



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

Report

on the results of the work of the evaluation commission external expert
for compliance with the requirements of international accreditation
standards Basic medical and pharmaceutical education programs
based on WFME / AMSE/ ESG

31.05.01 Medical Care

URAL STATE MEDICAL UNIVERSITY

during the period from May 21 to May 23, 2024.

**NATIONAL CENTER FOR PROFESSIONAL AND PUBLIC ACCREDITATION
INDEPENDENT ACCREDITATION AND RATING AGENCY
*External Expert Commission***

*Addressed to
To the Council of
Accreditation Center*



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

PRS	- Point-rating system
EEC	- External expert commission
SFC	- State final certification
AEP	- Additional educational program
ACF	- Admission control figures
MPA &SC	Multi-profile accreditation and simulation center
LHO	- Limited health opportunities
MPEP HE	- Main professional educational program of higher education
MCS	- Methodological commission specialties
FEP	- Financial and economic plan
AS	- Academic staff
WPD	- Working program of the discipline
WPP	- Working program of the practice
DES	- Distance education system
SSS	- Student Scientific Society
USMU	- Ural State Medical University
EMM	Educational and Methodical Management
S E S H E	- State Educational Standard of Higher Education
FET	- Fund of evaluation tools
EI& EE	- Electronic information and educational environment
c.u.	- Credit unit
IAAR	- Independent Agency for Accreditation and Rating
MASC	- Multi-specialized Accreditation Simulation Center
ATF	- Assessment Tool Fund

(II) Introduction

In accordance with Order No. 153 of April 13, 2024 of the National Center for Professional and Public Accreditation and Order 98-24-OD of May 6, 2024 of the Independent Accreditation and Rating Agency, from May 21 to May 23, 2024, an external expert commission evaluated the compliance of the educational program 31.05.01 Medical Care of the Ural State Medical University with the standards of international accreditation of basic medical and Pharmaceutical Education (based on WFME/ AMSE/ ESG) No. 150-22-OD of December 21, 2022, third edition.

The report of the External Expert Commission (EC) contains an assessment of the submitted educational program to the criteria of the NAAR standards, recommendations of the EC for further improvement of the educational program, and parameters of the educational program profile.

The composition of the VEC:

1) **Chairman of the Commission** – Botagoz Turdaliyeva, Academician of the Academy of Preventive Medicine of the Republic of Kazakhstan, Doctor of Medical Sciences, Professor, Deputy Director for Research and Strategic Development of the Kazakh Scientific Center of Dermatology and Infectious Diseases (Almaty, Republic of Kazakhstan) - *IAAR expert*

2) **Expert**-Sydykova Saule Ilyasovna, Candidate of Medical Sciences, Associate Professor, Chairman of the Expert Council on Medical Education of the Independent Agency for Accreditation and Rating of the Republic of Kazakhstan, Head of the Department for Coordination of UME activities in the field of training "Healthcare" of the S. D. Asfendiyarov Kazakh National Medical University (Almaty, Republic of Kazakhstan — - *IAAR expert, member of the Commission*

3) **Expert**-Ryzhkin Sergey Aleksandrovich, Corresponding Member of the Academy of Sciences of the Republic of Tatarstan, Doctor of Medical Sciences, Associate Professor, Head of the Department of Radiology, Radiotherapy, Radiation Hygiene and Radiation Safety named after Academicians A. S. Pavlov and F. G. Krotkov of the Surgical Faculty of the Russian Medical Academy of Continuing Professional Education, member of the Presidium of the Russian Society of Radiologists and Radiologists, Scientific Secretary Department of Medical Biological Sciences of the Academy of Sciences of the Republic of Tatarstan (Moscow, Russia — - *expert of the National Accred Center, member of the Commission*

4) **Expert** – Espert-Elena A. Kiseleva, MD, Professor, Head of the Department of General Practice Dentistry of the Kemerovo State University Medical Institute, Chief Freelance Pediatric Specialist Dentist of the Ministry of Health of the Russian Federation for the Siberian Federal District, President of the Kemerovo Regional Public Organization " Kuzbass Dental Association "(Kemerovo, Russia) – *expert of the National Accred Center, member of the commission*

5) **Expert** - Zhernakova Nina Ivanovna, MD, Professor, Deputy Director of the Medical Institute for Scientific and International Activities, Head of the Medical Science Department of Belgorod State National Research University, member of the Guild of Experts in the Field of Professional Education (Belgorod, Russia — - *expert of the National Accred Center, member of the Commission*

6) **Expert**-Sultanova Gulnar Dostanovna, Candidate of Medical Sciences, Dean of the Faculties of Public Health, Dentistry, Pharmacy and Nursing of NAO " West Kazakhstan Medical University named after Marat Ospanov "(Aktobe, Republic of Kazakhstan — - *IAAR expert, member of the Commission*

7) **Expert**-Nurila Maltabarova, Candidate of Medical Sciences, Associate Professor, doctor of the highest qualification category, Head of the Department of Pediatric Anesthesiology, Intensive Care and Emergency Care of NAO " Astana Medical University "(Astana, Republic of Kazakhstan) - *IAAR expert, member of the Commission*

8) **Expert, employer** -Anton Aleksandrovich Tokar, Chief Physician of the State Institution of Higher Education SB "Psychiatric Hospital No. 3" (Yekaterinburg, Russia — - *representative of the professional community, expert of the National Accred Center, member of the Commission*

9) **Expert, student-** Artemyeva Ekaterina Alekseevna, 5th year student of the specialty "Medical Biochemistry" of the Institute of Natural Sciences and Mathematics of the Ural Federal University named after the First President of Russia B. N. Yeltsin (Yekaterinburg, Russia — - *representative of the student community, member of the Commission*

10) **Expert, student-** Varvara Viktorovna Artyukhova, 4th year student of the specialty "Medical Biochemistry" of the Institute of Natural Sciences and Mathematics of the Ural Federal University named after the First President of Russia B. N. Yeltsin (Yekaterinburg, Russia — - *representative of the student community, expert of the National Accreditation Center, member of the Commission*

11) **NCPA Coordinator** - Oksana A. Tanikova, Deputy Head of the Accreditation Department of the National Center for Professional and Public Accreditation (Yoshkar-Ola, Russia)

12) **IAAR Coordinator IAAR** - Malika Saidulayeva, Project Manager of the Independent Accreditation and Rating Agency (Astana, Republic of Kazakhstan)

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Ural State Medical University is the largest educational organization in the Ural region, which carries out educational activities in programs of all levels of higher education, mainly medical orientation, scientific activities, including priority areas of medical science, medical activities based on the development of its own dental clinic, as well as integration with medical and scientific partner organizations. The University has been successfully training highly qualified medical personnel for more than 90 years and has fully developed the human potential of healthcare in the Sverdlovsk region and the Ural region.

In 1930, by the Decree of the Government of the RSFSR of July 25, 1930, the Sverdlovsk State Medical Institute (SSMI) was established, which laid the scientific, methodological and pedagogical basis for training specialists with higher medical education for practical health care in the Middle Urals. The first classes in the evening department of the SSMI began on March 12, 1931, and in September of the same year, full-time students in the specialty "Medical Science" began classes. In 1939, the Faculty of Pediatrics was opened, and in 1976, the Faculty of Dentistry was opened.

In 1979, for its contribution to the development of medical science and training of medical personnel, SSMI was awarded the Order of the Red Banner of Labor.

Educational activities of USMU are conducted on 14 territories and in buildings under the operational management of the University, with a total area of 57,725. 01 sq. m. The University has 5 dormitories for 1,496 people, with a total area of 23,874. 3 sq. m.; sports and recreation complexes with a total area of gyms and other indoor sports facilities – 879 sq. m. Practical training of students is conducted in medical organizations-partners of the University, providing free use of clinical bases with an area of 36,188. 7 sq. m.

Educational activities at USMU are conducted in accordance with the Constitution of the Russian Federation, Federal Law No. 273-F3 of 29.12.2012 "On Education in the Russian Federation", other federal laws and regulations of the Russian Federation, the University Charter and local regulations.

Strategic guidelines of the University are determined in accordance with the national goals and objectives of the National Projects of the Russian Federation - "Healthcare", "Education" and "Science and Universities", approved at the meeting of the Presidium of the Presidential Council for Strategic Development and National Projects on December 24, 2018, the National Program "Digital Economy of the Russian Federation", the Development Strategy Health care in the Russian Federation for the period up to 2025, approved by the Government of the Russian Federation. Decree of the President of the Russian Federation No. 254 of 06.06.2019.

The key directions of innovative development of educational activities are formulated on the

basis of its systematic integration with scientific and medical activities in accordance with the strategic planning vectors outlined in such documents as Presidential Decree No. 474 of July 21, 2020 "On National Development Goals of the Russian Federation for the period up to 2030", the Strategy for the Development of Education in the Russian Federation for the period up to 2025, the Strategy of scientific and Technological development of the Russian Federation and others.

The University has an educational activity license No. 2348, issued by the Federal Service for Supervision of Education and Science on August 19, 2016, which is valid indefinitely, according to which the main professional educational programs of higher education, including specialty programs, and state accreditation are implemented (certificate of state accreditation No. 3383, issued on April 2 in 2020 by the Federal Service for Supervision of Education and Science, valid indefinitely), including for the enlarged group of higher education specialties 31.00.00 Clinical Medicine.

Many graduates of the University have become major statesmen, heads of public health, medical science-these are Zakharov F. G., Kovrigina M. D., Parin V. V., Velichkovsky B. T., Vorobyov A. N., Klimov V. N., Starodubov V. I., Guskova A. K., Lazarev V. G., Uiba V. V., Halfin R. A. Nikonov B. I., Yastrebov A. P., Kutepov S. M. and others. The list of famous graduates includes three Russian Ministers of Health (M. D. Kovrigina, V. I. Starodubov, M. A. Murashko), 16 academicians and corresponding members of the Russian Academy of Sciences, and more than 25 founders of Ural Scientific Medical Schools.

Developing as a single scientific, educational and medical complex, the University sees its mission in " Forming the intellectual, cultural and moral potential of the individual, transferring knowledge by professionals in the field of medical science, healthcare and pharmacy through University graduates, fundamental and applied research and development to preserve the health of the nation and sustainable development of Russia." "For the benefit of the health of the Ural people – study, heal, educate!" - these beautiful words are still the motto of the University.

The University is represented in existing, publicly recognized rankings. Since 2012, USMU has traditionally maintained its position in the "100 best universities of Russia" rating, according to RAEX, according to the conditions for obtaining high-quality education, the demand for graduates and the results of scientific activity. The University's position in 2023 is 91st.

In 2020, the University was included in the international rating "Three University Missions", which includes more than 2.3 thousand universities from 165 countries. The University's position in 2023 was 1501-1750.

Thanks to systematic work on the development of the English-language version of the official website and pages in social networks, by January 2021, the university's position in the Webometrics world ranking has improved twice. The impact of the university was also evaluated in one of the largest rankings in the world – Times Higher Education Impact Ranking 2021.

Today, in response to the challenges of the time, the University goes beyond the scope of a branch university and develops in the direction of a new model focused on training specialists who are able to shape the priorities of science and implement the results in the healthcare industry. In 2023, the University became a member of the Priority 2030 strategic Academic Leadership Program, the largest state university support program in the history of modern Russia.

In order to obtain objective information about the quality of graduate training, the University has implemented a system for evaluating the quality of student training. The ideology, content and structure of the system are determined by the Regulations on the system for assessing the quality of training of students.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation of EP 31.05.01 Medical Care of the Ural State Medical University according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE EC SESSION

The work of the HEC was carried out on the basis of the approved Program of the visit of the expert Commission on program accreditation of educational programs of USMU in the period from May 2-1 to May 23, 2024.

In order to coordinate the work 17.05.2024 of the HEC, an on-line installation meeting was held on 17.05.2024, during which powers were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the choice of examination 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 in their areas of activity, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers. A total of 187 representatives took part in the meetings of representatives (Table 1).

Table 1-Information about employees and trainees who participated in about meetings with the HEC:

Category of participants	Number
Rector	1
Vice rectors	5
Heads of structural divisions	22
Deans	8
Heads of departments	21
Professors	24
Students	10
Graduates	13
Employers	23
Total	127

During the visual inspection, the HEC members got acquainted with the state of the material and technical base, visited educational and scientific divisions, a museum, a library, a Central research laboratory, and a multi-profile accreditation and simulation center.

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

HEC members visited the practice bases of accredited programs: City Clinical Hospital No. 40.

HEC members attended training sessions: elective course on radiation diagnostics for students of the 6th year of the educational program of higher education-specialty 31.05.01 Medical Science (Department of Oncology and Radiation Diagnostics, Head of the Department-Professor S. M. Demidov); classes on obstetrics and gynecology for students of the 5th year of the educational program of higher education-specialty 31.05.01 Medical Science (Department of Department of Obstetrics and Gynecology with a course in medical genetics, Head of the Department-Professor T. A. Oboskalova).

In accordance with the accreditation procedure, 94 teachers / professors and 1,044 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 university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://usma.ru/>

As part of the planned program, recommendations for improving the University's accredited educational programs, developed by the HEC based on the results of the expert examination, were presented at a meeting with the management on 23.05.2024.05.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Mission and Results Standard

- An educational organization must:
 - ✓ define the mission of the EP and communicate it to stakeholders and the health sector.
 - ✓ The mission statement should reflect the objectives and educational strategy that enable the preparation of a competent specialist at the level of higher education in the field of health care with an appropriate basis for further career development in any field of health care, including all types of practice, administrative medicine and research in health care; capable of performing the role and functions of a specialist in accordance with the established requirements of the health sector; trained for post-graduate education and committed to lifelong learning.
 - ✓ ensure that the mission encompasses research achievements in the biomedical, clinical, pharmaceutical, behavioral, and social sciences, aspects of global health, and reflects major international health concerns.
- An educational organization must:
 - ✓ Have institutional autonomy to develop and implement quality assurance policies that are the responsibility of the administration and teachers, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program.
 - ✓ Provide academic freedom for employees and students to implement the educational program and use the results of new research to improve the study of specific disciplines / issues without expanding the EP.
- An educational organization must:
 - ✓ identify the expected learning outcomes that students should achieve upon completion of their studies in relation to basic level achievements in terms of knowledge, skills, and professional relationships; an appropriate foundation for future careers in any field of the health industry; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; community health needs, health needs, etc. health systems and other aspects of social responsibility
 - ✓ ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their relatives
 - ✓ publish expected training results to the EP
 - ✓ identify and coordinate the relationship of the learning outcomes required upon completion with those required in post-graduate training
 - ✓ provide for the possibility of students' participation in research in the relevant field of health care
 - ✓ focus on expected learning outcomes related to global health
- An educational organization must:
 - ✓ ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes
 - ✓ ensure that the stated mission and expected learning outcomes are based on the views/suggestions of other stakeholders

Proof part

The mission of Ural State Medical University was developed and approved at the meeting of the Academic Council of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University (decision of the Academic Council of the Russian State Medical University dated 22.03.2024, Protocol No. 8). The University's mission, vision, and Quality Policy are posted on the official website of the University.

The mission of the main professional educational program of higher education-specialty in the specialty 31.05.01 Medical Science (MPEP HE) reflects the goal: "to form in the process of education and training a specialist who corresponds to the title of doctor, has competencies, is prepared for professional activities in medical institutions, which ensures the achievement of a set of final training goals with specific types of general cultural, general professional and professional competencies required by the Federal State Educational Standard for Higher Education in the specialty of Medical Science, capable of performing labor functions in accordance with the professional standard "District General Practitioner".

The expected results of training in MPEP HE in the specialty 31.05.01 Medical Care are published on the official website of the Ural State Medical University.

The competencies are formulated taking into account the requirements of professional standards. Competencies are specified using achievement indicators. Competencies are included in the structure of the educational program, the matrix of competencies, which defines a list of disciplines that form specific indicators of competence achievement and competence. The work program of the discipline defines the relationship of competence with learning outcomes (knowledge, skills and abilities). In the working programs of disciplines in the format of an application, a fund of assessment tools is presented that allow you to measure the level of development by the results of training. Expected competencies are presented in the competence

matrix, which is published on the official website of Ural State Medical University.

The program corresponds to the levels of the national qualifications framework of the Russian Federation, including the healthcare sector, and corresponds to the European Qualifications Framework and Council of Europe recommendations 15.6 / 2017 of 22.05.2017 on the European Qualifications Framework for Lifelong Education.

According to the laws of the Russian Federation, internal local regulations, the Charter of USMU, the rules of internal order of students, the Concept of educational activities at USMU, the rules of proper behavior of students have been developed and approved, which are mandatory for students to perform, and are posted on the official website of USMU.

The Internal Regulations of students describe the requirements for compliance with discipline, organization of the educational process, appearance and clothing, as well as the rights and obligations of students, disciplinary measures and incentives.

After completing the training in MPEP HE in the specialty 31.05.01 Medical Care and passing the procedure of primary professional accreditation in the specialty "Medical Care", graduates open up career employment opportunities for the following positions: general practitioner of the district; doctor of medical prevention; doctor of the emergency department.

The role and functions of a doctor are defined by the following regulatory documents:

- Order of the Ministry of Health of the Russian Federation No. 206n dated May 02, 2023 "On approval of qualification requirements for medical and pharmaceutical workers with higher education";

- Order of the Ministry of Labor and Social Protection of the Russian Federation No. 293 N dated March 21, 2017 "On approval of the professional standard" Medical doctor (district therapist)".

The main professional educational program of higher education-specialty in the specialty 31.05.01 Medical Care was approved by the Deputy Minister of Health of the Sverdlovsk region D. A. Demidov. and the head of the department of organization of medical care for the adult population of the Ministry of Health of the Sverdlovsk region V. Y. Eremkina.

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the NAAR Standard, it was established that the mission was defined, posted on the official website of the Ural State Medical University and brought to the attention of the healthcare sector.

The mission statement reflects the goal and educational strategy to prepare a competent specialist at the level of higher education in the field of health care with an appropriate basis for further career development in any field of health care.

The mission aims to ensure the creation and practical application of theoretical knowledge, practical skills and abilities in accordance with the needs of the health sector, both at the national and international level.

The mission covers research achievements in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects major international health issues.

The expected learning outcomes that students should achieve upon completion of their studies are identified and published in relation to basic level achievements in terms of knowledge, skills, and professional relationships; an appropriate foundation for future careers in any area of the health industry; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; and health needs. society, health system needs, and other aspects of social responsibility

Proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives is ensured.

The expected results of training at the MPEP HE have been published.

There is not enough actual documentary evidence of the participation of key stakeholders (representatives of employers, students, teachers) in the formulation of the mission and expected

results of training in the educational program of higher education-specialty 31.05.01 Medical Care so that the stated mission and expected results of training are based on the proposals of all interested parties.

Strengths/Best practices:

No strengths were identified for this standard.

HEC recommendations:

It is recommended that the educational organization ensure the participation of key stakeholders (representatives of employers, students, teachers) in the formulation of the mission and expected results of training in the higher education program-specialty "Medical Care", so that the stated mission and expected results of training are based on the proposals of all interested parties. The deadline is January 2025.

HEC's conclusions based on the following criteria:

According to the standard "Mission and results", the educational program 31.05.01 Medical Care has 11 satisfactory positions and 2 positions that suggest improvement.

6.2. Educational Program Standard

- An educational organization must:
 - ✓ define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and qualifications obtained as a result of mastering the program.
 - ✓ use teaching and learning methods that encourage, prepare and support learners to take responsibility for the learning process.
 - ✓ ensure that the MP is implemented in accordance with the principles of equality.
 - ✓ develop students' lifelong learning abilities
- An educational organization must:
 - ✓ throughout the entire training program, instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine
 - ✓ include the results of up-to-date scientific research in the survey
- An educational organization must:
 - ✓ identify and include in the MP achievements of basic biomedical sciences in order to develop students' understanding of scientific knowledge, concepts and methods that are the basis for acquiring and applying clinical scientific knowledge in practice
 - ✓ change the educational program, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system
- An educational organization must:
 - ✓ identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics, and law in the SURVEY
 - ✓ change the MP, taking into account the achievements of behavioral and social sciences, medical / pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context
- An educational organization must:
 - ✓ Identify and include achievements in the clinical/pharmaceutical sciences in the MP to ensure that students have acquired sufficient knowledge, clinical and professional skills at the end of their training to take appropriate responsibility in their subsequent professional activities.
 - ✓ ensure that trainees spend a sufficient portion of the program in planned contacts with patients, consumers of services in appropriate clinical / industrial settings, and gain experience in health promotion and disease prevention
 - ✓ determine the amount of time allocated for studying the main clinical / specialized disciplines
 - ✓ organize training with appropriate attention to the safety of the learning environment and patients, including monitoring the actions performed by the student in the conditions of clinical / industrial bases
 - ✓ change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system
 - ✓ ensure that each student has early contact with real patients, consumers of services, including their gradual participation in the provision of services and including responsibility for:
 - in terms of examination and / or treatment of the patient under supervision in the appropriate clinical conditions;
 - in the procedures of sanitary and epidemiological surveillance in terms of inspection and / or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and health facilities);
 - in terms of advising the patient on the rational use of medicines, which is carried out in the appropriate production conditions
 - ✓ structure the various components of training in clinical, hygiene, environmental and industrial monitoring skills and other industrial skills in accordance with the specific stage of the training program
- An educational organization must:
 - ✓ describe the content, scope, and sequence of disciplines/modules, including the appropriate balance between basic biomedical, behavioral, social, and clinical/core disciplines.
 - ✓ provide for horizontal integration of related sciences and disciplines;
 - ✓ provide for vertical integration of clinical / specialized sciences with basic biomedical and behavioral and social sciences
 - ✓ provide the possibility of elective content (electives) and determine the balance between the mandatory and elective part of the MP
 - ✓ determine the relationship with complementary medicine, which includes non-traditional, traditional or alternative practices, occupational medicine, which includes aspects of the impact of the environment and man-made production loads, and the social situation on public health
- An educational organization must:

- ✓ define procedures for the development, approval, and revision of the MP.
- ✓ identify a committee under the direction of academic leadership responsible for planning and implementing the EP to ensure that expected learning outcomes are achieved
- ✓ ensure representation of teachers, students, representatives from other stakeholders, including representatives from clinical and production facilities, graduates of the PA, health professionals involved in the training process in the PA committee responsible for the EP
- ✓ through the MP committee responsible for planning and implementing innovations in the MP
- An educational organization must:
 - ✓ ensure continuity between the MP and subsequent stages of professional training or practical activities, which the student will start at the end of the training.
 - ✓ it takes into account the specifics of the conditions in which graduates will work and, accordingly, modify the MP

Proof part

Students of the specialty "Medical science" are trained in two educational programs. Senior courses (from 4 to 6) are taught according to the EP developed on the basis of the Federal State Educational Standard of Higher Education for the specialty 31.05.01 Medical Care, approved by Order No. 95 of the Ministry of Education and Science of the Russian Federation dated 09.02.2016. Junior courses (from 1 to 3) - according to the MPEP of higher education, developed on the basis of the Federal State Educational Standard of Higher Education-specialty in specialty 31.05.01 Medical Care, approved by Order No. 988 of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020. The specialty program is available on the USMU website.

Implementation of MPEP HE in the specialty 31.05.01 Medical Care is carried out in accordance with the principles of equality in relation to students, regardless of their gender, ethnicity, religion, socio-economic status and physical capabilities.

"Working program of education of students", WPD and WPP of the main professional educational programs of higher education in the specialty of Medical science are aimed at the formation of students' Russian civil identity, culture of tolerance, social competence in the field of ethnic and interfaith interaction. Education is based on respect and recognition of the equal rights of each subject of the educational process.

Ural State Medical University has created conditions for students with disabilities to receive education.

Local regulations on the organization of training for disabled people and students with disabilities have been developed:

- 1 "Regulations on the implementation of the disciplines "Physical Culture", "Elective course in Physical Culture" for students of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation";
- 2 "Regulations on the procedure for organizing and implementing educational activities in higher education educational programs - bachelor's degree programs, specialty programs, master's degree programs for disabled people and persons with disabilities";
- 3 "Regulations on the procedure for developing and implementing adapted educational programs of higher education: bachelor's programs, specialty programs, master's programs, residency programs for people with disabilities".

The educational program in the specialty "Medical science" is developed taking into account continuity with the educational programs of training highly qualified personnel in the specialties of residency, educational programs of higher education for training scientific and pedagogical personnel in the areas of postgraduate training, as well as educational programs of additional professional education, which ensures the implementation of the most important principle: "Education through life".

Students form their educational trajectory through the possibility of studying elective subjects, the possibility of conducting scientific research, academic supervision in the study of elective subjects and research work, as well as through interactive training, training on simulators and dummies.

The procedure for choosing elective subjects by students is regulated by the "Regulations on the organization of the development of elective and elective subjects".

Students' mastery of the principles of evidence-based medicine is realized during lectures and practical classes in a number of disciplines (Fundamentals of research Work, Fundamentals of

Evidence-based Medicine, Clinical Pharmacology, Hospital Therapy, Hospital surgery, General Medical Practice and preventive medicine, etc.), forming students' readiness to analyze and publicly present medical information based on evidence-based medicine.

The University develops more than 40 scientific directions and scientific schools, medical scientific schools of pathophysiologists, surgeons, anesthesiologists-resuscitators, traumatologists, cardiologists, neurologists and neurosurgeons, hygienists, pediatricians, dentists, obstetricians and gynecologists have become widely known. The dynamic development of research work at the University is facilitated by the following infrastructure: the Central Research Laboratory (TSNIL), which includes the Department of General Pathology with a histological laboratory, the Department of Medical Physics and bioengineering, the Department of Molecular and cellular technologies and a radioisotope laboratory, the Department of intrauterine programming, as well as 4 research and educational institutes (the Institute of Personalized and translational medicine, Institute of Rehabilitation Medicine, Institute of Dentistry, Institute of Traumatology).

Youth research laboratories are part of a holistic system of attracting, training and professional growth of students for research activities, technological and social entrepreneurship in order to preserve and strengthen scientific potential. Currently, 9 youth research laboratories have been opened in various research areas of the University.

All achievements in academic and research activities are posted by students in an electronic Portfolio on the educational portal ("Regulations on the electronic portfolio of students").

According to the curriculum, basic biomedical sciences include the following subjects: Chemistry (3 degrees), Biochemistry (7 degrees), Biology (6 degrees), Anatomy (10 degrees), Topographic Anatomy and Operative Surgery (5 degrees.), Histology, Embryology, Cytology (6 units), Normal Physiology (7 units), Microbiology, Virology (7 units), General Immunology (1.5 units), Pharmacology (7 units), Pathological Anatomy, Clinical pathological anatomy (8 units), Pathophysiology (6 units), Clinical aspects of physical and colloidal chemistry (2 units), Clinical Biochemistry (2 units), Supramolecular chemistry: biopolymer structures of the human body (Table 2.3). In the curriculum, 2,790 hours (77.5 cu) are allocated for basic biomedical disciplines, of which 2,646 hours (73.5 cu) belong to the basic part of disciplines and occupy 25.25% of its volume, and 144 hours (4 cu) belong to the variable part of disciplines and occupy 11.1% of its volume.

Basic medical sciences are studied from 1 to 6 semesters.

The list of the basic part of Block 1 of the curriculum contains subjects that can be attributed to the social sciences: Economics (2 c.u.), Medical Informatics (3 c.u.), Hygiene (7 c.u.), Epidemiology (3 c. u.), Public Health and Public Health, health economics (6 c. u.), Life safety, disaster medicine (7 c.u.), in the list of the variable part – Fundamentals of research work (2 c. u.), elective disciplines: Anthropological foundations of a doctor's activity, Social work in the field of public health protection, History of Mercy students' rights in inclusive education (2 c. u.), Hygiene education, Physiological aspects of health (2 c. u.). Social sciences are studied in the 1st - 9th semesters.

Questions of medical ethics are considered in the discipline Bioethics (2 c.u.), which belongs to the basic part of Block 1 of the curriculum. Bioethics is taught in 1 semester.

In accordance with the curriculum, legal issues are studied in the 4th and 10th semesters within the framework of the disciplines of Law (2 c.u.) and the Legal basis of the doctor's activity (2 c.u.). Law is included in the list of disciplines of the basic part of Block 1 of the curriculum, the Legal basis of the doctor's activity is included in the list of disciplines of the variable part.

Subjects related to behavioral sciences, social sciences, and medical ethics and law occupy 19.3% of the total volume of Block 1 subjects (18.2% of the basic part and 27.7% of the variable part).

The competence-oriented principle of building the MPEP of higher education in the specialty 31.05.01 Medical Science is focused on the formation of appropriate general professional and professional competencies in the study of clinical sciences. The development of clinical disciplines and practices starts from the 1st year, but most clinical disciplines are studied from the 4th to the

6th years.

In accordance with the Federal State Educational Standard for Higher Education, the section of the main professional educational program of higher education 31.05.01 Medical Care "Practices, including research work" is mandatory and is a type of training sessions directly focused on the professional and practical training of students. Internships are conducted in accordance with the Regulation "On the procedure for organizing and conducting internships for students studying undergraduate and specialty programs, Master's programs".

To ensure direct work with patients and the acquisition of sufficient clinical skills by students, USMU has contracts with clinical databases. At the clinical bases, students conduct patient supervision, analysis of clinical cases, registration of medical documentation, compilation of differential diagnosis algorithms, and protection of medical history.

Departments annually update working programs of disciplines and practices, funds of evaluation funds, approve them at the methodological commission of the specialty 31.05.01 Medical Science. The content of WPP and WPD is discussed at cyclic methodological commissions on therapy, obstetrics and gynecology, and surgical diseases.

The main professional educational program of higher education in the specialty 31.05.01 Medical science is a set of basic characteristics of education (volume, content, planned results), organizational and pedagogical conditions, forms of certification, which are presented in the curriculum, calendar training schedule, working programs of disciplines (modules), practice programs, other components, as well as evaluation and methodological materials.

The main professional educational program of higher education in the specialty of Medical science provides the opportunity to master disciplines (modules) at least 30% of the variable part of block 1 "Disciplines (modules)" is optional in the amount established by the Federal State Educational Standard for Higher Education. After the student selects a set of relevant disciplines (modules) they become mandatory for mastering. Disciplines of the variable part are necessarily involved in the formation of professional competencies.

The development, approval and implementation of the educational program is carried out in accordance with external and internal organizational, legal, regulatory, administrative and methodological documents, such as the Regulations on the main educational program of higher education-bachelor's degree program, specialty program, master's program, Regulations on the educational and methodological complex of the discipline, Regulations on the forms, frequency and procedure for conducting current monitoring of academic performance and intermediate certification of students, Regulations on the assessment fund, Regulations on the quality system of training of students.

According to the University Development Program for 2021-2030, within the framework of the strategic academic leadership program "Priority 2030", a plan of main activities for the implementation of the program has been developed, analysis and monitoring of the provision of departments with resources necessary for the implementation of the educational program, introduction of innovative teaching and learning methods, assessment of students' knowledge and skills is carried out.

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the NAAR Standard, it was established that USMU developed and approved the MPEP of higher education in the specialty 31.05.01 Medical Care, and determined the results of training. Curriculum is based on a modular structure.

Teaching and learning methods are used that encourage, prepare and support students to take responsibility for the learning process. MPEP HE is implemented in accordance with the principles of equality and develops students' abilities for lifelong learning.

MPEP HE includes the results of modern scientific research, instills in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine.

The MPEP HE includes achievements in basic biomedical sciences to develop students' understanding of scientific knowledge, concepts and methods that are the basis for acquiring and applying clinical scientific knowledge in practice.

The MPEP HE includes achievements in behavioral sciences, social sciences, medical / pharmaceutical ethics, and law

The MPEP HE includes achievements in the clinical sciences that ensure that students have acquired sufficient knowledge, clinical and professional skills at the end of their training to take appropriate responsibility in their subsequent professional activities.

It is established that students spend a sufficient part of the program in planned contacts with patients, consumers of services in appropriate clinical settings and gain experience in health promotion and disease prevention, which is fixed by the appropriate amount of study time allocated to the study of the main clinical/specialized disciplines.

MPEP HE is updated annually taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system

It is established that the MPEP HE establishes the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/specialized disciplines; provides for horizontal integration of related sciences and disciplines; provides for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences; provides for the following types of training: the possibility of elective content (electives) and the balance between the mandatory and elective part of the MPEP HE is determined.

The procedure for developing, approving, and revising the HPE of higher education has been formalized, approved, and fully implemented, taking into account the specific conditions in which graduates will work.

USMU provides continuity between the MPEP HE 31.05.01 Medical Care and the subsequent stages of professional training or practical activities, which the student has the opportunity to start upon completion of training.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

According to the standard "Educational program", the educational program 31.05.01 Medical Care has 28 satisfactory positions.

6.3. Student Assessment Standard

- An educational organization must:
 - ✓ determine and approve the principles, methods and practices used to evaluate students, including the number of exams, criteria for establishing passing scores, grades, and the number of allowed retakes;
 - ✓ ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior
 - ✓ use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format
 - ✓ ensure that the evaluation process and methods are open (accessible) for external experts to review
 - ✓ ensure that assessment methods and results avoid conflicts of interest and use a system for appealing student assessment results
 - ✓ ensure transparency of the assessment procedure and its results, and inform students about the assessment criteria and procedures used.
 - ✓ provide for the possibility of documenting and evaluating the reliability and validity of assessment methods, as well as involving external examiners.
- An educational organization must:
 - ✓ use assessment principles, methods and practices that are comparable to the planned RE and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote students' learning, and ensure an appropriate balance of formative and final assessment for directing learning and making decisions about academic performance.
 - ✓ provide for the possibility of adjusting the number and nature of exams to encourage both knowledge acquisition and integrated learning

✓ *provide timely, specific, constructive and fair feedback to students on the assessment results*

Proof part

The educational policy, principles, criteria of passing scores, allowed retakes used to assess students' academic achievements at the University are conducted in accordance with the set goals of the EP, the final results of training within the current rating system and control of the educational process, and are annually reflected in internal regulatory documents, the educational program and work program of each discipline posted on the website of the University's website.

Assessment of students' knowledge, skills and abilities is carried out at the following levels: current assessment in practical and final classes; intermediate certification – exams and tests after completing the study of disciplines, state final certification.

Principles and methods for assessing students' knowledge in exams and tests are set out in the "Regulation on the forms, frequency and procedure for conducting current monitoring of academic performance and intermediate certification of students", adopted by the Academic Council of USMU (Minutes of meeting No. 9 dated 21.04.2023), approved by the Rector's order No. 172-r dated 03.05.2023.

Intermediate certification is carried out using evaluation tools. Assessment tools for conducting intermediate certification in disciplines and practices, indicators and criteria for assessing competencies, assessment scales, standard control tasks or other certification materials necessary for assessing knowledge, skills, abilities and (or) experience in the process of mastering the discipline and practice, methodological materials defining assessment procedures, are issued in the form of a fund assessment tools, which is an appendix to the discipline's work program or practice work program. "Regulations on the Evaluation Funds Fund" was adopted by the Academic Council of USMU (Protocol No. 3 of 25.10.2029), approved and put into effect by the Rector's Order No. 626-r of 07.11.2019. Evaluation tools for intermediate certification in each discipline of practice are examined, the results of which are issued in the form of reviews. The review can be internal (from related departments of the University) or external (from the professional community of other educational organizations). All methodological materials on assessment procedures are discussed and approved by the methodological commission of the specialty (hereinafter referred to as the MCS).

During the interim assessment, a five-point rating system is used. The criteria for assessing students' knowledge are set out in paragraph 3 of the "Regulations on the point-rating system for evaluating academic achievements of USMU students", adopted by the EMM Academic Council (Protocol No. 1 of 28.08.2019), approved and put into effect by the Rector's order No. 445-r of 03.09.2019

A student who has not passed the exam or test has the right to retake the intermediate certification twice within the time limits set by the rector's order.

According to the "Regulations on the state final certification of graduates of USMU who complete the development of the MPEP HE specialty, bachelor's degree, Master's degree" adopted by the Academic Council of USMU (minutes of the meeting No. 1 of 31.08.2016), approved by the Rector's order No. 548-r of 06.09.2016, a person who has completed the full development of the main professional educational program in specialty of higher education that has no academic debt, has successfully passed all the previous certification tests provided for in the curriculum and has the conclusion of the relevant departments on the level of formation of competencies provided for by the Federal State Educational Standard as the final expected result of mastering the MPEP of higher education.

Methods for assessing current academic performance, midterm, intermediate and final control in the disciplines of the working curriculum are developed by departments. Test tasks, a list of practical and communication skills are developed by departments and the principles, methods and practices used to assess students' knowledge are analyzed annually – assessment tools (tests, exam questions, coursework topics, situational tasks, clinical and professional skills). The results of the analysis are discussed at meetings of methodological commissions, whose work

is regulated by the "Regulation on Methodological Commissions of USMU", adopted by the Academic Council of the University (minutes of meeting No. 1 of 31.08.2016), approved and put into effect by the rector's order No. 548-r of 06.09.2016, the central methodological Council, whose work is regulated by the "Regulation on the Central Methodological Council of FSBEI EMM HE of the Ministry of Health of the Russian Federation", adopted by the Academic Council of EMM (minutes of meeting No. 4 dated 23.11.2018), put into effect by the Rector's order No. 730-r dated 26.11.2018; "Regulations on the Quality Council" adopted by the Academic Council of FSBEI HE of EMM of the Ministry of Health of the Russian Federation (minutes of meeting No. 2 dated 20.09.2019, approved and put into effect 490-r of 25.09.2019); the Academic Council of the Faculty functioning in accordance with the "Regulations on the Academic Council of the Faculty and the Joint Academic Council" adopted by the Academic Council of USMU (Minutes of the meeting No. 10 of 20.05.2022), approved and put into effect by the Rector's Order No. 201-r of 25.05.2022, the Academic Council of USMU working in accordance with the "Regulations on the Academic Council" adopted by the Academic Council of USMU (minutes of the meeting No. 10 dated 21.05.2021), approved and put into effect by the Rector's order No. 263-r dated 10.06.2021 and brought to the attention of the faculty of departments. As a result of a broad discussion, the list of knowledge, skills and abilities that confirm the acquisition of competencies by students is determined, and the assessment methods used for this, the database of tests, situational tasks, and exam tickets is revised in accordance with the introduction of new clinical recommendations and standards of care.

Based on the "Regulations on the point-rating system for evaluating academic achievements of EMM students", adopted by the EMM Academic Council (Protocol No. 1 of 28.08.2019), approved and put into effect by the Rector's order No. 445-r of 03.09.2019, the results are submitted to the student journal, including the Electronic Journal of Academic Performance based on the point-rating system. The system (hereinafter referred to as the PRS) developed in accordance with the "Regulation on the procedure for individual recording of the results of students' development of educational programs and storing information in archives on paper and (or) electronic media" adopted by the Academic Council of the University (Minutes of the meeting No. 3 of 25.10.2019, approved and put into effect by the Rector's order No. 626-r of 07.11.2019). The procedure for eliminating academic debt is carried out in accordance with paragraph 7 of the "Regulations on the forms, frequency and procedure for conducting current monitoring of academic performance and intermediate certification of students", adopted by the Academic Council of USMU (Minutes of the meeting No. 9 dated 21.04.2023), approved by the Rector's order No. 172-r dated 03.05.2023.

Intermediate certification of students is carried out in accordance with the educational program. The University's website contains a calendar study schedule for the current academic year, which reflects the terms of intermediate and state final certification.

The results of the PRS (current, intermediate certification) are reflected in paper and electronic performance journals. To assess achievements, each student forms a personal portfolio during the entire period of study at the university in accordance with the "Regulations on the electronic portfolio of students of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation", adopted by the Academic Council of USMU (Minutes of meeting No. 11 of 27.06.2019), approved and put into effect by the rector's order No. 374-r of 02.07.2019.

Remote technologies have been introduced into the task assessment process posted on the MedSpace platform, which allows students to develop their independent work skills and is regulated by the "Regulations on the Electronic Information and Educational Environment of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation", adopted by the Academic Council of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation (Minutes of meeting No. 9 of 19.04.2019, approved and put into effect by the Rector's order No. 252-r of 24.04.2019).

USMU ensures that the assessment process and methods are open and accessible to external experts. In the information about the educational organization on the university's website, in the section "Education", there are funds of assessment funds for each discipline of the curriculum of the MPEP HE in the specialty 31.05.01 Medical Care, developed on the basis of the Regulations on the Fund of Assessment funds.

In case of disagreement with the state final assessment and assessment for intermediate certification, the student has the right to submit an application to the appeal commission, the commission, if there are doubts about the objectivity of the assessment, conducts re-certification of students in accordance with paragraph 5.10. "Regulations on the forms, frequency and procedure for conducting current monitoring of academic performance and intermediate certification of students", adopted by the Academic Council FSBEI HE USMU of the Ministry of Health of the Russian Federation (minutes of the meeting No. 9 dated 21.04.2023, approved and put into effect by the rector's order No. 172-r dated 03.05.2023).

At the first lesson in each discipline, teachers bring to the attention of students the criteria for evaluating academic achievements in the corresponding discipline. The performance evaluation policy is reflected in the RAP. Students know their grades – each student can view their grades at any time in their personal account of the electronic information and educational environment (hereinafter referred to as EIEE). Individual achievements of students are recorded in the portfolio and academic rating throughout the entire period of study at the EIEE.

The University creates the necessary conditions for the introduction of new assessment methods. For this purpose, a multi-profile accreditation and simulation center is organized, which uses a model of professional activity in order to provide each student with the opportunity to perform and evaluate professional activity or its element in accordance with professional standards and/or procedures (rules) for providing medical care. ("Regulations on the Accreditation and Simulation Center", adopted by the Academic Council of USMU (Minutes of the meeting No. 3 dated 25.10.2019, approved and put into effect by the Rector's order 600(a)-r dated 29.10.2019).

The number of exams and credits is regulated by the Curriculum for the specialty 31.05.01 Medical Science.

Students have the opportunity to express their opinions about the university's assessment methods.

At the department level: each assessment of the current, milestone, and final controls is assigned to the assessment rubrics contained in the syllabus of the discipline. University teachers are required to timely submit grades to the electronic journal of academic performance on the basis of the PRS ("Regulations on the procedure for individual recording of the results of students' development of educational programs and storing information in archives on paper and (or) electronic media " was adopted by the Academic Council of the University (minutes of the meeting No. 3 of 25.10.2019, approved and put into effect by the Rector's order No. 626-r of 07.11.2019)). This allows students to get acquainted with their academic performance and attendance when providing a password. If students do not agree with their assessment, they can contact the teacher, the head teacher of the department or the head of the department for explanations. Upon completion of the discipline, a survey of students is conducted in order to provide feedback. At the level of deaneries: students have the opportunity to contact the supervising specialists of the dean's office and the dean, both independently and through student self-government bodies. All specialists of deans' offices, as well as curators of groups, are constantly in touch with students and are open to discussing the facts of incorrect (in the opinion of students) assessment.

At the University level: the results of the student survey are analyzed and taken into account to develop corrective measures. At the same time, the university administration and the Rector of the University regularly hold meetings with students on key issues of the educational process, as well as on other issues of student life.

The results of the intermediate certification are reflected in the examination form./the student's credit card (submitted to the dean's office) is included in the student's credit card.

After each exam session, students are interviewed to study their opinions on the quality of

teaching in the disciplines, the exam procedure, etc. The basis for regular surveys of students' satisfaction with the quality of educational conditions, learning outcomes, quality of lecturing, quality of practical classes, quality of the knowledge assessment system, availability of educational literature, organization of practical training, organization of extracurricular activities is the "Regulation on the system for assessing the quality of training of students of the Federal State Budgetary Educational Institution of Higher Professional Education of the USMU of the Ministry of Health of the Russian Federation" adopted by the Academic Council of the University (Minutes No. 10 of 26.05.2023), Regulations on the Quality Council adopted by the Academic Council of USMU Minutes of Meeting No. 2 of 20.09.2019, approved and put into effect by the Rector's order No. 490-r of 25.10.2019, Regulations on the Council of Students, Residents, Postgraduates on the Quality of Education, adopted by the Academic Council of USMU Minutes of Meeting No. 2 of 20.09.2019 approved and put into effect by the order of the rector of USMU No. 490-r dated 25.09.2019. The results of feedback are analyzed and discussed at meetings of departments, specialized ISS, the Academic Council of the Faculty, the Academic Council of the University, and a plan of corrective measures is drawn up. On the university's website, there is a category: "Ask the rector a question".

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the NAAR Standard, it is established that the Ural State Medical University has defined and approved the principles, methods and practices used for evaluating students, including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes. Assessment procedures cover knowledge, skills, attitudes, and professional behavior. The evaluation process and methods are open (accessible) for external experts to review. Assessment methods and results avoid conflicts of interest and use a system for appealing student assessment results. The evaluation procedure and its results are open, and students are informed about the evaluation criteria and procedures used. Timely, concrete, constructive and fair feedback from students on the assessment results is provided.

At the same time, there is not enough actual documentary evidence of the use of a wide range of assessment methods and formats in the educational program of higher education – specialty 31.05.01 Medical Care, including a combination of validity, reliability, acceptability and effectiveness, as well as the possibility of documenting the assessment of reliability, validity and expanding the practice of attracting external examiners.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

It is recommended that the educational organization develop and use a wide range of assessment methods and formats in the higher education program – specialty Medical Care, including a combination of validity, reliability, acceptability and effectiveness, as well as provide for the possibility of documenting the assessment of reliability, validity and expanding the practice of attracting external examiners. The deadline is January 2025.

In the educational program of higher education – specialty Medical Care, we recommend using the principles, methods and practices of assessment that are comparable with the planned learning outcomes, teaching methods and will ensure an appropriate balance of formative and final assessment for making decisions about academic performance. The deadline is January 2025.

WEC's conclusions based on the following criteria:

According to the standard "Student assessment", the educational program 31.05.01 Medical Care has 7 satisfactory positions and 3 positions that suggest improvement.

6.4. The "Learners" Standard

- An educational organization must:
 - ✓ define and implement an admission policy based on the principles of objectivity and including a clear statement of the student selection process
 - ✓ have a policy and implement the practice of admitting persons with disabilities
 - ✓ have a policy and implement the practice of transferring students from other educational institutions, including foreign ones.
 - ✓ establish a link between the selection and mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admission policy
 - ✓ use the system of appeal of decisions on admission of students
- An educational organization must:
 - ✓ determine the number of accepted students in accordance with the capabilities of the educational organization at all stages of the educational program
 - ✓ periodically adjust the number and number of students accepted, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole
 - ✓ provide for the possibility of periodically reviewing the number and nature of students accepted in consultation with other stakeholders and adjust to meet the health needs of the population and society as a whole
- An educational organization must:
 - ✓ have a system of academic counseling for students
 - ✓ offer students a support program focused on their social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support.
 - ✓ have a feedback system with students to assess the conditions and organization of the educational process
 - ✓ provide students with documents confirming the obtained qualification (diploma) and an appendix to the diploma (transcript).
 - ✓ take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory
 - ✓ provide academic counseling, which is based on monitoring student performance and includes issues of professional orientation and career planning
- An educational organization must:
 - ✓ develop and implement policies for student representation and appropriate participation in mission definition, curriculum development, management and evaluation, and other student-related matters
 - ✓ provide opportunities to encourage and provide assistance and support to student activities and student organizations

Proof part

Admission of applicants in the specialty (direction of training) 31.05.01-Medical science in USMU is carried out in accordance with federal regulations specified in the "Rules of Admission to USMU", approved annually. The policy based on the principles of objectivity and admission procedures at USMU are clear, consistent with the mission and goals of the university, officially published and accessible to all applicants.

USMU has implemented a policy and practice for admitting students with disabilities and disabilities in accordance with the current legislation, which is reflected in the University Admission Rules. Every year, at least 10% of places from among the admission control figures are allocated for admission to training of applicants with disabilities (hereinafter referred to as SFC) and disabled people.

The practice of transferring students from other universities is regulated by the "Regulations on transfer, expulsion and reinstatement of students of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University".

Transfer is carried out 2 times a year (until the beginning of the fall and spring semesters). To organize and conduct certification tests when transferring to the university for the second and subsequent courses, a certification commission is formed annually, the activities of which are regulated by the "Regulations on certification commissions of training areas (Specialties)".

During the academic year, 20-25 students are transferred from other universities, including foreign ones, in the specialty of Medical Science.

USMU has successfully built a system for identifying talented students and training professionally oriented applicants, including the work of a medical pre-university, holding competitions for research papers "First Steps in Medicine" and environmental and hygiene projects "Ecological Initiative", participation in Ural project shifts at Lake Tavatui and the Sirius educational center. The most qualified applicants are selected, and additional points are awarded for individual achievements (the maximum number is 10).

Starting from 2022, the Scholarship of the Academic Council of the University is awarded to first – year students-winners and prize-winners of the regional and final stages of the All-Russian Olympiad of Schoolchildren, participants of international Olympiads in general education subjects who entered USMU in a general competition without entrance tests; first – year students-holders of high USE results (100 points in one of the subjects of entrance tests and a total score of

at least 250 points). points) – "Regulations on personal scholarships for students studying at USMU".

Based on the results of the entrance test conducted by USMU independently, the applicant has the right to file an appeal about the violation, in the opinion of the applicant, of the established procedure for conducting the entrance test (on the day of the entrance test) and (or) about disagreement with the received assessment of the results of the entrance test (on the day of the announcement of the results of the entrance test or during the next working day).

The admission plan for USMU at the expense of the federal budget (admission control figures - ACF) is established by an order of the Ministry of Education and Science of the Russian Federation based on the results of an open public competition for the distribution of admission control figures for higher education programs. Out of the total number of budget places, places for admission are allocated according to a special quota (SFC, disabled people, orphans) of at least 10%, a separate quota (at least 10%) and a target quota, the percentage of which is determined by an Order of the Government of the Russian Federation and later detailed (distributed among regions and organizations). Ministry of Health of the Russian Federation. Admission to places with payment of the cost of educational services is limited to the number of places approved by the rector after discussion at the meeting of the Academic Council of the university. Extra-budgetary places are allocated separately for citizens of the Russian Federation and for foreign citizens.

For the purpose of training personnel for regional health care annually in accordance with Subprogram 6 "Personnel support for health care in the Sverdlovsk region" of the state program of the Sverdlovsk region "Development of Health care in the Sverdlovsk region until 2024", approved by Decree of the Government of the Sverdlovsk region dated 21.10.2013 No. 1267-PP "On approval of the State program of the Sverdlovsk Region" Development of Health Care in the Sverdlovsk region until 2024" every year, 140 people are accepted for training at the expense of the budget of the Sverdlovsk region for training in MPEP HE in the specialty 31.05.01 Medical Care.

When planning the distribution of the target quota within the framework of the ACF, the needs of the region are primarily taken into account. The Ministry of Health of the Sverdlovsk Region sends a letter about the needs for targeted training to the Ministry of Health of the Russian Federation. The percentage of admissions to targeted training tends to increase, which guarantees employment of graduates in the regions and in the specialties that the population needs.

Targeted places are allocated not only for the Ministry of Health of the Sverdlovsk region. USMU signs contracts for targeted training of citizens in the specialty 31.05.01 Medical Care with the Department of Health of the Kurgan Region, Khanty-Mansi Autonomous Okrug-Yugra, FMBA, MAFSPP (GUFSIN), the Ministry of Health of Bashkortostan, the Ministry of Internal Affairs, RAO "Russian Railways" and others. by customers.

In order to meet the health needs of the population and society as a whole, EMM annually, in consultation with the Ministry of Health of the Sverdlovsk Region, reviews the number of places allocated for targeted training at the expense of the Sverdlovsk Region budget.

Academic advice at USMU is provided by the Vice-rector for Educational Affairs, Dean, deputy deans, curators and teaching staff. The department approves the schedule of individual consultations, places it on the information stand of the department and in the MedSpace LMS.

In order to improve the quality of academic and educational work with students, form students' communicative and personal competencies, assist students in adapting to the new learning system, including in the context of distance learning, spiritual, moral, civil-patriotic and physical improvement, the university operates a curatorial Institute. Curators attached to the academic group help students solve everyday problems and problems with learning (the curator's function is regulated by the Regulations on the curator of the academic group). The Curatorship Center coordinates the work of curators appointed by the rector's order.

The university is implementing the Program "From tutoring to curating and professional mentoring", designed for 2019-2024. The Program aims to provide social and psychological assistance to orphans, children left without parental care, disabled people and students with

disabilities. The Center for Psychological Assistance helps students solve problems with psychological adaptation.

Students studying on a budget basis have the opportunity to receive scholarship payments. The State social scholarship is awarded to students who have received state social assistance. Those who successfully complete educational programs receive an academic scholarship showing outstanding achievements in studies, science, sports, creativity, and social activities – they receive an increased state scholarship and are nominated for additional financial incentives in the form of scholarships, awards, and grants from various structures of public organizations and foundations. All students have the opportunity to get acquainted with the Regulations on scholarship provision for students on the official website of the university or during an individual consultation.

Financial support to students of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University is provided at the expense of the scholarship fund from the federal budget and at the expense of funds from the university's income-generating activities. The use of these funds is carried out in accordance with the procedure established by the "Regulations on financial support for students".

For the purpose of forming quality management mechanisms, timely development and application of corrective and preventive actions to optimize the quality assurance system, the University conducts a survey of students to assess the conditions and organization of the educational process. The results of the survey of students studying at the MPEP HE in the specialty of Medical Science are discussed and analyzed at meetings of the Academic Council of the Faculty of Medicine and Prevention.

The document confirming the obtained qualification is a diploma. In accordance with Order No. 670 of the Ministry of Science and Higher Education of the Russian Federation dated July 27, 2021 "On Approval of the Procedure for Filling Out, Recording and Issuing Documents on Higher Education and Qualifications, Appendices to Them and their duplicates", a diploma is issued with an appendix to it when a graduate passes the state final certification in accordance with the calendar academic schedule - no later than 8 working days after the date of completion of the state final attestation, established by the calendar training schedule. A copy of the diploma and its appendix are stored in the graduate's personal file ("Regulations on the procedure for individual recording of the results of students' development of educational programs and storing information in archives on paper and (or) electronic media").

MPEP HE in the specialty of Medical science takes into account the needs of various groups of students and provides an opportunity for the formation of an individual educational trajectory.

The formation of an individual educational trajectory is carried out through: the ability to choose a discipline from the list of elective subjects that occupy 60% of the volume of the variable part of Block 1; performing educational and research work; the ability to study under an additional educational program (DEP).

The policy of student representation is implemented at the University in three areas: student representation in corporate bodies of the University; student self-government; representation of students in social projects that implement regional health care tasks. Students studying under the MPEP HE in the specialty of Medical Science are members of the Academic Council of the University, the Academic Council of the Faculty of Medicine and Prevention.

Student self-government at the university is implemented through public student organizations run by students themselves. In 2022, the University will create a structure that will effectively coordinate creative, scientific, and volunteer projects and initiatives of high social significance, as well as develop best practices in the field of student self - government-the Association of Student Organizations of USMU, which unites 13 student organizations of the university.

The largest USMU youth organization is the USMU Students ' Trade Union.

The Scientific Society of Young Scientists and Students (SSYSS) helps to increase motivation for in-depth study of academic subjects, scientific research and promotion of their results.

Students studying in the specialty of Medical science are active members of the scholarship committee of the "Union of Students and Postgraduates of USMU".

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the IAAR Standard, it is established that USMU has defined and implements an admission policy based on the principles of objectivity and includes a clear statement about the selection process of students, and also has a policy and implements the practice of admission of persons with disabilities. Ural State Medical University has a policy and implements the practice of transferring students from other educational organizations, including foreign ones, establishes a link between the selection and mission of the educational organization, the educational program and the desired quality of graduates, periodically reviews the admission policy, and uses the system of appeal against decisions on admission of students.

USMU annually determines the number of students accepted in accordance with the educational organization's capabilities at all stages of the educational program, and also regulates the number and contingent of students accepted, taking into account the opinion of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole.

Ural State Medical University has a system of academic counseling for students, offers students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support; has a feedback system with students to assess the conditions and organization of the educational process, provides students with documents confirming the obtained qualification (diploma) and appendix to it. It takes into account the needs of different groups of students and provides an opportunity for the formation of an individual educational trajectory; provides academic counseling, which is based on monitoring the student's academic performance and includes issues of professional orientation and career planning.

EMM has developed and implemented a policy of student representation and proper participation in mission definition, development, management and evaluation of the educational program, and other issues related to students; student activities and student organizations are encouraged and supported.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

According to the standard "Students", the educational program 31.05.01 Medical Care has 16 satisfactory positions.

6.5. Academic Staff/Teachers Standard

- *The education organization should develop and implement a recruitment and selection policy that:*
 - ✓ *defines their category, responsibilities, and the balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences, and medical / pharmaceutical sciences for the adequate implementation of the OP, including the appropriate ratio between medical, non-medical, and pharmaceutical teachers, full-time or part-time teachers, and the balance between academic and non-academic staff.*
 - ✓ *considers criteria for scientific, educational, and clinical achievement, including the relationship between teaching, research, and "service" functions*
 - ✓ *defines and monitors the responsibilities of academic staff/faculty in basic biomedical sciences, behavioral and social sciences, and clinical, hygiene, and pharmaceutical sciences*
 - ✓ *provides for the possibility to take into account such criteria and features as attitude to the mission and*

economic opportunities of the educational organization, as well as significant regional features in the personnel selection and recruitment policy

- *The educational organization should develop and implement a policy of activity and personnel development, which is aimed at:*

- ✓ *maintain a balance of opportunities between teaching, research, and "service" functions, and ensure that worthy academic performance is recognized with an appropriate focus on teaching, research, and professional qualifications.*

- ✓ *provision of sufficient knowledge by individual employees of the entire educational program, as well as training and professional development of teachers, their development and evaluation*

- ✓ *ability to take into account the ratio of "teacher-student" depending on various components of the educational program*

- ✓ *career development of staff*

Proof part

The policy of selection and admission of academic staff at Ural State Medical University is implemented in accordance with the Labor Code of the Russian Federation, the Regulation "On the procedure for filling positions of teachers belonging to the teaching staff", approved by Order No. 749 of the Ministry of Education and Science of the Russian Federation dated July 23, 2015, the Nomenclature of positions of teachers of organizations Engaged in educational activities, heads of educational organizations, approved by Decree of the Government of the Russian Federation No. 678 of August 8, 2013 "On Approval of the Nomenclature of positions of teachers of organizations engaged in educational activities, positions of heads of educational organizations", Order of the Ministry of Health and Social Development of the Russian Federation No. In of January 11, 2011 "On Approval of the Unified Qualification Directory of Positions of Managers, Specialists and Employees, the section "Qualification characteristics of positions of managers and specialists of higher professional and additional professional education" and the Charter of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation.

The balance of the teaching staff is maintained in accordance with the curriculum and content of the disciplines. The quality of the teaching staff is determined by the availability of academic degrees of doctor and candidate of Science, as well as the corresponding certificates (accreditation) of specialists. The academic degree level of teachers over the past five years has remained stable and does not fall below 70%. All teachers of clinical departments have appropriate certificates (accreditation) of specialists.

Teachers have a high level of qualification and competence, more than half of them have more than 15 years of experience in research, teaching and clinical work. Students are taught in both Russian and English. Approximately 50% of teachers currently teach classes in English. Every year, the number of teachers who speak a foreign language at the level required for teaching at the university increases.

The recruitment policy of teaching staff is reflected in the Regulations on Staff Selection and the Regulations on the Procedure for conducting competitive selection for positions of teaching staff in the Federal State Budgetary Educational Institution of Higher Professional Education of the USMU of the Ministry of Health of the Russian Federation.

USMU combines academic and professional qualifications of teachers in order to ensure the quality of the educational process. Regulation of the content and working hours of university teachers is carried out through the Regulation on planning and Accounting for the academic load of teachers holding positions of the teaching staff of the Ural State Medical University.

The University implements a staff development strategy, including training, development, support and evaluation of staff. Staffing of basic educational programs meets the requirements of the Federal State Educational Standard and includes effective mechanisms for professional development and retraining of teachers. At the same time, USMU plans to expand the number of advanced training programs in order to meet modern requirements and use advanced educational technologies.

In order to improve the system of remuneration of employees from the number of scientific

and pedagogical employees of USMU, create conditions for differentiating the remuneration of scientific and pedagogical employees performing work of various complexity, and encourage employees to achieve specific performance indicators and quality of work performed, the university adopted the "Regulation on effective contract of scientific and pedagogical employees".

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the IAAR Standard, it was established that USMU has developed and implemented a policy for the selection and recruitment of faculty members, which determines the responsibility and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences, and medical sciences for the adequate implementation of the HE MPEP, including a full-time or part-time faculty member, as well as a balance between academic and non-academic staff.

The administration of Ural State Medical University takes into account the criteria of scientific, educational and clinical achievements, including the correlation between teaching, research activities and "service" functions, determines and monitors the responsibilities of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical, hygiene, pharmaceutical sciences, and provides for the possibility of selection and admission in the policy. The work of teaching staff should take into account such criteria and features as attitude to the mission and economic opportunities of the educational organization, as well as significant features of the region.

Ural State Medical University has developed and implemented a staff development policy that aims to maintain a balance of opportunities between teaching, research and "service" functions, ensure recognition of worthy academic activities with a proper focus on teaching, research and professional qualifications, and take into account the teacher-student ratio depending on various components of the educational system. programs, career development of staff.

At the same time, there is not enough actual documentary evidence of advanced training of teachers participating in the implementation of the educational program of higher education – specialty 31.05.01 Medical Care" on modern technologies of medical education.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

The educational organization is recommended to expand the practice of professional development of teachers participating in the implementation of the educational program of higher education-specialty 31.05.01 "Medical Care", including on modern technologies of medical education. The deadline is January 2025.

WEC's conclusions based on the following criteria:

According to the standard "Academic staff / teachers", the educational program 31.05.01 Medical Care has 7 satisfactory positions and 1 position that implies improvement.

6.6. Educational Resources Standard

•An educational organization must:

✓ have a sufficient material and technical base to ensure adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives

✓ improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practices

•An educational organization must:

✓ provide the necessary resources to provide students with appropriate clinical/practical experience, including:

- quality and categories of patients/consumers of services

- number and categories of clinical / production bases, which include:

- monitoring students ' practice

✓ evaluate, adapt and improve the clinical / practical training environment to meet the needs of the population

•An educational organization must:

✓ develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies

- ✓ provide access to websites or other electronic media
- ✓ provide teachers and students with access to relevant patient data and health information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases, and work with health information systems
- An educational organization must:
 - ✓ use research activities and scientific achievements in the field of medicine and pharmacy as the basis for an educational program
 - ✓ formulate and implement policies that strengthen the relationship between research and education; provide information on the research base and priority areas in the field of scientific research of the educational organization
 - ✓ ensure that the relationship between research and education is taken into account in teaching, encourages and prepares students to engage in and participate in health research
- ✓ An educational organization must:
 - ✓ have access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, teachers-psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of the educational program, development of teaching methods and assessment.
 - ✓ to demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education
- An educational organization must:
 - ✓ formulate and implement policies on national and international cooperation with other educational organizations, including staff and student mobility, as well as transfer of educational credits
 - ✓ promote the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes

Proof part

Ural State Medical University has 5 academic buildings, 2 teaching facilities, a ski base, facilities for clinical departments and laboratories located in medical clinics, and 5 dormitories for students.

In order to form and improve the professional competencies of university students on practical training, a Multi-profile Accreditation and Simulation Center (MASC) was established in 2017 at USMU. Practice-oriented training is aimed at realistic reproduction of the conditions of professional activity, including skills, fragments and situations, in order to objectively assess the readiness of a graduate, resident or cadet doctor to work with patients. The purpose and objectives of MASC in providing information and methodological support for the accreditation of specialists, organizing and conducting primary and primary specialized accreditation of specialists, including the assessment of theoretical knowledge and professional practical medical skills of specialists with higher and secondary medical and pharmaceutical education, are set out in Regulation No. 600(a) - r of October 29, 2019.

USMU has created an accessible environment that meets the needs of disabled students currently studying. All classrooms and dormitories are equipped for unhindered access of students with disabilities. Entrances to buildings are equipped with ramps with railings on both sides, as well as expanded doorways, which facilitates movement. Driving direction signs help students navigate the area.

At the entrance to the buildings there are signs with the name of the organization and the work schedule, made in relief-dotted Braille, which allows students with visual impairments to get the necessary information.

In the main building of the university there is an information touch terminal, which is equipped with adaptation functions for all categories of disability and has access to the official website of USMU, providing access to up-to-date information for all students. For students with disabilities and disabilities, conditions have been created for comfortable living, including access to dormitories that are equipped to meet their needs.

The University has created conditions for unhindered access to sports, as physical activity contributes to improving the health and overall well-being of students. For practical training, the dental clinic of USMU provides conditions for unhindered access and implementation of activities, which also provides students with the opportunity to gain practical experience in a real clinical environment.

USMU provides its students with extensive opportunities to practice sports and maintain an active lifestyle thanks to a well-developed sports infrastructure consisting of various facilities.

As part of the educational institution, there is a sports hall in the third academic building (Klyuchevskaya, 17), measuring 36x18 meters, which offers a wide range of equipment for gymnastics and team sports. There are also two changing rooms with a total area of 42 sq. m. each,

equipped with appropriate furniture and facilities for athletes.

The sports hall in the fifth academic building (20A Onufrieva Street) with dimensions of 30x18 meters is equipped for gymnastics, including tatami (144 pcs.) and treadmills (2 pcs.), which makes it an ideal place for various areas of physical training. The martial arts hall (15 Klyuchevskaya Street) with an area of 70 sq. m. is equipped with fitness balls (10 pcs.), which creates excellent conditions for special training.

The outdoor sports field of USMU (2 Henri Barbusse St.) is fully equipped for holding sports events and training in the fresh air, which additionally contributes to the formation of an active life position among students. The ski base (Moskovsky trakt, 8 km) offers a large number of equipment on an area of 1120 sq. m., including skis (206 pcs.), boots (250 pcs.), poles (104 pcs.) and skates (185 pcs.), which allows you to practice winter sports.

The "Ural Medic" sports Club of USMU trains athletes in the field of powerlifting. From 2016 to 2021, the club has earned a reputation by training Russian, European and world champions, as well as masters of sports and masters of sports of international class in this sport. Due to the good material base and equipment of sports facilities, the university has the opportunity to prepare national teams for participation in various competitions. This includes the Regional University Sports Contest, Yekaterinburg city championships, Central Federal District competitions, and a sports festival for students of medical and pharmaceutical universities in Russia.

The university has its own library, founded in 1931 simultaneously with the beginning of classes at the medical Faculty of the Sverdlovsk State Medical Institute. The library is located in the academic building with a total area of 2059.1 sqm, the volume of the library fund: 597,000 copies of publications. By the decision of the Academic Council of EMM dated May 21, 2010, the Scientific Medical Library of EMM was named after Vasily Nikolaevich Klimov, Doctor of Medical Sciences, Professor, Honored Scientist of the RSFSR, Rector of the Sverdlovsk State Medical Institute (1962-1984).

The university has 5 dormitories equipped with everything necessary for students' accommodation. The University dormitories have a total area of 23,829.2 sqm, of which the living area is 10,821.1 sqm. This provides sufficient space for students to live comfortably. The dormitories have 1,683 places for students to stay. In addition, the dormitories are fully, 100%, provided with soft and hard equipment in accordance with established standards.

USMU attaches great importance to the safety of its premises, equipping them with all the necessary equipment and equipment, including fire extinguishers, fire "hoses" and evacuation schemes that help ensure safety in the event of a fire or other emergency.

Fume hoods are installed in the university's chemical laboratories to ensure safety during chemical experiments. Students working in these laboratories strictly follow the instructions to ensure their own safety and the safety of others. Students are provided with only the necessary amount of reagents for work, and the rest of the stock is stored in a special storage facility of the university, which helps to prevent possible risks associated with improper use or storage of chemical reagents.

Each department of the university has first-aid kits for first aid, as well as instructions for actions in case of accidents.

34 clinical departments that are located on the basis of medical institutions, where students conduct daily clinical reviews of patients on the topics of clinical disciplines studied together with teachers. This process takes place under the guidance of teachers who constantly update their professional knowledge through retraining, as well as engage in medical practice, corresponding to their specialization and skill level. Most of the teaching staff of clinical departments combines teaching with medical practice in medical organizations.

Clinical practice and professional development cover up to one-third of the curriculum, providing students with access to emergency and elective patients in key clinical specializations: internal medicine (and its subspecialties), surgery (and its subspecialties), resuscitation and intensive care, neurology and neurosurgery, psychiatry, family medicine, gynecology and

obstetrics, pediatrics, ophthalmology, phthisiology, and geriatrics.

Training of future specialists is achieved through a combination of clinical practice on the bases and the development of professional skills and the formation of skills and abilities in the MASC.

For clinical training of students, clinical departments based in medical organizations are used.

The University cooperates with 81 medical organizations, both public and private, for practical training of students. Within the framework of clinical training, students get the opportunity to work in various medical organizations, including multidisciplinary hospitals, specialized medical institutions, outpatient clinics, specialized medical examination bureaus, medical and social institutions and social institutions. In the course of the training cycle, the possibilities of both multidisciplinary round-the-clock hospitals; specialized medical institutions (obstetric and gynecological, infectious, oncological, dermatological, ophthalmological, phthisiatric, psychiatric); outpatient and polyclinic institutions; specialized medical examination bureau; institutions/departments of medical and social profile (geriatrics, palliative care) and social institutions are used. institutions that provide psychological and pedagogical assistance.

Medical organizations are the clinical bases of the University and have a modern material and technical base necessary for training students to provide various types of medical care, including primary health care, specialized care, including high-tech, ambulance, as well as palliative and rehabilitative medical care.

The university's website provides information on:

- basic agreements with medical and pharmaceutical institutions "On approval of the standard form of the agreement "On the organization of practical training of students, concluded between an educational or scientific organization and a medical organization or an organization engaged in the production of medicines, an organization engaged in the production and manufacture of medical products, a pharmacy organization, a forensic expert institution or another organization engaged in the in the field of health protection";

- university clinics:

- * Agreement on joint activities for the organization of the University Clinic of Obstetrics and Perinatology

- * Agreement on joint activities to establish a University Craniofacial Surgery Clinic.

The "Certificate of material and technical support of the main educational program of higher education-specialty program 31.05.01 Medical Care " indicates the clinical bases where students undergo practical training.

The Media log medical information system is actively used as part of training in MPEP HE in the specialty of Medical Science, which provides students with the opportunity to study the features of creating and maintaining electronic medical records of patients. This system is equipped with functionality for working with patients ' passport data, recording their complaints, as well as recording the results of laboratory and instrumental studies. Media log allows students to master the skills of creating electronic prescriptions and disability leaflets, keeping medical examination diaries, monitoring treatment dynamics, and working with data on preventive medical examinations. The system also has options for drawing up discharge epicrisis, individual prevention programs, and monitoring patients ' health status.

Scientific research is a priority for USMU. EMM's strategic development programs (2018-2020, 2021-2025) must include a project to modernize and improve research and innovation activities.

The results of scientific research are implemented in the work of the university and other scientific and educational organizations, including lectures, practical and laboratory classes. Implementation certificates are used to confirm the use of offers.

The number of foreign students is constantly increasing, currently 623 people are studying in the specialty of Medical Science in the MPEP HE. The geography of admission covers 41 countries of the world from the regions of Asia, Africa, Europe and South America. A special

contribution to the development of recruitment of foreign students is provided by the presence of programs at the University using an intermediary language (implemented in English). Since 2019, Osh State University (Kyrgyz Republic) has been implementing a network MPEP of higher education in the specialty "Medical Science" in cooperation with Namangan State University (Republic of Uzbekistan). Since 2021, Osh State University (Kyrgyz Republic) has become a partner of USMU in the implementation of a network MPEP of higher education in the specialty "Medical Science". The share of students enrolled in a network educational program is 17.4 % of the total number of international students. For the effective organization of training and adaptation of foreign students in 2019. The Faculty for foreign students was created in the Federal State Budgetary Educational Institution of Higher Professional Education of the USMU of the Ministry of Health of the Russian Federation. The Faculty includes a preparatory department and the International Educational and Adaptation Center of USMU. During the reporting period, the International Educational and Adaptation Center organized the participation of foreign students in the following events: "First-year Student's Day"; "Stars of USMU" (2nd degree diploma); "White Coat Day"; "Big Ethnographic dictation"; All-Russian Championship "Medical Soft Skills" (within the framework of the 172 European Week of Quality in USMU) (3rd degree diploma). Moreover, the staff of the center regularly holds meetings with elders and curators of academic groups in order to solve problems that have arisen among foreign students regarding their educational and social adaptation to USMU.

During the work of the expert commission, it was established that within the framework of the implementation of scientific directions of USMU, it is planned to update the material and technical base, create scientific laboratories, including the scientometry laboratory, the center for evidence-based medicine, the laboratory for simulation of biomedical processes, the laboratory for somnology and paroxysmal states, the biosafety laboratory, the problem laboratory of gerontology and gerontoprophylaxis. It is also planned to use the material and technical base of organizations participating in consortia and collective use centers.

The implementation of the university's campus policy will improve the material, technical and living base of educational and scientific activities, increase the number of students trained at the expense of nonresident and foreign students, residents and postgraduates, as well as expand the range of training and retraining areas for specialists in priority areas of regional development and improve the quality of scientific research.

The implementation of infrastructure policy will promote active involvement of students in research and project activities, internationalization of the university environment, attraction of foreign teachers to educational activities, including joint international research projects and programs, as well as give an impetus to academic mobility of students and teachers.

It is necessary to continue improving the material and technical base to expand simulation training, use unique highly realistic simulation equipment, and use standardized patients to develop clinical and communication skills. It is planned to develop partnership with manufacturers of medical equipment and equipment.

In future, an important step will be the development and implementation of a system of continuous improvement of curricula, which involves a comprehensive assessment of existing curricula, followed by revision and adjustment of their content in accordance with the latest educational standards and health requirements. This approach will allow us to quickly adapt the educational material to changing conditions and guarantee high qualification of graduates, their readiness for successful professional activity in the medical field.

Analytical part

Based on the results of the analysis of compliance of the evidence-based part with the criteria of the IAAR Standard, it was established that Ural State Medical University has the necessary material and technical base to ensure the implementation of the educational program in accordance with Federal State Educational Standards, as well as to create a safe learning environment for staff, students, patients and their relatives.

USMU provides the necessary resources to provide students with appropriate clinical practical experience, including the quality and categories of patients, the number and categories of clinical bases of practical training

USMU has developed and implemented a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies, provided access to websites and other electronic media, provided for teachers and students to access relevant patient data and health information systems using appropriate new information and communication technologies for self-study, access to information, patient databases, and work with healthcare information systems.

Ural State Medical University uses research activities and scientific achievements in the field of medicine as the basis for an educational program. A policy has been formulated and implemented to strengthen the relationship between scientific research and education; information is provided on the research base and priority areas in the field of scientific research of the educational organization, and the relationship between scientific research and education is provided. Students are encouraged and participate in scientific research in the field of medicine and public health.

USMU has access to educational expertise of the processes, practices and problems of medical education with the involvement of specialists, teachers-psychologists, sociologists at the university, interuniversity and international levels.

Ural State Medical University has formulated and implemented a policy on national and international cooperation with other educational organizations, including staff and student mobility. USMU promotes the participation of teachers and students in academic mobility programs at home and abroad and allocates appropriate resources for these purposes.

At the same time, during the work of the expert commission, it was established that within the framework of the implementation of scientific directions of USMU, it is planned to update the material and technical base, create scientific laboratories, including the scientometry laboratory, the center for evidence-based medicine, the laboratory for simulating medical and biological processes, the laboratory for somnology and paroxysmal states, the biosafety laboratory, the problem laboratory of gerontology and gerontoprophyllaxis. It is also planned to use the material and technical base of organizations participating in consortia and collective use centers. It is necessary to continue improving the material and technical base to expand simulation training, use unique highly realistic simulation equipment, and use standardized patients to develop clinical and communication skills. It is planned to develop partnership with manufacturers of medical equipment and equipment.

In the future, an important step will be the development and implementation of a system of continuous improvement of curricula, which involves a comprehensive assessment of existing curricula, followed by revision and adjustment of their content in accordance with the latest educational standards and health requirements.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

1) The educational organization is recommended to improve the learning environment for the higher education program - specialty "Medical care" on an ongoing basis by updating and expanding the material and technical base.

2) The educational organization is recommended to use internal and / or external educational expertise in the development of personnel involved in the implementation of the higher education program – specialty "Medical Care", taking into account current experience in medical education, as well as to promote research in the field of medical education.

WEC's conclusions based on the following criteria:

According to the standard "Educational resources", the educational program 31.05.01 Medical Care has 12 satisfactory positions and 2 positions that suggest improvement

6.7. Educational Program Assessment Standard

- An educational organization must:
 - ✓ have regulated procedures for monitoring, periodically evaluating the educational program and learning outcomes, progress and academic performance of students.
 - ✓ develop and apply an educational program evaluation mechanism that examines the program, its main components, students' academic performance, identifies and solves problems, and ensures that the relevant evaluation results affect the EP.
 - ✓ periodically evaluate the program, comprehensively reviewing the educational process, components of the educational program, expected learning outcomes, and social responsibility.
- An educational organization must:
 - ✓ systematically conduct, analyze and respond to feedback from teachers and students
 - ✓ use feedback results to improve the educational program
- An educational organization must:
 - ✓ analyze academic performance of students and graduates in accordance with the mission and expected learning outcomes, training program, and resource availability.
 - ✓ analyze the academic performance of students and graduates, taking into account the conditions of their previous training, the level of training at admission to the university; use the results of the analysis to interact with the structural unit responsible for selecting students, developing an educational program, and advising students
- An educational organization must:
 - ✓ involve key stakeholders in monitoring and evaluating the educational program
 - ✓ provide stakeholders with access to the results of the program evaluation, collect and study feedback from them on the practical activities of graduates and reviews of the educational program

Proof part

The Educational and Methodological Department is responsible for regular monitoring of the program. The Dean's Office and departments ensure that tasks are completed and evaluated. The results are discussed at meetings. Monitoring is aimed at checking compliance with the requirements of the Federal State Educational Standard for Higher Education and includes various components of the program, such as structure, practices, educational and methodological support, and others. The Dean's Office and EMM provide students with the opportunity to participate in the formation of their curriculum and inform them about their rights and obligations. Monitoring of the educational program is carried out in order to identify compliance with the requirements of the Federal State Educational Standard for Higher Education. The monitored components of the program are: 1) the structure of the program; 2) the ratio of the basic and variable parts; 3) the availability of elective subjects; 4) types and types of practices; 5) educational and methodological support; 6) EI&EE; 7) personnel support; 8) material and technical support. These components are evaluated through an internal independent assessment with systematic monitoring, as well as national accreditation of the educational program.

The Dean's Office and EMM provide students with a real opportunity to participate in the formation of their own training program, explain their rights and obligations to perform the EP. After studying each discipline, students have the opportunity to formulate and bring to the attention of the head of the department, deans, vice-rector and rector proposals on the structure, scope and content of the discipline being studied, as well as on methods and means of control through questionnaires. In addition, students are represented in the Academic Council of USMU.

Within the framework of the educational program assessment system, it is possible to track the progress of each student starting from entrance exams and ending with primary accreditation. Documentation of the admissions committee, departments, dean's office, EMM and electronic journals guarantee the safety of all certification results. The system for recording and storing student progress allows you to track data throughout your studies. The results of the midterm assessment are reviewed after each semester and discussed at various levels of the university. Mechanisms have been developed to support students' professional and personal development, including participation in SSS, academic Olympiads, and interdisciplinary, interuniversity, and international conferences. Mechanisms aimed at students' progress in professional and personal development are developed and used.

EMM and the dean's office regularly assess the content of the educational process. The educational program is evaluated by interested parties-internal and external consumers: students, teachers of host departments, employers, heads of health authorities participating in the SFC and

in the primary accreditation of graduates and residents. In their SFC and accreditation reports, they indicate the shortcomings of mastering the EP and make recommendations, which makes it possible to adjust the educational program taking into account all the proposals and make changes that reflect changes and achievements in medicine and in the healthcare system.

EMM and the Career Center of USMU regularly conduct sociological surveys on satisfaction. Among students: a survey on satisfaction with the quality of conditions for the implementation of educational activities and satisfaction with the quality of the implementation of the main educational program; among teaching staff-a survey on satisfaction with the quality of conditions for the implementation of educational activities; among employers – a survey on satisfaction with employers and their representatives with the quality of graduate training. The results of studying the opinions of students and graduates serve as material for forming recommendations for making adjustments to the EP and the organization of the educational process. The University actively cooperates with employers to ensure that the educational program meets the requirements of the labor market. This allows graduates to be better prepared for their future careers and successfully implement their professional skills.

Within the framework of the educational program, the structure, scope and content of the subjects studied, including the variable part, the amount of contact work, teaching and learning methods, and materials for student assessment (MSA) are evaluated. The data obtained are discussed at meetings of departments and taken into account when processing the working programs of disciplines.

Every year, the university conducts a survey covering both teachers and students in various areas of the educational process. The survey is aimed at identifying the level of satisfaction with the quality of education, teaching disciplines, as well as the work of teachers in general. The results obtained are subjected to a thorough analysis by the EMM, which evaluates the effectiveness of educational programs. Corrective action plans are developed to eliminate identified problems and improve the quality of education in general. The results of surveys and process analysis are discussed at various university events and used to further improve the curriculum.

Information received from users of educational programs is collected and transmitted to the Dean's office and EMM for use in the development or improvement of the curriculum and the educational program as a whole. This information may include student feedback on the content of courses, the quality of teaching, the availability of educational materials, and the organization of the learning process. Students' feedback and suggestions contribute to improving the quality of education, adapting the program to meet students' needs, and increasing the level of satisfaction with the educational process. Receiving feedback from students also helps to establish a dialogue between teachers and students, which contributes to building trusting relationships and improving learning efficiency.

The result of successful mastering of the EP by students and graduates is the acquisition of general cultural, general professional and professional competencies that are used in practical activities. Assessment of the quality of students' training includes various aspects that are taken into account within the point-rating system. These aspects include academic performance, attendance at lectures and practical classes, assessment of practical skills, completion of course and diploma projects, participation in research work, participation in conferences, Olympiads, as well as passing repeated training and retaking exams. Interviews are conducted for each student in the event of a suspension of the training program, where the circumstances are analyzed and the possibility of correcting them to prevent similar situations in the future.

The analysis of current academic performance, results of intermediate and state final attestation at various levels of the university structure is carried out. Students experiencing difficulties are provided with individual support and correction of their studies. Successful students receive incentives, and the quality of graduate training is evaluated through employment and employer satisfaction. Based on feedback from employers, curricula and programs are adjusted.

At all stages of the implementation of the EP, students are consulted about their academic performance in disciplines, by the staff of deans' offices, employees of the University responsible

for educational work, tutors. Tutor – these are students of the 4th-6th year, whose main task is to accompany students of the 1st-2nd year of USMU. There is a schedule of ongoing consultations at each department in all disciplines. The University provides an opportunity to conduct consultations on the correction of emotional state, adaptation problems, and employment opportunities. During the period of training and industrial internships – with employees of medical organizations and those responsible for practice. The analysis shows the effectiveness of advising students through an electronic educational environment, through which the student quickly receives answers to questions, information about current academic performance, as well as teacher advice during the educational process.

The University analyzes feedback from various stakeholders. An external audit of the program is regularly conducted, including reviews from employers and evaluation by another specialized university. The Alumni Career Center annually monitors employers' satisfaction with the quality of training of USMU graduates, including graduates of the Faculty of Medicine and Prevention. Monitoring is carried out through an electronic questionnaire on the university's website. The purpose of monitoring is to objectively assess employers' satisfaction with the quality of graduates, as well as analyze the data obtained to develop measures to improve the quality of graduate training.

Minutes of cathedral meetings, university councils, faculty councils, the Council for the Quality of Education, the Central Methodological Council, and student council reports are used to provide all interested parties with access to information on the results of the evaluation of the educational program. The University has a web portal that contains information about various aspects of educational activities, which allows a wide range of people, including students, teachers, parents, applicants, members of the public and other interested parties, to get information about the learning process. The work of the Council on the quality of education helps to familiarize external participants with the results of the evaluation of the educational program.

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the IAAR Standard, it was established that Ural State Medical University has regulated procedures for monitoring, periodically evaluating the educational program and learning outcomes, progress and academic performance of students, developed and applied mechanisms for evaluating the educational program, which consider the program, its main components, students' academic performance, identify and solve problems, that the corresponding evaluation results affect the EP.

Ural State Medical University periodically evaluates the program, provides a comprehensive review of the educational process, components of the educational program, expected learning outcomes, and social responsibility.

USMU systematically conducts, analyzes and responds to feedback from teachers and students, uses the results of feedback to improve the educational program.

Ural State Medical University analyzes the academic performance of students and graduates in accordance with the mission and expected results of training, the training program and availability of resources; analyzes the academic performance of students and graduates, taking into account the conditions of their previous training, the level of preparation for admission to the university; uses the results of the analysis to interact with the structural divisions responsible for selecting students, developing the educational program, advising students.

Ural State Medical University engages key stakeholders in monitoring and evaluating the educational program, provides stakeholders with access to the results of the program evaluation, collects and studies feedback from them on the practical activities of graduates and reviews of the educational program.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

According to the standard "Evaluation of the educational program", the educational program 31.05.01 Medical Care has 9 satisfactory positions.

6.8. Management and Administration Standard

- An educational organization must:
 - ✓ identify structural divisions and their functions, including relationships within the university
 - ✓ determine the composition of the management structure of the committees, their responsibilities, reflecting the representation of key and other stakeholders, ensuring transparency of the work of the management bodies and their decisions.
- An educational organization must:
 - ✓ describe the responsibilities of academic management in defining and managing the educational program
 - ✓ periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes
- An educational organization must:
 - ✓ have a clear distribution of responsibility and authority for providing resources for the educational program, including the target budget for training
 - ✓ allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs
 - ✓ provide for the ability to allocate resources independently, including the remuneration of teachers who properly achieve the planned learning outcomes; take into account scientific achievements in the field of health and public health problems and their needs when allocating resources.
- An educational organization must:
 - ✓ have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources
 - ✓ ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system.
- An educational organization must:
 - ✓ engage constructively with the health system and sectors of society and government related to health, including foreign ones
 - ✓ formalize cooperation, including the involvement of staff and trainees, with partners in the health sector
- An educational organization must:
 - ✓ publish complete and reliable information about the educational program and its achievements on the official website of the educational organization and in the media.
 - ✓ publish objective information on employment and demand for graduates on the official website

Proof part

The Ministry of Health, as a federal executive body that performs the functions and powers of the University founder:

- 1) approve the University charter, amendments and additions thereto;
- 2) enter into an employment contract with the rector of the University, elected in accordance with the procedure established by the legislation of the Russian Federation and this charter, and dismiss the rector from his post in cases stipulated by the legislation of the Russian Federation;
- 3) conclude and terminate an employment contract with the President of the University elected by the Academic Council of the University in accordance with the procedure established by this charter;
- 4) exercise other powers established by the legislation of the Russian Federation.

The collegiate authority governing bodies of the University are the Conference, the Academic Council of the University, as well as other collegiate authority governing bodies provided for in the Charter.

The conference:

- 1) elects the Rector of the University;
- 2) elects the Academic Council of the University;
- 3) on the recommendation of the Academic Council of the University decides on other most important issues of the University's activities;
- 4) exercise other powers stipulated by the legislation of the Russian Federation, this charter and local regulations of the University.

General management of the University's activities is carried out by an elected representative body - the Academic Council of the University. The Academic Council of the University consists of the rector, who is its chairman, the President of the University, vice-rectors, as well as deans of

faculties by decision of the Academic Council of the University.

According to the organizational structure of the University, vertical and horizontal interaction of structural divisions is carried out. The general management and management of the University's activities is carried out by the Rector. The rector directly reports to the vice-rectors and departments that ensure the processes of the graduate's life cycle. Vice-rectors supervise structural and collegiate authority divisions in the areas of activity. Vice-rectors directly manage certain activities of the University in accordance with the orders and instructions of the Rector of the University and the official duties approved by him.

Management of the faculty and its educational program on the principles of the university-wide and program mission and Quality Policy is carried out by the Academic Council of the faculty and the methodological commission of the specialty, cycle methodological commissions. Members of the University's councils and commissions include representatives of regional healthcare, the scientific and professional community, and students.

The functions and tasks of structural and collegiate authority divisions, the list of divisions and officials with whom the structural divisions of the university interact within the framework of their functionality, are determined by the regulations on structural divisions.

The University ensures transparency of the management system through the development and communication to all interested parties of the organizational structure and regulations defining communication links and functions of departments. A list of local regulations is available on the USMU website.

Transparency of decisions made by the university's management, as well as by collegiate authority and public associations, is ensured through the electronic information educational environment by sending corporate e-mail to heads of structural divisions and teachers. In addition, decisions of the Academic Council and other councils, reports, reports and other information materials are publicly available on the official website of the University. The electronic journal provides transparency in the management of the educational process for students, teachers, heads of departments, dean, parents (legal representatives).

Every year, at the meeting of the Academic Council of USMU, the rector of the University, as a leader in the collective implementation of the mission and quality policy, brings to the attention of employees analytical information about the main achievements, shortcomings and suggestions for improving the academic, scientific, international and clinical activities of the university. The Vice-Rector for Educational Affairs reports annually at the meetings of the Academic Council of the University on the results of the intermediate and state final attestation with a proposal for ways to improve the quality of the educational process. The Dean of the faculty reports annually on the results of achieving the mission of MPEP HE and the final results of training at the councils and commissions of medical specialties. Based on the results of reports, decisions are made aimed at eliminating weaknesses.

The development of social partnership between employers and other external stakeholders, teachers and students through interaction in the framework of conferences, symposia, meetings, and sociological surveys also allows us to evaluate the results of academic management and its contribution to the implementation of the USMU mission and final learning outcomes.

The University carries out financial and economic activities in accordance with the Charter, Budget Code, Federal Laws, orders of the Government of the Russian Federation, other regulatory acts in force on the territory of the Russian Federation regulating educational activities and activities of budgetary institutions and on the basis of the Financial and Economic Activity Plan of federal state institutions subordinate to the Ministry of Health of the Russian Federation.

Budget funds are targeted and based on the principles of efficiency, efficiency, priority, transparency, and responsibility. The FEP is formed annually based on the sources of funding. To achieve the mission and final results, an appropriate allocation of resources is ensured, and a system of expenditures is formed in the areas of using budgetary and extra-budgetary funds based on the economic classification of expenditures

The administrative division responsible for activities related to the educational process is the

EMM.

Management of the process of providing educational programs with professional personnel is carried out by the Department of Personnel Policy and Legal Support, which includes the personnel group, the general department and the archive. The Department's activities are regulated by the relevant regulation.

Material and technical resources are managed under the supervision of the Vice-Rector for Economics and Finance.

In accordance with its mission, the university is directly involved in solving issues related to the protection of citizens' health in the region. Interaction is carried out when providing medical care by employees of clinical departments located in public and private medical organizations in the following areas: treatment of patients with therapeutic and surgical profiles; operations; consultations and consultations; introduction of new methods of diagnosis and treatment. Our own clinical base is represented by the University's clinical and diagnostic polyclinic, which provides highly qualified dental consulting, diagnostic and therapeutic assistance to the population of the region, other regions of the Russian Federation and citizens of foreign countries.

USMU employees are appointed as chief freelance specialists to manage the quality of medical care in various medical specialties

Monthly monitoring of the main indicators of the quality of medical education is carried out with employers. Boards and meetings with leading experts in the region regularly discuss action plans to improve the provision of medical care. USMU trains doctors and employees in professional skills and skills for scientific analysis, communication skills and management skills necessary to improve the quality of medical care. For this purpose, USMU cooperates with medical organizations, social services and psychologists, as well as leading national medical research centers.

Every year, together with the Ministry of Health in the Sverdlovsk region, an analysis of the staffing of city hospitals and rural medical organizations is conducted.

Analytical part

Based on the results of the analysis of the compliance of the evidence-based part with the criteria of the IAAR Standard, it was established that Ural State Medical University defines structural divisions and their functions, including relationships within the university; committees, their responsibilities and composition are defined in the management structure, reflecting the representation of key and other stakeholders, ensuring transparency of the work of management bodies and their decisions.

Ural State Medical University describes the responsibilities of academic leadership in defining and managing the educational program, and periodically evaluates academic leadership in relation to achieving its mission and expected learning outcomes.

USMU has a clear distribution of responsibility and authority for providing resources for the educational program, including the target budget for training; it allocates resources necessary for the implementation of the EP and distributes educational resources in accordance with their needs. It is possible to allocate resources independently, including the remuneration of teachers who properly achieve the planned learning outcomes; the allocation of resources takes into account scientific achievements in the field of health and public health problems and their needs.

Ural State Medical University has an administrative and professional staff for the implementation of the educational program and related activities, ensures proper management and allocation of resources; ensures the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system.

USMU works constructively with the health system and sectors of society and government related to health, including foreign ones; gives official status to cooperation, including the involvement of employees and students, with partners in the health sector.

Ural State Medical University publishes on the official website of the educational organization and in the media complete and reliable information about the educational program,

its achievements, publishes on the official website objective information about employment and demand for graduates.

Strengths/Best practices:

Engage constructively with the health system, society, and government on health issues.

WEC recommendations:

Missing items.

According to the standard "Management and Administration", the educational program 31.05.01 Medical Care has 1 strong and 12 satisfactory positions.

6.9. The "Continuous Update" standard

- *An educational organization must:*
 - ✓ *as a dynamic and socially responsible organization, initiate procedures to regularly review and update the program's process, structure, content, results/competencies, evaluation, and learning environment, address documented deficiencies, and allocate resources for continuous updating.*
 - ✓ *base the update process on prospective health research and on the results of their own research, evaluation, and literature on medical/pharmaceutical education.*
 - ✓ *ensure that the renewal and restructuring process results in a review of policies and practices in line with previous experience, current operations, and future prospects.*
- *The educational organization should be able to address the following issues during the renewal process:*
 - ✓ *direct the renewal process to adapt the mission for the scientific, socio-economic and cultural development of society;*
 - ✓ *direct the renewal process to change the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be located. modification of learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues, and participation in patient care in accordance with the responsibilities that are assigned to graduates after graduation from the EI;*
 - ✓ *direct the updating process to adapt the EP model and teaching methods to ensure their adequacy and relevance;*
 - ✓ *direct the updating process to adjust the elements of the EP and their relationship in accordance with advances in biomedical, behavioral, social and clinical, hygiene, pharmaceutical sciences, with changes in the demographic situation and health / morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will include new relevant knowledge, concepts and methods, and excluding outdated ones.*
 - ✓ *direct the update process to develop assessment principles, methods and number of exams in accordance with changes in the intended learning outcomes and teaching methods;*
 - ✓ *direct the renewal process to adapt the student admission policy and selection methods, taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system, and the needs of the EP;*
 - ✓ *direct the renewal process to adapt the policy of recruitment and formation of academic staff in accordance with changing needs;*
 - ✓ *direct the renewal process to improve educational resources in accordance with changing needs (the number of students, the number and profile of academic staff, and the educational program);*
 - ✓ *Direct the update process to improve the program monitoring and evaluation process.*
 - ✓ *focus the renewal process on developing the organizational structure, as well as leadership and management, to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups.*

Proof part

Ural State Medical University has developed and implemented procedures for continuous monitoring and improvement of the main functioning processes. The university's development program was revised and adjusted in accordance with changes in the national goals in the field of health and education, as well as with the introduction of national projects.

For the successful implementation of the educational program, it is necessary to provide sufficient material and technical resources, information resources (availability of classrooms, office equipment, office equipment, etc.), and personnel resources to departments and structural divisions of the university involved in educational activities. Program managers determine

priorities when planning resources and their volumes.

The results of the process analysis are presented annually to the University's Quality Council and used to make decisions for future periods.

The process of improving and updating the training program at USMU is based on the use of modern electronic information technologies focused on practice, improving the pedagogical process and improving the quality of teaching.

The EMM Medical Science educational program has been participating in the contest "The Best educational programs of innovation in Russia" for several years (since 2011) and is recognized as one of the best in the country. The program has a high percentage of graduate employment and a high demand for healthcare professionals. In 2020, it successfully passed state accreditation, and in 2023 – accreditation monitoring.

The MPEP HE in Medical Care is periodically updated to reflect developments in biomedical, behavioral, social, clinical sciences, as well as the needs of the health system and society, taking into account the needs of employers. According to internal documents, the faculty constantly monitors and analyzes the satisfaction of employers and graduates, responding to comments and recommendations.

Every year, the faculty conducts internal and external audits of the quality system in all areas of activity. The results of the program development, intermediate certification, assessment methods, student achievements and clinical skills development are evaluated.

Developments in the field of scientific research used to diagnose and treat diseases, as well as existing requirements for the health system and in the field of medical services, require constant monitoring of the curriculum.

Evaluation and development of the educational program are constantly undergoing changes and improvements in accordance with the requirements of legislation and changes in healthcare. When analyzing the internal situation, the mission, goals, structure and content of the program, as well as the quality of the teaching staff are taken into account. The results of the program quality assessment are discussed with participants in the educational process, and self-assessment is carried out on the basis of various reports and identifying the strengths and weaknesses of the program. The modernization of the program, the system for assessing the quality of the educational process and the development of the main directions are reflected in the Strategic Development of the university and the work plans of councils and commissions. These plans are regularly evaluated to develop corrective actions.

Enrollment in the program is carried out in accordance with the admission control figures both on the budget and on an extra-budgetary form, taking into account the needs of the health system of the region, country and global health. The Medical Care program is socially important, especially in conditions of unfavorable epidemiological situations, which affects the total number of students and the amount of funding.

The process of updating educational resources in medical education is closely linked to changing needs, the development of scientific directions and innovative technologies. This process includes optimizing the curriculum, introducing new disciplines, electives, and sample courses based on the latest research and global trends. The proposed changes are discussed at various levels, including cycle commissions and the Academic Council of the university.

The development of world scientific research in the field of medicine, the introduction of innovative technologies in the treatment of diseases using organ-saving technologies, as well as changing socio-economic conditions in the world and domestic health systems, mortality and morbidity, the level of medical services, implies constant monitoring of the educational program and its updating. One of the important directions of the program's development is to establish the program's implementation in compliance with international standards by integrating higher medical education, research work, qualified medical practice, as well as by harmonizing the traditions of the medical school with global trends in this area.

Further updating of the program involves:

- implementation of the network program as a promising cooperation with universities in

China, Kyrgyzstan, Tajikistan, Uzbekistan and preparation of educational documentation for students' training under this program. Opening a representative office of our university in these countries will provide an opportunity to attract more students to the program, as well as an opportunity to expand research;

- further development of international contacts, attracting students from different countries of the world;

- improvement of teaching in English, training of teachers with international-level English;

- continuous professional development of teachers;

- preparation of educational materials that are accessible, high-quality, and professional in English;

- implementation of the University's Strategic Development program for 2021-2025.

- expanding the use of information technologies in the educational program, increasing the use of remote technologies for mastering clinical practical skills:

- continuous improvement of all processes related to the implementation of the program (admission, training, assessment of competencies, learning outcomes);

- increasing students' motivation to master the program with the use of modern educational technologies and interest in research work;

- continuous provision of the educational environment, improvement of material and technical support to meet all the needs of participants in the educational process under the program.

In accordance with the goals and priorities of the Strategy for Scientific and Technological Development of the Russian Federation, the Strategy for the Development of Medical Science until 2025, the Strategy for Socio-Economic Development of the Sverdlovsk Region until 2030, and the Spatial Development Strategy of Yekaterinburg for the period up to 2030, a University Development Program for 2021-2030 has been developed as part of the Priority 2030 strategic academic leadership program. This program focuses on the creation of high-tech innovative products and technology transfer that ensure the preservation and promotion of public health. The program "Strategic Development of the University for 2021-2025" formed the basis of the University's Development Program

Improving the organizational structure and management principles is important for ensuring the effectiveness of education at the faculty. The university's participation in the rankings indicates the high quality of the medical education program. The program aims to integrate medical education, continuous training of medical professionals, scientific and international cooperation.

Analytical part

Based on the results of the analysis of compliance of the evidence-based part with the criteria of the IAAR Standard, it is established that Ural State Medical University has initiated procedures for regular review and updating of the process, structure, content, results/competencies, assessment and learning environment of the program. Documented deficiencies are eliminated, and resources are allocated for continuous updates.

At Ural State Medical University, the renewal process is based on prospective health research and on the results of its own research, evaluation and literature on medical education; it is guaranteed that the renewal and restructuring process leads to a review of policies and practices in accordance with previous experience, current activities and future prospects.

USMU directs the renewal process to adapt the mission for the scientific, socio-economic and cultural development of society; directs the renewal process to change the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be located; modifies learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health and participation in the provision of medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation from the public health organization.

Ural State Medical University directs the updating process to adapt the EP model and teaching methods to ensure their adequacy and relevance; direct the updating process to adjust the

EP elements and their relationship in accordance with advances in biomedical, behavioral, social and clinical, hygiene, pharmaceutical sciences, with changes in the demographic situation and health/morbidity structure of the population and socio-economic development of the population.- economic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts and methods are incorporated and outdated ones excluded.

USMU directs the updating process to develop assessment principles, methods and number of exams in accordance with changes in the intended learning outcomes and teaching methods; directs the updating process to adapt the admission policy of students and their selection methods, taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the EP; directs the updating process to adapt the policy of recruitment and formation of academic staff in accordance with changing needs; directs the renewal process to improve educational resources in accordance with changing needs (recruitment of students, the number and profile of academic staff and the educational program); directs the renewal process to improve the process of monitoring and evaluating programs; directs the renewal process to develop the organizational structure, as well as leadership and management to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

According to the standard "Constant updating", the educational program 31.05.01 Medical Care has 12 satisfactory positions.

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

Mission and Results Standard

No strengths were identified for this standard.

Standard "Educational program"

No strengths were identified for this standard.

Student Assessment Standard

No strengths were identified for this standard.

Standard "Students"

No strengths were identified for this standard.

Standard "Academic staff/teachers"

No strengths were identified for this standard.

Educational Resources Standard

No strengths were identified for this standard.

Educational Program Assessment Standard

No strengths were identified for this standard.

Management and Administration Standard

Engage constructively with the health system, society, and government on health issues.

The "Continuous Update" standard

No strengths were identified for this standard.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Results Standard

It is recommended that the educational organization ensure the participation of key stakeholders (representatives of employers, students, teachers) in the formulation of the mission and expected results of training in the higher education program-specialty "Medical Care", so that the stated mission and expected results of training are based on the proposals of all interested parties. The deadline is January 2025.

Standard "Educational program"

Missing items.

Student Assessment Standard

1) The educational organization is recommended to develop and use a wide range of assessment methods and formats in the educational program of higher education – specialty Medical Care, including a combination of validity, reliability, acceptability and effectiveness, as well as provide for the possibility of documenting the assessment of reliability, validity and expanding the practice of attracting external examiners. The deadline is January 2025.

2) An educational organization in the higher education program – specialty Medical Care, we recommend using the principles, methods and practices of assessment that are comparable to the planned learning outcomes, teaching methods and will ensure an appropriate balance of formative and final assessment for making decisions about academic performance. The deadline is January 2025.

Standard "Students"

Missing items.

Standard "Academic staff/teachers"

The educational organization is recommended to expand the practice of professional development of teachers participating in the implementation of the educational program of higher education-specialty 31.05.01 Medical Care", including on modern technologies of medical education. The deadline is January 2025.

Educational Resources Standard

1) The educational organization is recommended to improve the learning environment for the higher education program - specialty "Medical Care" on an ongoing basis by updating and expanding the material and technical base.

2) The educational organization is recommended to use internal and / or external educational expertise in the development of personnel involved in the implementation of the higher education program – specialty "Medical Care", taking into account current experience in medical education, as well as to promote research in the field of medical education.

Educational Program Assessment Standard

Missing items.

Management and Administration Standard

Missing items.

The "Continuous Update" standard

Missing items.

(IX) OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF AN EDUCATIONAL ORGANIZATION

Missing items.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to a unanimous opinion that EP 31.05.01 Medical Care is recommended for accreditation for a period of 5 years.



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

# N\N	#	# Criteria	EVALUATION CRITERIA	NGO Position			
				Strong	Satisfactory	Implies improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"							
1.1 Mission definition							
An educational organization must:							
1	1	1.1.11.	define the mission of the EP and communicate it to stakeholders and the health sector.		+		
2	2	1.1.2.	The mission statement of the EP should reflect the goals and educational strategy that enable the preparation of a competent specialist at the level of higher education in the field of health care with an appropriate basis for further career in any field of health care, including all types of practice, administrative medicine and scientific research in health care; capable of performing the role and functions of a specialist in accordance with the established requirements prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	ensure that the mission includes research achievements in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health, and reflects major international health issues.		+		
1.2. Institutional autonomy and academic freedom							
An educational organization must:							
4	4	1.2.1.	have institutional autonomy to develop and implement quality assurance policies that are the responsibility of the administration and teachers, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program		+		
5	5	1.2.2.	ensure academic freedom for employees and students to implement the educational program and use the results new research to improve the study of specific disciplines / issues without expanding the EP		+		
1.3. Learning							
outcomes An educational organization must:							
6	6	1.3.1.	determine the expected learning outcomes that students should achieve upon completion предусматриваетof the training provides for the possibility of: access to basic level achievements in terms of knowledge, skills and professional relationships; an appropriate foundation for future careers in any field of the health sector; future roles in the health sector; subsequent postgraduate training; lifelong learning commitments; community health needs, health system needs and other aspects of social responsibility		+		
7	7	1.3.2.	ensure proper behavior of students in relation to fellow students, teachers, medical staff, patients and their relatives		+		
8	8	1.3.3.	publish the expected results of training EP		+		

9	9	1.3.4.	identify and coordinate the relationship of learning outcomes required upon completion with those required in post-graduate training		+		
10	10	1.3.5.	provide for students to participate in research in the relevant health field		+		
11	11	1.3.6.	pay attention to expected learning outcomes related to global health		+		
1.4. Participation in the formulation of mission and learning outcomes							
The educational organization should:							
12	12	1.4.14.1.	ensure the participation of key stakeholders in the formulation of mission and expected learning outcomes			+	
13	13	1.4.24.2.	ensure that the stated mission and expected learning outcomes are based on opinion / suggestions other interested parties.			+	
<i>Total</i>				0	11	2	0
Standard 2. EDUCATIONAL PROGRAM							
2.1. Educational program model and teaching methods							
The educational organization should:							
14	1	2.1.1.	define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications obtained as a result of mastering the program		+		
15	2	2.1.2.	use <i>teaching and learning methods</i> that stimulate, prepare and support students. students take responsibility for the learning process		+		
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality.		+		
17	4	2.1.4.	develop students 'lifelong learning abilities		+		
2.2. Scientific method							
The educational organization should:							
18	5	2.2.1.	throughout the entire training program, instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine		+		
19	6	2.2.2.	include in the EP the results of modern scientific research		+		
2.3 Basic biomedical sciences							
The educational organization should:							
20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences in order to develop students ' understanding of scientific knowledge, concepts and methods		+		
21	8	2.3.2.	change the educational program, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system+		+		
2.4. Behavioral and Social sciences, Medical / Pharmaceutical ethics and Law							
The educational organization should:							
22	9	2.4.1.	identify and include in the EP achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and law		+		
23	10	2.4.2.	modify the EP taking into account achievements of behavioral and social sciences, medical / pharmaceutical ethics and law including current scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context		+		
2.5. Clinical / Pharmaceutical Sciences and Skills							
The educational organization should:							
24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students have		+		

			acquired sufficient knowledge, clinical and professional skills at the end of their training to take appropriate responsibility in their subsequent professional activities;				
25	12	2.5.2.	ensure that students conduct research in the field of a sufficient part of the program in planned contacts with patients, consumers of services in the appropriate clinical / industrial settings and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time allocated to study the main clinical / specialized disciplines		+		
27	14	2.5.4.	organize training with appropriate attention to the safety of the learning environment and patients, including: monitoring student activities in clinical / production facilities		+		
28	15	2.5.5.	change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+		
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including gradual improvement of the quality of life of the patient. participation in the provision of services and including responsibility: - in terms of examination and / or treatment of the patient under supervision in the appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of examination and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including on transport, disinfection organizations and health care facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in the appropriate production conditions		+		
30	17	2.5.7.	structure the various components of training in clinical, hygiene skills for monitoring environmental and industrial factors and other industrial skills in accordance with a specific stage of the training program.		+		
2.6. Structure of the educational program, content and duration							
The educational organization should:							
31	18	2.6.1.	describe the contents, scope and sequence of disciplines/modules, including compliance with the appropriate balance between basic biomedical, behavioral, social and clinical/specialized disciplines.		+		
32	19	2.6.2.	provide for horizontal integration of related sciences and disciplines;		+		
33	20	2.6.3.	provide for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide the possibility of elective content (electives) and determine the balance between the mandatory and elective part of the EP		+		
35	22	2.6.5	determine the relationship with complementary medicine, which includes non-traditional, traditional or alternative practices, occupational medicine, which includes aspects of the impact of the environment and man-made production loads, and the social situation on public health.		+		
2.7. Program Management							
The educational organization should:							
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+		
37	24	2.7.2.	define a committee under the direction of academic management responsible for planning and implementing the		+		

			EP to ensure that the expected learning outcomes are achieved.				
38	25	2.7.3.	ensure representation of teachers, students, representatives from other stakeholders, including representatives from clinical and production facilities, graduates of the EI, and healthcare professionals involved in the training process in the EI committee responsible for the EP		+		
39	26	2.7.4.	through the committee responsible for the EP, plan and implement innovations in the field of public health. EP.		+		
2.8. Relationship with medical / pharmaceutical practice and the healthcare system							
The educational organization should:							
40	27	2.8.1.	ensure continuity between the EP and subsequent stages of professional training or practical activities that the student will start after graduation		+		
41	28	2.8.2.	take into account the specifics of the conditions in which graduates will work and modify accordingly EP		+		
				<i>Total</i>	0	28	0
Standard 3. STUDENT ASSESSMENT							
3.1. Assessment methods							
The educational organization should:							
42	1	3.1.1.	define and approve the principles, methods and practices used for evaluating students, including:		+		
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior		+		
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility score", including a combination of validity, performance, and quality of life. reliability, impact on learning, acceptability and effectiveness of assessment methods and format			+	
45	4	3.1.4.	ensure that the assessment process and methods are open (accessible) for external experts to		+		
46	5	3.1.5.	ensure that assessment methods and results avoid conflicts of interest and use a system for appealing student assessment results		+		
47	6	3.1.6.	ensure openness of the assessment procedure and its results, inform students about the assessment criteria and procedures used		+		
48	7	3.1.7.	provide for the possibility of documenting and evaluating the reliability and validity of assessment methods, as well as involving external examiners			+	
3.2. Relationship between assessment and learning							
The educational organization should:							
49	8	3.2.1.	use principles, methods and practices of assessment that are comparable to the planned goals and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote the learning of students, ensure an appropriate balance of formative and final assessment for the direction of learning and making decisions about academic performance			+	
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of exams to encourage both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, concrete, constructive and fair feedback to students on the assessment results		+		
				<i>Total</i>	0	7	3
Standard 4. STUDENTS							
4.1. Admission and selection Policy							
The educational organization should:							
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and include a clear statement about the selection process of students		+		

53	2	4.1.2.	have a policy and implement the practice of admission of persons with disabilities		+			
54	3	4.1.3.	have a policy and implement the practice of transferring students from other public organizations, including foreign ones		+			
55	4	4.1.4.	establish a link between the selection and mission of the public organization, the educational program and the desired quality of graduates; periodically review the admission policy		+			
56	5	4.1.5.	use the system of appeal against decisions on admission of students		+			
4.2. Recruitment of students								
The educational organization should:								
57	6	4.2.1.	determine the number of accepted students in accordance with the capabilities of the public organization at all stages of the educational program		+			
58	7	4.2.2.	periodically adjust the number and contingent of accepted students, taking into account the opinion of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and the company as a whole		+			
59	8	4.2.3.	provide for the possibility to periodically review the number and nature of the company's activities. adopted by students in consultation with other stakeholders and regulated in order to meet the health needs of the population and society as a whole		+			
4.3. Student counseling and support								
The educational organization should:								
60	9	4.3.1.	have a system of academic counseling for students		+			
61	10	4.3.2.	offer students a program of support aimed at social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support		+			
62	11	4.3.3.	have a feedback system with students to assess the conditions and organization of the educational process		+			
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+			
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity to form an individual educational trajectory		+			
65	14	4.3.6.	provide academic counseling, which is based on monitoring student performance and includes issues of professional orientation and career planning		+			
4.4. Student Representation								
The educational organization should:								
66	15	4.4.1.	develop and implement policies for student representation and appropriate participation in mission definition, program design, management and evaluation, and other matters related to students		+			
67	16	4.4.2.	provide opportunities to encourage and support student activities and student organizations		+			
				<i>Total</i>	0	16	0	0
Standard 5. ACADEMIC STAFF/TEACHERS								
5.1. Recruitment and Selection Policy								
The educational organization should develop and implement a recruitment and recruitment policy that:								
68	1	5.1.1.	defines the category, responsibilities and <i>balance of academic staff/teachers</i> in basic biomedical sciences, behavioral and social sciences, and medical/pharmaceutical sciences for the adequate implementation of the EP, including the appropriate ratio of teachers in the medical		+			

			field, full-time or part-time teachers, as well as the balance between academic and non-academic staff				
69	2	5.1.2.	takes into account the criteria for scientific, educational and clinical achievements, including the ratio between teaching, research and "service" functions		+		
70	3	5.1.3.	determines and monitors the responsibilities of academic staff, staff/teachers of basic biomedical sciences, behavioral and social sciences, and clinical, hygiene, and pharmaceutical sciences.		+		
71	4	5.1.4.	provides for the possibility to take into account such criteria and features as attitude to the mission and economic capabilities of the EI, as well as significant regional features in the personnel selection and recruitment policy		+		
5.2. Personnel development policy							
An educational organization should: develop and implement an activity and staff development policy that aims to:							
72	5	5.2.1.	maintain a balance of opportunities between teaching, research, and "service" functions, and ensure that worthy academic performance is recognized with an appropriate focus on teaching, research, and professional qualifications		+		
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational program, as well as training and professional development of teachers, their development and assessment			+	
74	7	5.2.3.	the ability to take into account the ratio of "teacher-student" depending on various components of the educational program		+		
75	8	5.2.4.	career growth of staff		+		
<i>Total</i>				0	7	1	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Material and technical base							
The educational organization must:							
76	1	6.1.1.	have sufficient material and technical base to ensure adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	improve the environment regularly updating and expanding the material and technical base to meet changes in educational practice			+	
6.2. Resources for practical training							
The educational organization should:							
78	3	6.2.1.	provide the necessary resources to provide students with appropriate clinical / practical experience, including: <ul style="list-style-type: none"> • quality and categories of patients/service consumers • number and categories of clinical / production facilities • monitoring of students ' practice 		+		
79	4	6.2.2.	evaluate, adapt and improve the conditions of clinical / practical training to meet the needs of the population		+		
6.3. Information technologies							
The educational organization should:							
80	5	6.3.1.	develop and implement policies aimed at the effective and ethical use and evaluation of relevant information and communication technologies		+		
81	6	6.3.2.	provide access to websites or other electronic media		+		
82	7	6.3.3.	provide teachers and students with access to relevant information and communication technologies. using existing and relevant new information and communication technologies for independent learning, access to information, patient databases, and work with health information systems		+		
6.4. Research in the field of medicine/pharmacy and scientific achievements							
, the educational organization should:							

83	8	6.4.1.	use research activities and scientific achievements in the field of medicine, pharmacy as the basis for the educational program		+		
84	9	6.4.2.	formulate and implement policies that promote the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas of research of EI		+		
85	10	6.4.3.	ensure that the relationship between research and education is taken into account in teaching, encourages and prepares students to participate in and participate in scientific research in the field of Public Health Service		+		
6.5. Expertise in the field of education							
An educational organization should:							
86	11	6.5.1.	have access to educational expertise on the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, teachers-psychologists, sociologists at the university, interuniversity and international levels; develop and implement an expertise policy in the development, implementation and evaluation of the educational program, development of methods training and assessment		+		
87	12	6.5.2.	demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and promoting the interests of staff in conducting research in education			+	
6.6. Exchange in the field of education							
The educational organization should:							
88	13	6.6.1.	formulate and implement policies for national and international cooperation with other public organizations, including staff and student mobility, as well as transfer of educational credits		+		
89	14	6.6.2.	promote the participation of teachers and students in academic mobility programs in the country and abroad and allocate appropriate resources to resources for these purposes		+		
<i>Total</i>				0	12	2	0
Standard 7. EVALUATION of the EDUCATIONAL PROGRAM							
7.1. Mechanisms for monitoring and evaluating the program							
The educational organization should:							
90	1	7.1.1.	have regulated procedures for monitoring, periodically evaluating the educational program and learning outcomes, progress and academic performance of students		+		
91	2	7.1.2.	develop and apply a mechanism for evaluating the educational program who reviews the program, its main components, students' academic performance, identifies and solves problems, ensures that the relevant assessment results affect the EP		+		
92	3	7.1.3.	periodically evaluate the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility		+		
7.2. Teacher-student feedback							
Educational support The organization should:							
93	4	7.2.1.	systematically conduct, analyze and respond to feedback from teachers and students		+		
94	5	7.2.2.	use the results of feedback to improve the educational program		+		
7.3. Academic achievements of students							
The educational organization must:							

95	6	7.3.1.	analyze the academic performance of students and graduates in accordance with the mission and expected results of training, the training program and availability of resources		+		
96	7	7.3.2.	analyze the academic performance of students and graduates, taking into account the conditions of their previous training, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for selecting students, developing the educational program, advising students		+		
7.4. Stakeholder engagement							
An educational organization should:							
97	8	7.4.1.	involve key stakeholders in monitoring and evaluating the educational program		+		
98	9	7.4.2.	provide stakeholders with access to the results of the program evaluation, collect and study feedback from them on the practical activities of graduates and reviews of the educational program		+		
<i>Total</i>				0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION							
8.1. Management							
An educational organization should:							
99	1	8.1.1.	define structural divisions and their functions, including relationships within the university		+		
100	2	8.1.2.	define committees in the management structure, their responsibilities and composition, reflecting the representation of key and other stakeholders, ensuring transparency of the work of the bodies management and their decisions		+		
8.2. Academic Leadership							
An educational organization should:							
101	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program		+		
102	4	8.2.2.	periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes		+		
8.3. Training budget and allocation of resources							
The educational organization should:							
103	5	8.3.1.	have a clear distribution of responsibility and authority for providing resources for the educational program, including the target training budget		+		
104	6	8.3.2.	allocate resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs		+		
105	7	8.3.3.	provide for: the ability to allocate resources independently, including the remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account: scientific achievements in the field of public health and public health problems and their needs.		+		
8.4. Administrative staff and management							
The educational organization should:							
106	8	8.4.1.	have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources		+		
107	9	8.4.2.	ensure the participation of all departments of the public organization in the processes and procedures of the internal quality assurance system		+		
8.5. Interaction with							
The educational organization should:							
108	10	8.5.1.	engage constructively with the health system and sectors public and government sectors related to health, including foreign ones	+			
109	11	8.5.2.	formalize cooperation, including the involvement of		+		

			employees and students, with partners in the healthcare sector				
8.6. Informing the public							
The educational organization must:							
110	12	8.6.1.	publish on the official website of the educational organization and in the media complete and reliable information about the educational program, its achievements		+		
111	13	8.6.2.	publish on the official website objective information about the employment and demand of graduates		+		
<i>Total</i>				1	12	0	0
Standard 9. CONTINUOUS UPDATING							
An educational organization should:							
112	1	9.1.1.	as a dynamic and socially responsible organization, initiate procedures for regularly reviewing and updating the program's process, structure, content, results/competencies, evaluation, and learning environment, address documented deficiencies, and allocate resources for continuous updating		+		
113	2	9.1.2.	base the update process on prospective health research and on the results of their own research, evaluation, and literature on medical / pharmaceutical education;		+		
The educational organization should ensure that the process of renewal and restructuring leads to a review of policies and practices in accordance with previous experience, current activities and future prospects, and provide for the possibility to address the following issues during the renewal process:							
114	3	9.1.3.	adapting the mission for the scientific, socio-economic and cultural development of society		+		
115	4	9.1.4.	changes in the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be located. Modification of learning outcomes in accordance with the documented needs of the post-graduate training environment, including clinical skills, public health training, and participation in patient care in accordance with the responsibilities that are assigned to graduates after graduation EI		+		
116	5	9.1.5.	adaptation of the EP model and teaching methods to ensure their adequacy and relevance		+		
117	6	9.1.6.	adjustments of EP elements and their interrelation in accordance with achievements in biomedical, behavioral, social and clinical, hygiene, pharmaceutical sciences, changes in the demographic situation and health status/structure of the population's morbidity and socio-economic development.-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated		+		
118	7	9.1.7.	development of assessment principles, methods and the number of exams in accordance with changes in the intended learning outcomes and teaching methods		+		
119	8	9.1.8.	adaptation of the admission policy and selection methods of students with taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system, and the needs of EP		+		
120	9	9.1.9.	adaptation of the policy of recruitment and formation of academic staff in accordance with changing needs		+		
121	10	9.1.10.	updating educational resources to meet changing needs, i.e. student recruitment, academic staff size and profile, and the educational program;		+		
122	11	9.1.11.	improving the program monitoring and evaluation		+		
123	12	9.1.12.	developing the organizational structure, as well as leadership and management, to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups		+		

	<i>Total</i>	0	12	0	0
	TOTAL IN TOTAL	1	114	8	0

