements of practical health care and allow them to be employed in positions according to the order of the Ministry of Health of Russia dated October 8, 2015 No. 707n "On approval of qualification requirements for medical and pharmaceutical workers with higher education in the area of "Healthcare and Medical Sciences" and relevant professional standards.

As a result of mastering the specialty programs, graduates acquire competencies (universal, general professional, professional), which demonstrate their ability to apply knowledge, skills and

personal qualities in accordance with the challenges of professional activities. The graduates demonstrate the final learning outcomes during the state final certification – SFC.

To continue their studies in postgraduate education programs (postgraduate and/or residency), graduates must obtain a diploma of higher medical education and attain primary accreditation, which is a requirement for admission to postgraduate courses that offer opportunities for in-depth study of the chosen subject areas.

Postgraduate training makes it possible for graduates, based on the basic competencies formed (educational results), to work in practical healthcare in a narrow specialty, undergo professional retraining, improve their level of professional knowledge in professional development courses, conferences, internships in medical and pharmaceutical organizations, video conferences, etc. Students who have obtained a diploma upon completion of postgraduate programs have the opportunity to engage in teaching and research activities at higher education level.

The University guarantees that students fulfill all obligations regarding appropriate standards of behavior with teachers, patients and their relatives, and the professional community. In accordance with the legislative documents of the Russian Federation, the norms of behavior for students are regulated by the local legal acts of the university: the Internal Regulations for students, the Code of Ethics of Behavior for Employees and Students, the Internal Regulations of the student dormitory.

The university has a student council, a commission on the quality of education, a student dormitory council, a department for the development of the social environment and educational work with students, that deals with issues of non-compliance with the norms of behavior and violations of legislative norms.

The University constantly monitors and ensures the correlation of the final learning outcomes with the global healthcare issues. For example, the curriculum for the specialty 31.05.01 General Medicine includes oncology and cancer alertness, prevention and treatment of cardiovascular pathologies, the spread of type 2 diabetes and the issues of improving the quality of life for type 2 diabetes mellitus patients, the fight against tuberculosis and other socially significant diseases.

Confirmations of all the above are available on the university's website, in the Self-Assessment Report and the appendices, they were obtained via interviews with various target groups.

Analytical part

The mission of the University, the strategic goal, objectives, values and the Development Program of the SamSMU for 2021-2030 as part of the strategic academic leadership program "Priority 2030" have been defined and all interested parties were informed on the above. The mission is that of a modern highly rated medical university and reflects all types of university activities: educational, scientific, clinical and promotion of national and ethical values.

The mission of the university as a whole has been defined, imparted to all interested parties and posted on the university's website. The updating of the university's mission takes place with the participation of all stakeholders. However, during interviews, the teaching staff and students found it difficult to relate it in full.

The mission, vision and quality policy are systematically reviewed and updated with the participation of all stakeholders. The global mission of SamSMU is interconnected with the missions of individual EPs, resulting from a common understanding of the country's healthcare policy as a whole.

The institutes of SamSMU have sufficient independence in terms of the duration of the academic semester, the number of biomedical, behavioral, specialized subjects, the inclusion of elective subjects (optional subjects), types of work practices, ensuring their compliance with national and international requirements.

Scientific research carried out at the university is widely implemented both in the educational process and in practical healthcare. The process of integrating the results of scientific research and

practical healthcare into the educational process is ongoing and is reflected in the final learning outcomes. Besides, since the model of the unity of science, education and clinic is successfully applied at the university, constantly updated clinical recommendations and evidence-based medicine data approved by the world medical community are introduced into the learning process.

Strengths/Best practices

A mission appropriate for a modern highly rated medical university, which takes into account the diverse aspects of science and practice, and focuses on technological progress and innovation.

Recommendations of the EEC

The leadership of the SamSMU should bring the mission of the university and individual EPs to the attention of students, teachers and other stakeholders by 01.09.2022.

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

*strengths – 1,
satisfactory – 23,
need improvement - 0,
unsatisfactory - 0.*

6.2. "Educational program" standard

The evidence

Educational programs of higher education (EP) in specialties /areas of training are developed on the basis of Federal State Educational Standards of Higher Education (FSES HE) approved by orders of the Ministry of Education and Science of the Russian Federation, professional standards, regulatory and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation.

The directorates of institutes and the educational and methodological department of the University are responsible for organizing the development of the EPs and their implementation. Creators of EPs and their components are members of teaching staff at the departments that perform training in the subjects, work practices, research work specified in the curriculum of the specialty. Working groups consisting of the department heads and teachers are created to shape the EPs. The CCMC of SamSMU, together with the directorates of Institutes, coordinates and provides control over the development of all components of the EPs. The educational program is adopted by the decision of the Academic Council of the University and approved by the rector (Protocol No. 10 of 25.06.2021).

The total scope of the educational program is a fixed number of credit points (c.p.) specified in the Federal State Educational Standard for the relevant specialty / area of training. The structure of the EP includes three blocks: block 1 "Subjects (modules)" - the subjects of the mandatory part and the part developed by students, block 2 "Work practice" - work practices of the mandatory part and the part developed by the teachers/students and block 3 "State final certification".

From 2021-2022 academic year at the university in the first year of specialties 30.05.03 Medical cybernetics, 31.05.01 Medical science, 31.05.02 Pediatrics, 31.05.03 Dentistry, 37.05.01 Clinical psychology, training is carried out based on the new generation of EP.

Training in the specialty EP 31.05.01 General Medicine takes 6 years, the labor intensity of the EP is 360 credit points, which equals 12,960 hours.

After completion of the entire period of study and successful completion of the state final certification, the graduate is awarded a diploma of higher education with the qualification of "Medical doctor" in the specialty "General Medicine", qualification "Pediatrician" in the specialty "Pediatrics", qualification "Dentist" in the specialty "Dentistry", qualification "General hygienist,

epidemiologist" in the specialty "Medical and preventive care", qualification "Pharmacist" in the specialty "Pharmacy" and an appendix to the diploma, whose form and the procedure for issuing are determined by the Order of the Ministry of Education and Science of the Russian Federation dated 13.02.2014 No. 112 "On approval of the Procedure for filling in, accounting and issuing documents on higher education and qualifications and their duplicates".

Implemented EPs are mainly taught using traditional and spiral design. The methods and forms of teaching used include lectures and seminars, as well as methods of organizing training sessions that contribute to the acquisition of communication experience and the possibility to make independent decisions: technologies of cooperation, modeling, project activities, video lectures, gaming (business, role-playing, simulation games) and information technology.

The implementation of block 2 "Work Practice" takes place in the form of educational and work practices in medical organizations and pharmacy institutions on the basis of practical training agreements in accordance with the legislation of the Russian Federation and the Regulations on the organization and conduct of the practice of students, the Regulations on the practical training of students at the SamSMU.

Throughout the entire period of study, students have the right to choose elective subjects (modules) and optional subjects (modules) to be studied

EPs include elements of teaching enabling students to use scientific thinking and apply scientific research methods. To encourage students' scientific research at the university, the following methods are used:

- the automated system of registering students' achievements "Automated Evaluation and Rating Activity Report Card" (AERARC), where a personal rating is formed based on students' achievements, including achievements in the field of research. Based on this rating, monetary and non-monetary incentives are offered to students;

- individual trajectory of development taking into account the students' scientific interests;
- scientific volunteering and intra-university scientific tourism.

The working programs of biomedical disciplines are created and revised annually taking into account scientific, technical and clinical progress by the departments of the SamSMU, the directorates of institutes and the Central Coordinating Methodological Council (CCMS).

The programs for biomedical disciplines actively incorporate the results of research activities of the SamSMU teaching staff. For example, the results of the doctoral dissertation of Professor A.V. Lyamin "New approaches to the cultivation and identification of acid-resistant representatives of the Actinomycetales order isolated from clinical material" served as the basis for updating the working program for the specialty 31.05.01 General Medicine specifically the "Microbiology, virology" subject. On completion of the doctoral dissertation by associate professor N.A. Kolotyeva "Small molecules – switches of metabolism" the working program for biochemistry as part of the specialty 31.05.01 General Medicine was adjusted.

Behavioral and social sciences, such as "History (history of Russia, general history)", "Philosophy", "Sociology", "Economics", "Foreign Language", "Cultural Studies", "History of Medicine", "Psychology and Pedagogy", "Public Health and Healthcare, Health Economics", "Professional medical communication" and others are also taught, in particular, as part of EP for specialty 31.05.01 General Medicine (the curriculum of the EP).

The curriculum of the specialty is constantly improved via including new trends in the emerging needs of society and the healthcare system. For instance, additions and changes have been made to the working program of the subject "Jurisprudence" of the EP for the specialty 31.05.01 General Medicine (the questions for the test, the test tasks for the current certification, situational tasks) on the basis of amendments made to the Constitution of the Russian Federation (for example, amendments to Article 67 on sovereignty and territorial integrity of the Russian Federation, Article 119, Article 126, Article 128, Article 129 - Judicial power in the Russian Federation).

The teaching of clinical disciplines is carried out throughout the entire learning process (years 1-6).

Training in clinical medicine consists of the theoretical and practical part of mastering clinical disciplines and undergoing educational and industrial practices. The working programs of clinical disciplines and practices are based on the principles of evidence-based medicine and are constantly updated when clinical recommendations change. Students study at 32 clinical bases (Appendix 15), that the university has contracts with.

Training at SamSMU provides for early contact of the students with the patient as part of early involvement in clinical medicine, starting from the first year, educational practice – introductory practice "Therapeutic and surgical patient care". In the process of mastering the EPs, students undergo a certain number of work practices provided for by the Federal State Educational Standard in the specialty /area of training.

The total scope of educational programs is determined by the Federal State Educational Standard in the specialty/area of training. The total time of training for the EPs in the specialties 31.05.01 General Medicine, 31.05.02 Pediatrics, 32.05.01 Preventive medicine is 6 years, which is equivalent to 360 credit points, for the specialties 31.05.03 Dentistry and 33.05.01 Pharmacy it is 5 years, which corresponds to 300 credit points. The structure of the educational program corresponds to the Federal State Educational Standard for the specialty / area of training.

Block 1 of the EP consists of subjects of the mandatory part and the part developed by the students, Block 2 of work practices, Block 3 of the state final certification. The duration of the educational program meets the requirements of the Federal State Educational Standard in the specialty / area of training.

The scope of the program for one academic year is no more than 70 c.p.

The specialty program includes subjects (modules) in physical training and sports: (at least 2 c.p.) within Block 1 "Subjects (modules)"; of at least 328 academic hours, which are mandatory, are not transferable to c.p. and are may not be included in the list of elective subjects (modules).

The scope and contents of the EP are discussed at meetings of Academic councils of institutes and methodological commissions on specialties /areas of training, including those with the participation of employers and students. Changes to the scope and structure of the EPs are made when the requirements of the Federal State Educational Standard change and on the basis of feedback from practical healthcare workers.

The integration of programs vertically and horizontally is reflected in the working programs for subjects in section 3 "The place of subject in the structure of the educational program".

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

According to employers' estimates obtained during the visit of the EEC, the level of training provided by the SamSMU makes graduates highly employable, as their ability to master various areas of professional activity quickly and successfully stimulates their career growth and further professional advancement.

Analytical part

The development of the SamSMU EPs is carried out in accordance with federal legislation and local regulations of SamSMU. Teaching staff of departments participate in the development of the EPs with the involvement of student and employer representatives, as well as representatives of all interested parties, taking into account the final results of training aimed at training a highly qualified employee in line with the latest trends.

While the students are mastering the EPs, the programs are undergoing a constant process of improvement, that takes into account the requests from students, employers, graduates and other interested parties. Besides, changes in the requirements for the training of specialists, the labor market, current achievements of medical science and healthcare practice are taken into account.

Most EPs follow a traditional model, while the modular design of subjects is used insufficiently. The methods and forms of teaching used include lectures and seminars, as well as methods of organizing innovative educational technologies based on the modern theory of adult education.

The process of teaching students includes basic, bio-social, fundamental and clinical subjects via an integrated model of educational programs. However, due to the pandemic, the time spent daily by students with actual patients was reduced to 30 minutes, which reduces the quality of relevant skills. It should be noted that the majority of EPs, including EP 31.05.01 General Medicine, does not include complementary subjects, including non-traditional, traditional or alternative medicine. During interviews the teaching staff couldn't say what "complementary" medicine was.

Throughout the entire period of study, students have the right to choose the elective and optional subjects necessary for in-depth training in certain types of activities, which contributes to the implementation of an individual educational trajectory and stimulates students to take responsibility for their training.

The design of implemented EPs and many opportunities for participation in research contribute to the formation and development of students' scientific thinking, the principles of scientific methodology and involvement of students in conducting scientific research at all stages of the development of EPs.

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

It should be noted that the university has created special conditions for the disabled students and those with special needs as part of educational program for specialty 31.05.01 General Medicine.

The educational program is monitored annually to gauge the level of satisfaction expressed by various categories of stakeholders in relation to the quality of training delivered within the framework of the educational program for specialty 31.05.01 General Medicine.

Strengths/Best practices

In relation to this standard, there are no strengths.

Recommendations of the EEC

The leadership of the SamSMU and those in charge of EPs to implement a modular design of subjects as part of individual EPs by 01.09.2023.

The leadership of the SamSMU and those in charge of EPs to introduce innovative educational technologies based on the modern theory of adult education to be incorporated into EPs by 01.09.2023.

The leadership of the SamSMU and those in charge of EP to increase the list of elective disciplines and grant the right to choose them to students on an individual learning trajectory from 01.09.2022.

The management of the EPs when teaching the subjects of the EP to establish their relationship with complementary medicine from 01.09.2022.

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

strengths – 0,

satisfactory – 39,

need improvement - 4,

unsatisfactory - 0.

6.3. The "Student Assessment" standard

The evidence

Assessment of students' knowledge in practical /clinical practical / seminar / laboratory classes, as well as the principles, methods and criteria for assessing students' knowledge in exams,

differentiated tests, tests, the form of assessment, the number of allowed retakes are specified in Regulations on the ongoing monitoring of academic performance and intermediate certification of students of the University.

The evaluation tools presented in the FES for the discipline are used. Students who fail an exam, differentiated pre-test or pre-test have the right to retake it twice. The second retake is done in the presence of a commission, which includes at least two experienced teachers from the relevant department (professors, associate professors) and a representative of the directorate of the institute or a person to whom such authority has been delegated.

Students who have been successful in the interim certification for all subjects (modules) and work practices of the curriculum are allowed to proceed to the state final certification. The criteria for assessing the formation of competencies at the state exam are set out in the SFC program.

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

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

On the basis of a competence-based approach to the organization of educational activities, a system of shaping the final learning outcomes has been created at the SamSMU via the use of interactive, activity-oriented and traditional methods of teaching and control aimed not only at acquiring knowledge and skills by students, but also at the formation of professionally important personality qualities, ensuring that students achieve the final learning outcomes and help ensure the university's achieves its goal of training highly qualified and competitive specialists.

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

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

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

The timeliness of feedback from students about the assessment of knowledge is provided via an electronic journal of students' progress and attendance.

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

Analytical part

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

The university uses a variety of forms and methods of control at each level of the student assessment system as part of the educational program for specialty 31.05.01 General Medicine. The regulations for mechanisms of assessment appeals, the procedures for retaking exams to improve unsatisfactory grades based on the results of the ongoing certification are in place.

The university conducts a systematic analysis of the results of student assessment at various levels: from the departments to the university leaders and corrective measures based on the results of the analysis are implemented in a timely manner. Transparency and timeliness of assessment of students' knowledge and skills within the framework of relevant EPs are ensured.

But it should be noted that the university does not have a program to determine the reliability and validity of evaluation methods, in particular tests. During interviews with the teaching staff it was noted that the validity of evaluation methods is determined by an arithmetic formula from 10 years ago, where each of the indicators of validity and reliability of evaluation methods is calculated manually.

Besides, the interviewed teaching staff do not know the differences between formative and summative assessments, and are not aware of the importance of such an assessment when analyzing the academic progress of students.

The results of the assessment are reflected in the electronic information and educational environment of the interim certification results of students within the framework of EPs, the level of competencies formation obtained as a result of mastering the educational program is determined.

According to the Self-Assessment Report and the interviews held during the visit of the EEC, each of the students has the opportunity to track the formation of an electronic portfolio in the EIEE, as well as their own achievements and evaluation results.

The university's system of attracting external experts from practical healthcare, i.e. potential employers to evaluate students at the stages of interim and state final certification is a very positive aspect for the university. Conducting systematic monitoring of students' level of satisfaction with the evaluation system, including that for the educational program 31.05.01 General Medicine, allows to identify and adjust the methods of assessing students, which also has a positive effect on the mastering of the educational program.

Strengths/Best practices

In relation to this standard, there are no strengths.

Recommendations of the EEC

To assess the evaluation methods and formats, including from the point of view of "utility evaluation", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of evaluation methods and formats, and to introduce new methods in accordance with the requirements of specific EPs by 01.09.2023.

The management of the SamSMU and those in charge of EPs to develop and implement a point-rating system for assessing students' knowledge and to impart the information to students by 01.09.2022.

The management of the EPs to determine the importance of formative and summative assessment when analyzing the academic progress of students by 01.09.2022.

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

strengths – 0,

satisfactory – 10,

need improvement - 4,

unsatisfactory - 0.

6.4. The "Students" standard

The evidence

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

The University has developed a policy and put into practice the process of admission for students with disabilities and special needs in accordance with the current legislation. At least 10% of places are allocated annually to applicants with disabilities and special needs (a special quota).

Admission to the university is open to all categories of citizens, regardless of their sex, ethnic origin, etc. On the basis of the "Regulations on the procedure for providing paid educational services" of SamSMU, it is possible to reduce the cost of educational services and obtain an exemption from payment for educational services, which applies to all categories of the population, including low-income families.

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

The University developed the "Regulations on the Appeals Commission".

The admission target figures for student places at the SamSMU to be financed out of the federal budget (ATF) are established by order of the Ministry of Education and Science of the Russian Federation on the basis of the results of an open public competition for the distribution of target figures for admission to higher education programs, one of the criteria for the competition is the availability of an adequate logistical base at the university. Allocation of self-financed places (extra-budgetary) is subject to a limit approved by the rector after a discussion at a meeting of the Academic Council of the University. Extra-budgetary places are allocated on a separate basis to citizens of the Russian Federation (as well as applicants from other countries who have equal rights with citizens of the Russian Federation) and to international applicants. In the process of accepting documents and enrolling applicants applying for extra-budgetary places, the university, while considering the interests of applicants, allocates places in line with the demand,

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

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

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

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

The payment of scholarships is made out the scholarship fund from the federal budgetary allocations. Types of scholarships paid to students under educational programs are: 1) state academic scholarships ; 2) state social scholarships; 3) state scholarships for graduate students and residents; 4) scholarships of the President of the Russian Federation and scholarships of the Government of the Russian Federation; 5) special scholarships; 6) scholarships paid by legal entities or individuals, including those that supported the students' university applications.

As part of the work of the SamSMU "Boiling Point" centre, the project "I am a doctor" is being implemented, its goal is for students to meet with representatives of practical healthcare, scientists, innovators, healthcare managers and have the opportunity to ask questions about their area of specialization.

Student representatives also serve as members of the Academic Council of the University and the Rector's Office, thus having the opportunity to directly influence the development, management and evaluation of educational programs and other issues related to the activities of students.

The policy of the university is focused on stimulating and supporting the self-government of students. All public organizations of students have been allocated premises and the necessary

logistical support required for their activities. Information support for the activities of students is provided by the Public Relations Department.

The university has developed and operates a system for encouraging and incentivizing students to participate in the social life of the university that is funded from the federal budget and includes certificates, diplomas, memorable gifts, nominations for awards granted by other organizations, a system of achievement-based admission to residency and postgraduate courses, etc.

An automated system of accounting for the students' achievements AERARC has been developed, the algorithm rates students based on their level of activity, the rating allows to distribute monetary incentives according to the results of their activities.

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

Analytical part

The SamSMU has established admission rules in accordance with federal legislation, which are communicated to all interested parties via the university's website and the mass media. The process of admission is based on the principles of transparency and equal opportunities for all applicants. In particular, availability of information on the applicants' individual achievements allowing them to earn extra points while applying for the 31.05.01 General Medicine specialty.

Planning of the admission process is based on the target quota, taking into account the region's requirements in close cooperation with the regional health management body – the Ministry of Health of the Samara region and representatives of practical healthcare, which is extremely important.

While studying, every student has a right to apply for support – social or financial. The university has a system of support and guidance for students (psychological center, medical and legal clinic, department for the development of the social environment and educational, etc.). There is a well-developed structure of student self-government and student public organizations at the university (the council of students, trade union organization of students, commission on the quality of education, etc.). The university has ample facilities to arrange a comfortable enough lifestyle for students i.e. its own dormitories – where everyone in need of accommodation gets a room, as students distribute the dorm rooms themselves; sports grounds, canteens, cafeterias and an inter-university medical center are available to students.

A system of financial support for students, including those who find themselves in a difficult life situation or those who are successful in educational, scientific, sports and other activities, is in place and all stakeholders have been informed about it. There is a system of vocational guidance and career planning for students provided via the Graduate Employment Assistance Center, guided by the Regulations on the Graduate Employment Assistance Center.

Students have access to patients at the SamSMU clinics. Availability of the university's own clinics with over 1000 inpatient beds for patients of various medical profiles is a clear advantage. At the same time, students do not have access to patient information databases, such as EMIAS.

Besides, the commission was not provided with the regulations on tutors, volunteers, mentors, clinical mentors confirming availability of academic counseling and support for students.

Strengths/Best practices

Significant support on the part of the university's management for student activities and initiatives, including the existence of the Boiling Point project.

Recommendations of the EEC

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

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

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

6.5. The "Academic staff/Teachers" standard

The evidence

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

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

Highly qualified managers and healthcare workers whose activities are related to the specialized fields of the programs being taught are regularly recruited on the terms of external secondary employment. Currently, there are 261 such lecturers (35.7% of teaching staff). There are 309 full-time lecturers, 167 lecturers are employed on a part-time basis.

The quality of the teaching staff is determined via assessing their development potential, personal achievements, such as doctor of sciences, candidate of sciences degrees and appropriate specialist certificates. 81% of teaching staff have academic degrees.

The teacher-student ratio is determined by the requirements of the Ministry of Education and Science of Russia and the university's roadmap. The number of students in clinical groups is no more than 15, in academic groups - no more than 30.

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

In order to provide monetary incentive, a flexible remuneration system based on the results of activities has been introduced at the SamSMU in 2019, it includes incentive schemes, financial support, remuneration of teachers and scientists, special doctorate financial support programs, etc..

A system of non-monetary incentives has been introduced: employees can receive federal, regional and corporate awards, in particular: "Honorary graduate of SamSMU", "Honorary Professor of SamSMU", "Honorary Rector of SamSMU". For the 2020-2021 academic year 118 employees received awards and honorary titles of the federal, regional and corporate levels.

The assessment system (HiPo) and talent management system are in place and operate via the annual professional skills competitions, such as "Leading scientist of the SamSMU", "The best young teacher of the SamSMU", "The best innovative pedagogical practices in medical education".

The university has "Regulations on the Honors Board".

The university has 19 scientific and pedagogical schools, 6 dissertation councils for the defense of doctoral and candidate dissertations in medical and pharmaceutical sciences (13 specialties). Based on the scientific research conducted by the staff of the university over the period between 2017 and 2021, 19 doctor of sciences and 62 candidate of sciences dissertation have been defended.

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

These results are introduced into the learning process through the publication of monographs, textbooks, methodological recommendations, textbooks.

Regulations on mentorship are in place at the university for the purpose of improving professional, communication skills and acquainting young specialists with current pedagogical tools.

The University implements a policy of staff training and development, which includes preparation, support and evaluation of teaching staff. Training, retraining and continuing professional education programs for teachers, doctors and employees are provided by the Institute of Professional Education, the Institute of Nursing Education and the Center for Assessment and Development of Competencies of the Directorate for Personnel Management and Corporate Development. Employees can improve their qualifications at the leading universities of the Russian Federation, institutes of advanced training, interdisciplinary regional centers for advanced training and retraining of personnel, specialized organizations and institutions in Russia.

To train lecturers who teach international students, English language classes have been organized by specialists of the Go!English Foreign Language Learning Center.

Special VR based training cycles aimed at improving digital and communicative competencies are organized for all employees of the university. Leadership and innovation in professional activities development programs are in place ("Leadership School" for administrative and managerial personnel and a group of scientific and pedagogical reserve, as well as "School of a young teacher", a program for the development of a personnel reserve).

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

Analytical part

The university has developed and implemented a selection and recruitment policy that defines professional competencies, job responsibilities, and level of authority.

Availability of information on competitions for vacant academic positions at the SamSMU leads to an increased level of competitiveness among lecturers. At the same time, analysis and evaluation of staffing requirements is done based on federal legislation and federal state educational standards for the educational program 31.05.01 General Medicine. The university has a high proportion of full-time lecturers teaching within the framework of 31.05.01 General Medicine program.

81% of teaching staff in the General Medicine program have academic degrees, which is the highest percentage among lecturers of all educational programs and is proof of the university's high status. The university has its own resources for professional development of lecturers teaching within the framework of 31.05.01 General Medicine educational program.

The university has opportunities to attract practicing healthcare workers to participate in the educational process and the organization of work practices, due to the fact that most clinical departments are bases at medical organizations in Samara. At the same time, some students note that lecturers do not have enough time for students in clinical disciplines, as they are responsible for providing medical care to patients and have other healthcare responsibilities. In combination with insufficient time students spent in direct contact with patients due to Covid restrictions, this may negatively impact the quality of clinical training. Some students also noted that there are lecturers that treat budget-financed students and self-financed students differently.

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

Development of the mentorship institute for young teachers is of great importance, it provides novice teachers with financial support for a certain period of time until they are fully adapted at the university.

Due to the 22% increase in the number of international students, the issue of teaching in English has become pertinent. The University gradually increases the number of English-speaking academic staff and those that teach in two languages by providing teaching staff with foreign language classes.

Strengths/Best practices

Distinct differentiation of the main types of activities for the teaching staff (educational, scientific and service), depending on their position.

A well-formulated and operating policy of achievements recognition for the employees.

Recommendations of the EEC

To ensure that the contents of the Code of Ethics of Conduct for Employees and Students are imparted to all employees of the SamSMU by 01.09.2022.

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

strengths – 2,

satisfactory – 10,

need improvement - 0,

unsatisfactory - 0.

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

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

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

The clinical departments of the university are located at the medical organizations of the city, the university currently has contracts with 105 such organizations. Availability of own university clinics with 1000 inpatient beds is a great advantage.

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

The area of the library's reading rooms is 294.6m². The total fund of printed educational publications is 520,400 copies, out of those 330,796 are printed publications and 189,604 are electronic publications. All processes (acquisition, cataloging, processing, information service) are automated and performed via the AIS information system "1C Library PROF, edition 2.0". For student's self-study over 1,700 EEMCs (electronic educational and methodical complexes) in all academic disciplines have been developed by the teaching staff in the electronic information and educational environment (EIEE) on the basis of LMS Moodle, over 5,900 video lectures were recorded and posted on the university's YouTube channel and on its own social medial channels.

In each division, those responsible for labor protection and fire safety have been appointed, they inform the administration about issues and violations. To prevent the spread of infectious diseases, the university has a medical center for providing medical care to students and teachers, its work is supervised by the chief physician of the SamSMU Clinics.

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

The total number of automated workplaces is over 1,600, over 600 automated workplaces at the SamSMU Clinics are certified for processing personal data in the EMIAS of the Samara region.

Taking into account the development strategy of research and innovation work of SamSMU, all fundamental and applied research projects conducted at SamSMU, including R&D, are in line with the world trends and priority areas in medical science development: genomics, proteomics, metabolomics, biomarker-controlled strategy for the diagnosis and treatment of socially significant diseases, bionics, tissue engineering, regenerative and personalized medicine, virtual and augmented reality technologies, artificial intelligence, neurotechnology and the development of new innovative medicines.

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

Rosobrnadzor (<http://obrnadzor.gov.ru/>) the "Medical League" (<http://mlross.ru/>) experts were involved in the process of accreditation of educational programs. The university staff are experts of the "Medical League", the Federal Service for Supervision in the Field of Education and Science, which improves the requirements for the level of contents for the university's educational programs. The University constantly participates in the "The best educational programs of innovative Russia" (<https://golos.best-edu.ru/card/organization/668>) competition, its winners were educational programs of higher education 31.05.01 General Medicine, 31.05.02 Pediatrics, 31.05.03 Dentistry, 32.05.01 Preventive medicine, 33.05.01 Pharmacy, 34.03.01 Nursing, 32.04.01 Public Health.

The SamSMU actively develops academic mobility programs for students and teaching staff. The most common formats are summer schools, participation in work practice programs.

The SamSMU has full independence and autonomy in terms of financing business trips of students and employees from extra-budgetary sources of income.

Analytical part

The university has its own logistical and technical base, which supports all types of educational activities and practical training in all EPs.

All academic buildings, clinical bases, library, accreditation center are constantly being developed and updated. The University library, as part of the information educational environment of the university ensures the world's leading electronic databases are available to students.

The SamSMU uses every opportunity to create an inclusive educational environment for students with disabilities.

Practical training agreements have been signed with all medical organizations of the city of Samara and the Samara region (52 clinical bases). The university includes advanced research institutes and international scientific and educational centers with a logistical base that meets the requirements of modern scientific research. Students have access to patients at the SamSMU

clinics. At the same time, students do not have access to patient information databases, such as EMIAS.

The university works with 25 educational, scientific and medical organizations abroad on the basis of contracts and cooperation agreements. The SamSMU has vast experience in attracting leading international specialists to lecture, conduct practical seminars, master classes and trainings for students and teaching staff. The university also attracts external experts to the accreditation process of the EPs. However, at present, the involvement of external experts in the evaluation of the methods and format of the evaluation of existing EPs from the point of view of "utility assessment" is insufficient.

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

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

The most important resource for SamSMU is staff potential, according to the presentation of the university's rector, 730 teaching staff work at the university, among them 1 academician of the Russian Academy of Sciences, 1 Corresponding member of the Russian Academy of Sciences, 1 professor of the Russian Academy of Sciences, 180 doctors of sciences, 461 candidates of medical sciences. 81% of teaching staff have academic degrees, which is important for the qualitative development of the educational program 31.05.01 General Medicine.

It must be noted that currently Russian universities are part of the Bologna system. At the same time, the university does not convert credit points for disciplines to ESTC, which can affect academic mobility and the mutual recognition of credit points obtained during academic mobility exchanges by students. 311 students were sent to other universities in the country, as well as to universities abroad between 2018 and 2021, 601 international students visited the SamSMU. As there is no system for converting credit points to ESTC, it is difficult to evaluate the efficiency of mastering the subjects during student exchanges.

Strengths/Best practices

Its own clinic with 1000 inpatient beds, a large number of contracts with clinical bases.

Solid scientific and pedagogical foundations, which provide the university with academically qualified personnel and allow to commercialize and implement results of scientific research in practical healthcare and the educational process.

Recommendations of the EEC

To provide students of clinical disciplines with access to information medical databases of patient data, so they could be at least familiar with it. Deadline: 1 July, 2022.

Expand the range of cooperation at the international level with other medical universities within the framework of individual specialized EPs by 31.12.2022.

For the management of the SamSMU to implement the ESTC credit point conversion system by 01.09.2023.

To involve external experts in assessing the evaluation methods and formats, including from the point of view of "utility evaluation", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of evaluation methods and format, and to introduce new methods in accordance with the requirements of specific EPs by 01.09.2023.

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

strengths – 2,

satisfactory – 26,

need improvement - 2,

unsatisfactory - 0.

6.7. The "Evaluation of the educational program" standard

The evidence

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

Within the framework of the EPs, the structure, scope and contents of the studied subjects are evaluated, including the part developed by students, the amount of contact work, as well as the requirements for the applicants and the results of mastering the educational program by graduates, the list of necessary competencies. The contents of educational programs are discussed at meetings of the methodological commission on the specialty, academic councils of institutes, CCMS, and are adopted by the decision of the Academic Council of the University and approved by the rector.

The Directorate of the relevant Institute, the methodological commission on the relevant specialty, the academic Council of the Institute, the EMC identify existing problems in relation to various components of the EPs, such as educational and methodological support of disciplines and practices, accessibility of the electronic information and educational environment, personnel, material and technical support, the results of mastering the educational program. The departments, the Institute of Clinical Medicine monitor the students' progress during the semester, identify the underachieving students, conduct individual work with this category of students and their parents. Individual consultations for underachieving students are held regularly at all departments in person and via electronic platforms. Every month, the departments submit information on the academic backlog of students to the institute, where data are systematized, problematic students are identified, each case is handled individually, if necessary, assistance is provided in the form of individual consultations. The results of the interim attestations are recorded in the information and analytical materials of the departments and the university, their analysis is carried out for the development and implementation of corrective measures and plans to improve the EPs and learning outcomes.

The contents of the educational process are regularly checked by the EMC and the institutes. The educational programs are evaluated by stakeholders - internal and external consumers: students, lecturers, employers, heads of health authorities participating in the state final certification and primary accreditation of graduates, based on the results, a report is compiled indicating the drawbacks and recommendations for correction (examples: The Academic Council of the Institute of Clinical Medicine "On the level of preparedness of the Faculty for the State final certification and primary accreditation of graduates" dated 19 December, 2019; Academic Council of the University "Results of the state final certification of graduates of the University 2019/2020 academic year" dated 26.06.2020; Rector's Office "Organization and implementation of procedures for primary, primary specialized and periodic accreditation of medical specialists" dated 12.10.2021).

The level of satisfaction of all stakeholders with the quality of educational services is assessed annually. The University gives special significance to the employers' opinions on the quality of specialist training in order to determine the range of measures for the improvement of quality of graduate training in line with the requirements of healthcare institutions.

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

Regular meetings of the university management with student activists, where issues related to student life at the university are comprehensively discussed, contribute to the improvement of the EPs.

The data obtained in 2021 demonstrate a high level of satisfaction of employers with the quality of the SamSMU graduates in such areas as theoretical knowledge, intellectual activity, teamwork, leadership. Employers consider knowledge of the latest technologies, managerial knowledge and skills, and psycho-emotional stability to be issues that need addressing. Heads of medical organizations see cooperation with the SamSMU in terms of sharing job opportunities - 48%, conducting clinical work practices for students - 56%, participation in the current and final certification - 12%, organizing volunteer activities for students at the organization - 28% and conducting scientific and practical research and putting results into practice - 36%.

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

Analytical part

At the SamSMU, the monitoring system of taught EPs has been developed on the basis of local and federal regulations and brought to the attention of all stakeholders.

A feedback system gathering feedback from teachers and students on the monitoring of implemented EPs works on an ongoing basis, including in the form of regular sociological surveys (questionnaires). After completion of every subject, students can express their wishes, dissatisfactions or indicate areas for improvement. They can also evaluate teaching methods and assessment methods. Teachers participate in the development and improvement of the educational program at their own level. There are samples of questionnaires for all types of activities and main processes at the university. Through opinion polls, the management receives feedback from the teaching staff on the possibility of improving certain elements of educational programs.

The participation of employers and external experts in the monitoring of educational programs, including through the mechanism of assessing the competencies of graduates, is also reflected in the improvement of implemented educational programs.

The system of working with underachieving students has been developed. Employers and external experts play a significant role in monitoring educational programs implemented by the university, including through the mechanism of assessing the competencies of graduates.

Strengths/Best practices

In relation to this standard, there are no strengths.

Recommendations of the EEC

There are no recommendations for this standard.

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

strengths – 0,

satisfactory – 24,

need improvement - 0,

unsatisfactory - 0.

6.8. The "Management and Administration" standard

The evidence

Management of the university's activities and the interaction of structural and collegial departments of the SamSMU is carried out in accordance with the charter of the university. The collegial governing body of the university is the Academic Council, which includes the rector, president, vice-rectors, directors of institutes, heads of departments, heads of structural divisions,

teachers, students and representatives of student organizations. The Academic Council reviews and makes decisions in the main areas of educational, scientific and medical activities, approves curricula and educational programs on the recommendation of the director of the Institute, awards honorary titles, approves local regulations governing the main activities.

The collegial advisory body that ensures effective implementation of the rector's powers for the ongoing management of the university's activities is the Rector's office, acting under the chairmanship of the rector on the basis of Regulations on the rector's office. Vice-rectors and managers of structural divisions managing the processes of students' life report directly to the rector. Vice-rectors supervise structural divisions in specific areas of activity.

The university's structure includes 8 educational institutes (Institute of Clinical Medicine, Institute of Pediatrics, Institute of Dentistry, Institute of Preventive Medicine, Institute of Pharmacy, Institute of Social, Humanitarian and Digital Development of Medicine, Institute of Nursing Education, Institute of Vocational Education), 80 departments, including 52 clinical, research institutes and centers (Institute of Experimental Medicine and Biotechnology, Biotech Center, Research Institute of Restorative Medicine and Rehabilitation, Research Institute of Hematology, Transfusiology and Intensive Care, Research Institute of Cardiology, Research Institute of Bionics and Personalized Medicine, Research Institute of Neuroscience, International Humanitarian Institute, International Scientific and Educational Center of Neuropsychiatry, International Scientific and Educational Center of Cardiovascular Pathology and Cardiovisualization, Scientific and Educational Center "Pharmacy", Morphology Center), Institute of Innovative Development, Institute of Digital Development, federal accreditation center, own multidisciplinary clinics and other structural units.

The functions and goals of structural divisions, the list of divisions and officials that structural divisions of the university interact with as part of their functions are defined by the regulations on structural divisions. The goals and functions of staff are specified in the job descriptions.

As part of the university various councils and commissions function fulfilling the right to create public and collegial associations, their goals and functions are defined by the relevant provisions.

Interaction of structural and collegial departments with other departments, students and other stakeholders is carried out within the framework of meetings of councils and commissions, through corporate e-mail and personal accounts, in the electronic information educational environment.

The management of Institutes and their educational programs based on the principles of the university-wide program mission and quality policy is carried out by the Academic and methodological councils of Institutes, the methodological commission on the specialty / area of training. The memberships of councils and commissions of the University includes representatives of regional health, scientific and professional community, students.

Taught EPs are financed from the following sources:

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

The rector bears overall responsibility for the effectiveness of financial management at the university, the Department of Accounting, Financial Control and Planning is responsible for the distribution, control and analysis of budgetary allocations.

The annual plan of financial and economic activities for the university is published on the university's official website. The results of financial and economic activities are reported annually at the meeting of the Rector's Office (Protocol No. 5 of 11.02.2020, Protocol No. 5 of 09.02.2021, Protocol No. 6 of 15.02.2022).

Targets met and a growing extra-budgetary income lead to an increase in the employees remuneration. The growth rate for staff wages in 2021 was 11% compared to 2020.

Administrative division responsible for activities related to the educational process is the

EMC, which is headed by the Deputy Vice–Rector for Educational Activities - the head of the educational and methodological Department.

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

Via the quality management system, the following main goals are achieved: organization of monitoring and control, including internal audit, analysis of the functioning of the QMS, self-analysis and coordination of improvement measures, management of documentation and records of the QMS, as well as preparation and presentation of data required for managerial decisions.

Regular self-assessment is carried out as part of the annual self-examination at the university. One of the main goals at present is to ensure the appropriate level of functional processes at SamSMU, one of those is the Strategic Project "Priority - 2030".

Representatives of practical healthcare together with the SamSMU teaching staff participate in the work of state examination commissions in specialties / areas of training, they are also members of the governing bodies of the university and individual educational programs. Representatives of the SamSMU teaching staff (37 SamSMU employees) were appointed as the main freelance specialists of the region to manage the quality of medical care in various medical specialties.

The SamSMU together with the Ministry of Health of the Samara region annually conducts the analysis of HR needs for city hospitals and the regional medical organizations.

Analytical part

The SamSMU has the appropriate structural divisions, the administrative apparatus and management system for the implementation of educational programs, and other activities, ensuring proper management and allocation of resources.

The university has a well-regulated organizational structure and management bodies for the implemented EPs. Availability of information required for the management of educational programs at the SamSMU is achieved through the maintenance of electronic document register for internal users.

Management of financial and economic activities at the university and the planning and accounting for the cost of implementing educational programs is performed in accordance with the intended purpose and the state assignment, taking into account the global mission of the SamSMU and the final learning outcomes. The university may independently allocate financial resources for the purpose of achieving the final learning outcomes assigning responsibility for the development and management of the educational program. The principle of transparency (openness) is maintained via mandatory publication of financial and economic activities plan and the results of the SamSMU's financial and economic activities on the university's official website.

Implementation of educational programs at the university is carried out in accordance with the regulatory requirements regarding admission, educational process, evaluation and planned learning outcomes.

Constructive interaction with the healthcare sector is ensured both via membership of representatives of the healthcare sector and related sectors in the governing bodies of the university and individual educational programs, and via participation in the work of state examination commissions, as well as via freelance work of the SamSMU employees in regional healthcare quality management bodies in various medical specialties and the activities of the Center for Lean Technologies and Quality Management.

Strengths/Best practices

Availability of federal and regional grants for the development of educational, scientific and innovative activities.

High level of interaction with practical healthcare, which ensures high-quality training of in-demand specialists and incorporation of scientific developments into practical healthcare.

Recommendations of the EEC

There are no recommendations for this standard.

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

strengths – 2,

satisfactory – 15,

need improvement - 0,

unsatisfactory - 0.

6.9. The "Constant updating" standard

The evidence

The Samara State Medical University works in accordance with the Sustainable Development Goals and treats them as priority. Constant updating and improvement of the university's activities and educational programs is realized in accordance with the University Development Program for 2021-2030 as part of implementing the strategic academic leadership program "Priority 2030". At the meetings of the Academic Council, the Rector annually presents the development program for the Samara State Medical University, covering all areas and processes of the university, areas of renewal, shares the vision for the future (Protocol No. 2 of 25.09.2020 "Development Program of Samara State Medical University for the period 2021-2025", Protocol No. 2 of 24.09.2021 "Development Program of Samara State Medical University for 2021-2023 for the implementation strategic academic leadership programs "Priority - 2030").

Analysis of the university's activities is based on the results of monitoring the implementation of the SamSMU Development Program activities, the annual activity plan and the results of external and internal audits. The monitoring results are reviewed at meetings of Academic Councils of institutes, the Rector's Office, the Academic Council of the University and serve as the basis for determining measures to update and improve the quality of processes at the university.

New structural units have been recently created at the university: a multifunctional center for students, the Department of Ultrasound Diagnostics of IPE, the Department of IPE Management, the IPE linguistic center the educational and research laboratory of molecular biology, the nutrition center "Healthy Nutrition", etc.

The University has a strategic goal of becoming the leader in healthcare IT in all its main activities - educational, research, innovation and medical, as well as via availability of effective mechanisms for transferring knowledge and technology into the healthcare IT.

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

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

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

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

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

The structure of EPs contributes to the training and development of practical skills in order to form specialists' communication skills, their ability to work in a team. Students avail of new technologies for mastering disciplines including virtual reality ("Virtual surgeon", modeling of clinical situations, "standardized patient", interactive dummy, etc.), which are widely used in the implementation of the program.

Continuous improvement and updating of the educational program is carried out on the basis of updated FSES HE 3++ and in accordance with latest developments in biomedical, behavioral, social, clinical medical sciences, while taking into account the level of morbidity in the region, country, world, and the socio-economic processes in the society and the health system. Based on the demand of the healthcare system for specialists, the requests of employers, the wider society, monitoring and revision of the programs is carried out via open discussion with the involvement of all participants in this process: teachers, students, employers, the medical community, the scientific medical community, the university administration.

An important role in the HR policy is played by the Institute of Professional Development for teachers, which is one of the requirements of regulatory documentation. Human resource planning is an important stage in the implementation of HR policy and is aimed at training young personnel. The program implements personnel training in the targeted residency which prioritizes scientific research.

The process of updating educational resources is carried out in accordance with changing requirements, latest developments in medicine, innovative technologies of surgical intervention, methods of treatment for various diseases, as well as socio-economic requirements of the labor market in the field of medical services.

Analytical part

It is important for the SamSMU management to increase its competitiveness and ensure constant change as one of the factors of compliance with the requirements of the educational services market.

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

Monitoring of the quality management system is done on the basis of an independent quality assessment, discussions at the Council for the Quality of Education, the Academic Council of institutes in order to assess the functioning and ensure the basic principles of the university's policy, as well as to achieve the strategic goals and mission of the program.

When implementing educational programs, adjustments are regularly made to the staff schedule, taking into account the requirement for the participation of healthcare practitioners in the teaching process, in the organizational structure of the university, the initial accreditation and the SFC.

At the SamSMU any participant of the educational program can initiate changes. There are opportunities for continuous development of all types of activities and all processes at the university.

Further updating of the program involves:

- development of international contacts, attracting students from different countries;
 - improvement of the teachers' level of English, teacher training at the international level;
- appropriate methodological support to the educational process;
- continuous professional development for teachers;

- implementation of the activities as part of the university development program for 2021-2030.;
- continuous improvement of all processes related to the implementation of a program (admission, training, assessment of competencies, learning outcomes).

Strengths/Best practices

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

Recommendations of the EEC

There are no recommendations for this standard.

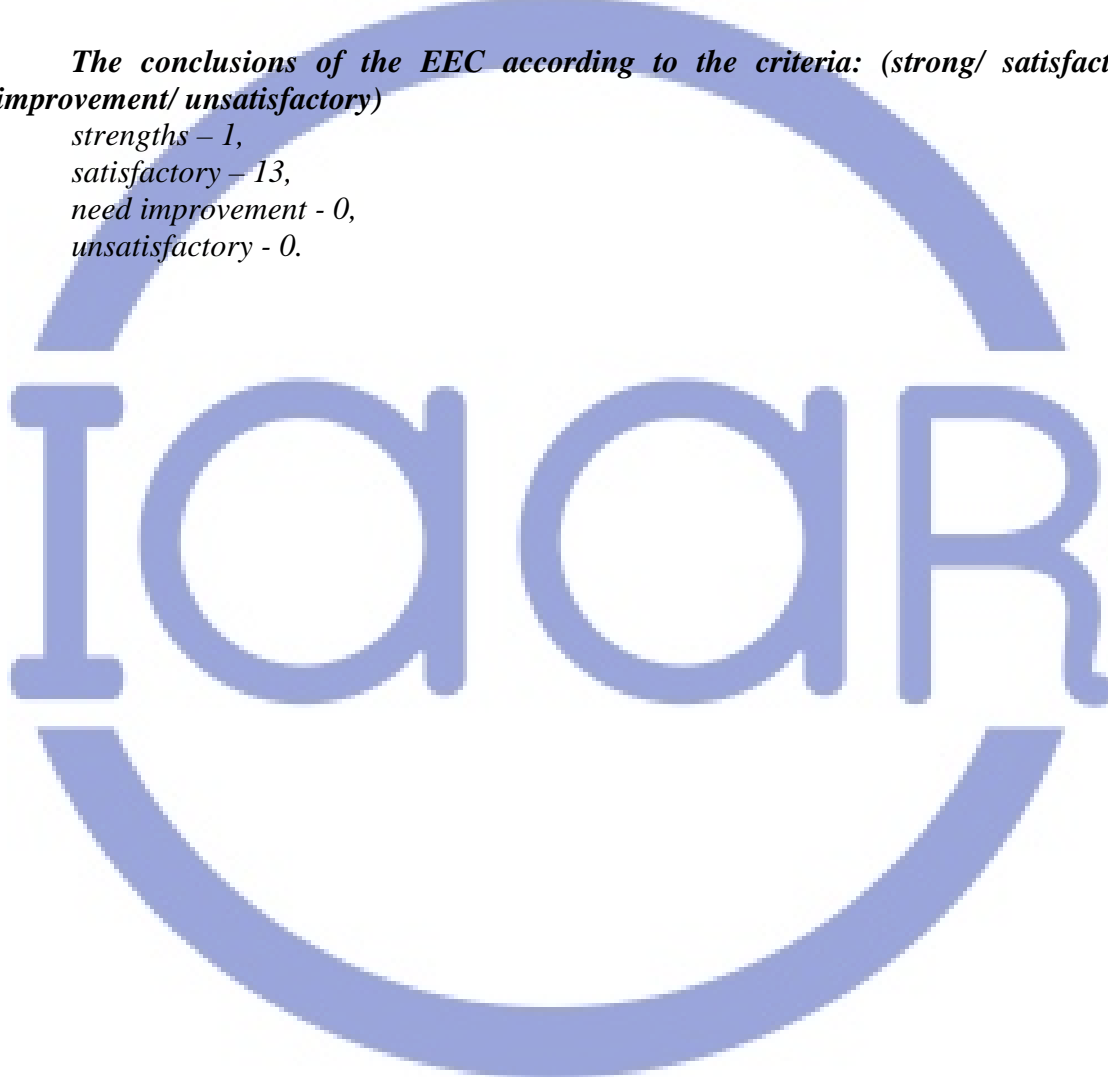
The conclusions of the EEC according to the criteria: (strong/ satisfactory/ need improvement/ unsatisfactory)

strengths – 1,

satisfactory – 13,

need improvement - 0,

unsatisfactory - 0.



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

A mission appropriate for a modern highly rated medical university, which takes into account the diverse aspects of science and practice, and focuses on technological progress and innovation.

Significant support on the part of the university's management for student activities and initiatives, including the existence of the Boiling Point project.

Distinct differentiation of the main types of activities for the teaching staff (educational, scientific and service), depending on their position.

A well-formulated and operating policy of achievements recognition for the employees.

Own clinics with 1000 inpatient beds, a large number of contracts with clinical bases.

Solid scientific and pedagogical foundations, which provide the university with academically qualified personnel, allowing to commercialize and implement results of scientific research in practical healthcare and the educational process.

Availability of federal and regional grants for the development of educational, scientific and innovative activities.

High level of interaction with practical healthcare, which ensures high-quality training of in-demand specialists and incorporation of scientific developments into practical healthcare.

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

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

The "Mission and Results" standard

The leadership of the SamSMU should bring the mission of the university and individual EPs to the attention of students, teachers and other stakeholders by 01.09.2022.

The "Educational program" standard

The leadership of the SamSMU and those in charge of EPs to implement a modular design of subjects as part of individual EPs by 01.09.2023.

The leadership of the SamSMU and those in charge of EPs to introduce innovative educational technologies based on the modern theory of adult education to be incorporated into EPs by 01.09.2023.

The leadership of the SamSMU and those in charge of EP to increase the list of elective disciplines and grant the right to choose them to students on an individual learning trajectory from 01.09.2022.

The management of the EPs when teaching the subjects of the EP to establish their relationship with complementary medicine from 01.09.2022.

The "Student Assessment" standard

To assess the evaluation methods and format, including from the viewpoint of "utility evaluation", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of evaluation methods and format, and to introduce new methods in accordance with the requirements of specific EPs by 01.09.2023.

The management of the SamSMU and those in charge of EPs to develop and implement a point-rating system for assessing students' knowledge and to impart the information to students by 01.09.2022.

The management of the EPs to determine the importance of formative and summative assessment when analyzing the academic progress of students by 01.09.2022.

The "Students" standard

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

The "Academic staff/Teachers" standard

To ensure that the contents of the Code of Ethics of Conduct for Employees and Students are imparted to all employees of the SamSMU by 01.09.2022.

The "Educational resources" standard

To provide students of clinical disciplines with access to information medical databases of patient data, so they could be at least familiar with them. Deadline: 1 July, 2022.

Expand the range of cooperation at the international level with other medical universities within the framework of individual specialized EPs by 31.12.2022.

For the management of the SamSMU to implement the ESTC credit point conversion system by 01.09.2023.

To involve external experts in assessing the evaluation methods and formats, including from the viewpoint of "utility evaluation", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of evaluation methods and format, and to introduce new methods in accordance with the requirements of specific EPs by 01.09.2023.

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

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

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 medical education organization should define its <i>mission</i> and impart it to all stakeholders and the general health sector.		+		
			The mission statement should contain goals and an educational strategy ensuring the training of a competent doctor at the level of basic medical education:				
2	2	1.1.2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, medical administration and scientific research in medicine	+			
3	3	1.1.3	able to perform the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate education		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility for their own level of knowledge and skills via performance assessment, audit of one's own practice and activities as part of <i>CPD/CME</i> .		+		
6	6	1.1.6	The medical education organization 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 medical education organization should ensure that the mission includes aspects of global health and reflects the main issues of international healthcare.		+		
		1.2	Participation in the mission formulation				
8	8	1.2.1	The medical education organization must ensure that its <i>main stakeholders</i> are involved in the development of the mission.		+		
9	9	1.2.2	The medical education organization needs to ensure that the stated mission is based on the opinions/suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			The medical educational organization should have <i>institutional autonomy</i> to develop and implement policies, which the administration and the teaching staff are responsible for in relation to:				
10	10	1.3.1	development and compilation of educational programs;		+		

11	11	1.3.2	the use of allocated resources necessary for the implementation of the educational program.		+		
			Medical educational organizations must guarantee <i>academic freedom</i> to their employees and students:				
12	12	1.3.3	in relation to the current educational program, which should allow different viewpoints in the areas of description and analysis of medical issues;		+		
12	12	1.3.4	opportunities to use the results of current research to improve the level of teaching for the specific subjects/aspects without expanding the educational program.		+		
		1.4	Final learning outcomes				
		1.4.1	The medical organization of education should determine the expected <i>final learning outcomes</i> that students should achieve upon graduation, relative to:				
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14	14		the appropriate foundation for a future career in any branch of medicine;		+		
15	15		their future roles in the health sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		the medical and sanitary requirements of the general society, the needs of the healthcare system and other aspects of social responsibility.		+		
19	19	1.4.2	The institution of medical education must ensure that students fulfill obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	1.4.3	The institution of medical education should ensure that the final learning outcomes required upon completion correspond to the requirements of postgraduate education		+		
21	21	1.4.4	The institution of medical education should define the results of the students' involvement in medical research		+		
22	22	1.4.5	The institution of medical education must ensure that the final results are in line with the global healthcare concerns;		+		
23	23	1.4.6	The institution of medical education should use the results of the graduates' competencies assessment as a feedback tool to improve educational programs.		+		
			Total	1	23	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 <i>educational program</i> that includes an integrated model based on subjects, organ systems, clinical problems and diseases, a model <i>based on a modular or spiral design</i> .			+	
25	2	2.1.2	The institution of medical education should identify the teaching and learning methods used 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 <i>principles</i> of equality .		+		
28	5	2.1.5	The institution of medical education should use <i>teaching and learning methods</i> based on the modern theory of adult education		+		
		2.2	Scientific method				
		2.2.1	The institution of medical education should impart to students throughout the entire training program:				
29	6		the principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		principles of evidence-based medicine,		+		
32	9		that require <i>the appropriate level of teacher competence and should be a mandatory part of the educational program.</i>		+		
33	10	2.2.2	The institution of medical education should include <i>elements of scientific research</i> in the educational program for the development of scientific thinking and the application of scientific research methods		+		
34	11	2.2.3	The institution of medical education should promote the involvement of students in research projects.		+		
			Basic biomedical sciences				
			The institution of medical education must define and include the following 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 introduce new achievements of biomedical sciences into the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and projected requirements of the general society and the healthcare system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The institution of medical education should determine and include the following into the educational program:				
39	16		<i>behavioral sciences;</i>		+		
40	17		<i>social sciences;</i>		+		
41	18		<i>medical ethics;</i>		+		
42	19		<i>medical jurisprudence,</i> that will provide the knowledge, concepts, methods, skills and attitudes necessary for the understanding of the socio-economic, demographic and cultural conditions of the causes, spread and consequences of health problems, as well as knowledge of the national healthcare system and patient rights, which will contribute to the analysis of public health problems, ensure effective communication, clinical decision-making and ethical practice		+		
		2.4.2	The institution of medical education should introduce new achievements of <i>behavioral and social sciences</i> and also <i>medical ethics</i> in the educational program for:				

43	20		scientific, technological and clinical developments;		+		
44	21		current and projected requirements of the general society and the healthcare system.		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The institution of medical education must identify and implement the achievements of <i>clinical sciences</i> in the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge and <i>clinical and professional skills</i> in order to assume <i>appropriate responsibility, including for measures related to wellbeing, disease prevention and patient care</i> ;		+		
47	24	2.5.2	spend a reasonable part (one third) of the program in planned contacts with patients, depending on the goal and the amount of time required for training in the specific clinical setting;		+		
48	25	2.5.3	perform activities related to public wellbeing and disease prevention.		+		
49	26	2.5.4	The institution of medical education should allocate a certain amount of time for the training of <i>basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics</i> .		+		
50	27	2.5.5	The institution of medical education should organize clinical training where appropriate attention is given to <i>patient safety, including monitoring of the actions performed by the student in the clinical setting</i>		+		
			The institution of medical education should amend and introduce new achievements of clinical sciences into the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and projected requirements of the general society and the healthcare system.		+		
53	30	2.5.8	The institution of medical education should ensure that each student has <i>contact with patients at an early stage of training, ensuring their gradual participation in patient care and growing responsibility for the examination and/or treatment of the patient under supervision, which is carried out in the appropriate clinical setting</i>		+		
54	31	2.5.9	The institution of medical education should structure the various components of <i>clinical skills</i> 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 ratio of the basic biomedical, behavioral and social and clinical disciplines.		+		
			The institution of medical education should include the following in the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		

58	35	2.6.4	provide more opportunities to select contents (elective subjects) and to ensure the balance between the <i>mandatory and elective</i> part of the educational program, <i>including a combination of mandatory elements and electives or special components of choice</i> ;			+	
59	36	2.6.5	determine <i>the relationship with complementary medicine, including non-traditional, traditional or alternative practice</i> .			+	
		2.7	Program management				
60	37	2.7.1	The institution of medical education should define the structural unit responsible for educational programs, which, under the management of the academic leadership, is responsible and <i>has the authority</i> to plan and implement the educational program, <i>including the allocation of resources for planning and implementing teaching and learning methods, student evaluation and evaluation of the educational program and courses of study, in order</i> to ensure the achievement of the final results training			+	
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 plan and implement innovations in the educational program through the structural unit responsible for educational programs.			+	
63	40	2.7.4	The institution of medical education should include representatives of other relevant stakeholders in the structural unit responsible for educational programs, including other participants in the educational process, representatives of clinical bases, graduates of medicine, healthcare professionals involved in the learning process or other faculty members of the university.			+	
		2.8	Connection with medical practice and the healthcare system				
64	41	2.8.1	The institution of medical education should provide <i>an operational link</i> between educational program and the subsequent stages of professional training (residency, specialization, CPD/CME) or work practice, which graduates will undertake, <i>including the definition of healthcare issues and establishing the required learning outcomes, a clear definition and description of the elements of the educational program and their interconnection at various stages of training and practice, taking into consideration local, national, regional and global situation, as well as feedback for/from the health sector and the participation of teachers and students in the specialist teamwork while providing medical care</i>			+	
			The institution of medical education should ensure that the structural division responsible for the educational program:				
65	42	2.8.2	takes into account specific work situations that graduates will have to deal with and modify educational programs accordingly			+	
66	43	2.8.3	considers modification of educational programs based on feedback from the general public and the society as a whole.			+	

			Total	0	39	4	0
		3.	STUDENT ASSESSMENT				
		3.1	Assessment methods				
			The institution of medical education should :				
67	1	3.1.1	define, approve and publish <i>the principles, methods and practices used to assess students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of assessment methods based on special criteria, those requiring critical thinking, special exams (OCE or Mini-Clinical Exam), and to define criteria for establishing passing grades and the number of allowed retakes;</i>			+	
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitude 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 there is no conflict between assessment methods and the results;		+		
71	5	3.1.5	ensure that the assessment process and methods are open (accessible) for inspection by external experts;		+		
72	6	3.1.6	use the system of appealing the results of assessment.		+		
			The institution of medical education should :				
73	7	3.1.7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;			+	
74	8	3.1.8	implement new assessment methods in accordance with the requirements;		+		
75	9	3.1.9	use the system of appealing the results of assessment.		+		
		3.2	Interconnection between assessment and the learning process				
			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 that:				
76	10	3.2.1	clearly correlate with the methods of teaching and the final learning outcomes;		+		
77	11	3.2.2	ensure that students achieve the final learning outcomes;		+		
78	12	3.2.3	enhance the learning process;				
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage the learning process and <i>assess the students' academic progress, which requires establishing of rules for assessing progress and their connection with 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 educational programs in order to promote knowledge acquisition and integrated learning, avoid a negative impact on the learning process and eliminate the need to process an excessive amount of information and overloading of 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	11	4	0
		4.	STUDENTS				
		4.1	Admission and Selection Policy				
			The institution of medical education should :				
82	1	4.1.1	define and implement <i>the admission policy</i> , including a <i>clearly defined regulation on the student selection process</i> ;		+		
83	2	4.1.2	have a <i>policy</i> and implement <i>the process of admitting students with disabilities in accordance with the current laws and national regulatory documents</i> ;		+		
84	3	4.1.3	have a <i>policy</i> and implement the process of transferring students from other educational programs and institutions of medical education.		+		
			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 of medical education, the specific 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, including enrollment of students taking into account their sex, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities</i> ;		+		
87	6	4.1.6	use the system to appealing admission decisions.		+		
		4.2	Student enrollment				
88	7	4.2.1	The institution of medical education should determine the number of students admitted in accordance with the logistical capabilities at all stages of education and training, and make a decision on the student admission, which implies the need to regulate national requirements for healthcare personnel resources; in case when institutions of medical education do not control the number of students enrolled, it is necessary to reiterate their obligations, by explaining all the interconnections, paying attention to the consequences of the decisions made (imbalance between the enrollment of students and the logistical and academic 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 HR planning and development in the healthcare sector, as well as with experts and organizations on global aspects of healthcare HR (such as insufficient and uneven distribution of healthcare HR, migration of doctors, opening of new medical universities)</i> . and regulate in order to meet the healthcare requirements of the population and the society as a whole.		+		
		4.3	Advising and supporting students				
			The institution of medical education should :				
90	1	4.3.1	have a system of <i>academic counseling</i> for their students, <i>which covers issues related to the choice of electives</i> ,		+		

			<i>preparation for postgraduate studies, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;</i>				
91	2	4.3.2	<i>offer a student support program aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans;</i>		+		
92	3	4.3.3	<i>allocate resources to support students;</i>		+		
93	4	4.3.4	<i>ensure confidentiality regarding counseling and support.</i>		+		
			The institution of medical education should provide counseling that:				
94	5	4.3.5	<i>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;</i>		+		
95	6	4.3.6	<i>includes consulting and professional career planning.</i>		+		
		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 the students' <i>participation</i> in the development, management and evaluation of the educational program, and other issues relevant to students.		+		
97	8	4.4.2	The institution of medical education should provide <i>assistance and support to student activities</i> and student organizations, including <i>provision of technical and financial support to student organizations.</i>	+			
			Total	1	15	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Staff selection and recruitment policy				
			The institution of medical education should define and implement a <i>policy of selection and recruitment of employees</i> that:				
98	1	5.1.1	<i>defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of educational programs, including appropriate ratio of medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;</i>		+		
99	2	5.1.2	<i>contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper ratio of pedagogical, scientific and clinical qualifications;</i>		+		
100	3	5.1.3	<i>defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.</i>		+		
			The institution of medical education should take into account such criteria in its policy on the selection and recruitment of employees as:				
101	4	5.1.4	<i>the attitude to one's mission, the significance of specific local conditions, including sex, nationality, religion, language and other characteristics relevant to the</i>		+		

			<i>medical organization of education and the educational program;</i>				
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>		+		
		5.2	Development policy and employee activities				
			The institution of medical education should define and implement a policy of activity and development of employees, which:				
104	6	5.2.1	<i>allows to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the institution of medical education and the professional qualifications of teachers;</i>		+		
105	7	5.2.2	<i>guarantees the proper recognition of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotions and/or remuneration;</i>		+		
106	8	5.2.3	<i>ensures that clinical activities and scientific research are applied to teaching and learning;</i>		+		
107	9	5.2.4	<i>guarantees the sufficient knowledge of educational program by each employee, which includes 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 the newly hired, but also teachers recruited from hospitals and clinics.</i>		+		
			The institution of medical education should :				
109	11	5.2.6	<i>take into account the teacher-student ratio depending on the various components of the educational program;</i>		+		
110	12	5.2.7	<i>develop and implement employee promotion policies.</i>		+		
			Total	2	10	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Logistical base				
			The institution of medical education should :				
111	1	6.1.1	<i>have sufficient logistical base for teachers and students to ensure adequate implementation of the educational program;</i>		+		
112	2	6.1.2	<i>provide a safe environment for employees, students, patients and those who care for them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratories and when using equipment.</i>		+		
113	3	6.1.3	<i>The institution of medical education should improve the learning environment of students through regular updating, expansion and strengthening of the logistical base, in line with the developments in the teaching practice.</i>		+		
		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	<i>number and categories of patients;</i>		+		

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 students' clinical practice.		+		
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, which includes <i>quality of 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 for using 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	ensure that <i>research activities in the field of medicine and scientific achievements</i> serve as the basis for educational programs;	+			
126	16	6.4.2	identify and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information about the research base and priority directions in the field of scientific research of the institution if medical education;		+		
128	18	6.4.4	use medical scientific research as a basis for the curriculum		+		
			The institution of medical education should ensure that the relationship between scientific research and education:				
129	19	6.4.5	is taken into account throughout the teaching process;		+		
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their professional development.		+		
		6.5	Expertise in the field of education				
			The institution of medical education should :				
131	21	6.5.1	have access to <i>expertise in the field of education</i> , where necessary, and conduct expert analysis of processes, practices and problems of medical education that 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 expertise in the field of education:				
132	22	6.5.2	in the development of an educational program;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The institution of medical education should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the employee potential;		+		
135	25	6.5.5	pay due attention to the development of <i>expertise in the assessment of education and medical education research as a discipline that includes the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	Encourage the employees desire to participate in 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</i> , which includes considering limits of scope of the educational program that can be transferred from other educational organizations, which can be facilitated by the agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational organizations and the use of a transparent system of credit points and flexible course requirements.			+	
			The institution of medical education should :				
139	29	6.6.3	promote regional and international exchanges of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	Ensure that exchanges are organized in line with the goals, considering the requirements of students and employees, in accordance with ethical principle.		+		
			Total	2	26	2	0
		7.	EVALUATION OF 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 <i>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 identify any areas requiring intervention, ensuring data collection is part of administrative procedures in connection with student admission, student assessment and completion of studies.</i>		+		
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 focused on the educational program and its <i>main components, including the model of the educational program, the structure, contents and duration of the educational program, and the use of mandatory and elective parts;</i>		+		
144	4	7.1.4	are aimed at ensuring the students' progress;		+		
145	5	7.1.5	identify and consider <i>problems that include unsatisfactory achievement of the expected final learning outcomes, and ensure that the information received about the final learning outcomes, including identified shortcomings and problems, is used as feedback for activities and corrective action plans to improve the educational program and curricula of disciplines;</i>		+		
			The institution of medical education should regularly conduct a comprehensive <i>assessment of the educational program</i> aimed at:				
146	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the institution of medical education;</i>		+		
147	7	7.1.7	<i>at special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;</i>		+		
148	8	7.1.8	<i>the overall final results, which will be measured based on the results of national exams, international exams, career choices and postgraduate study results;</i>		+		
149	9	7.1.9	The institution of medical education should rely on social responsibility/accountability.		+		
		7.2	Teacher/student feedback				
150	10	7.2.1	The institution of medical education should systematically collect, analyze and provide teachers and students <i>with feedback, which includes information about the process and educational program products, and also include information about unfair practices or inappropriate behavior of teachers or students entailing or not entailing 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 <i>educational achievements of students</i> regarding:				
152	12	7.3.1	<i>its mission and the final learning outcomes</i> of the educational program, which includes information about the average duration of study, academic performance, frequency of exams and failures, cases of successful graduation and expulsion, student reports on the conditions of study in the courses completed, about the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interview 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	planning educational programs;		+		
159	19	7.3.8	advising students.		+		
		7.4	Stakeholder engagement				
			The institution of medical education should include in its monitoring program 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 benefit of other stakeholders, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, as well as persons responsible for postgraduate education:				
162	22	7.4.3	provide access to the evaluation results of the courses and educational programs;		+		
163	23	7.4.4	collect and study feedback from stakeholders on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback on the educational programs.		+		
			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 of medical education is a part or branch of the university.</i>		+		
			The institution of medical education should define <i>structural units</i> in its management structures <i>assigning responsibility to each structural unit</i> and including in their 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</i> and the decisions that <i>should be made public 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 educational programs.		+		
171	7	8.2.2	The institution of medical education should regularly evaluate the academic leadership regarding achievement 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 resources for educational programs, including educational target budget;		+		
173	9	8.3.2	allocate the resources necessary for the implementation of educational programs and allocate educational resources in accordance with their requirements.		+		
174	10	8.3.3	The system of funding the institution of medical education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence at all levels of the budget.	+			
			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 problems and requirements of the society.		+		
		8.4	Administrative staff and management				
			The institution of medical education must have <i>appropriate administrative staff</i> , including their <i>number and composition in accordance with the qualifications</i> , in order to:				
177	13	8.4.1	ensure the implementation of the educational programs 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, ensuring constant improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	The institution of medical education should have <i>constructive interaction</i> with the healthcare sector, with related sectors of public healthcare and the government, <i>including the exchange of information, cooperation and initiatives of the organization, which contributes to the goal of providing qualified doctors in accordance with the society's requirements.</i>	+			
181	17	8.5.2	The institution of medical education should assign <i>official status to cooperation</i> with partners in the healthcare sector, <i>which includes signing formal agreements, defining the content and forms of cooperation and/or signing joint contracts, 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 for continuous improvement.	+			
			The institution of medical education should :				

184	3	9.1.3	focus the updating process on prospective studies, analyses and the results of their own study, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to revision of its policies and practices in accordance with previous experience, current activities and prospects for the future; aim the renewal process at the following issues.		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of the final results of graduate education in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public healthcare issues and participation in the process of providing medical care to patients in accordance with the responsibilities assigned upon graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure they are appropriate and take into account modern theories of education, adult education methodology and principles of active learning.		+		
189	8	9.1.8	Adjustment of elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, the adjustment process to ensure inclusion of new relevant knowledge, concepts and methods, and the exclusion 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 national education system and the needs of the educational program.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the development of academic staff in accordance with changing requirements.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as, for example, recruitment of students, the number and profile of academic staff, educational programs.		+		
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 view of changing circumstances and requirements, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	1	13	0	0
			TOTAL	9	176	10	0