



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

Report

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

31.05.02 Pediatrics

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
the Accreditation Council*



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2024

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

COVID-19	-	CoronaVirus Disease 2019
BEP	-	Basic educational program
EP	-	Educational program
ATC	-	Advanced training course
RW	-	Research work
ERW	-	Educational research work
WPD	-	Working programs of the disciplines
EO	-	Educational organization
FSES HE	-	Federal State Educational Standard of Higher Education
EEC	-	External expert commission
SFC	-	State final certification
USE	-	Unified State exam
CMC	-	Central methodological council
IAAR	-	Independent Agency for accreditation and Rating
c.u.	-	credit unit
GEP	-	General educational program
MASC	-	Multidisciplinary accreditation and stimulation center
RES	-	Russian education system
PD	-	Person with disabilities
QMS	-	Quality management system
MCS	-	Methodological commission of the speciality
ADEME	-	Association of the development of electronic medical education
BPEP	-	Basic professional educational program

(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 31.05.02 Pediatrics of the Ural State Medical University with the standards of international accreditation of basic medical and pharmaceutical education programs. 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 IAAR standards, recommendations of the EC for further improvement of the educational program, and parameters of the educational program profile.

The composition of the EC:

1) **Chairman of the Commission** – Botagoz Turdalieva, 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 Accreditation Center, member of the Commission*)

4) **Expert** – 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 Accreditation 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 Accreditation 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 Accreditation 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** - 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 (Sverdlovsk Medical Institute) It was opened on March 1, 1931 on the basis of a special resolution of the Council of People's Commissars of the RSFSR of July 10, 1930. The Faculty of Pediatrics was opened in 1939. In 1944, the first graduation of pediatricians (47 people) took place. During the period of activity of the Faculty of Pediatrics, more than 9,000 pediatricians have been trained.

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 2020 by the Federal Service for Supervision of Education and Science, valid indefinitely), including for the enlarged group of higher education specialties-specialty 31.00.00 Clinical Medicine.

The basic professional educational program (BPEP) in the specialty "Pediatrics" was developed on the basis of the Federal State Educational Standard of Higher Education (FSSES HE), approved by Orders of the Ministry of Education and Science of the Russian Federation No. 853 of August 17, 2015 and No. 965 of August 12, 2020, and the professional standard "District Pediatrician", approved by the Ministry of Education and Science of the Russian Federation. Order of the Ministry of Labor and Social Development of the Russian Federation No. 306n dated 27.03.2017; normative and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation.

BPEP specialty 31.05.02 Pediatrics, level of training-specialty; form of study-full-time; standard period of development-6 years, 360 credits (s. e.); the amount of contact work - 50-80 % of the total time allocated for the implementation of disciplines: qualification assigned to graduates - "District pediatrician"; requirements for the applicant must have a secondary general or secondary professional education; the language of educational activity is the state language of the Russian Federation or a foreign language in accordance with the charter of USMU and the Regulations on the Procedure for obtaining higher education in a Foreign Language.

The Faculty of Pediatrics has scientific schools of clinical immunology and pediatric infectious diseases, neonatology and pediatric neurology, environmental pediatrics, comprehensive health assessment of children and adolescents, nutrition and nutrition of children, phthisiopulmonology, pathophysiology.

The number of students enrolled in the specialty program 31.05.02 Pediatrics (6 years, 360

ECTS credits as of 01.03.2024 - 1694 students.

The Faculty's clinical bases include leading multidisciplinary and specialized clinics in Yekaterinburg and the Sverdlovsk region.

In 2018, the educational program 31.05.02 Pediatrics successfully passed the international professional and public accreditation and confirmed compliance with the European Standards of Quality Assurance of education ESG-ENQA (certificate of international professional and public accreditation, registration number 1341-08 – A069.1, issued on June 27, 2018 for the period up to June 27, 2024 by the accreditation agency-the National Center for Professional and Professional Development).-public accreditation).

In 2018, USMU and its educational programs were officially registered in the European Register of Accredited Higher Education Programs (Database of External Quality Assurance Results).

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation OP 31.05.02 Pediatrics 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 EEC 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 EEC, 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 164 representatives participated in the meetings (Table 1).

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

Category of participants	Number
Rector	1
Vice-rector's office	5
Heads of structural divisions	22
Deans, heads of BPEP	8
Heads of departments	21
Teachers	24
Students	25
Graduates	28
Employers	30
Total	164

During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited the museum, Library, Central Research Laboratory, Multi-profile accreditation and Simulation Center.

At the meetings of the EEC 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.

The EEC members visited the practice bases of the accredited program: the Regional Children's Clinical Hospital.

EEC members attended a training session of students of the specialty "Pediatrics" 312 group, discipline pharmacology, had a conversation with students and teachers of the department.

In accordance with the accreditation procedure, 261 teachers were interviewed, including 73 teaching staff of the pediatric faculty, 1,668 students, including 298 students of the pediatric faculty, including junior and senior students. The results of the survey of all respondents will be presented later in the text.

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 EEC 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 and vision of the University are published on the website of the university, for the implementation of the Mission, priority areas of University development are defined, set out in the Quality Policy and the University Development Program for 2021-2030.

The mission of the main educational program of higher education specialty 31.05.02 Pediatrics is given in the educational program, which was approved by the Academic Council of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation (Protocol No. 10 of May 26, 2023) and posted on the university's

website.

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 of May 2, 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. 306n of April 17, 2017 " On Approval of the professional standard "District Pediatrician".

The EP is developed by working groups that include members of the Academic Council of medical specialties, cycle methodological commissions, and the Methodological Council of the Faculty of Pediatrics with the involvement of practical health care workers and students. They are coordinated with the educational and methodological department and approved by the decision of the academic Council of the university. To the questions: Evaluate the focus of educational programs/training programs on developing students ' skills and abilities to analyze the situation and make forecasts-97 teaching staff (37.2%) answered "very good", 123 (47.1%) "good", 31 (11.9%) "relatively bad", 9 (3.4%) "bad", 1 (0.4%) "very bad". Assess how much the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation – 91 teachers (34.9%) answered "very good", 137 (52.5%) "good", 23 (8.8%) "relatively bad", 7 (2.7%) "bad", 3 (1.1%) "very bad".

Analytical part

In the self-assessment report, on the website and in the materials of the university, an official statement about the mission of the educational program of the specialty "Pediatrics" is presented. The mission of the EP corresponds to the level of basic medical education and, according to the expected results of training, is aimed at creating and applying theoretical knowledge and practical skills in accordance with the requirements of the healthcare industry. The role and functions of a doctor are defined by regulatory documents of the Russian Federation.

The self-assessment report indicates that the mission was developed collectively and approved at a meeting of the Academic Council, and the protocol is provided as confirmation.

The self-assessment data, the procedure for developing and approving the EP reflect the existence of institutional autonomy within the framework of the submitted powers and quality assurance in the development and implementation of the educational program in pediatrics, which provides academic freedom for teachers and is confirmed by the results of a questionnaire.

The training results correspond to the level of basic medical education and the requirements for a future career in healthcare. The curriculum includes subjects that are aimed at studying the culture of human relations and interactions, such as bioethics, cultural studies, and the legal basis of a doctor's activity.

The results of learning in the process of mastering the EP are closely related to postgraduate professional education, which reflects the principle of continuity of educational levels. The mechanisms of students ' participation in research activities are regulated by the graduate competence model, which includes the formation of professional competencies in research activities (ATC 20-22). The curriculum includes the following subjects: Medical Informatics (basic discipline), Fundamentals of Evidence-based Medicine (variable discipline), Organization of research and development (elective discipline), Practice in obtaining primary professional skills, including primary skills of research activities. Conducting research (RW) and educational research (ERW) works is provided for the development of working programs of disciplines (WPD) in accordance with the matrix of competencies of each specific discipline.

Despite the fact that the mission is described in the structure of the educational program and posted on the university's website, its accessibility and comprehensibility for interested parties, including students, were insufficient. A study of the university's documents and website showed insufficient information about the process of formulating the mission of the EP and the participation of interested parties in this process. During the interviews, students found it difficult to quote the university's mission statement and educational program, and could not give a clear answer to the question about the involvement of stakeholders in their formulation. This indicates

a lack of knowledge and understanding of the mission of students, which affects their motivation and involvement in the educational process.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Inform students, teachers and potential employers about the mission of the educational program and its significance for the educational process. Implement a formalized system for collecting and analyzing proposals from stakeholders, including electronic surveys, forums with open discussion of missions and expected learning outcomes. The deadline is January 2025.

2. Expand the range of stakeholders by including graduates, professional associations and the public in the process of mission statement and learning outcomes. Encourage their active participation through regular meetings, surveys, and roundtables. The deadline is January 2025.

EEC's conclusions based on the following criteria:

According to the standard "Mission and results", the educational program 31.05.02 Pediatrics has 13 satisfactory positions.

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 EP 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 EP 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 EP, 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 EP 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 EP
 - ✓ 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 EP.
 - ✓ 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 EO, health professionals involved in the training process in the EO committee responsible for the EP
 - ✓ through the EP committee responsible for planning and implementing innovations in the EP
- An educational organization must:
 - ✓ ensure continuity between the EP 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 EP

Proof part

The educational program 31.05.02 Pediatrics was developed on the basis of the Federal State Educational Standard of Higher Education (FSES HE), approved by Orders of the Ministry of Education and Science of the Russian Federation No. 853 of August 17, 2015 and No. 965 of August 12, 2020, and the professional standard "District Pediatrician", approved by the order of the Ministry of Labor and Social Development of the Russian Federation No. 306n dated 27.03.2017; normative and methodological documents of the Ministry of Health of the Russian Federation and the Ministry of Science and Higher Education of the Russian Federation.

The total volume of the educational program is 360 credits (c.u.). The structure of the BEP corresponds to the Federal State Educational Standard for Higher Education in the field of Pediatrics (specialty level) and consists of three blocks. Block 1 consists of basic subjects (a total of 288 units) and variable subjects (36 units). Block 2 includes practical training, including research work (33 units). Block 3 – state final certification (3 units). The year of implementation of the educational program is 2018; the year of the last revision is 2023.

During the internship period, students work under the supervision of the basic head of the medical institution and the university head (assistant, associate professor) according to the schedule of a 6-day working week with a 6-hour working day. In case of industrial necessity and the consent of students, it is allowed to extend the working shift to 12 hours with a guarantee that all manipulations provided for in the program will be performed in full.

Contact with patients and performing medical manipulations by students is carried out with the informed consent of the patient under the supervision of teachers or employees of a medical organization.

Based on the results of academic/industrial practice, the student compiles a report (diary), performs test control, performs RW and demonstrates practical skills. The student rating is formed in accordance with the methodology of the point-rating system for evaluating academic achievements in practice.

The report on the self-assessment for compliance with the criterion on innovation in the educational process contains the text: "The structures that manage the educational process include a representative of students, teachers, administrative staff, employers, and heads of medical organizations. Their opinion is taken into account when making a decision to approve or adjust the OP. Representatives of the Ministry of Health of the Sverdlovsk region, representatives of practical health care (chief physicians, deputy chief physicians of medical institutions) are members of the State Examination Commission for conducting the USE procedure (state exam), the number of non-university employees must be at least 50% of the total number of members of the SFC. The participation of students and representatives of practical healthcare (employers of graduates) in the discussion of the content of the EP increases the level of professionally-oriented training. To the question of the questionnaire "To what extent teachers can use their own strategies/ methods/ innovations in the learning process", teachers answered: 113 (43,3%) / 117(44,8%) / 119 (45,9%) the answer was "very good"; 129 (49,4%) / 129 (49,4%) / 128 (49,4%) "good"; 15 (5,7%) / 13 (5%) / 11 (4,2%) "relatively bad"; 4 (1,5%) / 2 (0,8%) / 4 (0,8%) "bad."

In general, the survey shows high satisfaction with the survey results: 248 (95%) teachers believe that the content of the educational program meets their scientific and professional interests and needs at the level of "very good" or "good", 236 (90.4%) teachers positively assess the degree of academic freedom, 1226 (73.5%) students rated the content of the educational program as "very

good" or "good". the quality of the educational program is at the level of "excellent" or "good", 1153 (69.1%) students positively assess the teaching methods, 1191 (71.4%) students are satisfied with the speed of response to feedback from teachers, 1207 (72.4%) students rate the quality of teaching at the level of "excellent" or "good", 1113 (66.7%) of students agree that teachers show a positive attitude towards students, 1016 (64.4%) students agree that teachers stimulate student activity, and 1073 (61%) believe that teachers stimulate creative thinking.

Analytical part

EEC members note that the self-assessment report focuses on administrative processes and the involvement of various representatives in approving or adjusting educational programs. However, no information is provided on specific pedagogical innovations that were planned, implemented and improved the educational process. In the report, based on the results of interviews and visits to departments, EEC members did not receive information about formalized mechanisms for planning, implementing, monitoring and evaluating the effectiveness of innovations in the educational program, the participation of students, teachers and other stakeholders in this process. The survey results show that teachers generally have a positive assessment of their ability to use their own strategies, methods, and innovations in the learning process. A high percentage of positive ratings indicates a favorable environment for pedagogical innovations at the university. However, the presence of a small percentage of dissatisfied teachers indicates the need for further analysis and possible improvement of conditions for all teachers.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Plan and implement innovations in the educational program based on monitoring advanced developments in medical education and scientific research. Regularly identify needs for new teaching methods, monitor and evaluate implemented innovations for timely correction, involving all stakeholders, including students, teachers and external partners, to ensure the relevance and effectiveness of the educational process. The deadline is January 2026.

EEC's conclusions based on the following criteria:

According to the standard "Educational program", the educational program of 31.05.02 Pediatrics has 27 satisfactory positions, 1 position implies improvement.

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 RES 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

Assessment of students' knowledge in practical classes by teachers is carried out in accordance with the requirements of the University Regulations on the forms, frequency and

procedure for conducting current monitoring of academic performance and intermediate certification of students; Regulations on the organization and implementation of educational activities in educational programs of higher education; Regulations on the point-rating system for evaluating academic achievements of students of the they are put up in a student group magazine, a cathedral electronic magazine.

The form of the document "Funds of assessment tools of disciplines" is unified and includes a list of competencies, indicators and evaluation criteria, standard control tasks and methodological materials. Within the framework of the rating system, students' academic performance in the discipline in the semester is evaluated according to the following parameters: oral survey on the topic of the lesson, current test control of knowledge, practical skills, writing prescriptions, ERW, attending lectures. Incentive points are awarded to students who actively work in the student scientific circle and have specific scientific achievements. Internal review is subject to SFC materials (external reviews) and evaluation funds for interim certification.

Students are mostly satisfied with the quality of exam materials, 1180 (70.8%) rated "excellent" and "good". A significant part of students considers the assessment of knowledge to be objective 1051 (66.6%) rated it "excellent" and "good", but there are also dissatisfied 179 (9.6%), a significant part of students indicated problems with subjectivity 180 (10.8%). The majority of students believe that the grading system reflects the course content of 1,253 (75.1%) "totally agree" and "agree." The assessment criteria of teachers are clear to the majority of students 1223 (73.4%) "completely agree" and "agree". Students refer to the problems of assessment (the style of statements is preserved): Subjectivity of assessment, Young teachers may be biased, but this is solved by the higher-level teaching staff. Biased attitude of the teacher towards students going to work off. They do not read out the work even with adequate knowledge.

Analytical part

In the text of the report, in interviews and during visits to departments, the description of assessment methods is limited to general phrases, without specific examples of their application and results, information about "utility assessment" and adjustments to assessment methods is not provided. Teachers and students found it difficult to answer the question about the mini-clinical exam, an objective structured clinical exam. Review of evaluation tools involves reviewing and providing feedback on already developed materials, while expertise includes a deeper and more comprehensive analysis of evaluation methods and processes. Peer review is not sufficient to fully meet the requirements for openness of evaluation methods and processes to external experts. Peer review focuses on evaluating the content and structure of materials, while peer review involves a comprehensive assessment of the validity, reliability, impact on learning, acceptability, and effectiveness of assessment methods. Expertise allows you to identify potential shortcomings and suggest specific improvements in the assessment processes. In addition, the submitted materials do not provide information on the impact of peer review on improving evaluation methods and processes.

EEC members note the lack of specific examples of formative and summative assessment, how the balance between them is ensured, what assessment methods and practices contribute to student learning, what specific methods are used to support and improve learning, and what specific management decisions are made based on the results of the assessment. There is no information about how feedback is provided to students based on the assessment results. Mechanisms or examples for providing timely, specific, constructive and fair feedback are not specified. When studying university materials, the focus on documents (the matrix of competencies, working curricula) draws attention to itself, it does not disclose how these documents are used to provide feedback to students.

In the survey, individual students noted the subjectivity of assessment and dissatisfaction with some aspects of the assessment system.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Develop a system for assessing students' academic achievements, including a variety of methods for more complete assessment of knowledge, skills, behavior and attitudes. Consider the principles of "utility assessment", including validity, reliability, appropriateness, and fairness. The deadline is January 2026.

2. Ensure the diversity and objectivity of experts by attracting specialists from various areas of the academic, methodological and professional communities. Ensure that the review process is publicly available to ensure transparency and trust in the evaluation methods and results. The deadline is January 2026.

3. Develop a formalized system for documenting the "utility assessment" of assessment methods at the university level. Include in it requirements for the development of methods, categories/scales and assessment criteria for regular analysis and adjustment of the educational process by educational programs. The deadline is January 2026.

4. Ensure that assessment procedures are aligned with planned learning outcomes. Develop and implement a list of formative and summative control measures within educational programs that will help achieve the planned learning outcomes, facilitate the learning process and ensure objective decision-making about students' academic performance. The deadline is January 2026.

5. Form a system of individual and group feedback with students based on the principles of timeliness, concreteness, constructiveness and fairness. Include written comments in assessment sheets and electronic resources aimed at improving students' knowledge, skills, behavior, and attitudes. The deadline is January 2026.

EEC's conclusions based on the following criteria:

According to the standard "Student assessment", the educational program 31.05.02 Pediatrics has 5 satisfactory positions, 5 positions 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 to study is carried out in accordance with the Rules of admission to the

University, which are adopted at the meeting of the Academic Council of the University and approved by the order of the Rector of the University.

The University determines the number of students accepted for the educational program in accordance with the material, technical and resource capabilities at all stages of training. The plan of admission to the University at the expense of the federal budget (control figures) 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 are allocated for admission according to the target quota (applicants who have signed a contract for targeted training), according to a special and separate quota (at least 10%). Admission to places with payment of the cost of educational services (extra-budget) is limited to the number of places *короткое* 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.

The University cooperates with the regional health management body (Ministry of Health of the Sverdlovsk Region). When planning budget places (for participation in an open public competition for the distribution of admission control figures for higher education programs). The percentage of admission to targeted training tends to increase, which guarantees employment of citizens who have graduated from the University in those regions and in those specialties *в* that the population needs.

USMU has created a system of student support and support that covers the main range of problems that a student may face at various stages of training. The university structure includes departments and public organizations that provide support for solving students' problems and organize student consultations on various issues. The University supports the initiatives of students, organizes their inclusion in volunteer professionally oriented activities, promotes the development of public organizations on a self-governing basis, coordinates the activities of structural divisions that provide support for the education of students with disabilities and persons with disabilities (PD).

In order to protect the health of students, a health center is equipped at the address: Yekaterinburg, Klyuchevskaya str., 5 (<https://usma.ru/sotrudnikam-i-prepodavatelyam/zdravpunkt-ugmu/>).

The Regulation No. 309 (a) – r of September 01, 2022 on named scholarships for students studying at the USMU of the Ministry of Health of the Russian Federation specifies various support measures for students who are actively engaged in scientific activities.

The survey results demonstrate satisfaction with the learning environment, for example, 1,249 (74.9%) students are satisfied with the availability of academic counseling, 1,234 (73.9%) students rate support with educational materials as "excellent" or "good", 1,154 (69.2%) students rate the availability of personal counseling as "excellent" or "good", 1,256 (75.4%) of students rate relations between students and teachers as "excellent" or "good", 1,194 (71.6%) students rate the financial and administrative services of the educational institution positively, 1,011 (60.6%) students rate the provision of dormitories as "excellent" or "good", 1,080 (71.4%) students rate the provision of dormitories as "excellent" or "good". availability of health services as "excellent" or "good", 1,133 (68%) students rate the quality of health care as "excellent" or "good", 1,217 (73%) students rate information support before admission as "excellent" or "good", 1,198 (76.6%) students rate informing positively on the requirements for successful completion of the program, 1,202 (72.1%) students believe that the organization of education provides sufficient opportunities for sports and leisure activities, 1,237 (74.2%) students agree that equal opportunities are provided to all students.

Analytical part

The University successfully implements the admission and training of students, ensuring high standards of quality of education and student support.

The admission process is organized in accordance with the approved rules and requirements of the Ministry of Education and Science of the Russian Federation. The University provides places at the expense of the federal budget, target quotas, as well as on a paid basis. The percentage of admissions for targeted training increases proportionally, which contributes to guaranteed employment of graduates in regions and specialties in need.

The system of student support and support at the university includes many departments and public organizations that help students solve a variety of problems at all stages of their studies. The University actively supports student initiatives, volunteer activities and the development of public organizations.

The results of the survey show a high degree of satisfaction of students and teachers with the conditions at the university.

In general, the data obtained by the EEC members indicate a high level of support and comfort provided by the university to its students and teachers. The University creates favorable conditions for learning and comprehensive development of students, ensuring equal opportunities for all students.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Students", the educational program 31.05.02 Pediatrics 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 EP, 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 the 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 23 July 2015, 2015 №, the Nomenclature of positions of teachers of organizations Engaged in educational activities,

approved by Decree of the Government of the Russian Federation of 8 No. 678 of August 8 2013.

When selecting candidates for teaching staff positions, priority is given to: compliance of the level of qualification of employees with the qualification requirements for their positions, professional competence of employees. Priority is given to persons with higher qualifications, results of pedagogical, scientific, and clinical activities. Teachers of clinical departments must have specialist certificates or accreditation certificates.

In order to encourage employees to achieve high-quality results of work, as well as to reward them for their work performed at the university, incentive payments are established in addition to the official salary. Issues of staff promotion are regulated by local regulations of the University, in particular, the Regulation on Remuneration of Employees of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University by Order No. 224-r of 23.04.2018 On the introduction of an effective contract. The Regulations determine the amount of official salaries for professional qualification groups, the amount of increasing coefficients to salaries; conditions and amounts of compensation and incentive payments in accordance with the lists of payments approved by the Ministry of Health of the Russian Federation.

Taking into account the working conditions of teaching staff, compensation payments, incentive allowances and bonus payments are established.

The University maintains a balance of academic and professional qualifications of teachers, which allows ensuring the quality of the educational process. The content and time limits of the University's teaching staff are regulated by the Regulations on planning and accounting for the academic workload of teaching staff who fill the positions of the teaching staff of the Ural State Medical University. Time limits for performing each type of extracurricular work are distributed depending on the type and unit of work.

Evaluation of teachers' activities is carried out based on the results of educational, methodological, scientific, and clinical activities. The University applies various methods of material and non-material incentives, motivation and promotion of employees for achievements in the professional sphere, which directly affect the professional development of employees.

The results of teachers' work are reflected in the rating assessment of teaching staff, which makes it possible to identify strengths and weaknesses in the work. Rating assessment allows you to determine the teaching staff with the highest results in all areas of the teacher's activity. For high achievements based on the results of the rating assessment, teachers are paid a monetary reward.

To encourage the scientific activity of teaching staff, incentive allowances are established for scientific publications, for publications in international peer-reviewed journals, for the preparation and publication of textbooks, monographs, teaching aids, as well as incentives for the guidance and defense of a dissertation for a scientific supervisor.

Employees are awarded state, departmental, and regional awards for their professional achievements.

The implementation of the professional development plan for teaching staff is analyzed annually, and the periodicity of professional development of teaching staff established by law, as well as the content and number of programs, are analyzed.

Professional development is carried out in accordance with plans and schedules. The staff development plan for the academic year has been approved and is being implemented. In the current academic year, teachers are being trained in 20 additional professional development programs (including those using distance learning technologies). To monitor and control information, an automated system of accounting for additional professional education of teaching staff is formed. Teachers of clinical departments also improve their skills in the clinical specialty.

The results of the survey show high satisfaction with the conditions at the university: 209 (80.3%) teachers rate the level of created conditions as "very good" or "good", 225 (86.2%) teachers rate the work on the organization of medical care and disease prevention as "very good"

or "good". The majority of teachers rate the opportunities for professional development and career growth provided by the university as "very good" or "good" 228 (87.4%) and 218 (83.6%), respectively. Teachers highly appreciate the university's support for their research initiatives and the development of new educational programs: 220 (84.3%) and 238 (90.4%), respectively. Teachers are satisfied with the possibilities of combining teaching with scientific research and practical activities 210 (80.4%) and 83.9%, respectively). The majority of teachers rate the opportunities for professional and personal growth provided by the university as "very good" or "good" (81.2%). Teachers are mostly satisfied with the adequacy of recognition of their potential and abilities (79.7%). Teachers are mostly satisfied with the terms of payment and services provided (84.3%) and 219 (88.1%), respectively. Teachers highly assess the occupational health and safety conditions 248 (95.1%). The level of satisfaction with the provision of a social package and catering is lower compared to other aspects of 138 (52.9%) and 137 (66.3%), respectively. Teachers are generally satisfied with the administration's activities and support for their proposals, 229 (87.7%) and 227 (87.7%), respectively. Teachers rate academic mobility and professional development positively 212 (81.2%) and 238 (91.2%), respectively.

Analytical part

The policy of selection and admission of academic staff at the university is strictly regulated by the legislation of the Russian Federation and internal regulations, which ensures high quality standards of the educational process. The selection of candidates for the positions of teaching staff is carried out taking into account their qualification level, professional competence, pedagogical and scientific activities, as well as the availability of appropriate certificates from teachers of clinical departments.

To motivate employees, the university provides various incentive payments, including compensation and bonus allowances, which contributes to improving the quality of their work. The regulations on remuneration and the introduction of an effective contract detail the amount of salaries, conditions and amounts of payments, as well as incentive allowances for scientific publications and achievements in teaching activities.

The University provides a balance of academic and professional qualifications of teachers, which allows maintaining a high level of the educational process. The activity of teaching staff is regulated by the Regulation on planning and accounting of academic load, which includes time standards for performing various types of work.

In general, the university successfully creates conditions for professional and personal growth of its teachers, which is confirmed by high ratings of their satisfaction with various aspects of their activities and support from the university.

EEC members note the lack of information on specific programs of teaching and professional development of teachers in pedagogical competencies, how knowledge of the entire educational program is provided and evaluated by teachers, there are no examples of programs or activities aimed at teacher development, and describe their impact on professional development.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Organize regular professional development programs for teachers and mentors aimed at introducing current teaching methods and ensuring high quality of education. These programs should encourage and support teachers to develop their professional skills and knowledge, as well as encourage students to take responsibility for their own learning process. The deadline is January 2025.

EEC's conclusions based on the following criteria:

According to the standard "Academic staff/teachers", the educational program 31.05.02 Pediatrics has 7 satisfactory positions, 1 implies improvements.

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.
 - ✓ 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

The educational process in the GEP HE specialty 31.05.02-Pediatrics is implemented in laboratories, training and lecture halls of five buildings.

The volume of the library's collection is 597,000 copies of publications. All up-to-date information on book security for students and employees is available on the official website of USMU (<https://usma.ru/biblioteka/>).

For distance learning of students, portals built on the MedSpace platform are used. The "MS Teams" platform is used for synchronous distance learning.

The Center for Innovation and Technology Transfer of USMU is a key structure aimed at developing and supporting innovative projects in the medical and pharmaceutical sphere. The center provides consulting and organizational support at all stages of development and implementation of new technologies, starting from the idea and ending with implementation in real production.

The University has 9 youth research laboratories, each of which specializes in specific areas of research in the field of medicine.

Practical training of students in the specialty 31.05.02-Pediatrics is conducted on clinical bases with a capacity of about 24 thousand beds, which allows providing access to 81 medical organizations, specialized medical centers, medical research institutes, where it is possible to teach diagnostic and treatment technologies that correspond to the best Russian and international practices. The main specialists, heads of large healthcare institutions in Yekaterinburg, the Sverdlovsk region, and the Ural Region are involved in the educational process. In basic institutions, both emergency and planned patients are available for clinical practice and development of professional skills in the main clinical areas (within 1/3 of the total volume of the

educational program).

Practical skills development is carried out when passing disciplines and industrial practices on clinical bases, as well as on simulators and models with standardized patients in a multi-profile accreditation and simulation center (MASC) with an area of 300 square meters. Information about the center, a list of equipment are available on the university's website.

According to the materials of the university, the USMU MASC trains students, residents, practical skills, practicing medical procedures and maintaining documentation, and preparing for accreditation. To pass the primary accreditation of specialists, primary specialized accreditation and periodic accreditation of specialists on the basis of the MASC, all stages of accreditation are organized both for graduates and residents of the Faculty of Pediatrics, and for doctors of practical health care.

Since October 2020, the center has been involved in the development and testing of Virtual Patient simulators. As part of the project, work is being carried out to assess the patient's communication skills. This activity of the MASC demonstrates the significant contribution of the center to improving the skills of medical specialists and promoting the introduction of innovative training methods and accreditation on the basis of USMU.

Clinical departments also present models and phantoms, imitators of sounds (noises), visual information materials, devices, and medical equipment.

The majority of teachers rate the sufficiency and accessibility of scientific and educational literature, as well as the availability of library resources and the quality of services in libraries as "very good" or "good" 230 (88.2%) and 221 (84.5%), respectively.

Students are mostly satisfied with the existing learning resources of 1154 (77%). An assessment of the availability of computer classes shows that 444 (24.9%) respondents consider it "satisfactory", "bad" or "very bad". Although the majority of respondents are satisfied with the availability and quality of Internet resources, 422 (25.3%) consider them "satisfactory" or worse. A significant proportion of respondents' rate classrooms and classrooms, as well as rest rooms for students, as "satisfactory" or worse. 595 (35.5%) and 931 (55.7%), respectively, 595 (31.5%) and 550 (33%) respondents rate existing computer labs and research laboratories as "satisfactory" or worse. 528 (27.7%) respondents partially agree or disagree that the equipment and facilities are safe, comfortable and modern. When indicating problems, respondents note insufficient resources of the simulation center for students, including for preparing for accreditation.

Analytical part

Based on the results of visual inspection of clinical bases, meetings with staff of departments of the Faculty of Pediatrics, interviews with focus groups, the EEC members were convinced that the university's network of clinical bases includes leading hospitals, polyclinics and specialized medical centers, which provides students with access to patients of different age groups, socio-economic categories with a variety of clinical cases. Students have the opportunity to work under the guidance of experienced clinicians, collaborate with various medical specialists, which develops the ability to work in multidisciplinary teams and understand an integrated approach to patient treatment, promotes interactive learning and transfer of practical skills. Observation of real medical practice and participation in the supervision of patients in inpatient and outpatient settings expands their clinical experience and understanding of various aspects of medical care, strengthens the knowledge gained in theoretical courses.

At the same time, the capacity of the simulation center to work with contingents of students, residents and doctors is not enough. In the Funds of assessment tools for disciplines compiled in accordance with the Federal State Educational Standard, which provide a list of assessment tools related to assessment and training in a simulation center, for example, in the form of clinical scenarios, it is not traced. As the survey shows, the current resources of the simulation center do not meet all the needs of students. Introduction of innovations in the educational program, including further development of a safe learning environment in the simulation center, requires the development and implementation of a resource support policy.

The current practice of USMU in the field of educational expertise is limited to reviewing educational materials, reviewing working curricula, and state accreditation of educational institutions. Unlike traditional review, the development and implementation of a policy of educational expertise provides significant advantages, providing a systematic and comprehensive analysis of the educational process, integrating interdisciplinary and international experience, stimulating innovation and adaptation to change, strengthening interaction with practical healthcare, and increasing transparency and trust.

Strengths/Best practices:

The University has a wide network of clinical bases, including leading hospitals, clinics and specialized medical centers, which provides students with a variety and high quality of clinical experience. Clinical facilities provide access to state-of-the-art equipment and cutting-edge technologies, allowing students to observe and participate in curating patients of various categories.

EEC recommendations:

1. Provide sufficient resources for the effective implementation of the educational program and the creation of a safe learning environment in the simulation center. This includes preparing students for accreditation, equipping them with modern equipment and materials, as well as providing conditions for safe and high-quality learning for all participants in the educational process. The deadline is January 2025.

2. Develop and implement a policy for resource provision and their regular updating. Include the introduction of innovations, compliance with modern educational standards and needs, creating optimal conditions for training graduates. Ensure continuous updating and expansion of the material and technical base to maintain a high level of the educational process and adapt to current changes in educational practice. The deadline is January 2025.

3. Develop and implement a policy of educational expertise that includes training and involvement of a diverse group of experts, as well as systematic analysis. This policy should be aimed at continuous improvement of the educational process, taking into account international standards and best practices in the field of education and accreditation of educational programs. The deadline is January 2026.

4. To form a multi-level system of educational expertise, including both internal and external evaluation mechanisms (audits) with the publication of results. This system should monitor the results of implementing changes in the curriculum and their impact on the quality of education and the level of training of graduates. Include regular audits and reviews aimed at supporting the professional development of staff and promoting research in the field of medical and pharmaceutical education. The deadline is January 2026.

EEC's conclusions based on the following criteria:

According to the standard "Educational resources", the educational program 31.05.02 Pediatrics has 1 strong position, 9 satisfactory positions, 4 positions 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

In order to regulate the educational process at the university, a 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 Russian State Medical University has been developed, which regulates the issues of internal and external control of students' knowledge, as well as their availability of practical clinical skills.

Students and teaching staff are involved in the process of monitoring and evaluating the quality of educational conditions carried out within the framework of the Quality Management System through surveys and questionnaires. The survey is conducted centrally-by the Quality Council, or locally - at the level of cathedral collectives, the dean's office of the faculty. The goal is to evaluate your satisfaction.

According to the current practice of the Faculty of Pediatrics of USMU, interested persons on the part of the employer have access to information about the results of mastering the BEP by students, including academic performance and debt. The results of the survey on satisfaction with the quality of the educational process are open to all parties and are posted on the USMU website at least once a year.

According to the survey results, the majority of teachers do not face the problem of unbalanced academic load for semesters 131 (50.2%) "never", although 112 (42.9%) sometimes face this problem. The problem of unavailability of necessary literature in the library is rare 190 (72.8%) "never", although 63 (24.1%) sometimes face this problem. The problem of overcrowding of study groups is relevant for a significant part of teachers: 45 (17.2%) "often" and 108 (41.4%) "sometimes". The majority of teachers do not face the problem of an inconvenient schedule 140 (53.6%) "never", although 113 (43.3%) sometimes face this problem. The problem of inappropriate classroom conditions is relevant for some teachers: 29 (11.1%) "often" and 78 (29.9%) "sometimes". The problem of lack of access to the Internet or weak Internet is quite common: 35 (13.4%) "often" and 106 (40.6%) "sometimes". The problem of students' lack of interest in learning is common: 34 (13%) "often" and 184 (70.5%) "sometimes". The majority of teachers do not face this problem 146 (55.9%) "never", although 98 (37.5%) sometimes face it. The problem of lack of technical means in the audience is rare 181 (69.3%) "never", although 64 (24.5%) sometimes face this problem.

Analytical part

The advantages of the current approach to student and faculty surveys within the QMS provide a systematic approach, broad coverage, and the ability to conduct surveys both at the university-wide level and at the level of individual departments and faculties, allowing for more accurate consideration of the specific needs and problems of each department. However, questionnaires are not sufficient to increase the activity of stakeholders. The use of various methods of involving a wide range of stakeholders, including students, teachers, employers and administrative staff, is aimed at creating a flexible and inclusive assessment system, ensuring that the interests and opinions of all participants in the process are taken into account, and increasing the level of trust and engagement.

According to local documents of USMU, providing access to information on the results of the implementation of the EP is supported by a regulatory framework, ensures a structured and systematic approach. However, taking into account the results of interviews with focus groups, there is a low activity of stakeholders in discussing changes to the educational program, and the results of the survey generally demonstrate satisfaction with the educational process.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Involve key stakeholders in the monitoring and evaluation of the educational program, using a variety of engagement methods, ensuring participation in the decision-making process, transparency and feedback. Differentiate methods of involving different groups of stakeholders in order to create a flexible and inclusive system for monitoring and evaluating the educational program, taking into account the interests and opinions of all participants in the process. The deadline is January 2025.

2. Ensure transparency of the results of the evaluation of the educational program by providing stakeholders with easy access to this information through electronic platforms and regular reports. The deadline is January 2025.

EEC's conclusions based on the following criteria:

According to the standard "Evaluation of the educational program", the educational program 31.05.02 Pediatrics has 7 satisfactory positions, 2 positions suggest improvement.

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 University is managed in accordance with the legislation of the Russian Federation and the charter of USMU.

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, deans of faculties, heads of departments. Other members of the Academic Council of the University are elected at the Conference of the labor collective by secret ballot. The Academic Council determines the main promising areas of development of the University, including its educational, scientific and medical activities; adopts local acts regulating the main issues of the University's activities.

The Dean 's Office of the Faculty of Pediatrics (Regulation on the Faculty of Pediatrics, 25.09.2019, No. 490-r) is a division under the Office of the Vice-Rector for Educational Affairs. In the course of performing its main tasks and functions, the Dean 's office interacts with other departments of the university.

The Methodological Commission of the specialty (MCS) of the faculty decides on issues of teaching, teaching, and methodological work at the faculty, on the one hand, reporting to the Academic Council of the Faculty, on the other hand, directly interacts with the Central Methodological Council (CMC). CMC is a permanent collective body under the Academic Council of the University, considers issues and develops the main directions of educational and methodological activities of the university in accordance with the Regulation on the Central Methodological Council, 26.11.2018 No. 730-R.

The University maintains strong partnerships with leading medical institutions and research centers at the regional and federal levels. This allows the exchange of best practices, which improves the quality of students' training and promotes the introduction of innovative methods of treatment and diagnosis. Since 2018, the University has been implementing measures for the digital transformation of education: the active introduction of information technologies, electronic educational resources, platforms, virtual environments, augmented reality technologies, and remote support for the educational process. In April 2019, USMU joined the Association for the Development of Electronic Medical Education (ADEME), and in 2020 it became a co-organizer of the Consortium of Digital Medical Universities. For the period 2010-2020, the number of specialists trained in the programs of additional professional education of USMU amounted to more than 50 thousand people. In 2020, 4,649 medical workers were trained, including more than 1,000 doctors and 640 students on the new coronavirus infection. Within the framework of cooperation with the Bukhara State Medical University (Republic of Uzbekistan), a series of courses on countering the new coronavirus infection COVID-19 was conducted for teachers and medical workers of Uzbekistan (more than 300 people).

USMU's business partners are enterprises of the real sector of the economy that are part of the state corporations Roscosmos, Rostec, and Rosatom. In 2020, USMU became a member of the Ural Interregional World-class Scientific and Educational Center "Advanced Production Technologies and Materials", which includes 10 academic institutes, 9 universities, 39 industrial enterprises of the real sector of the economy. The international university partner network of USMU includes 37 universities from Europe, the CIS and East Asia. The University is an active member of the Russian-Chinese Association of Medical Universities, which implements academic mobility of students, postgraduates, and medical students. Separately, it should be noted close cooperation with universities in China and industrial partner LLC "Plant Medsintez" on the development of new pharmaceutical products, including in order to combat the new coronavirus infection COVID 19. USMU, as a leading scientific, educational, methodological center in the Sverdlovsk region, is the "anchor" resident of the Medical Innovation Cluster in the Akademicheskyy microdistrict the city of Yekaterinburg, the construction of which is supported by the Government of the Russian Federation.

The results of the survey demonstrate staff satisfaction with the management processes at USMU: the majority of teachers are satisfied with the attitude of the university management to them: 146 (55.9%) are "fully satisfied" and 83 (31.8%) are "partially satisfied". Teachers rate relationships with direct management highly (203 (77.8%) "fully satisfied" and 44 (16.9%) "partially satisfied"). Teachers are generally satisfied with their relationships with colleagues in the department 201 (77%) are "fully satisfied" and 46 (17.6%) are "partially satisfied". Teachers are mostly satisfied with their participation in managerial decision-making: 138 (52.9%) are "fully satisfied" and 86 (33%) are "partially satisfied". Teachers are very satisfied with student relationships: 210 (80.5%) are "fully satisfied" and 50 (19.2%) are "partially satisfied". The majority of teachers and students rate the availability of the manual as "very good" or "good" (90.8% of teachers and 87.5% of students). This indicates that the university's management is generally accessible to teachers and students. The majority of teachers believe that the management and administration of the university take criticism well 179 (68.6%) "very well" and "good". However, a significant number of teachers, 82 (31.4%), consider the perception of criticism to be "relatively bad", "bad" or "very bad", which may indicate problems in feedback. The majority of teachers are satisfied with the management of changes in the university's activities:

216 (82.7%) are "fully satisfied" and "partially satisfied". However, 45 (17.2%) teachers expressed dissatisfaction or found it difficult to answer, which may indicate the need to improve communication and change management. High assessment of the management: 234 (89.7%) teachers positively assess the management's attention to the content of the educational program. The results of the survey demonstrate high student satisfaction with the work of the administration 1357 (81.4%) students rate relations with the dean's office as "excellent" or "good", 1347 (80.8%) students positively assess the level of accessibility of the dean's office, 1237 (74.2%) students rate the accessibility and responsiveness of the university management as "excellent" or "good".

Analytical part

Active interaction of USMU with the healthcare system, various sectors of society and international organizations is a strong point of the university. It promotes the exchange of experience and best practices, the development of research activities, high-quality practical training of students and support for their employment. Strengthening international cooperation, developing scientific activities and supporting practical training will help the university further improve the quality of education and strengthen its position in the international arena.

The official status of cooperation with partners in the healthcare sector and the active involvement of employees and students in joint projects are the strengths of USMU. It promotes stable and long-term partnerships, professional connections and knowledge sharing, as well as the development of research and innovation. Strengthening and expanding these partnerships will help the university to strengthen its reputation and improve the quality of the educational process, which will make its graduates highly sought-after specialists both at the national and international level.

Strengths/Best practices:

1. The University actively interacts with the healthcare system, various sectors of society and healthcare organizations at the regional, federal and international levels. The University maintains strong partnerships with leading medical institutions, research centers and government organizations, which facilitates the exchange of experience and best practices.

2. The University gives official status to cooperation with partners in the field of healthcare, actively involving employees and students in joint projects. Formal agreements with leading medical organizations ensure stable and long-term partnerships, facilitating professional connections and knowledge sharing. These agreements include internship, exchange and joint research programs, enabling students and faculty to gain hands-on experience and participate in innovative projects, which strengthens the university's reputation as a reliable and prestigious partner at the national and international level.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Management and Administration", the educational program 31.05.02 Pediatrics has 2 strong positions, 11 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 EO;

- ✓ 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

An internal and external audit of the quality system is conducted annually in all areas of functioning of the Faculty of USMU. The results of program development, intermediate certification, assessment methods, achievements and development of clinical competencies are evaluated. These activities are aimed at identifying opportunities to improve the quality of mastering the results of the program.

Active cooperation with the healthcare system allows the university to be an active participant in all processes of providing medical care in the region and country. An example of such cooperation is the laboratory for the formation and evaluation of communication skills at the Multiprofile Accreditation and Simulation Center.

Students and teachers actively cooperate with the practical healthcare system, which contributes to the training of qualified specialists. Practical training is carried out in medical organizations and provides an opportunity for students to master professional competencies directly in a clinical setting.

The level of satisfaction of employers with graduates of the program is quite high, which is associated with the university's development strategy, the availability of appropriate infrastructure, human resources, and responding to employers' requests. Regular sociological surveys confirm this.

The process of evaluating learning outcomes is carried out in strict accordance with local legal acts developed at the university. The assessment strategy is aimed at assessing the formation of competencies, and based on the results of sessions, departments develop plans for corrective and preventive measures to eliminate shortcomings.

Analytical part

Ensuring continuous updating and restructuring of educational programs and teaching methods is a key factor for successful training of specialists. The current practice of USMU shows significant progress in this direction, but there are areas for improvement. Increasing the involvement of stakeholders, strengthening the integration of innovations and regular feedback will help the university to improve the quality of the educational process and meet modern health requirements.

The introduction of a flexible assessment system that includes formative assessments would be an important step to improve the quality of the educational process. Regular feedback, individual recommendations and active participation of students can contribute to their academic and professional growth. Educating teachers and educating students about the importance of formative assessment will help them effectively integrate this tool into the learning process. Thus, the university will be able to train highly qualified specialists who are ready for successful professional activity in the conditions of modern medicine.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Develop and implement a systematic process for collecting and analyzing feedback from students, teachers, and employers. Conduct regular surveys and focus groups, analyze career paths and achievements of graduates, monitor changes in legislation and professional standards, and integrate the latest scientific research and innovations into medical education and practice. The deadline is January 2026.

2. Create a flexible assessment system that includes formative assessments that allow students to improve in the learning process. The deadline is January 2026.

EEC's conclusions based on the following criteria:

According to the "Continuous update" standard, the educational program of 31.05.02 Pediatrics has 10 satisfactory positions, 2 positions suggest improvement.



(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

The University has a wide network of clinical bases, including leading hospitals, clinics and specialized medical centers, which provides students with a variety and high quality of clinical experience. Clinical facilities provide access to state-of-the-art equipment and cutting-edge technologies, allowing students to observe and participate in curating patients of various categories.

Educational Program Assessment Standard

No strengths were identified for this standard.

Management and Administration Standard

1. The University actively interacts with the healthcare system, various sectors of society and healthcare organizations at the regional, federal and international levels. The University maintains strong partnerships with leading medical institutions, research centers and government organizations, which facilitates the exchange of experience and best practices.

2. The University gives official status to cooperation with partners in the field of healthcare, actively involving employees and students in joint projects. Formal agreements with leading medical organizations ensure stable and long-term partnerships, facilitating professional connections and knowledge sharing. These agreements include internship, exchange and joint research programs, enabling students and faculty to gain hands-on experience and participate in innovative projects, which strengthens the university's reputation as a reliable and prestigious partner at the national and international level.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Results Standard

1. Inform students, teachers and potential employers about the mission of the educational program and its significance for the educational process. Implement a formalized system for collecting and analyzing proposals from stakeholders, including electronic surveys, forums with open discussion of missions and expected learning outcomes. The deadline is January 2025.

2. Expand the range of stakeholders by including graduates, professional associations and the public in the process of mission statement and learning outcomes. Encourage their active participation through regular meetings, surveys, and roundtables. The deadline is January 2025.

Standard "Educational program"

Plan and implement innovations in the educational program based on monitoring advanced developments in medical education and scientific research. Regularly identify needs for new teaching methods, monitor and evaluate implemented innovations for timely correction, involving all stakeholders, including students, teachers and external partners, to ensure the relevance and effectiveness of the educational process. The deadline is January 2026.

Student Assessment Standard

1. Develop a system for assessing students' academic achievements, including a variety of methods for more complete assessment of knowledge, skills, behavior and attitudes. Consider the principles of "utility assessment", including validity, reliability, appropriateness, and fairness. The deadline is January 2026.

2. Ensure the diversity and objectivity of experts by attracting specialists from various areas of the academic, methodological and professional communities. Ensure that the review process is publicly available to ensure transparency and trust in the evaluation methods and results. The deadline is January 2026.

3. Develop a formalized system for documenting the "utility assessment" of assessment methods at the university level. Include in it requirements for the development of methods, categories/scales and assessment criteria for regular analysis and adjustment of the educational process by educational programs. The deadline is January 2026.

4. Ensure that assessment procedures are aligned with planned learning outcomes. Develop and implement a list of formative and summative control measures within educational programs that will help achieve the planned learning outcomes, facilitate the learning process and ensure objective decision-making about students' academic performance. The deadline is January 2026.

5. Form a system of individual and group feedback with students based on the principles of timeliness, concreteness, constructiveness and fairness. Include written comments in assessment sheets and electronic resources aimed at improving students' knowledge, skills, behavior, and attitudes. The deadline is January 2026.

Standard "Students"

Missing items.

Standard "Academic staff/teachers"

Organize regular professional development programs for teachers and mentors aimed at introducing current teaching methods and ensuring high quality of education. These programs should encourage and support teachers to develop their professional skills and knowledge, as well as encourage students to take responsibility for their own learning process. The deadline is January 2025.

Educational Resources Standard

1. Provide sufficient resources for the effective implementation of the educational program and the creation of a safe learning environment in the simulation center. This includes preparing students for accreditation, equipping them with modern equipment and materials, as well as providing conditions for safe and high-quality learning for all participants in the educational process. The deadline is January 2025.

2. Develop and implement a policy for resource provision and their regular updating. Include the introduction of innovations, compliance with modern educational standards and needs, creating optimal conditions for training graduates. Ensure continuous updating and expansion of the material and technical base to maintain a high level of the educational process and adapt to current changes in educational practice. The deadline is January 2025.

3. Develop and implement a policy of educational expertise that includes training and involvement of a diverse group of experts, as well as systematic analysis. This policy should be aimed at continuous improvement of the educational process, taking into account international standards and best practices in the field of education and accreditation of educational programs. The deadline is January 2026.

4. To form a multi-level system of educational expertise, including both internal and external evaluation mechanisms (audits) with the publication of results. This system should monitor the results of implementing changes in the curriculum and their impact on the quality of education and the level of training of graduates. Include regular audits and reviews aimed at supporting the professional development of staff and promoting research in the field of medical and pharmaceutical education. The deadline is January 2026.

Educational Program Assessment Standard

1. Involve key stakeholders in the monitoring and evaluation of the educational program, using a variety of engagement methods, ensuring participation in the decision-making process, transparency and feedback. Differentiate methods of involving different groups of stakeholders in order to create a flexible and inclusive system for monitoring and evaluating the educational program, taking into account the interests and opinions of all participants in the process. The deadline is January 2025.

2. Ensure transparency of the results of the evaluation of the educational program by providing stakeholders with easy access to this information through electronic platforms and regular reports. The deadline is January 2025.

Management and Administration Standard

Missing items.

The "Continuous Update" standard

1. Develop and implement a systematic process for collecting and analyzing feedback from students, teachers, and employers. Conduct regular surveys and focus groups, analyze career paths and achievements of graduates, monitor changes in legislation and professional standards, and integrate the latest scientific research and innovations into medical education and practice. The deadline is January 2026.

2. Create a flexible assessment system that includes formative assessments that allow students to improve in the learning process. The deadline is January 2026.

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

There are no recommendations.

(II) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The external expert commission made a unanimous decision to recommend the IAAR Accreditation Council to accredit the educational program of the Ural State Medical University of the Ministry of Health of the Russian Federation on 31.05.02 Pediatrics (specialty) – for a period of 5 (five) years.



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

# N/N	#	# criteria	EVALUATION CRITERIA	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.	identify the expected learning outcomes that students should achieve upon completion of their training provides opportunities for achievement at a basic level 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. social responsibility		+		
7	7	1.3.2.	ensure appropriate 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.	determine and coordinate the relationship of the learning outcomes required upon completion with those required in post-graduate training		+		

10	10	1.3.5.	provide for the possibility of student participation 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	13	0	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 science and skills							
Educational organization shall:							
24	11	2.5.1.	to identify and include in the EP achieve clinical/pharmaceutical Sciences to ensure that students at the end of the training acquired sufficient knowledge, clinical and professional skills for making the appropriate responsibility in professional activities;		+		

25	12	2.5.2.	to ensure that students spend a good part of a program scheduled contacts with patients, consumers of services in the appropriate clinical/production environment and experience of health promotion and disease prevention		+		
26	13	2.5.3.	to determine the amount of time spent learning the basic maths core subjects		+		
27	14	2.5.4.	to organize training with appropriate attention to the safety of the learning environment and patients, including the observation of actions performed by students in clinical/production bases		+		
28	15	2.5.5.	change EP, given the advances in scientific, technological, medical and pharmaceutical developments, current and projected needs of the society and the healthcare system		+		
29	16	2.5.6.	to ensure that each student has an early contact with real patients, consumers of services, including a gradual involved in the provision of services including liability: - in the examination and/or treatment of a patient under observation in the appropriate clinical setting; - the procedures of surveillance in terms of survey and/or inspection of the object under observation, which is at the respective production bases (sanitary-epidemiological centers, territorial departments of sanitary-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 EO, and		+		

			healthcare professionals involved in the training process in the EO committee responsible for the EO.					
39	26	2.7.4.	through the committee responsible for the EO, 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 PE 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	27	1	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 review			+		
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	5	5	0
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 EO, 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				
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 health		+		
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>				1	9	4	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	7	2	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 health 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>	2	11	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 an opportunity to address the following issues during the renewal process:								
114	4	9.1.3.	mission adaptations for the scientific, socio-economic and cultural development of society		+			
115	5	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. audit 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 EO		+			
116	6	9.1.5.	adaptation of the EP model and teaching methods to ensure their adequacy and relevance				+	
117	7	9.1.6.	adjustments of EP elements and their interrelation in accordance with achievements in biomedical, behavioral, social and clinical, hygiene, pharmaceutical sciences, with 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 ones		+			
118	8	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	9	9.1.8.	adaptation of the student admission policy and selection methods to meet changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the EP		+			
120	10	9.1.9.	adaptation of the recruitment policy and the formation of academic staff in accordance with changing needs		+			
121	11	9.1.10.	updating educational resources to meet changing needs, i.e. student recruitment, academic staff size and profile, and the educational program;		+			
122	12	9.1.11.	improving the program monitoring and evaluation process		+			
123	13	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	10	2	0
				TOTAL IN TOTAL	3	103	15	0