



«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 education programs based
on WFME / AMSE/ ESG

31.05.03 Dentistry

URAL STATE MEDICAL UNIVERSITY
during the period from May 21 to May 23, 2024.

NATIONAL CENTER FOR PROFESSIONAL AND PUBLIC ACCREDITATION

INDEPENDENT ACCREDITATION AND RATING AGENCY

External Expert Commission

***Addressed to
To the Council of
Accreditation Center***



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2024 год

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

PRS	-	Point-rating system
SFC	-	State final certification
UFIS for AC	-	Unified federal interdepartmental system for accounting for the contingent of students
APE	-	Additional professional education in secondary vocational education
USISM	-	Unified state information system for monitoring the higher attestation commission
c. u.	-	Credit unit
LNA	-	Local regulations of the persons with disabilities
PD	-	Persons with disabilities
MTR	-	Material-Technical support
MHRF	-	Ministry of Health of the Russian Federation
LHO	-	Limited health EPportunities
EP	-	Educational process
MPEP HE	-	Main professional educational program of higher education-
IC	-	Intermediate certification
PTS	-	Professors/ Teachers staff
PFEA	-	Plan of financial and economic activity
WP	-	Working program
WPD	-	Working program of discipline
PP	-	Practice Program
WC	-	Working curriculum
EMM	-	Educational and methodical management
FAC	-	Federal Accreditation Center of the Academy
FSSES HE	-	Federal State Educational Standard of Higher Education
FIS SFC	-	Federal Information System of State Final Attestation and Admission
FIS FRIEQD	-	Federal information system "Federal Register of information on educational and (or) qualification documents, training documents"
FAT	-	Fund of Assessment tools
AS MH	-	Automated system of the Ministry of Health of the Russian Federation
CCEMC	-	Central Coordination Educational and Methodological Council
CTMC	-	Cycle Training and Methodological Commission
EI&EE	-	Electronic Information and Educational Environment

(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 31.05.03 Dentistry of the Ural State Medical University with the standards of international accreditation of basic medical and pharmaceutical Education (based on WFME/ AMSE/ ESG) No. 150-22-OD of December 21, 2022, third edition.

The report of the External Expert Commission (EEC) 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 VEC:

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

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*

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 Accredited Center, member of the Commission*

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

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 Accredited Center, member of the Commission*

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*

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*

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

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*

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*

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

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

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Ural State Medical University is the largest educational organization in the Ural region, which carries out educational activities in programs of all levels of higher education, mainly medical orientation, scientific activities, including priority areas of medical science, medical activities based on the development of its own dental clinic, as well as integration with medical and scientific partner organizations. The University has been successfully training highly qualified medical personnel for more than 90 years and has fully developed the human potential of healthcare in the Sverdlovsk region and the Ural region. In 1930, by the Decree of the Government of the RSFSR of July 25, 1930, the Sverdlovsk State Medical Institute (hereinafter – SSMI) was established, which laid the scientific, methodological and pedagogical basis for training specialists with higher medical education for practical health care in the Middle Urals. The first classes at the evening department of SSMI began on March 12, 1931, and in September of the same year, full-time students began classes. In 1939, the Faculty of Pediatrics was opened, and in 1976, the Faculty of Dentistry was opened. In 1979, for his contribution to the development of medical science and training of medical personnel, SSMI was awarded the Order of the Red Banner of Labor.

Educational activities of USMU are conducted on 14 territories and in buildings under the operational management of the University, with a total area of 57,725. 01 sq. m. The University has 5 dormitories for 1,496 people, with a total area of 23,874. 3 sq. m.; sports and recreation complexes with a total area of gyms and other indoor sports facilities – 879 sq. m. Practical training of students is conducted in medical organizations-partners of the University, providing free use of clinical bases with an area of 36,188. 7 sq. m. Educational activities at USMU are conducted in accordance with the Constitution of the Russian Federation, Federal Law No. 273-FL of 29.12.2012 "On Education in the Russian Federation", other federal laws and regulations of the Russian Federation, the University Charter and local regulations.

Strategic guidelines of the University are determined in accordance with the national goals and objectives of the National Projects of the Russian Federation - "Healthcare", "Education" and "Science and Universities", approved at the meeting of the Presidium of the Presidential Council for Strategic Development and National Projects on December 24, 2018, the National Program "Digital Economy of the Russian Federation", the Development Strategy Health care in the Russian Federation for the period up to 2025, approved by the Government of the Russian Federation. Decree of the President of the Russian Federation of 06

Educational activities are carried out on the basis of:

- Educational activity licenses series 90L01 # 0009411, registration number 2348 dated 19.08.2016, valid indefinitely;

- Certificates of state accreditation: series 90A01 # 0003599, registration number 3383 dated 02.04.2020, validity period-indefinitely.

Today, the University's structure of training specialists with higher education includes educational programs from three educational areas: Health and Medical Sciences (30.00.00 Basic Medicine, 31.00.00 Clinical Medicine, 32.00.00 Health Sciences and Preventive Medicine, 33.00.00 Pharmacy, 34.00.00 Nursing); Mathematical and Natural Sciences (06.00.00 Biological Sciences); Social Sciences (37.00.00 Psychological Sciences, 39.00.00 Sociology and Social work).

The existing range of specialties and training areas of higher education focuses the professional activity of graduates not only on the medical aspects of health protection, but also on understanding the significance of its social and psychological determinants.

The University implements educational programs in 9 areas of training (specialties) in accordance with the license for educational activities, including 2 bachelor's degree programs, 6 specialty programs, and 7 master's degree programs. 71 programs are implemented in the residency program (62 programs in the direction of training 31.00.00 in Clinical medicine, 8 programs-32.00.00. Health Sciences and preventive medicine, 1 program-33.00.00 Pharmacy. The University has more than 9,300 students). More than 750 teachers were involved in the educational process, including 1 Academician of the Russian Academy of Sciences, 3 corresponding members of the Russian Academy of Sciences, 164 doctors of Sciences, 373 candidates of Sciences.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international program accreditation EP 31.05.03 Dentistry of the Ural State Medical University according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE EC SESSION

The visit of the External Expert Commission (hereinafter referred to as the EEC) to the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation was organized and held from May 21 to May 23, 2024. in accordance with the Program approved by the Director of IAAR A. B. Zhumagulova and agreed with the Rector of the university (Olga Petrovna Kovtun – Rector, Doctor of Medical Sciences, Professor, Academician of the Russian Academy of Sciences, Honored Doctor of the Russian Federation).

The preliminary meeting was held online on May 17, 2024, and was attended by all members of the EEC.

During the visit, the EC studied the regulatory and educational documents of the accredited university, educational and methodological complexes of disciplines, methodological documents, visited the structural divisions and departments declared in the program that ensure the implementation of the educational process, and also checked the operation of information systems used by the University for conducting classes online.

All materials requested by the commission were provided by representatives of the university in a timely manner.

In order to obtain objective information on the assessment of the activities of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation, the EEC members carried out: visual inspection of classrooms, laboratories, libraries, clinical bases and their own clinics and other premises that provide training sessions; observation, interviewing employees of various structural divisions, teachers, employers, and questionnaires of the teaching staff (teaching staff) and students.

FSBEI HE USMU of the Ministry of Health of the Russian Federation ensured the presence of all employees and persons indicated in the Visit Program. The three-day program for conducting program accreditation by the Higher Economic Commission has been fully implemented, in accordance with the distribution of activities by day.

On the first day, May 21, 2024, a preliminary meeting of the Chairman and members of the IAAR EEC was held, during which the goals, program, and responsibilities of the EEC members were announced. The EEC members discussed key issues and identified additional information that should be requested from the structural divisions of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation for validation and confirmation of the reliability of information/data during accreditation.

The meeting with the rector of Kovtun Olga Petrovna took place according to the program, where a detailed presentation on the current activities of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University was presented.

A meeting was held with the Vice-rectors of FSBEI HE USMU of the Ministry of Health of the Russian Federation (Alexey Ushakov-Vice-Rector for Educational Activities, Associate Professor of the Department of Surgical Diseases; Ivan Gordienko-Vice-Rector for Research and Innovation, Associate Professor of the Department of Pediatric Surgery; Marina Naam - Vice-Rector for Economics and Finance; Maria Mirzoeva-Vice-Rector for Youth Policy Associate Professor of the Department of Orthopedic Dentistry and General Practice Dentistry; Mikhail A. Flyagin-Vice-Rector for Advanced Development and International Activities).

After a meeting was held with heads of structural divisions of the USMU is conducted Ministry of health of Russia (Shkinder N. L. – Head of Educational Department (HED), associate Professor of the Department of hospital therapy Privalova Maria Vladimirovna – Deputy head of INTELLIGENCE, associate Professor of the Department of philosophy and bioethics; Neujmina Irina – head of the Department of practical training of the MIND; Levchuk L. V. – Head of training of highly qualified personnel, head of the Department of faculty Pediatrics and propaedeutic of children's diseases; Tkachenko Tatiana Y. – Head of digital transformation of education; Silchuk Evgeny Vladimirovich – head of the Department of digital technologies; Mirzoeva Maria – the Head of practical training in Dentistry, associate Professor of the Department of orthopedic dentistry and General practice; Davydova Inna D. – head of the Department of personnel policy and legal support; Fedorova Ekaterina Vladimirovna – Head of the research Department, associate Professor in the Department of epidemiology, social hygiene and the organization of the state sanitary and epidemiological service; Odintsova Viktoria S. – head of the Department of international education and cooperation; Chernikov Igor – Head of Multiprofile Accreditation-Simulation Center; Popova Olga – the chief of the medical preuniversity; Khlynova Regina Igorevna – Director of the career center, Assistant of the Department of hospital therapy; Efremova Elena – Director of the research medical library. Professor V. N. Klimova; Bozhko Yakov – Advisor to the rector for youth policy and educational work; Vorontsova Anna – University supervisor, associate Professor in the Department of obstetrics and gynecology with a course of medical genetics; Shamshurina Elena Olegovna – Executive Secretary of the Admissions Committee, Associate Professor of the Department of Histology; Kudryavtseva Elena Vladimirovna-Head of the Central Research Laboratory; Zornikov Danila Leonidovich-Head of the Department of Coordination of Scientific Youth Laboratories, Associate Professor of the Department of Medical Microbiology and Clinical Laboratory Diagnostics).

A meeting was held in the interview mode with the heads of faculties of USMU (Andrey Grigorievich Grinev-Dean of the Faculty of Medicine and Prevention, Head of MPEP Medical Business, Associate Professor of the Department of ophthalmology; Irina Vakhlova-Dean of the Faculty of Pediatrics, Head of the Department of Hospital Pediatrics, Head of MPEP Pediatrics, Professor; Sergey Yegorovich Zholudev – Dean of the Faculty of Dentistry, Head of the Department of Orthopedic Dentistry General Practice Dentistry, Head of MPEP Dentistry,

Professor; Mandra Yulia Vladimirovna-Director of the Institute of Dentistry, Professor of the Department of Therapeutic Dentistry and Propaedeutic of Dental Diseases; Levchuk Larisa Vasilyevna-Head of the Scientific and Methodological commission for residency programs, Head of the Department of Training of highly qualified Personnel, Head of the Department of Faculty Pediatrics and Propaedeutic of Children's Diseases, Associate Professor; Getmanova Alla Viktorovna-Deputy Dean of the Faculty of Medicine and Prevention; Stennikova Olga Viktorovna-Deputy Dean of the Faculty of Pediatrics, Associate Professor of the Department of Hospital Pediatrics; Filatova Alena Sergeevna-Deputy Dean of the Faculty of Dentistry), they took an active part in the meeting with the HEC experts and highlighted the main directions of their activities in terms of organizing the educational process, development, implementation and management educational programs, work with students and teaching staff, interaction with the rector's office and other structures of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

In a subsequent meeting was held with heads of EP "Stomatology" and heads of departments of the USMU is conducted Ministry of health of Russia, basic and specialized disciplines (Kosova Anna A. – Head of the Department of epidemiology, social hygiene and the organization of the state sanitary and epidemiological service; Teplyakova Olga Vyacheslavovna – acting head of the Department of outpatient therapy, Professor; Izmozherova Nadezhda Vladimirovna – Head of the Department of pharmacology and clinical pharmacology, associate Professor; Chernyadev Sergey Aleksandrovich – Head of surgical diseases, Professor; Silenkova Alena Petrovna – Head of the Department of psychiatry, psychotherapy and addiction, associate Professor; Oboskalova T. A. – Head of the Department of obstetrics and gynecology with a course of medical genetics, Professor; Smolenskaya Olga G. – Head of the Department of internal diseases, endocrinology, Allergy and immunology, Professor; Tsarkova Sophia A. – Head of the Department of polyclinic Pediatrics, Professor; Tzap Natalia Aleksandrovna, Head of the Department of pediatric surgery, Professor; Grebnev Dmitry Yuryevich – Head of the Department of pathological physiology, associate Professor; Meschaninov Viktor Nikolaevich – Head of the Department of biochemistry, associate Professor; Grigoriev Sergey – Head of the Department of Operative dentistry propaedeutic stomatological diseases, Professor; Abdulkerimov Hier Tagirovich – Head of the Department of surgical dentistry of otorhinolaryngology and maxillofacial surgery, Professor; Bimbis Evgeniya S. – Head of the Department of pediatric dentistry and orthodontics, Professor; Demidov, Sergei Mikhailovich – Head of the Department of Oncology and radiology, Professor; Makeev Oleg Germanovich – Head of the Department of biology and biotechnology, Professor; Voroshilina Ekaterina – acting Head of the Department of medical Microbiology and clinical laboratory diagnostics, assistant Professor; Maklakova Irina Yu. – Head of the Department of normal physiology, associate Professor; Sokolov Sergey – Head of the Department of medical physics and digital technology, associate Professor; Naboychenko Evgeniya S. – Head of the Department of clinical psychology and pedagogy, Professor; Vlasova Elena Vladimirovna – Head of the Department of philosophy, bioethics and cultural studies; Zholudev Sergey Egorovich – Dean of the faculty of dentistry, head of the Department of prosthodontics and General dentistry, the head of the EPEP prosthetic Dentistry, Professor; Kulikov, Alexander V. – head of the Department of anesthesiology, intensive care, toxicology, Professor Nadezhda Stepanovna Davydova – Director EPEP Anesthesiology-reanimatology, Professor, Department of anesthesiology, intensive care, toxicology; Tsarkova Sophia A. – head of the EPEP Pediatrics, head of the Department of polyclinic Pediatrics, Professor; Mandra Julia – Professor, Department of operative dentistry propaedeutic of dental diseases).

During interviews with them, information was obtained about the implementation of the educational process at the departments, the conditions that the university provides for their activities, answers were received to questions about the motivation and stimulation of teaching staff, admission and career growth, financial support for teaching staff, and other aspects.

At the meeting with the teaching staff of the departments of FSBEI HE USMU of the Ministry of Health of the Russian Federation, in particular with representatives of base biomedical

sciences, behavioral and social sciences, medical ethics, medical jurisprudence, clinical and professional disciplines, the experts of the Higher Economic Commission asked questions about the implementation of educational, scientific and clinical processes in FSBEI HE USMU of the Ministry of Health of the Russian Federation, career opportunities, providing the educational process with the necessary resources (material and technical, informational, etc.), interaction with administrative and managerial structures. Then the teaching staff took part in the survey.

During a visual inspection of the material and technical equipment of the USMU of the Ministry of Health of the Russian Federation, the EEC experts visited their own clinics, a simulation center, which is also an accreditation center.

During the day, there were discussions and exchange of experts' opinions, as well as policy development and identification of issues for obtaining the necessary information. On 22.05.2024, EEC experts met with students of the USMU Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation.

The meeting was held in the form of an interview, revealing issues of student support at the university, the functioning of student representation, participation of students in the university's activities, in the development of educational programs, and other issues.

In the future, students took part in the survey. Visual inspection and attendance of classes were conducted at the departments of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation. The department demonstrated the conduct of classes with students of 1-5 courses, methodological materials for students, lesson plan, control tools, literature for self-study.

There was a conversation with Russian and foreign students, they expressed their positive opinion about the activities of departments, clinics, departments, the university as a whole, and the educational process.

VEK experts selectively visited the production practice bases for the EP of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

There was a meeting with employers. Heads of dental medical organizations of the city of Yekaterinburg (Alexey Portnyagin – Chief Dentist of Yekaterinburg, Chief Physician of the Autonomous Non-Profit Organization "Association "Dentistry";

Vorozhtsova Lyudmila Ivanovna-Chief Physician of branch No. 4 of ANO "Association of Dentistry"; Petrov Igor Alexandrovich – Chief Physician of UIA "Dental Polyclinic No. 12"; Chistyakov Nikolay Alekseevich – Chief Physician of UIA "Dental Polyclinic No. 1"; Legkikh Alexander Vladimirovich – Chief Physician of the dental clinic of FSBEI HE USMU of the Ministry of Health of the Russian Federation; Ivanova Elena Evgeny-Chief Physician of Branch No. 16 of the Autonomous Non-Profit Organization "Association "Stomatology"; Andrey Torshin-Chief Physician of the Parent Organization of the Autonomous Non-Profit Organization "Association "Stomatology").

The data obtained indicate that the university closely cooperates with clinical databases, implements clinical training on clinical databases, graduates work in these organizations, through such events as a job fair, young specialists are selected and invited to work, employers participate in the national educational program partly by familiarizing them.

In total, 212 representatives of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University took part in face-to-face meetings (Table 1).

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

Category of participants	Number
of Rectors	1
Vice Rectors	5
Heads of structural divisions	22
Deans of faculties	8

Heads of departments	26
Teachers	42
Students	50
Graduates	28
Employers	30
Total	212

The survey included 261 representatives of the faculty (36% - Faculty of Medicine, 26% - Faculty of Dentistry, 28% - Faculty of Pediatrics, 3% - Faculty of Medicine and Prevention) and 1,668 students in all accredited specialties (282 people – EP Dentistry, specialty level).

According to the survey results: The level of communication between management and teaching staff was rated as "very good" and "good" 98,1% (259); 94% (245) Teaching staff are satisfied with the level of attention that the management of the educational institution pays to the content of the educational program; 93.3% (240) of teaching staff are satisfied with the availability of necessary scientific and educational literature in the library for students. teachers, 92% (238) are completely satisfied with the openness and accessibility of management to the teaching staff, 81% (209) with the involvement of teaching staff in the process of making managerial and strategic decisions, 89.2% (230) with equal opportunities for all teaching staff, and 89.2% (232) are completely satisfied with the attitude of the university management towards teaching staff.

The results of the student survey showed that students are fully satisfied with the level of accessibility of the dean's office in 93% (1570) of cases, the availability of academic counseling-in 61.8% (1009) of cases, the availability of counseling on personal problems-in 77 % (1260), the level of availability of library resources-89.5% (1501), the overall quality of educational programs in 88.3% (1,498), teaching methods in general-91.3% (1,509).

During the three days of work of the EEC, also after the end of all interviews and visits, the experts discussed the university's indicators for their compliance with the parameters of program accreditation, and developed recommendations.

23.05.2024 Upon completion of the work, the experts of the Higher Economic Commission met with the management and responsible persons of the university, shared their impressions and introduced them to the recommendations developed based on the results of the work carried out.

(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 development and approval of the Mission involved the heads of the university's areas of activity, and the teaching staff, students, representatives of the practical sphere, employers participated through the participation of some representatives in collegial bodies.

The MPEP HE is developed by teachers of departments, as well as working groups that include members of the academic council, cyclic methodological commissions, and the central coordinating educational and methodological council with the involvement of practical health workers and students. It is coordinated with the educational and methodological department and approved by the decision of the academic Council of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

The Faculty has sufficient independence to choose the number of biomedical, behavioral, and clinical disciplines, including elective subjects (elective subjects), and types of practices, i.e. ensuring that they meet national and international requirements as much as possible.

Every year, the HR Department analyzes the availability of both departments and programs with professional personnel.

To organize the educational process in clinical disciplines, we use the capabilities of the Federal Accreditation Center, which provides simulation training for students to develop practical skills, develop clinical skills based on situation modeling, which allows students to get the right basic patient safety skills, while reducing risks in providing medical care in the future.

There are phantoms for the use of dental manipulations, technologies for controlling the correctness of tooth preparation, injection, etc.

As a result of mastering the specialty program, the graduate should have formed universal, general professional and professional competencies of the Federal State Educational Standard for Higher Education 31.05.03 Dentistry, implemented through knowledge, skills and skills (Passport of competencies in the specialty 31.05.03 Dentistry, included in the MPEP). A specialist who has completed the development of MPEP can carry out the following types of professional activities: 01 Education and science (in the field of scientific research); 02 Healthcare (in the field of providing medical care for dental diseases); 07 Administrative, managerial and office activities (in the field of health organizations).

Assessment of the final results of mastering the MPEP in the form of the formation of all the competencies assigned in the educational program is carried out at the State Final Certification of graduates. Based on the results of the SFC, the commission, in addition to making decisions on assigning the appropriate qualification, forms a report in which it reflects its opinion on the level of training of students, the main shortcomings in their training (Protocol No. 11 of 30.06.2022). These data are reported and analyzed at the Academic Council of USMU, where an action plan is adapted to eliminate the comments of the HEC chairmen on the relevant specialty.

This assessment is a direct feedback for FSBEI HE USMU of the Ministry of Health of the Russian Federation on the formation of clinical competencies among its graduates.

In order to study the needs and expectations of consumers of educational services of FSBEI HE USMU of the Ministry of Health of the Russian Federation and all interested parties, improve the quality of training at the Academy within the framework of the quality management system, internal independent assessment of the quality of education, questionnaires have been developed and questionnaires are conducted for students, teachers, employers and graduates (sociological research).

The survey process is automated for the convenience and efficiency of collecting information. The results are discussed at meetings of the Academic Council of FSBEI HE USMU of the Ministry of Health of the Russian Federation, presented at educational conferences and used to improve the curriculum and the educational program as a whole.

Analytical part

EEC experts note that within the framework of the standard "Mission and results" in the specialty "Dentistry" of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University, during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was mainly revealed.

Analysis of the compliance of the activities of FSBEI HE USMU of the Ministry of Health of the Russian Federation and the Faculty of Dentistry with the criteria of this Standard indicates that the University has a development Strategy that corresponds to the mission and vision.

Management carries out a number of activities on target indicators of business lines, monitoring and improvement activities. The EEC members note that the mission of the EP "Stomatology" is brought to the attention of interested parties by means of notification in the media, by distribution by e-mail to all departments of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University, faculty, students, by posting on information stands of departments.

However, EEC experts note that during interviews with faculty, students, employers and graduates, the mission and vision were not clearly interpreted.

The EP in the specialty "Dentistry" is designed on the basis of the mission and taking into account the requirements of the federal educational standard and allows you to train a competent doctor who is capable of the following types of professional activities: medical, organizational and managerial; research.

This allows graduates of the Dentistry educational program to choose career paths. When a graduate is oriented to a medical type of professional activity, he / she has the opportunity, after receiving a certificate, to find a job in medical institutions as a dentist or to continue his / her residency training, to carry out research activities in the course of postgraduate or doctoral programs, to prepare and defend a scientific qualification work for a degree in medical sciences.

The available material resources are used responsibly, in order to adequately implement the designated mission and goals of the EP "Dentistry".

HEC members note that great importance is attached to the formation of proper behavior among students in relation to colleagues, teachers, administration, patients and their relatives.

At the same time, the EEC members note that the stakeholders of the EP "Stomatology" (students and employers, etc.) found it difficult to clearly reproduce the mission of the EP during interviews with the EEC members and give specific examples of what exactly their personal participation in the development of the mission and vision of the FSBEI HE USMU of the Ministry of Health of the Russian Federation and the EP consisted in. During the visit and interviews, the EEC members did not get a full and detailed idea of what events were held in the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University of the Ministry of Health in order to discuss the mission and final results of the EP in the specialty "Dentistry".

Satisfactory ratings were given by the EEC members for those items that formally meet the standard, but require increased attention while meeting the criteria of the standards.

Strengths/Best practices:

No strengths were identified for this standard.

HEC Recommendations:

1. The management of EP Stomatology is recommended to involve a wide range of stakeholders in the development of the EP Stomatology mission on an ongoing basis «Стоматология» (due date-01.09.2024);

2. It is recommended that managers of EP Stomatology regularly (at least once a year) study, analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and final results of training (deadline – 01.09.2024).

WEC's conclusions based on the following criteria::*strong positions – 0**satisfactory results – 11**suggest improvements – 2**unsatisfactory-0***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 development, 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 development, 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 development, 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 EI, health professionals involved in the training process in the EI 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 total volume of the educational program is 300 credits (c. u.). The structure of the main educational program corresponds to the Federal State Educational Standard for Higher Education in the field of training 31.05.03 Dentistry (specialty level).

In 2023, the EEP was reviewed by representatives of the faculty of graduate clinical departments, the council of students, employers, a thorough discussion of the main provisions of the MPEP was conducted, and it was approved by the Academic Council of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

Then the educational program was approved by the decision of the Academic Council of FSBEI HE USMU of the Ministry of Health of the Russian Federation. The EP HE is updated annually in terms of the composition of disciplines (modules) established in the curriculum, and (or) the content of working programs of disciplines (modules), working programs of practices, methodological materials that ensure the implementation of the relevant educational technology, taking into account the development of dental science, medicine, healthcare, social sphere, economy, focusing on consumer expectations, main employers, recommendations developed by the quality management system of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University of the Ministry of Health of the Russian Federation.

The development and control of the educational program implementation is carried out by the Dean's Office of the Faculty of Dentistry and the Educational and Methodological Department of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

When conducting practical classes, the following educational technologies are used: training video, solving situational problems, analyzing clinical cases, round tables, discussions, duty in the departments of the medical base, preparing a medical history, portfolio, working on training simulators, etc.

When studying disciplines aimed at developing competencies, including research activities, students' research work is widely used (drawing up an informational review of literature on the proposed topic, preparing an abstract, preparing an essay, report, preparing educational schemes, tables), and student's research work.

Also, trainings, master classes of experts and practical healthcare specialists, visits to medical conferences and consultations, participation in scientific and practical conferences, meetings with representatives of Russian and foreign companies, state and public organizations are widely used.

One of the forms of independent work is the formation of a student's portfolio. According to the regulations on EIE in the personal account, access to which the student receives from the moment of admission to USMU, the formation of an "electronic student portfolio" is available, including the preservation of the student's works, reviews and ratings on these works by any participants in the educational process. Creating a portfolio develops students' ability to analyze and evaluate the process of their own development.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has introduced a system of point-rating assessment of students' academic performance. The main objectives of the PRS are to increase students' motivation to master educational programs; activate (stimulate) students' daily and systematic work; increase the effectiveness of regular independent work of students; reduce the role of randomness and provide a more accurate and objective assessment of the level of knowledge and practical training of students during the intermediate certification.

The possibilities of conducting research work, in particular, a training experiment in the classroom, are used. Measures for the development of this area include: updating the curriculum of departments with the mandatory introduction of elements of educational research work and educational experiment in accordance with the topics of the curriculum; strengthening control over the implementation of the results of research and development of employees of the FSBEI HE USMU of the Ministry of Health of the Russian Federation in educational and clinical work.

The department responsible for organizing both direct postgraduate education (residency) and continuing medical education (additional professional programs) is effectively working in the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation. One of the tasks of the division is to constantly interact with

the regional administration and practical healthcare in order to assess the need for specialists in certain specialties.

In the staffing table of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation, there is a position of vice-rector for regional Health development and vice-rector for Scientific and international work, which organizes and oversees work in these areas. This allows teaching staff to provide a link between basic medical education and the subsequent stage of professional training of a specialist.

Analytical part

Experts of the Higher Expert Commission note that the content of the working curricula of all disciplines of the EP "Dentistry" takes into account regional and national characteristics and the current state of medical science and practice.

Teachers of clinical departments of FSBEI HE USMU of the Ministry of Health of the Russian Federation work at clinical bases and in medical and preventive institutions of the city, which ensures a close relationship between the EP "Dentistry" and the field of practical health care and the participation of students in the work of a team of specialists in providing various types of dental care.

Members of the HEC note that practicing dentists take an active part in the training of students. The labor intensity of the EP "Dentistry" is 300 credits, regardless of the form of educational technologies used, including all types of classroom and independent work of the student, practice and time allocated for quality control of the development of the educational program, electives. The volume of full-time educational programs implemented in one academic year is 60 credits.

In the course of interviewing students and teaching staff, the HEC members revealed the lack of a wide Catalogue of elective subjects, which dictates the need to activate the work of the EMM, Dean's Office and departments in this direction and to widely involve all interested parties (students, teaching staff, employers, representatives of practical healthcare, graduates of the EP "Dentistry") in the process of developing CED in the specialty "Dentistry" to implement the requests of students and employers.

Based on the results of interviewing representatives of focus groups by members of the Higher Economic Commission, it was revealed that FSBEI HE USMU of the Ministry of Health of the Russian Federation does not actively use teaching and learning methods based on the modern theory of adult learning, the analysis of the results of evaluating the competencies of graduates is not sufficiently conducted and documented to use the results obtained as a feedback tool for improving the EP, integrated training based on the program has a consistent linear design; the balance between the mandatory and elective part of the EP "Dentistry" is regulated only on the basis of the Federal State Educational Standard for Higher Education, there are recommendations for providing students with the opportunity to form an individual educational trajectory through the Catalogue of elective subjects that was not presented to the HEC; representatives of clinical bases, graduates, the specialists of practical healthcare did not confirm their active participation in the discussion of the content of EP Stomatology as a part of the collegial advisory bodies of the University.

According to the Federal State Educational Standard of higher Education-specialty in the specialty 31.05.03 Dentistry, approved by Order No. 984 of the Ministry of Education and Science of the Russian Federation dated August 12, 2020, 2 research-oriented practices are offered: an introductory practice "Research work (obtaining primary skills of research work)" and an industrial practice "Research work", data on their implementation in the FSBEI HE USMU of the Ministry of Health of the Russian Federation are presented (diaries or work programs of scientific practices).

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/best practices not identified.

No strengths were identified for this standard.

EEC recommendations:

Managers of the EP "Dentistry" are recommended to carry out a step-by-step adaptation of the EP model to the modular or spiral design (integrated modules on systems or organs, spiral design of material study) of the educational program Dentistry. (Due date-until 01.09.2025).

Conclusions of the HEC by criteria: strong positions-0

satisfactory results – 28

suggest improvements of -00

unsatisfactory-0

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 ROS and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote students' learning, and ensure an appropriate balance of formative and final assessment for directing learning and making decisions about academic performance.*
 - ✓ *provide for the possibility of adjusting the number and nature of exams to encourage both knowledge acquisition and integrated learning*
 - ✓ *provide timely, specific, constructive and fair feedback to students on the assessment results*

Proof part

The policy and procedure for evaluating learning outcomes, as well as the forms of evaluating learning outcomes within the framework of the EP "Dentistry" are regulated in accordance with external and internal regulatory legal acts. Assessment of students' knowledge, skills and abilities takes place at the following levels: entrance control, current assessment in practical and final classes; intermediate certification – exams and tests after completing the study of disciplines, state final certification. Principles and methods of assessment of students' knowledge in exams and tests are established by the Regulations on conducting current monitoring of academic performance and intermediate certification of students of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University.

The Regulation states that "the main purpose of the interim certification is to assess the quality of achievement of students' planned learning outcomes in the discipline (module) and practice." Planned results of training in each discipline (module) and practice – knowledge, skills, and abilities that characterize the stages of competence formation and ensure the achievement of the planned results of mastering the main professional educational program.

Intermediate certification is carried out using the assessment tools provided in the discipline's work program. Evaluation tools for intermediate certification are subject to internal (at cyclic educational and methodological commissions) and external expertise, the results of which are issued in the form of a review, and the evaluation tools are updated annually.

Testing of the level of mastery of practical skills and abilities formed in practical classes is carried out at the final (modular) classes on practical skills, on thematic patients or on phantoms in the Federal Accreditation Center. Assessment sheets borrowed from the database of the Federal Methodological Center for Accreditation of Specialists are used to assess practical skills in simulated conditions. During the interim assessment, a five-point rating system is used.

Current monitoring of students' academic performance is carried out daily, during the educational process, in the form of an oral survey, testing, written papers, practical work, analysis of clinical cases, evaluation of the results of independent work of students. Current control of academic performance provides assessment during the development of disciplines and practical training, intermediate control-assessment of intermediate and final results of training in disciplines and practical training.

The purpose of the state final certification of FSBEI HE USMU of the Ministry of Health of the Russian Federation is to establish the compliance of the results of students' development of basic educational programs with the relevant requirements of the federal state standards (approved by Order No. 984 of the Ministry of Education and Science of the Russian Federation dated August 12, 2020).

Each discipline is provided with a work program and control and measurement tools. These documents are fundamental for conducting ongoing performance monitoring and interim assessment. The final assessment of the knowledge of graduates of the EP "Dentistry" is carried out on the basis of a state exam, which includes the assessment of fundamental, paraclinical and clinical knowledge necessary for the professional activities of future specialists.

These regulations regulate the processes of conducting current, intermediate, and final attestations, and describe the policy, principles, and methods of assessment, appeal procedures, and retake policies. These fundamental documents are available to the public, including supervisors and regulators, faculty, students, and external stakeholders. Internal cathedral control by type of activity is carried out by the department staff in accordance with the Work Plan of the departments, as part of visits to lectures and training sessions.

Monitoring of the implementation of the EP is carried out by the educational and methodological department, the department of quality control of training based on the results of boundary control, final certification, final state certification, analysis of test results, graduate examinations, questionnaires of students and teaching staff, employers, which allow evaluating the achievement of the final results of training of the EP. Monitoring of the implementation of the EP is carried out both within the framework of intra-university control and during internal and external audits of teaching staff activities.

The final results of training are divided into three categories-knowledge, skills, and abilities (together forming competencies). The programs of each academic discipline reflect a list of general cultural, general professional and professional competencies. One discipline can participate in the formation of a number of competencies.

To assess the level of development of practical skills and abilities of students, the Simulation Center of USMU allows, the purpose of which is a practice-oriented approach to medical education, training and development of skills in providing medical care using simulation educational technologies. The second stage of the comprehensive exam of the state final attestation is the analysis of a clinical case (practical skills).

The system provides a certain balance between formative and summative assessment, which allows you to objectively rank students when assigning awards, scholarships, rewards with certificates, commendations, etc. For high academic performance and extracurricular activity, students receive bonus points that they need to enter the residency program in their chosen specialty. An important role in the development of measures to encourage students for extracurricular activities is played by student self-government bodies: the students' council, the students' trade union committee, and the council of the student scientific society.

According to the results of the survey of USMU students during the work of the Higher School of Economics, 61% (1003) and 27% (419) of respondents were "fully" and "partially satisfied" with the correctness of exams and intermediate attestation; 76% (1259) and 18% (329) of students were timely evaluated; 69% explained the rules and strategy of the educational program (1165) and 20% (334); the strategy of the educational program - 73% and 18%; conducted tests and exams 57% (919) and 24% (415) of respondents, respectively. 66% (1094) and 26% (421) of respondents are fully and partially satisfied with the relations between students and teachers; 53%

(909) and 43% (742) of teachers are objective and fair; 66% (1091) and 23% (351) of students are informed about courses and educational programs, respectively.

Analytical part

According to the results of the survey conducted during the EEC visit, 49% (830) and 33% (505) of respondents "fully agree" and "partially agree" with the fact that the current assessment (seminars, tests, questionnaires, etc.) reflects the content of the course, respectively. The assessment criteria used by the teacher are fully and partially understood by 48% and 32% of the surveyed students, respectively. 41% (670) and 39% (665) of respondents fully and partially agree with the fact that teachers objectively assess students' achievements, respectively.

The HEC Commission recommends the use of assessment methods based on criteria and reasoning, and special examinations, taking into account the specifics of medical education (direct and indirect monitoring of Operational and communication skills, mini-clinical examination (MCE), on-the-job assessment, etc.).

The student knowledge assessment system is continuously studied by the heads of departments and is an open environment for introducing new methods in this activity. However, it is necessary to use a wider range of assessment methods and formats, depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format, using modern software. Familiarization with examples of tasks in the test form for senior students revealed the predominance of tasks of low cognitive level, the presence of defects made by the developers of tasks in the test form.

HEC experts note that FSBEI HE USMU of the Ministry of Health of the Russian Federation needs to document and evaluate the reliability and validity of assessment methods, which requires the introduction of appropriate software and a corresponding quality assurance process based on existing assessment practices.

HEC experts note that FSBEI HE USMU of the Ministry of Health of the Russian Federation needs to introduce new assessment methods in accordance with the need and current trends in medical education. It is recommended to establish a clear relationship between assessment and learning and to ensure an appropriate balance between formative and summative assessment. This will allow for more effective management of the student's learning and academic progress assessment, and establish rules for evaluating progress and their relationship to the assessment process.

HEC experts point out that FSBEI HE USMU of the Ministry of Health of the Russian Federation should guarantee the provision of timely, specific, constructive and fair feedback to students based on the results of formative and summative assessments, document the assessment process using appropriate assessment forms, and make greater use of various models and methods of obtaining feedback.

In the course of interviews with the heads of the EP "Stomatology", teaching staff and students of the Higher Economic Commission, it was recorded that there is a certain misunderstanding on the part of focus group participants on these issues.

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/best practices

No strengths were identified for this standard.

HEC recommendations:

1. EP managers are encouraged to regularly use and document a wide range of assessment methods and formats, depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format. (to date-01.09.2025);

2. The university management is recommended to document the process of evaluating students' academic achievements by introducing an electronic journal for accessibility and openness to all participants in the educational process. (to date - 01.12.2024).

WEC's conclusions based on the following criteria:

strong positions – 0

satisfactory-8

suggest improvements – 2

unsatisfactory-0

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 higher education programs – specialty programs is carried out in accordance with the regulatory legal acts of USMU, which are updated annually and in accordance with Federal Law No. 273-FL of December 29, 2012 "On Education in the Russian Federation", Order of the Ministry of Education and Science of the Russian Federation No. 273-FL of August 21, 2020. 1076 "On approval of the Procedure for admission to study in educational programs of higher education - bachelor's programs, specialty programs, master's programs", other regulatory legal acts of the higher level.

Transparency, objectivity, maximum availability and detail of information for applicants are the main principles of the Academy's admission policy at all stages of admission to study.

Admission is carried out in accordance with the FSBEI HE USMU of the Ministry of Health of the Russian Federation, which are approved and published on the Academy's information platforms no later than November 1 of the year preceding the year of admission, and are the main document in the organization and implementation of the admission policy for training.

The Rules for admission to FSBEI HE USMU of the Ministry of Health of the Russian Federation are based on federal laws and orders of the Ministry of Education and Science of the Russian Federation, orders of the Ministry of Health of the Russian Federation - the founder of FSBEI HE USMU of the Ministry of Health of the Russian Federation, and other departments.

The Government of the Russian Federation, federal executive authorities, the Ministry of Higher Education and Science of the Russian Federation, and the Ministry of Health of the Russian

Federation, as the founder of the Federal State Budgetary Educational Institution of Higher Education and Higher Professional Education of the Ministry of Health of the Russian Federation, determine the volume of admission to training, primarily within the framework of admission control figures, distribute a detailed quota of targeted admission, determine the requirements for the number of places and admission conditions, including under a special quota, other special, preferential and special conditions, under a general competition. The list of applicants without entrance tests is separately detailed.

The organization of work and the composition of the admissions committee are determined by the Regulations on the Admissions Committee (approved annually by the order of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation). To ensure that entrance tests are conducted for certain categories of citizens, including foreign citizens and stateless persons.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has created examination commissions, the organization of which is determined by the Regulations on examination commissions, the Procedure for conducting entrance tests.

Applicants can get acquainted with the Programs of entrance tests on the information platforms of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

Admission to the first year is carried out on the basis of competitive selection, the competition is carried out on the basis of the total competition score, which consists of points, entrance tests and points for individual achievements of the applicant, individual achievements are also taken into account if the competition points of applicants are equal.

The list of individual achievements of applicants, which is approved annually in the Admission Rules, provides for taking into account the diverse interests and opportunities of applicants. Draft enrollment orders are discussed at meetings of the admissions committee, and the decision to enroll in the first year is a collegial one. At all stages of admission and enrollment and during the academic year, the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation closely interacts with applicants and their representatives, for which the technical staff of the admissions committee is created annually.

FSBEI HE USMU of the Ministry of Health of the Russian Federation 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 education.

At all stages of training, the USMU Graduate Employment and Career Promotion division provides professional guidance and temporary employment assistance for the duration of training, including for students with disabilities.

All organizations and structures that provide advisory services operate within the framework of the law on the protection of personal data on the principles of confidentiality. The existing system of student support and support generally meets the needs and needs of students.

Student self-government in FSBEI HE USMU of the Ministry of Health of the Russian Federation is implemented through public student organizations run by students themselves.

The policy of student representation in FSBEI HE USMU of the Ministry of Health of the Russian Federation is implemented in three directions: student self-government; representation of students in collegial bodies of the university, which manage the educational process; representation of students in social projects that implement regional health problems.

The range of public organizations includes: the Council of students-coordinates the initiatives of young students and the leadership of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

According to the results of a student survey conducted during the HEC visit, 93% (1505) of respondent rate relations with the dean's office as "very good" and "good"; 95% (1584) of respondents rate the dean's office as accessible; and 94% (1507) of respondents rate the level of accessibility and responsiveness of the university's management.

Academic consulting accessibility is 92% (1503) of respondents are fully or partially satisfied with the availability of academic counseling; 95% (1584) of respondents are satisfied with educational materials.

86% (1419) of respondents are fully or partially satisfied with the availability of personal counseling and clear procedures for taking disciplinary measures. 86% (1421) of students are fully or partially satisfied with the financial and administrative services of the USMU Federal State Budgetary Educational Institution of Higher Education. 87% (1487) of respondents are fully or partially satisfied with the availability of health services for students and the quality of student health services.

Analytical part

FSBEI HE USMU of the Ministry of Health of the Russian Federation the requirements set out in the NAAR "Students" standard are fully met, with the exception of the extended choice of elective subjects.

FSBEI HE USMU of the Ministry of Health of the Russian Federation establishes the relationship between the selection of students, mission, EP and the desired quality of graduates. The main criterion for passing the competition is the amount of competition points, which is calculated as the sum of points for each entrance test, as well as for individual achievements.

In the course of interviewing students and graduates of the EP, the HEC members found that during meetings with the heads of departments, the Dean's office, students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, academic quality assurance and other professional, financial and social issues.

All issues raised and discussed at these meetings are resolved in a timely and appropriate manner.

The results of the survey of students showed high (1510, over 90%) indicators of satisfaction in terms of attitude and accessibility of the dean's office, accessibility and responsiveness of the university management, support for educational materials in the learning process, availability of advice on personal problems, financial and administrative services of the educational institution, the level of availability of library resources, the quality of services provided in libraries, etc. educational resources of the university, the usefulness of the website of educational organizations in general and faculties in particular, the clarity of the procedure for taking incentive and disciplinary measures, the overall quality of curricula, teaching methods in general, and the quality of teaching.

During the interview, there was no confirmation of the implementation in FSBEI USMU on a certain system of information selection, analysis of feedback from students on the formulation of the mission, content and implementation of the educational program, and the use of the results obtained to improve the quality of EP in the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations:

It is recommended that the management of the EP "Dentistry" collect information on a systematic basis, analyze the results of feedback from students on the formulation of the mission, content and implementation of the educational program, and use the results obtained to improve the quality of the EP. (Due date-until 01.09.2024, at least once a year).

***Conclusions of the HEC by criteria: strong positions-0
satisfactory results – 16***

*suggest improvements – 0
unsatisfactory-0*

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 main resource of FSBEI HE USMU of the Ministry of Health of the Russian Federation is a competent and capable for further improvement teaching staff, whose professional level allows to ensure high quality of the educational process and competitiveness of the university in the market of educational services.

The policy of selection and admission of academic staff to FSBEI HE USMU of the Ministry of Health of the Russian Federation 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 23.07.2015, the Nomenclature of positions of teachers of organizations engaged in educational activities, educational organizations, approved by the decree of the Government of the Russian Federation of 21.02.2022 No. 225 "On approval of the nomenclature of positions of teachers of organizations engaged in educational activities, positions of heads of educational organizations", Order of the Ministry of Health and Social development of the Russian Federation of 11.01.2011 No. 1n "On approval of the Unified Qualification Directory of positions of managers, specialists and employees, section "Qualification characteristics of positions of managers and specialists of higher professional and additional professional education" and уставом the charter of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation.

The personnel policy on recruitment and selection of personnel ensures full equality and accessibility to vacancies available in the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation and guarantees equal opportunities and an objective assessment of the professional qualities of applicants.

Academic PTS over the past 5 years, EMM's teaching staff has remained stable at the level is about 80%. All teachers of clinical departments have certificates of specialists. The teaching staff has a high level of qualification and competence, more than 50 % of the teaching staff has a research, teaching and clinical experience for 15 years or more.

Classes with students are conducted in Russian and English.

Every year, the number of teachers who speak a foreign (English) language with the level required for teaching at the university increases.

Faculty members are guaranteed the right to elect colleagues and be elected to the governing and advisory bodies of the faculty and university in accordance with the current criteria and procedures.

In order to encourage employees to achieve a high-quality result of work, as well as to reward them for the work performed, in addition to the official salary, incentive payments are established in USMU.

Issues of personnel promotion are regulated by local regulations of the university, in particular, orders on remuneration of employees of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

The regulation is intended to ensure uniformity in the remuneration of employees of the Federal State Budgetary Educational Institution of Higher Professional Education of the Russian State Medical University and provides for the procedure and conditions for remuneration, the procedure for spending funds on remuneration, and a system of material incentives and incentives for employees.

The system of financial incentives and incentives is aimed at increasing the motivation for work of employees of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University, ensuring their material interest and increasing their responsibility for the results of their activities, including in the provision of educational services.

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.

According to the results of a survey conducted during the EC visit, teachers of the USMU of the Ministry of Health of the Russian Federation gave a positive rating ("very good" and "good" ratings) regarding the ability to use their own learning strategies 90% (234) and teaching methods 98% (252); opportunities to participate in academic mobility programs 97% (250) professional development 95% (247); support from the faculty management 98% (259); opportunities to conduct scientific research 91% (236). 94% (240) of teachers give a positive assessment of the opportunities provided by the Federal State Budgetary Educational Institution of Higher Professional Education of the USMU of the Ministry of Health of the Russian Federation for the professional development of teaching staff.

According to the results of a student survey conducted during the HEC visit, 80% (1334) of students provided positive answers ("very good" and "good"). that faculty teachers use effective teaching methods 93% (1,505); possess the taught material 96% (1,590); use effective teaching methods 80% (1,334); present the material in an understandable form 89% (1,499); present the material in an interesting form 76% (1,258); meets the requirements in the following areas: in terms of personal development and professional development of future specialists 82% (1339); stimulate the activity of students 77% (1277); stimulate creative thinking of students 72% (1170); demonstrate a positive attitude to students 82% (1338); speak a professional language 97% (1599).

Analytical part

HEC experts note that the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation:

- a balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences, and clinical sciences is maintained to ensure adequate implementation of the Dentistry program;
- developed criteria for the admission and selection of teaching staff, including the scientific, pedagogical and clinical merits of applicants;

- monitoring of the responsibility of academic staff/teachers who teach social and humanitarian sciences, basic biomedical sciences, behavioral, social and clinical sciences is provided.

- take into account the institutional conditions for employee funding and efficient use of resources.

HEC experts state that teachers involved in the implementation of the EP "Dentistry":

- provides high-quality educational services to train qualified specialists for the healthcare system;

- conduct their own scientific research and implement it both in the educational process and in clinical activities;

- carry out social and educational work in the framework of the formation of social and personal qualities of the future dentist;

- assess the quality of students' training through current, intermediate and final control using evaluation tools developed at the departments;

- participate in the selection of basic institutions of practical health care for training students and conducting industrial practice;

- provide advisory and scientific-practical assistance to medical institutions;

- implement simulation methods of teaching in the educational process;

- develop and implement new educational and methodological materials in the educational process;

- participate in the implementation of academic mobility programs.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has implemented a policy of activity and development of teaching staff that guarantees the recognition of academic activities on the merits, with a corresponding emphasis on teaching, research and clinical qualifications, which is carried out in the form of institute and government awards, promotion and/or remuneration in the form of awards. Clinical activities and research results are used in teaching and learning.

It is generally noted that the staff of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation and students are satisfied with the conditions of work and study, but the members of the HEC note that, according to the results of interviews and questionnaires of teaching staff, the results and wishes of respondents regarding the imbalance of the academic load for semesters are "sometimes" 10% (167) and "often" 39% (661).; overcrowding of study groups "sometimes" 11% (168) and "often" 47% (820); inconvenient class schedules "sometimes" 14% (246) and "often" 42% (672); which was also noted during the observation of practical classes during full-time attendance and separate clinical bases where training in the EP "Dentistry" is conducted.

HEC experts also note that, according to the results of interviews with teaching staff and students, analysis of the content of working curricula in disciplines and full-time attendance of lectures and practical classes, the educational process of FSBEI HE USMU of the Ministry of Health of the Russian Federation is dominated by teaching methods focused on memorization (reproduction) and understanding of educational material; elements of clinical situation analysis; supervision of patients under the supervision of clinical mentors (in senior years).

Assessment methods are used that do not fully reflect all the competencies planned in the EP "Dentistry", which is also noted in the HEC recommendations to Standard 2 "Educational Program".

Most teaching staff and trainees are not properly oriented in the field of teaching and learning methods such as TBL (Team Based Learning– based Learning), CBL (Case Based Learning-based Learning), etc.; Research-based learning, project-based learning, and so on.

The widespread introduction of modern teaching methods in the educational process of the USMU specialty "Dentistry" will allow students to immerse themselves in a safe quasi-professional environment; simulate real clinical situations based on the existing rich clinical experience of teaching staff; consider and analyze diverse complex clinical cases from the

perspective of an integrated interdisciplinary approach; develop communication skills, clinical thinking, and professional skills. research and teamwork skills of students starting from the junior years of study.

The introduction of modern educational technologies in the educational process will require teaching staff of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation to master such assessment methods as assessment of the cognitive, operational, communicative, research component of students' competencies; ability to independently search and analyze information; skills of working in a professional and interdisciplinary team, and this need modern assessment methods and tools and assessment forms that are successfully used in the global medical educational community.

Strengths/Best practices:

No strengths were identified for this standard.

HEC recommendations:

The university management is recommended to organize advanced training of teaching staff on the use of modern educational technologies and assessment methods based on the best international practice in the educational process (Team Based Learning – team-oriented training, Case Based Learning-training based on a clinical case, Research Based Learning-training based on research, project-oriented training). (Due date-until 01.09.2025).

WEC's conclusions based on the following criteria:

Strong – 0

Satisfactory-7

Suggest improvements – 1

Unsatisfactory-0

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:*
 - *students' practice monitoring*
 - *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.*
 - ✓ *6to 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*

For the implementation of the EP "Dentistry", the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation has a sufficient material and technical base that meets the current rules and regulations, ensuring all types of disciplinary and interdisciplinary training, practical and research activities of students provided for in the curriculum,

For the implementation of the educational process, the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation has educational buildings, clinical departments and laboratories located in medical clinics, its own clinics, and several dormitories for students.

Analysis of the material and technical equipment of the classroom fund for the development of the educational program showed full compliance with the requirements of the Federal State Educational Standard for Higher Education.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has sufficient opportunities for the implementation of the curriculum: the presence of educational and lecture halls equipped with modern technical equipment; libraries and library stock; sports halls and playgrounds for sports with appropriate equipment; a sufficient fund of dormitories for students; places for catering (canteen, buffets).

All objects meet the requirements of fire safety and sanitary standards. Clinical departments of the USMU of the Ministry of Health of the Russian Federation are located directly in the city's medical organizations. Academic buildings have all the infrastructure for conducting classes and meeting the social and everyday needs of students.

The entire classroom fund is equipped with modern technical and demonstration facilities.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has the material and technical base necessary for carrying out all types of disciplinary and interdisciplinary training, laboratory, practical and research work of students, residents and postgraduates.

The state of the educational and laboratory base and the level of its equipment meets the requirements of current educational standards.

At the disposal of students are auditoriums, classrooms, inter-faculty laboratories, an anatomical hall, an anatomical museum, and a cadaveric repository.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has its own Dental Center.

The departments FSBEI HE USMU the humanitarian, socio-economic, natural science, and medico-biological blocks of the disciplines of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation have everything necessary for organizing and conducting the educational process, in particular, equipped study rooms, light projection and linguistic equipment, microscopes, tables for all sections of disciplines.

The educational process is provided with a sufficient number of the most diverse modern equipment (computers, office equipment, technical training tools, laboratory equipment, medical simulators and phantoms, medical instruments and consumables, medical, physical and chemical devices, reagents and chemical utensils, anatomical and biological collections, microscopes and micro-preparations, etc.), which is replenished according to the standard lists of required equipment.

An accreditation center for primary and primary specialized accreditation was established in the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation on the basis of the multi-profile accreditation and simulation center.

Library and information support for educational activities is provided by the library of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University.

The Library provides educational, methodological, scientific and informational support for the implemented educational programs. The Library of USMU has signed contracts for the

provision of services for providing access to professional databases, information reference systems and search engines necessary for the educational process (ELS "Student Consultant").

Each student during the entire period of study is provided with individual unlimited access to the ELS "Student's Consultant" and the EIE of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation. The electronic information and educational environment of the university provides access to publications of electronic library systems and electronic educational resources specified in work programs.

Thus, the legal requirements regarding the educational, methodological and library-informational support of educational programs implemented by the university library have been met.

For clinical training of students, clinical departments based in medical organizations are used. Clinical bases with which FSBEI HE USMU of the Ministry of Health of the Russian Federation has contracts for practical training of students include several medical organizations, including multidisciplinary round-the-clock hospitals; specialized medical institutions (obstetric and gynecological, infectious, oncological, dermatological, Ophthalmological, phthisiatric, psychiatric); outpatient and polyclinic institutions.

Medical organizations that are clinical bases of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University have the necessary modern material and technical base for training in the provision of all types of dental care in accordance with the current Procedures for providing medical care in the relevant profiles, which is confirmed by the presence of a license.

At the clinical bases, students under the supervision of teachers can share medical equipment and tools for mastering professional competencies in such areas as Practice in obtaining professional skills and professional experience (in preventive dentistry, surgical dentistry, therapeutic dentistry, orthopedic dentistry, general practice dentistry, pediatric dentistry).

Complement the learning process with a simulation learning stage with extensive use of patient-substitution and patient-oriented technologies.

According to the results of a survey of teachers conducted during the HEC visit, 91% (236) of respondents rated the sufficiency and availability of necessary scientific and educational literature in the library positively "very good" and "good"; 94% (240) of respondents rated the level of created conditions, taking into account the needs of various groups of students.

According to the results of a survey of students of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation, conducted during a visit to the University, 94% (1579) of respondents rated the sufficiency and accessibility of library resources positively ("very good" and "good"); 96% (1588) rated the quality of services provided in libraries and reading rooms; 93% were satisfied with existing educational resources available computer classes and scientific laboratories 89% (1,499); providing students with a dormitory 68% (1,160) of respondents.

Based on the results of the survey, it was found that the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation provides sufficient opportunities for sports and other leisure activities for 86% (1419); equipment and equipment for students are safe, comfortable and modern for 81% (1335). Positive responses were received from 84% (1414) of respondents in terms of providing all students with equal opportunities.

Analytical part

HEC experts state the fact that, within the framework of the standard "Educational resources" in the specialty "Dentistry", during the work of the expert commission and the analysis of the submitted documentation, FSBEI HE USMU of the Ministry of Health of the Russian Federation constantly improves the learning environment for students by regularly updating, expanding and

strengthening the material and technical base, which corresponds to the development of healthcare and training practices in medicine.

HEC members note that FSBEI HE USMU of the Ministry of Health of the Russian Federation provides the necessary resources for the successful implementation of the EP "Dentistry" by acquiring students' clinical experience, including a sufficient number of educational and clinical bases, categories of patients; long-term contractual relations with medical organizations of the city.

FSBEI HE USMU of the Ministry of Health of the Russian Federation implements a form of industrial internship in the form of internships at the bases of leading universities in Russia and foreign universities.

HEC members state that teachers of FSBEI HE USMU of the Ministry of Health of the Russian Federation, based on the results of a survey conducted during the HEC visit, indicate such problems in educational activities as "sometimes" 17% (48) and "often" 20% (52), as a lack of classrooms; inappropriate conditions for classes in classrooms 8% (21% and 26% (67), respectively; weak Internet signal Internet 10% (26) and 17% (41); late receipt of information about some events 7% (19) and 5% (13); lack of technical training tools in some classrooms 3% (8) and 7% (19).

HEC experts note that FSBEI HE USMU of the Ministry of Health of the Russian Federation should develop and implement a policy of using expertise in the development of teaching methods and assessment of knowledge and skills in the EP "Dentistry", for example, a group of independent experts (from among advanced teaching staff), since the methods of teaching and teaching are somewhat behind the capabilities of the material and technical base of the university.

The HEC experts also recommend that the management of USMU carry out a set of measures to conduct expertise in the field of educational assessment and research in the field of medical education, including the study of theoretical, practical and social issues, since no convincing data on the research and expert work was obtained during interviews with the teaching staff of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

According to the results of interviews with teaching staff engaged in teaching subjects in the specialty "Dentistry", the experts of the Higher Economic Commission identified the need for greater assistance to the administration of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation to the desire and interests of employees in conducting research in the field of medical education.

Satisfactory ratings were given for those items that require increased attention in meeting the standards.

Strengths/best practices

1. Material and technical base for adequate implementation of the EP "Stomatology"
2. Regular improvement of the training environment and updating of the material and technical base for the implementation of the EP "Dentistry"

HEC recommendations:

The university management is recommended to promote the desire and interests of employees in conducting research in the field of medical education, including the study of theoretical, practical and social issues of medical education, and to introduce the positive results of these studies into the educational process (Deadline-until 01.09.2025).

HEC conclusions based on the following criteria:

Strong – 2

Satisfactory – 11

Suggest improvements – 1

Unsatisfactory-0

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

FSBEI HE USMU of the Ministry of Health of the Russian Federation has a multi-level system for evaluating educational programs, which includes ongoing monitoring by the dean's office, periodic monitoring by the educational and methodological department, and quality assessment of the educational process by the standardization and quality department in the form of internal audit of educational divisions and processes. Monitoring of the educational program and the results of its development is carried out on the basis of the Regulations on the main professional educational program of higher education.

The Educational and Methodological Department of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University is responsible for regular monitoring of the educational program. The Dean's Office, with the active participation of departments, ensures timely implementation and evaluation of the tasks set. The results are discussed at the Academic Council, Faculty Council, and brought to the attention of departments and teachers. Monitoring of the educational program is carried out in order to identify compliance with the requirements of the Federal State Educational Standard for Higher Education.

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

For the analysis of educational programs, there is a basic feedback system, within the framework of the " design and development of educational programs " and the implementation of basic educational programs, which regulate the implementation of the following indicators: the percentage of curricula and programs of academic disciplines that meet the requirements of the Federal State Educational Standard in terms of level and content; the percentage of provision of disciplines with educational and methodological materials; the level of competence of graduates according to the requirements of the Federal State Educational Standard. Federal State Educational Standard; student satisfaction; graduate satisfaction; teacher satisfaction.

Patients applying to the USMU dental clinic sign an informed voluntary consent for medical intervention.

According to the results of a survey conducted by students during the HEC visit, 88% (1498) of respondents were fully and partially satisfied with the overall quality of educational programs; 90% (1501) of students were fully and partially satisfied with the teaching methods; 95% (1584) with the quality of teaching; 90% (1501) of respondents were fully and partially satisfied with the academic load and requirements for students.

The results of studying the satisfaction of various categories of consumers are communicated to all interested parties.

Analytical part

The HEC experts note that within the framework of the standard "Evaluation of educational programs" in the specialty "Dentistry", during the work of the expert commission and the analysis of the submitted documentation, compliance with the requirements of the standard was mainly revealed. After analyzing the submitted documents and talking with focus group participants, the HEC members came to the conclusion that USMU has a multi-level system for evaluating the educational program in the specialty "Dentistry", which includes an internal assessment of the quality of education and consists of:

- current control over the organization and implementation of the educational process by the dean's office (in the form of a monthly report of departments on current academic performance and attendance of students);
- assessment of the quality of the educational process by the educational and methodological department and the department for evaluating the quality control of education in the form of internal audit of educational units and processes;
- participation in the procedures of intermediate and final certification of independent experts;
- assessment of the quality of teaching staff from students through questionnaires;
- internal collective assessment of the quality of teaching in the form of mutual visits by employees to classes, etc.

The administration of FSBEI HE USMU of the Ministry of Health of the Russian Federation periodically evaluates the EP, including the content of disciplines, the organization of the educational process, material and technical resources, the learning environment, cultural and national characteristics.

At the same time, the EC experts note that FSBEI HE USMU of the Ministry of Health of the Russian Federation needs to update the monitoring of processes and results, including the collection and analysis of data on key aspects of the educational program in the specialty "Dentistry".

Academic achievements of students of FSBEI HE USMU of the Ministry of Health of the Russian Federation are systematically analyzed in relation to the mission and final learning outcomes of educational programs, including the definition of such indicators as the average score of academic performance in disciplines and courses of study; absolute academic performance and a qualitative indicator of academic performance; the absolute number and proportion of students expelled.

The conditions of training in the passed disciplines are analyzed. The administration of FSBEI HE USMU of the Ministry of Health of the Russian Federation conducts periodic research in the field of assessing the degree of satisfaction of students and teaching staff with educational programs and the availability of resources.

At the same time, the HEC members state that the processes of receiving feedback from students regarding the implemented EP "Dentistry" are insufficient to develop corrective or preventive measures to improve EP Dentistry.

HEC members note that feedback on issues related to the assessment and improvement of the EP is mainly presented in the form of questionnaires, while the range of forms and methods should be expanded, taking into account the specifics of the EP (oral and written comments from EP stakeholders, reflective reviews, focus group interviews, chronological reports, etc.). etc.).

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/Best practices:

No strengths were identified for this standard.

HEC recommendations:

1. Managers of EP Stomatology are recommended to develop a system (a local regulatory act) that will ensure that the evaluation process and methods are opened for examination by external experts (due date – 01.09.2024).

2. It is recommended to expand the range of forms and methods of feedback with all interested parties, taking into account the specifics of the EP Dentistry (oral and written comments from stakeholders, reflective reviews, focus group interviews, chronological reports, etc.).

WEC's conclusions based on the following criteria:

Strong – 0.

Satisfactory-9

Suggest improvements – 0

Unsatisfactory-0.

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 EP 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

Management of the activities and interaction of structural and collegial divisions of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation is carried out in accordance with the charter and organizational structure.

The collegial governing body of FSBEI HE USMU of the Ministry of Health of the Russian Federation is the Academic Council, which includes the rector, vice-rectors, deans of faculties, representatives of regional health authorities, heads of departments, heads of structural divisions, students.

The Academic Council reviews and makes decisions on the main areas of educational, scientific and medical activities of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University, approves curricula and educational programs on the recommendation of faculty deans, submits candidates for academic titles, awards honorary titles, and approves local regulations governing the main types of activities.

According to the organizational structure, FSBEI HE USMU of the Ministry of Health of the Russian Federation carries out vertical and horizontal interaction of structural divisions.

General management and management of the activities of the USMU Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation is carried out by the Rector.

The Rector directly reports to the vice-rectors and departments that provide all the main and auxiliary processes of the USMU Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation.

The Dean's Office of the Faculty of Dentistry is a division located in the office of the Vice-Rector for Academic Affairs. In the course of performing its main tasks and functions, the Dean's office interacts with other departments: the educational and methodological department, the human resources department, and departments. Interaction of the dean's office with departments and students is carried out within the framework of meetings of councils and commissions, as well as in the electronic information educational environment of the university through corporate e-mail and electronic personal accounts.

FSBEI HE USMU of the Ministry of Health of the Russian Federation carries out financial and economic activities in accordance with the charter approved by the Ministry of Health of the Russian Federation, the Budget Code, federal laws, orders of the Government of the Russian Federation, other regulatory acts in force on the territory of the Russian Federation regulating educational activities and activities of budgetary institutions and on the basis of the Plan of Financial and Economic Activities of federal state institutions, subordinate to the Ministry of Health of the Russian Federation.

Management of financial and economic activities ensures the economic feasibility and validity of the program policy aimed at maintaining the Mission of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation, the educational program, external relations, etc.

Funding is provided in accordance with agreements concluded with the Ministry of Health of the Russian Federation. Funding for the educational program is provided from the following sources: 1) subsidies for financial support of state (municipal) tasks from the federal budget; 2) targeted subsidies in accordance with the Budget Code of the Russian Federation; 3) revenues from the provision of paid educational services and other paid services.

FSBEI HE USMU of the Ministry of Health of the Russian Federation has the opportunity, in accordance with regulatory documents, to independently allocate financial resources to achieve the final results of training.

The amount of funding of USMU for the implementation of the main educational program of higher professional education is determined in accordance with the standards established by the Government of the Russian Federation, taking into account the specifics of educational programs per student, residents include: expenses for remuneration of employees, including established compensation and incentive payments; expenses directly related to the provision of the educational process (purchase of- visual aids, technical training tools, consumables, office supplies, payment for communication services in terms of expenses related to connecting to the Internet information network and paying for the use of this network and other household needs); other expenses related to providing the educational process (professional development of employees, travel expenses, etc.).

FSBEI HE USMU of the Ministry of Health of the Russian Federation makes incentive payments to teachers: for high achievements in scientific and methodological activities; for the presence of state, departmental and university awards and distinctions; based on the results of rating quality control of their activities.

FSBEI HE USMU of the Ministry of Health of the Russian Federation allocates funds for student support (financial assistance). The volume of financial resources spent on teachers' salaries is analyzed. Based on the results of teachers' work, indicators are reviewed to determine an effective bonus system. It is planned to expand the indicators for evaluating the work of teachers when achieving the intended results in education, provided that financial resources are available.

External independent assessment of the quality of education is carried out on an ongoing basis in accordance with Federal Law No. 273-FL of 29.12.2012 "On Education in the Russian Federation", " Methodological recommendations for organizing and conducting internal independent assessment of the quality of education in higher education institutions in accordance

with bachelor's, specialist's and master's programs"(letter of the Ministry of Education and Science of the Russian Federation No. 05-435 dated February 15, 2018), by order of the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation.

The HEC members state that the administration of the Faculty of Dentistry:

- ensures the implementation of the state order of practical health authorities, employers and training of doctors in the specialty "Dentistry";
- coordinates the curriculum development process;
- ensures the implementation of standard and working curricula of the EP;
- monitors the correctness of registration of cases by the admissions committee when enrolling students in the first year or transferring from university to university;
- participates in the preparation and organization of current and special events, international Olympiads, student scientific society, volunteer student association, youth union, etc.;
- participates in the development of the schedule of training sessions and monitors the readiness of departments for the beginning of the academic year;
- organizes the educational process and ensures quality control of students ' training;
- appoints group supervisors in junior years and clinical mentors in senior years;
- provides data on the number of students at the Faculty of Dentistry, their academic performance for the rector, the institute administration, the planning and finance department, accounting and other departments;
- organizes and supervises students ' training and production practices, as well as conducting tests and exams;
- issues academic leave, carries out the expulsion and reinstatement of students, makes a decision on the student's re-education in the course.
- collects information about the academic performance of students of the faculty with its subsequent analysis and discussion at the faculty council, meetings of the academic council, the rector's office;
- implements a set of measures to work out missed classes, conduct an appeal procedure;
- provides support to needy and gifted students;
- assigns scholarships, including personal ones, on the recommendation of the Academic Council, to students of the faculty in accordance with the current Regulations;
- organizes and provides control over all types of activities of assigned departments;
- prepares control and measurement materials for the final state certification of graduates of the EP "Dentistry";
- organizes conversations about a healthy lifestyle, patriotic education of students; visits of students to theaters, museums and exhibitions;
- provides assistance in organizing sports and cultural events for students;
- organizes the placement of students in the hostel and monitors the living conditions.

Regular self-assessment is carried out as part of the annual self-examination of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation, as well as through an internal audit, which regulates internal activities and is designed to analyze and evaluate the functioning of the organization.

The main objectives of conducting internal audits at the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation are: to assess the compliance of processes with the requirements of internal regulatory documents, international and national standards; to provide the organization's management with reliable data on the quality of educational, research and other processes; to analyze the effectiveness of corrective

Analytical part

According to the Charter of the Federal State Budgetary Institution of the Ministry of Health of the Russian Federation, it has the status of a federal state budgetary institution and receives

funding for the implementation of a state order. To conduct research and professional activities, graduates of the bachelor's degree program can continue of their studies in training programs in residency and postgraduate studies.

FSBEI HE USMU of the Ministry of Health of the Russian Federation independently carries out financial and economic activities, its financial autonomy correlates with the principles of responsibility to society for the quality of all professional training, research and service provision activities, with effective management of funds and state property.

To discuss the main issues of organizing educational and methodological work, the Dean's office of the Faculty of Dentistry has: Faculty Council, which includes: Dean, deputy deans, представители student representatives, heads of departments.

The allocation of resources is implemented depending on the specifics and needs of the EP, the specifics of the academic discipline, the conditions for conducting practical and laboratory classes, the need to attract standardized patients, etc.

The current policy does not contradict the legislative acts of the Russian Federation, which ensures the institutional autonomy of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

In the course of interviewing employees of the Authorities of FSBEI HE USMU of the Ministry of Health of the Russian Federation and heads of departments of ami, it was noted that the responsibility of academic management in relation to the development and management of the educational program was determined.

The implementation of the educational program is provided by the management and research and teaching staff of USMU, as well as by persons involved under the terms of a civil contract.

The members of the HEC noted that the rector of USMU, the Vice-rector for Academic Affairs, the Dean's Office of the Faculty of Dentistry, the Teaching and Methodological Department, and the Department of Education Quality Control and Monitoring are responsible for implementing the curriculum and achieving the final goals and results.

During the conversation with focus groups, the interviewers answered that the FSBEI HE USMU of the Ministry of Health of the Russian Federation periodically evaluates academic leadership regarding the achievement of its mission and the final results of training.

According to the survey conducted during the EC visit, 75% (195) of respondents were completely satisfied with the attitude of the management of the FSBEI HE USMU of the Ministry of Health of the Russian Federation; 82% (211) were completely satisfied with their relations with direct management; 90% (234) were completely satisfied with their relations with colleagues at the department; 69% were completely satisfied with the degree of participation in managerial decision - making (180); relations with students 85% (221) of respondents. 80% (208) of the teaching staff are fully satisfied with the recognition of success and achievements on the part of the administration; 75% (195) support for suggestions and comments; 73% (185) support for the activities of the university administration; 70% (182) of respondents are fully satisfied with the conditions of remuneration.

71% (184) of the teaching staff are fully satisfied with the working conditions, the list and quality of services provided at the university; 73% (184) are fully satisfied with labor protection and its safety; 75% (195) of respondents are completely satisfied with the management of changes in the university's activities. 50% (130) of the teaching staff are fully satisfied with the provision of a social package (recreation, sanatorium treatment, etc.); 61% (158) are fully satisfied with the organization and quality of nutrition at the university; 68% (180) of respondents are fully satisfied with the organization and quality of medical care.

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/best practices

Constructive interaction with the healthcare system and sectors of society.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

strong – 1

satisfactory results – 12

suggest improvements – 0

unsatisfactory-0

6.9. The "Continuous Update" standard

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

Proof part

FSBEI HE USMU of the Ministry of Health of the Russian Federation is a dynamically developing and socially responsible educational organization, which has developed and implemented procedures for continuous monitoring and improvement of the basic functioning processes.

Monitoring of the implementation of the main educational program includes: 1) the self-examination procedure; 2) the internal audit procedure; 3) surveys of interested parties to identify requirements for learning outcomes; 4) analysis of the results of entrance control (testing, USE); 5) feedback from employers; 6) results of all types of practice.

Documentation of inconsistencies and shortcomings in the work of departments and the faculty as a whole is carried out during internal and external audits of USMU.

Based on the results of audits, departments develop plans for corrective and preventive measures in order to eliminate the causes of identified nonconformities and prevent their re-occurrence. Based on the results of the academic year, all departments, councils, and commissions prepare reports on the results of the implementation of plans and processes at the Faculty of Dentistry.

These results are analyzed by the Department of Quality of Education and Monitoring, the Dean's office of the Faculty, the management of FSBEI HE USMU of the Ministry of Health of the Russian Federation for making decisions for future periods, and are also reflected in the strategic development plans of the Faculty of Dentistry and FSBEI HE USMU of the Ministry of Health of the Russian Federation as a whole.

For successful implementation of the educational program, it is necessary to provide sufficient material, technical and information resources (availability of classrooms, office equipment, office equipment, etc.) and human resources to departments and structural divisions of the Federal State Budgetary Educational Institution of Higher Professional Education (USMU) of the Ministry of Health of the Russian Federation that participate in educational activities.

Every year, before the beginning of the academic year, an order is prepared to prepare USMU for the new academic year. For the Dentistry program, a list of members of the commission is determined, who make a conclusion in accordance with the department's readiness certificates on the need for additional resources for a high-quality educational process, which are further reflected in applications.

At the end of the calendar year, a plan for material and technical support of the educational program is formed based on requests from structural divisions and departments, in order to plan financial resources for the future period for the educational process. The Planning and Financial Department develops a plan for financing all processes related to the implementation of the program.

All departments keep records of material and technical resources. A significant amount of resources was allocated for the formation of the EIE with the aim of implementing the program in a remote format. The implementation of scientific research by both teachers and students of the program also requires certain material costs, which is reflected in the procurement plan of the FSBEI HE USMU of the Ministry of Health of the Russian Federation.

The process of updating educational resources is carried out in accordance with changing needs, the development of research areas in medicine, innovative technologies for surgical intervention, the treatment of many diseases, as well as socio-economic requirements of the labor market in the field of medical services, which implies updating the program, introducing new mandatory and elective subjects, electives, based on promising approaches to the development of and their own research, as well as global trends in the study of this area.

Dynamic adjustment of educational resources is based on new trends in basic, clinical, behavioral, and social sciences, taking into account the level of morbidity, mortality, health status in society, government tasks, and the profile of specialists, while correction of the inclusion of new knowledge contributes to improving socio-economic indicators of the standard of living in the country and in the world.

The educational process is organized using modern technologies. Many classrooms are equipped with interactive whiteboards and video conferencing equipment. Students are provided with extensive online library resources and international databases.

One of the most important tasks of the FSBEI HE USMU of the Ministry of Health of the Russian Federation in the near future is to establish compliance with international standards by integrating higher medical education, research work and qualified clinical activities into the educational process; harmonizing the traditions of the national medical school with international standards in the field of medical education.

Analytical part

After analyzing the submitted documents and talking with focus group participants, the EC members concluded that the Federal State Budgetary Educational Institution of Higher Medical Education (USMU) of the Ministry of Health of the Russian Federation, as a dynamically developing and socially responsible organization of higher medical education, should initiate procedures for regular review and revision of the content of the EP, learning outcomes/competencies, assessment and learning environment.

It is necessary to review thoroughly the functions of structural and functional divisions and process maps, document and eliminate shortcomings in the accredited EP "Dentistry", taking into account the fact that USMU constantly allocates resources for continuous improvement.

Managers of EP 31.05.03 "Dentistry" should annually adjust the elements of the educational program and their interrelationships in accordance with achievements in the field of biomedical, behavioral, social and clinical sciences, changes in the demographic situation and the state of health/morbidity of the population, and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and excluding outdated ones.

HEC members recommend developing clear principles of assessment and methods of conducting and number of exams in accordance with changing final learning outcomes and teaching and learning methods, since in the course of interviews with students, only oral and written surveys, testing and solving situational problems were mentioned.

Satisfactory ratings were given by the HEC members for those items that require increased attention in compliance with the standards.

Strengths/Best practices:

No strengths were identified for this standard.

WEC recommendations:

Missing items.

WEC's conclusions based on the following criteria:

strong – 0

satisfactory results – 12

suggest improvements – 0

unsatisfactory-0

(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

1. Material and technical base for adequate implementation of the EP "Stomatology"
2. Regular improvement of the training environment and updating of the material and technical base for the implementation of the EP "Dentistry"

Educational Program Assessment Standard

No strengths were identified for this standard.

Management and Administration Standard

Constructive interaction with the healthcare system and sectors of society.

The "Continuous Update" standard

No strengths were identified for this standard.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Results Standard

1. The management of EP Stomatology is recommended to involve a wide range of stakeholders in the development of the EP Stomatology mission on an ongoing basis «Стоматология» (due date-01.09.2024);

2. It is recommended that managers of EP Stomatology regularly (at least once a year) study, analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and final results of training (deadline – 01.09.2024).

Standard "Educational program"

Managers of the EP "Dentistry" are recommended to carry out a step-by-step adaptation of the EP model to the modular or spiral design (integrated modules on systems or organs, spiral design of material study) of the educational program Dentistry (up to 01.09.2025).

Student Assessment Standard

1. EP managers are encouraged to regularly use and document a wide range of assessment methods and formats, depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format (up to-01.09.2025);

2. The university management is recommended to document the process of evaluating students' academic achievements by introducing an electronic journal for accessibility and openness to all participants in the educational process. (up to 01.12.2024).

Standard "Students"

It is recommended that the management of the EP "Dentistry" collect information on a systematic basis, analyze the results of feedback from students on the formulation of the mission, content and implementation of the educational program, and use the results obtained to improve the quality of the EP. (Due date-until 01.09.2024, at least once a year).

Standard "Academic staff/teachers"

The university management is recommended to organize advanced training of teaching staff on the use of modern educational technologies and assessment methods based on the best international practice in the educational process (Team Based Learning – team-oriented training, Case Based Learning-training based on a clinical case, Research Based Learning-training based on research, project-oriented training). (Deadline: 01.09.2025).

Educational Resources Standard

The university management is recommended to promote the desire and interests of employees in conducting research in the field of medical education, including the study of theoretical, practical and social issues of medical education, and to introduce the positive results of these studies into the educational process (Deadline-until 01.09.2025).

Educational Program Assessment Standard

1. Managers of EP Stomatology are recommended to develop a system (a local regulatory act) that will ensure that the evaluation process and methods are open for examination by external experts (due date – 01.09.2024).

2. It is recommended to expand the range of forms and methods of feedback with all interested parties, taking into account the specifics of the EP Dentistry (oral and written comments from stakeholders, reflective reviews, focus group interviews, chronological reports, etc.).

Management and Administration Standard

Missing items.

The "Continuous Update" standard

Missing items.



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

There are no recommendations.

(X) 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 31.05.03 Dentistry (specialty) – for a period of 5 (five) years.



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

# N\N	#	# Criteria.	EVALUATION CRITERIA	NGO Position			
				Strong	Satisfactory	Implies improvement	Unsatisfactory
Standard 1 "MISSION AND RESULTS"							
1.1 Mission definition							
An educational organization should:							
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		+		
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 should:							
4	4	1.2.1.	have an institutional capacity to +5 5 1.2.2.ensure academic freedom for employees and students to implement the educational program and use the results of new research to improve the study of specific areas of education, and ensure that the quality assurance policy is fully implemented and implemented by the administration and teachers, especially in relation 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 of new research to improve the study of specific areas of education. disciplines/questions without expanding the EP		+		
1.3. Learning							
outcomes An educational organization should:							
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.	identify and coordinate the relationship of learning outcomes required upon completion with those required in post-graduate training		+			
10	10	1.3.5.	provide for students to participate in research in the relevant health field		+			
11	11	1.3.6.	pay attention to expected learning outcomes related to global health		+			
1.4. Participation in the formulation of mission and learning outcomes								
The educational organization should:								
12	12	1.4.14.1.	ensure the participation of key stakeholders in the formulation of mission and expected learning outcomes			+		
13	13	1.4.24.2.	ensure that the stated mission and expected learning outcomes are based on opinion / suggestions other interested parties.			+		
				<i>Total</i>	0	11	2	0
Standard 2. EDUCATIONAL PROGRAM								
2.1. Educational program model and teaching methods								
The educational organization should:								
14	1	2.1.1.	define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications obtained as a result of mastering the program		+			
15	2	2.1.2.	use <i>teaching and learning methods</i> that encourage, prepare and support 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 organization of education 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 health care 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 achievements of basic biomedical sciences in order to form students' understanding of scientific knowledge, concepts and methods that are the basis for acquiring and applying clinical scientific knowledge in practice		+			
21	8	2.3.2.	change the educational program, taking into account the achievements of biomedical sciences that reflect scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+			
2.4. Behavioral and Social sciences, Medical / Pharmaceutical Ethics and Law								
The educational organization should:								
22	9	2.4.1.	identify and include in the EP achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics and law		+			
23	10	2.4.2.	modify the EP taking into account achievements of behavioral and social sciences, medical / pharmaceutical ethics and law including current scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context		+			
2.5. Clinical / Pharmaceutical Sciences and Skills								
The educational organization should:								

24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students have acquired sufficient knowledge, clinical and professional skills at the end of their training to take appropriate responsibility in their subsequent professional activities;		+		
25	12	2.5.2.	ensure that students conduct research in the field of a sufficient part of the program in planned contacts with patients, consumers of services in the appropriate clinical / industrial settings and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time allocated to study the main clinical / specialized disciplines		+		
27	14	2.5.4.	organize training with appropriate attention to the safety of the learning environment and patients, including: monitoring of student activities in clinical / production facilities		+		
28	15	2.5.5.	modify the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+		
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including his / her gradual participation in the provision of services and including responsibility for: - examination and / or treatment under the supervision of the patient in the appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of examination and / or inspection of the object under supervision, which is carried out in the appropriate 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 rational use		+		
30	17	2.5.7.	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.		+		
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, the social situation on the health of the population.		+		
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 leadership responsible for planning and implementing the EP to ensure that 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 PA, and healthcare professionals involved in the training process in the PA committee responsible for the PA.		+			
39	26	2.7.4.	through the committee responsible for the PA, plan and implement innovations in the field of public health. EP.		+			
2.8. Relationship with medical / pharmaceutical practice and the healthcare system								
The educational organization should:								
40	27	2.8.1.	ensure continuity between the EP and the subsequent stages of professional training or practical activities that the student will start at the end of training		+			
41	28	2.8.2.	take into account the specifics of the conditions in which graduates will work and modify accordingly EP		+			
				<i>Total</i>	0	28	0	0
Standard 3. STUDENT ASSESSMENT								
3.1. Evaluation methods								
The educational organization should:								
42	1	3.1.1.	define and approve the principles, methods and practices used for evaluating students, including:		+			
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior		+			
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility score", including a combination of validity, performance, and quality of life. reliability, impact on learning, acceptability and effectiveness of assessment methods and format			+		
45	4	3.1.4.	ensure that the assessment process and methods are open (accessible) for external experts to		+			
46	5	3.1.5.	ensure that assessment methods and results avoid conflicts of interest and use a system for appealing student assessment results		+			
47	6	3.1.6.	ensure openness of the assessment procedure and its results, inform students about the assessment criteria and procedures used		+			
48	7	3.1.7.	provide for the possibility of documenting and evaluating the reliability and validity of assessment methods, as well as involving external examiners			+		
3.2. Relationship between assessment and learning								
The educational organization should:								
49	8	3.2.1.	use principles, methods and practices of assessment that are comparable to the planned goals and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote the learning of students, ensure an appropriate balance of formative and final assessment for the direction of learning and decision-making on 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	8	2	0
Standard 4. STUDENTS								
4.1. Admission and selection policy								
An educational organization should:								

52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement on 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 educational organizations, including foreign		+			
55	4	4.1.4.	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		+			
56	5	4.1.5.	use the system of appeal against decisions on admission of students		+			
4.2. Student recruitment								
The educational organization should:								
57	6	4.2.1.	determine the number of students accepted in accordance with the educational organization's capabilities 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 views of stakeholders responsible for planning and developing human resources in the health sector in order to meet medical needs population and society as a whole		+			
59	8	4.2.3.	provide for the possibility to periodically review the number and nature of students accepted in consultation with other interested parties and adjust to meet the health needs of the population and society as a whole		+			
4.3. Student counseling and support								
An 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 education organization should develop and implement a recruitment and selection policy that:								
68	1	5.1.1.	defines their category, responsibilities and <i>balance of academic staff/faculty</i> basic biomedical sciences, behavioral and social sciences, and medical / pharmaceutical sciences for the adequate implementation of the EP, including the		+			

			appropriate ratio between full-time and part-time teachers in the medical, non-medical, and pharmaceutical fields, 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 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.		+		
70	3	5.1.3.	defines and monitors the responsibilities of academic staff/teachers in 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 opportunities of the educational organization, as well as significant features of the region in the personnel selection and recruitment policy		+		
5.2. Performance and Staff development Policy							
An educational organization should develop and implement a performance 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 academic excellence is recognized, with appropriate emphasis 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: quality and categories of patients/consumers of services number and categories of clinical / production bases 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 scientific research activities and educational organization's research base and priorities		+		
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							
The 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 promote 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 educational 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 at home and abroad and allocate funds to the following appropriate resources for these purposes		+		
<i>Total</i>				2	11	1	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 a program manager who reviews the program, its main components, students ' academic performance, identifies and solves problems, and ensures that the relevant assessment results affect the EP		+		
92	3	7.1.3.	periodically evaluate the program, comprehensively reviewing the educational process, components of the educational program, expected learning outcomes, and social responsibility		+		
7.2. Teacher-student feedback							

The educational 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 should:								
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 training at admission to the university; use the results of the analysis for interaction with the structural unit responsible for selecting students, developing an educational program, and advising students		+			
7.4. Stakeholder engagement								
An educational organization should:								
97	8	7.4.1.	involve key stakeholders in monitoring and evaluating the educational program		+			
98	9	7.4.2.	provide stakeholders with access to the results of the program evaluation, collect and study feedback from them on the practical activities of graduates and reviews of the educational program		+			
				<i>Total</i>	0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION								
8.1. Governance								
The 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, composition that reflects 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 the 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 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 personnel 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 educational organization in the processes and procedures of the internal quality assurance system		+			

8.5. Interaction with the health sector							
, 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	+			
109	11	8.5.2.	formalize cooperation, including the involvement of employees and trainees, with partners in the health sector		+		
8.6. Informing the public							
An 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 employment and demand for graduates		+		
				<i>Total</i>	1	12	0
Standard 9. CONTINUOUS UPDATING							
An educational organization should:							
112	1	9.1.1.	as a dynamic and socially responsible organization, initiate procedures to regularly review and update the program's process, structure, content, results/competencies, assessment, 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 education organization should ensure that the process of updating and restructuring leads to a review of policies and practices in accordance with previous experience, current activities and future prospects. provide for the possibility to address the following issues during the renewal process:							
114	3	9.1.3.	adapting the mission for the scientific, socio-economic and cultural development of society		+		
115	4	9.1.4.	changing 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 assigned to graduates after graduation from the EI		+		
116	5	9.1.5.	adaptation of the EP model and training methods to ensure their adequacy and relevance		+		
117	6	9.1.6.	adjustments to 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 ensure the inclusion of new relevant knowledge, concepts and approaches.		+		
118	7	9.1.7.	development of assessment principles, methods and number of exams in accordance with changes in the intended learning outcomes and teaching methods		+		
119	8	9.1.8.	adaptation of the admission policy and selection methods to meet changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of students. EP		+		
120	9	9.1.9.	adaptation of the policy of recruitment and formation of academic staff in accordance with changing needs		+		
121	10	9.1.10.	updating educational resources to meet changing needs, i.e. student recruitment, academic staff size and profile, and the educational program;		+		
122	11	9.1.11.	improving the program monitoring and evaluation process		+		

123	12	9.1.12.	developing the organizational structure, as well as leadership and management, to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups		+			
				<i>Total</i>	0	12	0	0
				TOTAL IN TOTAL	3	114	6	0

