



«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 residency/residency programs
(based on WFME/ AMSE/ ESG)

31.08.02 Anesthesiology-Intensive care

URAL STATE MEDICAL UNIVERSITY

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

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

*Addressed to
the Council of Accreditation Center*



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

SFC – state final certification
SEC – state examination commission
EEC – external expert commission
AEP – additional educational program
ACF – admission control figures
LR – local regulations
MPA &SC – multi-profile accreditation and simulation center
MHSR – ministry of health of the Sverdlovsk region
MCS – methodological commission of specialties
MO – methodical organization
SSS – student scientific society
AS – academic staff
LHO – limited health opportunities
EP-educational program
MEP – main educational program
MPEP – main professional educational program
IC – intermediate certification
PAS – primary accreditation of a specialist
PSA – primary specialized accreditation
WPD – working program of the discipline
PTP – practical training program
DC – dental clinic
QESC –quality of education student council
USMU – Ural State Medical University
UC – universal competencies
PC – professional competencies
DHQPT – department of highly qualified personnel training
SESHE – state educational standard of higher education
CRL – central research laboratory
GEC – graduate employment center
EIEE – 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 31.08.02 Anesthesiology-Resuscitation of the Ural State Medical University with the standards of international accreditation of residency programs/Residency programs (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 EEC for further improvement of the educational program, and parameters of the educational program profile.

The composition of the EEC:

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

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

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

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

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

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

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

8) **Expert, employer** - Anton Aleksandrovich Tokar, Chief Physician of Psychiatric Hospital No. 3 (Yekaterinburg, Russia — *representative of the professional community, expert of the National Accreditation Center, member of the Commission*)

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

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

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

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

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Ural State Medical University is the largest educational organization in the Ural region, providing educational activities for programs of all levels of higher education of medical orientation, scientific activities, 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.

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.

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

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

The key directions of innovative development of educational activities are formulated on the basis of its systematic integration with scientific and medical activities in accordance with the strategic planning vectors outlined in such documents as Decree of the President of the Russian Federation No. 474 of July 21, 2020 "On National Development Goals of the Russian Federation for the period up to 2030", "Strategy for the Development of Of the Russian Federation for the period up to 2025", "Strategy of scientific and Technological development of the Russian Federation" and others.

The University has an educational activity license No. 2348, issued by the Federal Service for Supervision of Education and Science on August 19, 2016 for an indefinite period, according to which the main professional educational programs of higher education, including residency

programs, and state accreditation are implemented (Certificate of State accreditation No. 3383, issued 2 times). April 2020 by the Federal Service for Supervision of Education and Science, valid indefinitely).

Since 2023, the University is a member of the scientific and educational consortium in the field of medicine, which unites medical universities in order to form a modern effective system for training qualified personnel in the field of scientific and educational activities, practical healthcare, as well as the implementation of the innovative project Platform for medical students "Future Doctor".

The Ural State Medical University implements 71 residency programs. The residency program in the specialty 31.08.02 Anesthesiology-Resuscitation has been implemented at the University since 1974.

The main educational program in the specialty 31.08.02 Anesthesiology-resuscitation, implemented in the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation in accordance with the existing license for the right to conduct educational activities, was developed on the basis of the federal state educational standard of higher education in the specialty 31.08.02 Anesthesiology-resuscitation (level of training of highly qualified personnel), approved by order of the Ministry of Education and Science of the Russian Federation No. 1101 of 26.08.2014. It is a set of documents developed and approved by the University, taking into account the requirements of legislation and employers. The residency program regulates the goals, objectives, expected results and content of graduate training, conditions and technologies used in the implementation of the educational process. Achieving the expected result is achieved through a competent approach to training a specialist – an anesthesiologist-resuscitator at the training stages. The teaching staff of the department is represented by leading specialists in anesthesiology and resuscitation, who oversee this service throughout the region. The graduation rate was 100%, MD-9, PhD-6.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation OP 31.08.02 Anesthesiology and Resuscitation of the Ural State Medical University according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE EEC SESSION

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

In order to coordinate the work 17.05.2024 of the EEC, an on-line installation meeting was held on 17.05.2024, during which powers were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in their areas of activity, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers. A total of 61 representatives participated in the meetings (Table 1).

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

Category of participants	Number
Rectors	1
Vice-rectors	4
Heads of structural divisions	22
Deans	3
Heads of departments	5
Teachers	6
Students, undergraduates, doctoral	students 15
Graduates	3
Employers	2
Total	61

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

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

EEC members visited the practice bases of accredited programs: City Clinical Hospital No. 40, one of the clinical bases of the Department of Anesthesiology and Resuscitation (DAR). During the visit, we were introduced to the structure of the clinic. The Departments of Anesthesiology, Intensive Care are deployed on 70 beds. Each profile of the clinic has its own DAR, which gives residents of anesthesiologists-resuscitators a full opportunity to master the educational program. During the visit, we got acquainted with the working conditions of residents, provided by the clinic's management, during the training.

In accordance with the accreditation procedure, 261 teachers and 1,668 students were interviewed.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://usma.ru/>

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

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Mission and Learning Outcomes Standard

- *Defining a mission*
- ✓ *An educational organization must:*
 - *define the mission of the Post-graduate Medical Education EP and communicate it to stakeholders and the health sector.*
 - *determine the mission based on the health needs of society, the needs of the health care system, and other aspects of social responsibility.*
 - *define a training program that includes theoretical and practical components with an emphasis on the latter, and the result of which will be a doctor:*
 - ✓ *competent in the chosen field of medicine, including good medical practice,*
 - ✓ *able to work independently at a high professional level,*
 - ✓ *able to work in a professional and interprofessional team,*
 - ✓ *ready for lifelong learning and participation in continuing medical education /professional development,*
 - ✓ *able to provide appropriate patient care that is appropriate, effective, compassionate and safe in addressing health problems and health promotion issues, including a patient-centered and systematic approach.*
 - *provide appropriate working conditions for students to maintain their health.*

- ensure that the mission includes the development of innovations in the educational process that allow for the development of broader and more specialized competencies than those defined within the core competencies required; the development of scientific competence of students so that doctors can conduct research in their chosen field of medicine; opportunities for doctors to become active participants in solving issues related to social determinants of health.
 - ✓ Professionalism and professional autonomy
 - ✓ An educational organization must:
 - ✓ include professionalism in the training of physicians and ensure that training promotes professional autonomy to enable them to act in the best interests of the patient and society in the future.
 - ✓ provide for cooperation with the Government and other partners, while maintaining appropriate independence from them.
 - ✓ Learning outcomes
 - ✓ An educational organization must:
 - ✓ determine the expected learning outcomes that students should achieve upon completion of their studies in relation to their post-graduate achievements in terms of knowledge, skills and behaviors/attitudes, the appropriate foundation for future careers in the chosen medical field, their future roles in the health sector, commitment and skills in implementing continuing education, the health needs of society, the needs of the health system, and other aspects of social responsibility, professional behavior.
 - ✓ identify and publish expected learning outcomes: general and specialty-specific, which students need to achieve.
 - ✓ ensure that students behave appropriately towards fellow students, teachers, medical staff, patients and their relatives.
 - ✓ determine the expected learning outcomes based on the results obtained at the level of basic medical education to ensure interaction between basic and postgraduate medical education.
 - ✓ provide for the possibility of students' participation in research in the relevant field of healthcare.
 - ✓ Participation in the formulation of the mission and learning outcomes
 - ✓ 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 opinions/suggestions of other stakeholders.

Proof part

The University's mission for 2021-2030 within the framework of the strategic academic leadership program "Priority 2030" was developed taking into account the main provisions set out in the external regulatory and strategic documents of the Russian Federation. The mission of the university is the basis of the Vision that defines the desired place and role of the educational organization in the future. To implement the Mission, the University's priority areas of development have been identified, as set out in the Quality Policy and the University's Development Program for 2021-2030 within the framework of the strategic academic leadership program "Priority 2030".

The mission of the residency program 31.08.02 Anesthesiology-Resuscitation: "formation of the intellectual, cultural and moral potential of graduates, transfer of knowledge to professionals in the field of medical science, healthcare and pharmacy to University graduates, performing fundamental and applied research and development to preserve the health of the nation and sustainable development of Russia. For the good of health – study, heal, educate!".

The mission is to create an innovative model for training competitive new-generation personnel who are ready to contribute to the development of scientific, technological and human resources potential of healthcare, as well as the implementation of breakthrough research and development. The mission reflects the main goal and objectives of the residency program: training highly qualified medical personnel with a system of universal, general professional and professional competencies, ready for independent professional activity, continuous professional development, having high social responsibility, capable of organizing and conducting scientific research, managing the activities of medical organizations and teaching activities.

In order to ensure accessibility for all stakeholders, including the health sector, the Mission and Goal of the Residency Program are published on the official website of the University as part of the MEP. To raise awareness of internal consumers, the EP's Mission is communicated to University employees, students and employers through the official website, information stands, and social networks.

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

The mission of the EP residency is developed taking into account the needs and requests of practical health care, teachers, residents, society, and the state.

Key stakeholders participate in the development and approval of the MEP Mission at various stages:

1. Familiarization of representatives of practical healthcare, teaching staff, students with the Mission, Vision and Development Program of the University.
2. Creation of a working group from among the heads of the EP, professors and associate professors of clinical departments, the chief doctor of the dental clinic of USMU, residents, representatives of employers.
3. Development of the project of the Mission of the MEP residency, taking into account the requests of students, teaching staff, and representatives of the healthcare system.
4. Discussion of the project of the MEP Mission at meetings of departments, Academic Councils of faculties, MCS residency.
5. Receipt of proposals and additions from the University's structural divisions to the PLO Mission project for analysis and generalization.
6. Approval of the Mission of the MEP at the Academic Council of the University as part of the MEP residency.

The mission of the MEP is aimed at forming social responsibility of students in the interests of society and the state in the training of highly qualified medical personnel.

The basis for preparing a new version of the Mission and goals of the MEP residency is to change the conditions of the external and internal environment of the university, the requirements of consumers and other interested parties. Changes and additions to the MEP Residency Mission are made as necessary. The data listed above is available on the official website of the university, where you can find information of interest by going to the sections presented on the site.

The professionalism and competence of residency graduates is determined by the expected results in the form of universal and professional competencies in the field of preventive, diagnostic, therapeutic, rehabilitation, psychological and pedagogical, organizational and managerial activities. Modern educational technologies, practice-oriented training, the involvement of residents in the educational process and practical activities guarantee the training of competent doctors who are able to work at a high professional level both independently and in a professional and interprofessional team, as well as to form the necessary supra-professional competencies, the ability to scientific and organizational-managerial activities, social responsibility, patient orientation, readiness for professional development throughout life.

Training at the University in residency programs is based on the principle of institutional autonomy in order to guarantee the quality of specialist training, for which both the University administration and teachers are responsible, especially with regard to the development of MEP and the allocation of resources necessary for its implementation. The University provides academic freedom for staff and students to implement the EP and use the results of new research to improve the study of specific disciplines / issues without expanding the EP. So, the developers of the EP of the residency program in the specialty 31.08.02 Anesthesiology-resuscitation with the participation of employers specified the professional competence of PC-6, taking into account the needs of practical healthcare.

One of the most important skills for a residency graduate is the ability to form constructive relationships with medical professionals, patients (legal representatives), respecting their point of view, and working in a team. At the specialty stage, students study such disciplines as: "Modern communication in medicine", "Conflictology and mediation in healthcare", "Mental health preservation: mechanisms of adaptation and stress management" (31.05.01 Medical Business); "Practical and communication skills of a doctor", "Professional communication skills", "Mental Health preservation: mechanisms of adaptation and stress management" (31.05.02 Pediatrics); "Psychology, Pedagogy" (31.05.03 Dentistry). The acquired knowledge and skills are logically continued during the residency program in the course of mastering the mandatory disciplines: "Pedagogy", "Public Health and Public Health", as well as in the framework of Industrial (clinical) practice: simulation course, module "Communication skills of a doctor", Industrial (clinical) practice: pedagogical practice. Video recordings of interviews, trainings, and psychological counseling are used as forms of problem-oriented training for residents. These

training technologies contribute to improving the effectiveness of training in business and professional communication.

Starting from 2023, students studying in the residency program will have the opportunity to develop professional communication skills in the USMU Competence Center within the framework of the additional EP "Doctor's communication skills: formation and assessment in a medical university" (36 hours). In the 2022-2023 academic year, 11 residents from the personnel reserve of USMU mastered this educational program, and in the 2023-2024 academic year, 385 residents studying in the enlarged group of specialties "Clinical Medicine" started to master the program.

The internal regulations of USMU students are designed to foster students' conscious attitude to education, strengthen academic discipline, rational use of academic time, and respect the principles of proper behavior.

Changes and additions to the Mission of the MEP are made as necessary, taking into account the opinions and suggestions of interested parties, which are formed based on the results of a number of monitoring activities, for example, satisfaction of residency graduates with the quality of education received, employers' satisfaction with the quality of training of residency graduates.

The results of monitoring the satisfaction of the parties involved in the development of the Residency Program Mission indicate that the stated Mission and expected learning outcomes are based on the opinions/suggestions of all interested parties.

Analytical part

In the course of accreditation, the EEC studied internal local documents and conducted interviews, during which it was established that the mission of the university and the mission of the accredited EP 31.08.02 "Anesthesiology-Resuscitation" were formulated taking into account the needs of society and healthcare in training specialists for practical healthcare. The main stakeholders participated in the development and approval of the Mission: teaching staff, students, representatives of the practical sphere and employers. It reflects the medical needs of society and the health care system, as well as the goals and strategy of the educational process, which make it possible to train an anesthesiologist-resuscitator as competent and able to carry out appropriate clinical practice in accordance with the established requirements of the health care system, able to work in a team and strive for continuous professional development.

The EP mission, according to internal procedures, goes through a step-by-step approval process and is brought to the attention of key stakeholders by publishing it on the website. From interviews with students, it is established that information is brought to them during classes, meetings with deans, placement on information stands of university buildings and the official website of the university.

The effectiveness of the implementation of the EP is ensured by the systematic, purposeful and effective implementation of the development plans of the EP, close interaction with representatives of practical health care who take part in the formulation of missions and development of the EP.

In the course of meetings and interviews with teachers and students, members of the Higher School of Economics noted that great importance in training is attached to the formation of appropriate behavior in relation to colleagues, teachers, administration, patients and their relatives. The self-assessment noted that the EP's mission was brought to the attention of stakeholders. At the same time, there is a need to ensure the participation of the student contingent, as an interested party, in the formation of the expected results with mandatory recording in the minutes of the meeting of collegial bodies, as well as to record the opinions of interested parties in the relevant local regulatory documents.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing.

EEC's conclusions based on the following criteria:

According to the standard "Mission and learning outcomes", the educational program "31.08.02 Anesthesiology-Resuscitation" has 0 strong, 14 satisfactory positions.

6.2. Educational Program Standard

- ✓ Approach to learning
- ✓ An educational organization must:
 - ✓ determine the approach to training based on expected learning outcomes and official certificates of qualification provided as a basis for official recognition of a specialist in the chosen field of medicine at the national and international level.
 - ✓ determine the approach to training based on the results of basic medical education, systematically and transparently, using practice-oriented training that includes and supports personal participation of the student in providing medical care and responsibility for the patient, their own educational process and clinical practice.
 - ✓ use appropriate teaching methods that integrate practical and theoretical components, guide the learner through mentoring and regular assessment and feedback, including adherence to ethical requirements and norms.
 - ✓ ensure that the educational program is implemented in accordance with the principles of equality, inform students about the program, the rights and obligations of students.
 - ✓ increase the degree of independence and responsibility of the student as they improve their knowledge, skills, and experience.
 - ✓ provide an opportunity to identify gender, cultural and religious characteristics and properly prepare the student to interact with the specified patient population.
- ✓ The scientific method
- ✓ An educational organization must:
 - ✓ throughout the entire training program, teach students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine.
 - ✓ aim to include critical evaluation of literature and scientific data in the EP, adapt content based on scientific developments in medicine, change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system.
- ✓ Training content
- ✓ An educational organization must:
 - ✓ include the practice and theory of basic biomedical, clinical, behavioral, social sciences and preventive medicine, clinical decisions, communication skills, medical ethics, public health, medical law and forensic medicine, management disciplines, patient safety, physician protection, and complementary medicine in the learning process.
 - ✓ organize an educational program with an appropriate focus on patient safety and independence
 - ✓ adjust and make changes to the EP to ensure the development of knowledge, skills and thinking of different roles of the graduate, matching the content of the EP to changing conditions and needs of society and the health system.
- ✓ Structure of the educational program, content and duration
- ✓ An educational organization must:
 - ✓ provide a description of the content, scope and sequence of courses and duration of the EP; identify mandatory and selective components; integrate practice and theory in the learning process; ensure compliance with national legislation that should be presented and described; ensure adequate impact on how local, national or regional health systems address health issues and health care needs. assistance to the population.
 - ✓ take into account the results of previous basic medical education related to the chosen field of medicine.
 - ✓ identify graduate requirements for various roles in the healthcare system
- ✓ Organization of training
- ✓ An educational organization must:
 - ✓ define responsibilities and authorities for organizing, coordinating, managing, and evaluating the individual learning environment and learning process.
 - ✓ include adequate representation from faculty, students, and other key and relevant stakeholders in the planning and development of the educational program.
 - ✓ plan training in such a way as to introduce the student to a wide range of existing practical experience in the chosen field of medicine.
 - ✓ guarantee diverse training locations, coordinate multiple training locations to gain appropriate access to different aspects of the chosen field of medicine.
- ✓ Linking education, medical practice, and the healthcare system
- ✓ An educational organization must:
 - ✓ describe and follow the integration between theoretical training and professional development, develop training through medical practice and professional development; integrate training and medical practice through patient care; ensure that training complements and addresses the needs of medical care.
- ✓ effectively use the capabilities of the healthcare system to provide medical care for training purposes.

Proof part

The residency program developed in accordance with the Federal State Educational Standard for Higher Education consists of a basic part and a variable part. The basic part программы of the residency program is mandatory, ensures the formation of students' competencies established by the Federal State Educational Standard and includes: disciplines (modules) and practices established by the Federal State Educational Standard; state final certification. The variable part of the residency program is aimed at expanding and deepening

the competencies established by the Federal State Educational Standard, as well as at developing students' additional, including supra-professional competencies. It includes disciplines (modules) and practices established by the University independently, taking into account the requirements of the professional community and the current level of development of medical science and healthcare. The list, labor intensity and distribution of disciplines (modules), practices, intermediate certification and state final certification are determined by the curriculum of the residency program.

Disciplines (modules) and practices related to the basic part of the residency program are mandatory for all students. The educational organization determines the set of disciplines (modules) and practices related to the basic part of the residency program independently in the amount established by the relevant Federal State Educational Standard for Higher Education. Disciplines (modules) in public health and public health, pedagogy, emergency medicine, pathology/microbiology are implemented within the framework of the basic part of Block 1 "Disciplines (Modules)" of the program residency programs. The scope, content and order of implementation of these disciplines (modules) are determined by the organization independently. For each discipline, practice, specify the types of academic work and the form of intermediate certification.

When implementing residency programs, USMU provides students with the opportunity to master optional (optional for study) and elective (mandatory) disciplines (modules) selected by each student from the list of elective, subjects included in the curriculum. When providing inclusive education for disabled people and persons with disabilities, specialized adaptation disciplines (modules) are included in the educational program. When implementing residency programs developed in accordance with the Federal State Educational Standard, and elective subjects (modules), as well as specialized adaptation disciplines (modules) are included in the variable part of the program.

The structural division responsible for the development and implementation of the educational program of the residency program is the department, which is a specialized specialty of the residency program and is fixed by the order of the rector of USMU. General management of the training of students in the residency program is carried out by the Department of Training of highly qualified personnel (DHQPT).

The residency program is a set of basic characteristics of education (scope, content, planned results), organizational and pedagogical conditions, forms of certification, which is presented in the form of a general description of the residency program, curriculum, calendar training schedule, working programs of disciplines (modules), practice programs, assessment tools, methodological materials, and other components included in the residency program.

The educational program (EP) in the residency program is built taking into account the basic level of training obtained during training in the specialty program. Departments carry out a differentiated approach to training residents with different basic levels, determined by the average diploma score, the participation of residents in scientific work during their studies at the University, as well as the results of PAS.

The MPEP defines teaching methods, including those based on a student-centered approach. The implementation of the competence approach in the training of doctors provides for the widespread use of active and interactive forms of conducting classes in the educational process in combination with extracurricular work in order to form and develop professional skills of students.

The residency program defines:

- Planned results of mastering the residency program - the competencies of students established by the Federal State Educational Standard and the competencies of students established by USMU in addition to the competencies established by the Federal State Educational Standard (if such competencies are established);
- 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 residency program.

The qualification obtained as a result of mastering the residency program is determined in accordance with the Federal State Educational Standard for Higher Education in certain specialties and is indicated in the License for educational activities.

To ensure the transparency of training, the LR and schedules are posted on the official website, as well as in the electronic information and educational environment (EIEE) of the university, which ensures the availability of information for all interested parties.

The university implements practice-oriented training, which forms residents' professional competencies by performing real-world practical tasks; an optimal combination of fundamental knowledge obtained in contact classes and practical skills formed in industrial practices.

MEP of the residency specialty, 31.08.02 Anesthesiology-resuscitation, is presented in the form of a curriculum, a calendar training schedule, working programs of disciplines (modules), practice programs, other components, as well as evaluation and methodological materials that provide theoretical and practical training of residents with a predominance of the latter.

Program documents of an integrative, interdisciplinary and cross-cutting nature, ensuring the integrity of the competence-oriented residency program in the specialty 31.08.02 "Anesthesiology-resuscitation" Program documents are presented in Appendices 3,6,7,8 of the report with appendices.

The curriculum shows the logical sequence of mastering the sections of the residency program (disciplines, modules, practices) that ensure the formation of competencies. The total labor intensity of disciplines, modules, and practices in credit units, as well as their total and classroom labor intensity in hours, is indicated. The curriculum reflects the structure of the residency program, including a mandatory part (basic) and a variable part formed by the university. The academic calendar reflects the distribution of academic activities by year and semester of study. The curriculum and calendar training schedule meet the requirements set out in the Federal State Educational Standard for Higher Education for the residency program. The calendar schedule of the educational process and the curriculum meet the requirements set out in the Federal State Educational Standard for Higher Education, the Procedure for Organizing and Implementing educational activities in higher Education programs – residency programs (Order No. 1258 of the Ministry of Education and Science of the Russian Federation of 19.11.2013). The curriculum contains information about the logical sequence of subjects and practices taught, their complexity, forms of certification, and the main types of educational activities related to them. The calendar schedule of the educational process reflects the distribution of types of educational activities by year and semester of study.

The residency program includes a mandatory part (basic) and a part formed by participants in educational relations (variable), and consists of the following blocks:

Block 1 includes disciplines and modules related to the basic part of the program-general and private anesthesiology, resuscitation and intensive care, and disciplines and modules related to its variable part-toxicology and extracorporeal detoxification methods, transfusiology and emergency cardiology.

Block 2 "Practices" contains the basic part-industrial practice in the specialty and variable.

Block 3 "State final Certification" includes preparation for the SFC and an interdisciplinary exam. The SFC is completed with the qualification "Anesthesiologist-resuscitator".

The disciplines of the residency program blocks in the specialty 31.08.02 Anesthesiology-Resuscitation for UP 2022 and 2023 are presented in Appendix 7 of the report with appendices.

In USMU, clinical training is guaranteed in the conditions of multidisciplinary clinics with which contracts for organizing practical training of students are concluded (The list of bases for practical training of residents of the specialty 31.08.02 Anesthesiology-resuscitation, with which contracts are concluded, is presented in Appendix 8 of the report with appendices). Training and monitoring of the activities of residents in clinical databases is carried out by the teaching staff of USMU departments located in these medical organizations.

Practical training consists in obtaining in-depth theoretical knowledge formed under the guidance of teaching staff of clinical departments, developing practical skills in providing medical care under the guidance and supervision of teachers on simulators in simulated conditions on the basis of MPA&SC, under the supervision of teaching staff and leading specialists in practical healthcare, integration of training and mastering the necessary skills in real clinical practice is provided. The unity of science, education and practice is implemented in clinical departments based on the territory of medical organizations.

Leading specialists and managers of medical organizations are involved in the process of developing, implementing and reviewing the MPEP:

Levit Alexander Lvovich - Head of the Department of Anesthesiology and Resuscitation of the City Clinical Hospital No. 1, Chief freelance anesthesiologist-resuscitator of the Ministry of Health;

Kinzhalova Svetlana Vladimirovna - Head of the Scientific Department of Anesthesiology, Resuscitation and IT of the Federal State Budgetary Institution Research Institute, Doctor of Medical Sciences;

Kostetsky Igor Vladimirovich - Deputy Chief Physician of Anesthesiology and Resuscitation of the City Clinical Hospital No. 23, Candidate of Medical Sciences;

Bagin Vladimir Anatolyevich - Deputy Chief Physician of Anesthesiology and Resuscitation of the City Clinical Hospital No. 40, Candidate of Medical Sciences;

Romanova Lada Leonidovna - chief freelance pediatric anesthesiologist-resuscitator of the Ural Federal District, doctor-anesthesiologist-resuscitator of the City Clinical Hospital No. 9, Candidate of Medical Sciences

The University strives to expand its activities on the employment of graduates. The University's Graduate Employment Center provides information and consulting support to graduates. Career guidance events, master classes, job fairs, meetings with target training clients and other events are regularly held.

The results of a survey of teachers on the development of the EP and its implementation showed the following answers: Evaluate how well the knowledge of students obtained at this university corresponds to the realities of the modern labor market requirements: 86 people are very good(33%), 134 people are good(51.3%) and 3 people are bad (1.1%); Evaluate the orientation of educational programs/training programs aimed at developing students' skills and abilities to analyze the situation and make forecasts - very good 97 people(37.2%), good 23 people(47.1%) and bad 1 person(0.4%); Evaluate how the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation-very good 91 Results of the survey of students: satisfaction with the quality of the educational program as a whole - excellent 598 people (35.9%), bad 67 people (4%); teaching methods-excellent 564 people (33.8%) 106 people (6.4%) are excellent at informing students about courses, educational programs and academic degrees they receive - 623 people (37.4%) and 173 people (10.4%) are bad.

Analytical part

EP in the specialty 31.08.02 "Anesthesiology-resuscitation" was developed by the Department of Anesthesiology-Resuscitation, fixed by the order of the rector, as a structural unit responsible for the development and implementation of EP. Experts note that the development of the EP is based on a competence-based approach and a practical focus of training. Dominating in the content part is the student-centered approach and individualization of learning. The program structure is strictly regulated by regulations, contains basic and variable parts, and is reflected in the working curricula. The volume of the program in s.e. according to the Federal State Educational Standard for Higher Education and s.e. EP 2022, EP 2023 correspond to each other.

In the process of implementing the EP, when mastering the disciplines of the curriculum, students master the methods of analytical and critical thinking, methods of scientific research based on the principles of evidence-based medicine. During the visit to the responsible

department, the experts were presented with a set of documents and materials containing a general description of the EP: curriculum, calendar training schedule, working programs of disciplines (modules), practical training programs, evaluation funds, methodological materials in accordance with the list established by the Regulation " On the main educational program of higher Education-residency program of the "Ural State Medical University". Training of students is provided in 13 medical organizations that are the clinical bases of the department and with which contracts are concluded. The departments of anesthesiology, intensive care and intensive care, where residents are trained, are equipped with modern equipment that allows them to master the universal and professional competencies of residents of anesthesiologists-resuscitators.

EP are implemented in accordance with the principles of equality, ensuring that there is no discrimination based on gender, age, the presence/absence of disabilities, religion, culture, nationality, citizenship, etc., which is confirmed during interviews and when attending classes at the department. The educational process takes into account the individual characteristics of students, provides support in the implementation of the educational process and maintains a monitoring system for their achievements.

The EEC notes that the University provides continuity between the EP and the next stage of professional training, which was confirmed during interviews with students and the analysis of the EP. During the meeting and interview with the head of the Department of Anesthesiology and Resuscitation A.V. Kulikov and Professor of the Department N. S. Davydova, as well as with residents of the 1st and 2nd years of training, the mechanism of mentoring implementation was clarified. During the visit to the clinical base, they were familiarized with the working conditions of residents. Professor of the Department N.S.Davydova presented the program "residency+residency", which allows residents to master an additional program in toxicology, which is an integral part of intensive care.

Residents under the guidance of the faculty of the department, clinical mentors participate in the research work of the department and publish articles. So, residents took part in the study of evaluating the results of training in the "residency+residency" program and made a report at a scientific and practical conference on higher medical education held in Tatarstan.

The teaching staff of the department holds leading positions in the management structure of medical organizations, as well as freelance specialists in the field of anesthesiology and resuscitation in the region and the Sverdlovsk region, which makes it possible to effectively use the capabilities of the health care system to provide medical care for the implementation of the mission and goals of training residents of the specialty 31.08.02 Anesthesiology-resuscitation.

Based on the results of the meeting with interested parties, experts noted that the university has established procedures for developing, approving and correcting the EP, and has identified responsible structural units for planning and implementing the EP. At the same time, it is necessary to define clear rules for including proper representation from teaching staff, students and other stakeholders in the process of planning and developing an educational program. Project approaches and resource support allow residents to engage in scientific research by including the results of scientific research of teaching staff of departments in the EP. When conducting interviews with students, it was confirmed that it is possible to choose elective subjects for the formation of an individual educational trajectory and vision of a professional career.

Strengths/Best practices:

Leading specialists of the Sverdlovsk region's health authorities and institutions are involved in teaching:

- Chief Specialist in Anesthesiology and Resuscitation of the Ministry of Health of the Sverdlovsk Region, Doctor of Medical Sciences, Professor Levit Alexander Lvovich;

- Deputy Chief Physician for Anesthesiology and Resuscitation of the State Medical Institution City Clinical Hospital No. 40, Candidate of Medical Sciences, Associate Professor, Bagin Vladimir Anatolyevich;

- Head of the Scientific Department of Intensive Care and Resuscitation of the Federal State Budgetary Educational Institution "Research Institute of Medical Medicine" of the Ministry of Health of the Russian Federation, Doctor of Medical Sciences, Associate Professor Kinzhalova Svetlana Vladimirovna;

- Deputy Chief Physician for Anesthesiology and Resuscitation of the State Medical Institution City Clinical Hospital No. 23, Candidate of Medical Sciences Igor V. Kostetsky;

- Head of the resuscitation and Anesthesiology Department of the State Medical Institution City Clinical Hospital No. 23, Candidate of Medical Sciences Igor V. Kostetsky;

- the teaching staff of the department holds leading positions in the management structure of medical organizations, as well as freelance specialists in the field of anesthesiology and resuscitation in the region and the Sverdlovsk region.

Involvement of representatives of practical healthcare in the educational process makes it possible to effectively use the capabilities of the healthcare system in providing medical care for the implementation of the mission and goals of training residents of the specialty 31.08.02 Anesthesiology-Resuscitation.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Educational program", the educational program "31.08.02 Anesthesiology-resuscitation" has 1 strong, 19 satisfactory positions.

6.3. Student Assessment Standard

- ✓ Evaluation methods
- ✓ An educational organization must:
 - ✓ develop and implement a student assessment/assessment policy; define, approve and publish the principles, objectives, methods and practices of student assessment, including, if necessary, with expert review;
 - ✓ ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior
 - ✓ use an additional set of evaluation methods and formats according to their "evaluation performance", including the use of multiple evaluators and multiple evaluation methods.
 - ✓ determine the criteria for passing exams or other types of assessment, including the number of acceptable retakes.
 - ✓ evaluate and document the reliability, validity, and validity of evaluation methods
 - ✓ use a system of appeal of evaluation results based on the principles of fairness or in accordance with appropriate legal procedures.
 - ✓ implement new assessment methods in accordance with the need, document different types and stages of training and assessment;
 - ✓ encourage external experts to review evaluation methods.
- ✓ Relationship between assessment and learning
- ✓ An educational organization must:
 - ✓ use evaluation principles, methods, and practices that are consistent with expected learning outcomes and methods; ensure that learners achieve the expected learning outcomes; promote learners' learning; ensure that learning is appropriate and relevant; and provide timely, concrete, constructive, and objective feedback to learners based on the assessment of their performance.
 - ✓ aim to use evaluation principles, methods and practices that encourage integrated learning, encourage student involvement in clinical practice, and promote interprofessional training.

Proof part

Assessment of residents' achievements in the course of training is carried out in order to determine the degree of mastering the MPEP and is carried out through ongoing monitoring, interim certification and State Final Certification (SFC). Requirements for MPEP at the University are regulated by the Regulations on the main educational program of higher education of the residency program of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation (approved and put into effect by Order No. 63-r of the Rector of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation dated 01.02.2019), the schedule of classes, the schedule of SFC.

The University guarantees that the assessment procedures cover the entire list of

knowledge, skills, and abilities that are indicators of achieving competencies, in accordance with the content of the MPEP. In the course of training, a wide range of assessment methods and forms are used, depending on their expediency. When developing control measures and methods for their assessment, the specifics, scope, and educational and pedagogical principles of teaching a particular discipline in the residency program are taken into account.

The form of control in the discipline depends on the specialty and educational program, in which the department indicates when and how to conduct an exam or boundary control in the taught discipline. The final state certification is conducted in 3 stages: skills assessment (clinical examination at the patient's bedside), knowledge assessment (comprehensive testing in all disciplines) and an oral interview. Evaluation tools are used at each stage. Based on the results of the three stages of the SFC, the final score for the qualification exam in the relevant specialty is issued. Depending on the results of the qualification examination, the commission decides by open vote "To assign the title (qualification) of a specialist "Anesthesiologist – resuscitator" or "To refuse to assign the title (qualification) of a specialist". The results of the exam are recorded in the protocol.

In order to comply with the principles of completeness and comprehensiveness of control, a set of verification, independent and control works was developed at all departments in all sections and topics included in the MPEP. Objectivity and validity guarantee the quality and reliability of the information obtained during the control process. The differentiated approach is implemented by creating a multi-level control system and developing criteria for evaluating learning outcomes for each of the stages of mastering MPEP, including using e-learning and distance learning technologies. This technology of monitoring activities enhances the combination of control and self-control on the part of the student for the completeness of the formed knowledge and skills.

Control and measurement tools for the SFC of residency graduates are developed by the head of the EP, discussed at the meeting of the department and the MCS of the residency and approved by the Vice-rector for Educational Activities.

Individual accounting of the results of students' development of the main educational program is carried-out by the teaching staff of departments, deans, the Department of training of highly qualified personnel, the SSS Board, the Council of Students and Postgraduates.

The results of all types of intermediate certification and SFC are monitored and discussed at the University: at specialized departments, at meetings of the Rector's Council, the Central Methodological Council, the Residency Training Center, and at Academic Councils of the University and faculties. Supporting documents of the results of all types of attestations in the form of examination sheets are stored at the department (copies) and in the originals. Test tasks and a list of practical skills are developed by departments in accordance with the MPEP. The procedure for planning, organizing, monitoring and analyzing evaluation methods in USMU ensures the reliability and validity of these methods. The development of new control and measurement tools is carried out by the cathedral staff through the study of world experience in assessing knowledge in postgraduate education, then implemented at the department. Test tasks for conducting current, milestone and final control for residents are presented, among other things, situational tasks of different levels of complexity with multiple choice answers and are updated annually.

After completing the intermediate certification and SFC, a survey of residents is conducted to study their opinion on the quality of the educational process. The results of the survey are analyzed at the meetings of the Department, the MCS of Residency, the Central Methodological Council, Academic Councils of Faculties and the Academic Council of USMU.

Integration of theoretical training into practical training of a resident is actively used in the educational process and in providing medical care to patients under the supervision of a teacher, as well as through independent and active training of a resident. At the University, residents are involved in practical clinical work when they complete industrial (clinical) practice (basic) and industrial (clinical) practice (variable), which are controlled by conducting tests with an

assessment.

Feedback from residents when conducting seminars, working in a clinical team confirms the effectiveness of the education received and its compliance with the requirements of the resident and the employer. The results of surveys are regularly reported to the Academic Council of the University, the Council under the Rector, and brought to the attention of teaching staff. According to a survey of residents in the 2022-2023 academic year, 90-95 % of students are satisfied with both the organization of the educational process as a whole and its individual parts.

The University's website has a feedback form: "Ask the Rector a question", where students can ask any question, including anonymously. Residents can also send their applications in the form of e-mails.

Analytical part

During the analysis of the standard "Student assessment", it is noted that the assessment of academic achievements of students is carried out in compliance with the regulatory legal acts in the field of education of the Russian Federation and local regulatory legal acts of the university. The members of the External Expert Commission analyzed internal regulatory documents in the field of assessment, which describe the policy, principles and methods of assessment, appeal procedures, and retake policy.

In the process of analyzing the submitted documents, the results of interviewing teachers and students, it is established that the procedure for evaluating students is defined and brought to attention. When evaluating student achievement results, a point-rating system is used, while the evaluation criteria are the same for all disciplines. The validity assessment is monitored by the training and Methodological commission. All types of control are carried out in accordance with the Code of Administrative Procedure. The presence of an electronic journal allows students to get acquainted with their grades in a timely manner and evaluate their rating.

Current monitoring of academic performance is carried out daily, during the educational process. Intermediate certification for residents is held 2 times a year, at the end of the first half of the first year of study, the second half of the year in the form of a transfer exam for the second year of study and at the end of the first half of the second year of study. There is a system of appeal and response to complaints from students. Transparency of the assessment procedure and its results is provided, and students should be informed about the assessment criteria and procedures used. The final assessment of graduates' knowledge is carried out on the basis of SFC. If academic performance decreases and the control methods used are not sufficiently reliable, they analyze the causes and make decisions on the necessary measures to process test tasks, control questions, situational tasks, and other control and measurement materials.

When interviewing the teaching staff and students, they listed the main methods for evaluating learning outcomes that correspond to those developed by the LR. Taking into account the inclusion of the scientific component in the EP, there is a need to update the assessment methods with the development of criteria for evaluating the implementation of the scientific component. In the process of familiarization with local regulatory documents in the field of student assessment and when interviewing teaching staff, attention was drawn to the presence of internal expertise and the lack of external expertise on methods for evaluating learning outcomes for various types of control.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Review and develop mechanisms to encourage external experts involved in evaluating assessment methods in order to evaluate learning outcomes effectively. Completion date - 2025-2026 academic year.

EEC's conclusions based on the following criteria:

According to the standard "Student assessment", the educational program "31.08.02 Anesthesiology-resuscitation" has 0-strong, 9 - satisfactory positions, 1-suggests improvements.

6.4. The "Learners" Standard

- ✓ Admission and selection policy
- ✓ An educational organization must:
 - ✓ define and implement an admission policy that is based on the organization's mission and includes a clearly defined position on the student selection process.
 - ✓ ensure a balance between learning opportunities and admission of students; formulate and implement policies/rules for selecting students according to the established criteria; have and implement the practice of admitting students with disabilities in accordance with the current laws and regulations of the country; ensure a high level of knowledge and skills in the field of basic biomedical sciences, achieved at the previous level of basic ensure transparency and fairness of the selection process.
 - ✓ have a policy and implement the practice of transferring students from other educational institutions, including foreign ones.
 - ✓ take into account in the selection procedure the specific capabilities of potential trainees to improve the quality of training in the chosen field of medicine; guarantee transparency of the selection procedure; provide for an appeal mechanism for admission decisions,
 - ✓ involve student associations and other stakeholders in policy development and the selection process by periodically reviewing the admission policy and rules.
- ✓ Number of students
- ✓ An educational organization must:
 - ✓ determine the number of accepted students in accordance with: clinical / practical training opportunities, the ability of the public organization to conduct appropriate monitoring of the educational process, material, technical and other available resources, information about the health needs of society and society.
 - ✓ periodically review the number and pool of accepted trainees in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector.
 - ✓ adapt the number of potential trainees based on available information on the number of qualified candidates and information on national and international labor markets; adjust the number of potential trainees based on the inherent unpredictability of the exact need for a workforce of specialists in various fields of medicine.
- ✓ Advising and supporting students
- ✓ An educational organization must:
 - ✓ provide students with access to the system of academic counseling of students.
 - ✓ base academic counseling on monitoring and monitoring student progress, including analysis of unintended incidents.
 - ✓ offer a student support program that addresses social, financial, and personal needs.
 - ✓ allocate resources for social and personal support of students; ensure confidentiality regarding counseling and support.
 - ✓ offer professional orientation, professional career planning advice.
 - ✓ provide counseling to support students in the event of a professional crisis; involve student organizations/associations in solving students' problem situations.
- ✓ Student representation
- ✓ An educational organization must:
 - ✓ define and implement policies for student representation and appropriate participation in the development of the mission and intended learning outcomes, in the development of the EP, in the planning of the learning environment for students, in the evaluation and management of the EP.
 - ✓ encourage the representation of students to participate in decision-making on educational processes, conditions and rules of study.
- ✓ Working conditions
- ✓ An educational organization must:
 - ✓ implement a training program with appropriate remuneration/ scholarships or other means of financing and motivating students
 - ✓ ensure that trainees have access to patient care, including calling a doctor where appropriate
 - ✓ define and publish students' working conditions and responsibilities
 - ✓ provide for interruptions of education caused by pregnancy (including maternity/paternity leave, child care), illness, military service, or secondment for additional training
 - ✓ strive to ensure that the work components in the student's work do not dominate the educational component/training
 - ✓ take into account the needs of patients, the continuity of medical care and the educational needs of students when drawing up a work plan and schedule, including on-call work
 - ✓ allow distance learning under special circumstances, in accordance with the individual educational trajectory and work experience of the student, providing evidence that the total duration and quality of distance learning is not less than in full-time training.
 - ✓ provide for the possibility of continuing education under conditions of study breaks related to pregnancy (including maternity / paternity leave), illness, military service or secondment.

Proof part

Admission to study at the University is made in accordance with the legislation of the Russian Federation, the Charter and Admission Rules developed by the University and approved annually by the decision of the Academic Council of USMU.

Persons with higher medical and / or pharmaceutical education are allowed to complete the residency program in the specialty "31.08.02 Anesthesiology-Resuscitation", taking into account the qualification requirements for medical and pharmaceutical workers approved by Order No. 206n of the Ministry of Health of the Russian Federation dated 02.05.2023. In accordance with the License, USMU provides training in 71 residency specialties, including "31.08.02 Anesthesiology-Resuscitation".

Admission to study under residency programs is carried out within the framework of the ACF for training at the expense of budget allocations from the federal budget, budgets of constituent entities of the Russian Federation, local budgets and within the framework of agreements on the provision of paid educational services concluded when applying for training at the expense of individuals and (or) legal entities. ACF are distributed by the Ministry of Education and Science of the Russian Federation based on the results of a public competition. The target admission quota for training (target quota) is allocated as part of the control figures.

In order to ensure a balance between the potential of the University and the opportunities for training interns in preparation for the new academic year, monitoring of the availability of human and material resources of each educational residency program is carried out. The number of places in the residency program is determined by the needs of practical healthcare, taking into account the possibilities of clinical training. At the same time, close cooperation between the University and the regional executive authority, the Ministry of Health of the Sverdlovsk Region, plays a key role. The Department of Education, Certification and Awards in the healthcare Sector of the Ministry of Health of the Russian Federation, together with the DHQPT, selects candidates for targeted residency training, taking into account their achievements at the pre-graduate stage of training, monitors the fulfillment of obligations under targeted contracts, and oversees the employment of targeted residents after completing their residency.

The University has structural divisions and public organizations that provide support, solve problems, and organize consultations of residents on various issues. An educational portal "Residency" has been created on the MedSpase platform, which contains the necessary training materials for residents (lectures, teaching materials, clinical recommendations, situational tasks, etc.), and this portal also makes it possible to control the independent work of residents. There is a system of support and support for residents covering the main range of problems that a student may face at various stages of education. 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". Advising and informing students using electronic educational technologies is carried out through the use of instant messengers by a specialist in the educational and methodological work of the DHQPT in the Telegram channel and in Contact. At all stages of training, the Center for Employment and Professional Support of Graduates performs the function of creating a unified information environment between employers, students, graduates and employees of the University. The center provides professional guidance and assistance in temporary employment for the period of study, including for students with disabilities, helps with building a career path, and has a methodological base that allows students to master the skills of drawing up a resume, developing and maintaining an electronic portfolio in their personal account on the USMU website.

In order to meet the needs of the population and society as a whole, the Ministry of Higher Education and Science of the Russian Federation, in coordination with the Ministry of Health of the Russian Federation, annually sets the number of accepted students for medical universities. In turn, the University submits for approval to the Ministry of Higher Education and Science of the Russian Federation and the Ministry of Health of the Russian Federation an application for the number of accepted students.

ACF are based on the results of a public competition for the distribution of admission control figures for specialties and areas of training and (or) enlarged groups of specialties and areas of training for training in educational programs of higher education at the expense of budget allocations from the federal budget. Within the control figures, a quota of targeted admission to training is allocated.

The number of students enrolled in specialties under contracts for the provision of paid educational services is established by the Ministry of Health of the Russian Federation, taking into account the requirements for the implementation of residency programs provided for in the Federal State Educational Standard for Higher Education, and the need for medical and pharmaceutical workers, determined on the basis of proposals from medical and pharmaceutical

organizations to conclude contracts for the provision of paid educational services. Thus, the control figures for admission to training under the accredited residency program of the specialty "31.08.02 Anesthesiology-resuscitation" to places at the expense of budget allocations from the federal budget and places under contracts for the provision of paid educational services in USMU in 2023, according to the report, were:

The number of interns enrolled corresponds to the University's capacity to implement clinical and practical training, the maximum allowable workload for teachers, the availability of educational, methodological and scientific literature, the capacity of clinical and practical training bases, and the material and technical equipment of departments implementing residency programs.

The implementation of the residency program is provided by the organization's senior managers, research and teaching staff, as well as persons involved in the implementation of the residency program under the terms of a civil law contract. The high scientific and pedagogical potential of the University's teaching staff, which implements the residency program in the specialty 31.08.02 Anesthesiology-Resuscitation, allows for high-quality training of specialists and ensures the further development of the University's educational activities in accordance with modern requirements of educational service consumers and employers. The share of full-time scientific and pedagogical employees (in the rates reduced to integer values) is not less than 70% of the total number of scientific and pedagogical employees of the organization. The share of research and teaching staff (in the rates reduced to integer values) who have an education corresponding to the profile of the discipline (module) taught in the total number of research and teaching staff implementing the residency program is at least 70%. Percentage of research and teaching staff (in terms of rates reduced to integers) who have an academic degree (including an academic degree awarded abroad and recognized in the Russian Federation) and (or) an academic title (including an academic title obtained abroad and recognized in the Russian Federation), in the total number of scientific researchers- the number of teachers who implement the residency program is 100%. The share of employees (in terms of rates reduced to integers) from the number of managers and employees of organizations whose activities are related to the focus (specifics) of the residency program being implemented (who have at least 3 years of work experience in this professional field) in the total number of employees implementing the residency program is at least 10%.

To ensure the quality of MEP implementation, leading specialists from practical healthcare in Yekaterinburg and the Sverdlovsk region are involved. So, the chief anesthesiologist-resuscitator of the Ministry of Health of the Sverdlovsk Region, Doctor of Medical Sciences, Professor A. L. Levit took part in the development and implementation of the EP residency in the specialty 31.08.02 Anesthesiology-resuscitation.

USMU has created a system of support and support for residents, covering the main range of problems that a student may face at various stages of education. The organizational structure of the University includes structural divisions and public organizations that provide support for solving problems and organize consultations of residents on various issues.

At all stages of training, the Center for Employment and Professional Support of Graduates performs the function of creating a unified information environment between employers, students, graduates and employees of the University. The center provides professional guidance and assistance in temporary employment for the period of study, including for students with disabilities, helps with building a career path, and has a methodological base that allows students to master the skills of drawing up a resume, developing and maintaining an electronic portfolio in their personal account on the USMU website.

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. Advising and informing students using electronic educational technologies is carried out through the use of instant messengers by a specialist in educational and methodological work of the DHQPT in the Telegram channel, In Contact.

At departments, the resident is assigned a curator—a professor or an experienced associate professor of the department. The curator participates in the implementation of the individual resident training plan. At the clinical bases, the resident also has a mentor who helps them master the full range of practical skills and abilities necessary in the course of training and future medical activities. Consulting of residents is carried out in the current mode, before the exam session as part of academic consulting work, experienced teachers with practical experience, the head of the residency department are also involved in consulting.

Legal advice can be obtained by students studying in the residency program at the University's Legal Support Department from a legal adviser.

The University regularly conducts a survey of residents to identify their needs and problems.

A student in the residency program has the right to combine training and work in their free time, in accordance with the Labor Code of the Russian Federation (Article 93 of the Labor Code of the Russian Federation). Starting from 01.04.2024, residents are provided with the opportunity of official employment in the Ministry of Health of the Russian Federation as a trainee doctor (Order of the Ministry of Health of the Russian Federation No. 716n of 25.12.2023 "On approval of the procedure and conditions for admission of persons studying under residency programs in one of the specialties of the enlarged group of specialties Clinical Medicine, to carry out medical activities as trainee doctors"). The participation of residents in the provision of medical care to citizens is carried out with the consent of patients or their legal representatives and compliance with medical ethics. Responsibilities for ensuring safe working conditions for residents involved in providing medical care to citizens are assigned to the head of an organization that carries out activities in the field of health protection.

Analytical part

During the visit, the EEC members found that the requirements of Standard 4. "Students" in the EEC are met in sufficient volume. The University plans to recruit a contingent of residents based on a regular study of the staffing needs of the region and the constituent entities of the Russian Federation. Admission is regulated by regulatory legal acts, as well as local regulatory legal acts of the University. Information about the admission conditions is publicly available. The most worthy candidates are selected for admission to the residency program, according to the accumulated sum of points of entrance tests and individual achievements. University constantly provides support to students in the residency program, focused on social, financial and personal needs. The Students' Trade Union Committee is actively involved in the implementation of this support. Students are given the opportunity to participate in advisory bodies, in the evaluation and improvement of the training program.

In the course of interviewing interns and graduates of the EP, members of the EEC found that during meetings with the heads of departments, the dean's office, residents 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.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Students", the educational program "31.08.02 Anesthesiology-resuscitation" has 0 strong, 24 satisfactory positions.

6.5. Academic Staff/Teachers Standard

- ✓ Selection and recruitment policy
- ✓ The education organization should develop and implement a recruitment and selection policy that:
 - ✓ takes into account the necessary criteria for employment with the condition of examination of documents; contains criteria for scientific, pedagogical and clinical / professional merits of applicants, including the proper ratio between pedagogical, scientific and professional qualifications.
 - ✓ defines the responsibilities of teachers, including the balance between teaching, research, and other functions, taking into account the mission of the EP, the needs of the education system, and the needs of the health system.
 - ✓ guarantees that teachers have practical experience in the relevant field, are recognized specialists in the relevant field, and that teachers of narrow specialties, if necessary, are approved for the appropriate training periods, depending on their qualifications.
 - ✓ encourages participation in programs to develop their educational potential, use the expertise of educational activities to increase the potential of academic staff, and determine the level of remuneration for participation in postgraduate education.
- ✓ Staff development Policy
 - ✓ The educational organization should develop and implement a policy of activity and personnel development, which is aimed at:
 - ✓ ensure that teachers have sufficient time for training, counseling, and independent development.
 - ✓ the presence of a structure responsible for the development of academic staff, ensuring periodic assessment of academic staff.
 - ✓ develop and implement policies to support academic staff in pedagogy and professional development for further professional development; evaluate and recognize the academic and academic achievements of teachers.
 - ✓ the ability to take into account the ratio of "teacher-student" depending on the various components of the OP, taking into account the features that ensure close personal interaction and monitoring of students.

Proof part

The University's human capital management policy is implemented in accordance with the Labor Code of the Russian Federation; Federal Law No. 273-FZ of December 29, 2015 "On Education in the Russian Federation"; and Order No. 749 of the Ministry of Education and Science of the Russian Federation of July 23, 2015 "On Approval of the Regulations on the Procedure for Filling Positions of Teachers positions of teachers of organizations engaged in educational activities, positions of heads of 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 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 the Charter of the Federal State Budgetary Educational Institution of Higher Professional Education of the Ministry of Health of the Russian Federation.

The Human capital management policy ensures full equality and accessibility to vacancies available at the University and guarantees equal opportunities and an objective assessment of the professional qualities of applicants.

The University has a structural division responsible for personnel policy – the Management of the University's Personnel policy, which is one of the most important divisions of the University. The Division implements the University's personnel policy and strategy in accordance with the direction of the University's activities.

Personnel selection is carried out in accordance with the Regulations on Personnel Selection.

To improve the quality of research work of teaching staff, improve methods of diagnosis, treatment and prevention of diseases, develop the scientific potential of employees, identify new scientific schools and attract talented young people from among residents, postgraduates, and teaching staff of USMU, the contest "Scientists of USMU-Health of the Urals" is held annually.

The methodical school of USMU develops and improves, while maintaining its commitment to the principles of humanism and humanity in the training and education of graduates, practice-oriented content, methods, and conditions for the implementation of educational programs. Among the priority tasks are the introduction of innovative technologies, especially active and interactive forms of education, involvement of students in educational and research work, use of information and communication technologies, development of assessment tools and methods for evaluating academic achievements in the implementation of a competence-based approach to training, and management of the quality of graduate training.

To conduct the educational process in the MEP residency, a staff of teaching staff is formed annually, which is approved by the staffing table. For each department, disciplines are

defined, which are distributed among teachers in accordance with the UE and the job description, which provides for the performance of clinical work on providing medical care to patients. Teachers implement disciplines in accordance with the PAS, PSA and the results of educational activities. Monitoring the results of training of residents at the SFC, PSA allows you to assess the performance of duties by teachers.

Involvement of external part-timers in the implementation of residency programs allows you to qualitatively form the necessary competencies of a resident who is trained and trained in real clinical conditions. So, under the residency program 31.08.02 Anesthesiology-resuscitation, external part-timers are involved, who are heads of departments of anesthesiology and resuscitation of the largest medical organizations, the chief freelance anesthesiologist-resuscitator of the Ministry of Health.

The individual work plan of the teacher is drawn up in accordance with the annual work plan of the department. When drawing up an individual plan, indicators and indicators of the Strategic Academic Leadership Program of USMU "Priority 2030" are taken into account.

The duration of the working week for employees of USMU is no more than 40 hours, for employees engaged in work with harmful working conditions - no more than 39 hours, for scientific and pedagogical workers from among the teaching staff (teaching staff) - no more than 36 hours. The number of working days per week for teaching staff of departments is 6 days with a day off on Sunday. The working hours for teaching staff within a 36-hour working week are determined by the individual work plan and class schedule, taking into account the performance of teaching work, as well as the implementation of research, educational, organizational, methodological, educational, sports and recreation and other types of work. The staff leave period is set at 56 calendar days. The leave of researchers who have an academic degree and hold full-time positions for which the tariff and qualification requirements provide for academic degrees is set for the following duration: candidate of Science - 36 calendar days, doctor of Science - 48 calendar days.

Teachers who have high achievements in research, education and social activities are recommended by the university for awarding departmental and state awards. In order to encourage employees to achieve high-quality results of work, as well as to reward them for their work performed at the university, incentive payments are established in addition to the official salary.

Teaching staff who implement residency programs take part in consultations, carry out consultations, routine clinical rounds, consult patients, determine plans and tactics for their further examination and treatment; perform expert assessment of the quality of medical care, introduction of new effective methods of diagnosis, treatment, rehabilitation of patients, prevention of diseases and complications; conduct clinical and pathoanatomical conferences seminars, symposiums, scientific and practical conferences and other events that contribute to improving the effectiveness of the medical and diagnostic process and the introduction of new medical technologies, provide consultations in attached departments, monitor patients and hospital duty; perform instrumental examination methods, operations, participate in scheduled consultation visits to medical and preventive institutions in the region.

Professional development of teachers is carried out by implementing training plans and schedules with the definition of current training topics and training needs based on comparing the professional activity of the employee with the necessary knowledge and skills to achieve the set strategic goals. The HR Policy Department monitors the implementation of the training plan. It is planned to train at least 250 University teachers annually. All teachers who implement residency programs submitted for accreditation were trained in the specialty, pedagogy and information technology within the established time frame.

Teaching staff implementing MEP in accredited residency specialties have practical experience in the relevant field, which is confirmed by the presence of certificates of advanced training, certificates of specialists (with certificates of accreditation).

The results of a survey of teachers on job satisfaction and the creation of conditions in the workplace were obtained as follows: How do you assess the opportunities provided by the University for the professional development of teaching staff-very good-114 people(43.7%), good114 people (43.7%) and bad1 people (0.4%); How do you assess the opportunities provided by the University for the career growth of teachingstaff-very good 103 people (39.5%), good 115 people (44.1%) and less than 1 person.(0.4%); How do you assess the work on the organization of medical care and disease prevention at the university- very good 90 people(34.5%), good 135 people(51.7%) and bad 3 people (1.1%), Evaluate the created opportunities for professional and personal growth for each teacher and employee-very good 92 people(35.2%), 120 people(46%) are good, and 3 people (1.1%) are bad; Evaluate the support of the university and its management in the research initiatives of the teachingstaff - 105 people are very good.(40.2%), good115 people(44.1%) and bad 4 people.(1.5%);Unbalanced academic load by semester- often 18 people (6.9%) and never 131 people(50.2%); Inappropriate classroom conditions-often 29 people (11.1%) and never 154 people(59%); Inconvenient schedule-often 8 people (3.1%) and never 140 people (53.6%). Participation in managerial decision- making - fully satisfied with 138 people (52.9%) and not satisfied with 6 people (2.3 %); Fully satisfied with the recognition of your success and achievements by the administration - 143 people (54.8%) and not satisfied with 15 people (5.7%).

Analytical part

The University has developed and implemented a staff selection and recruitment policy, which is publicly available. The necessary criteria with mandatory examination of documents have been developed.

When selecting and accepting personnel for the implementation of the EP residency specialty 31.08.02 Anesthesiology-Resuscitation, the needs of the educational process, as well as the needs of the health care system, are taken into account. The proper correlation between pedagogical, scientific and professional qualifications is observed.

The teaching staff of the department have practical experience, are recognized specialists-anesthesiologists and resuscitators.

The presence of a Methodical School in the University structure allows us to develop academic staff, provide periodic assessment of the teaching staff.

Academic and scientific achievements of the teaching staff are encouraged in accordance with the criteria prescribed in local regulatory documents.

Strengths/Best practices:

Thefaculty members of the department are recognized anesthesiologists-resuscitators, who occupy leading positions in the management of medical organizations of clinics, and are also the main freelance specialists, both in the region and in the Sverdlovsk region.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Academic staff / teachers", the educational program "31.08.02 Anesthesiology-resuscitation" has 1 strong, 7 satisfactory positions.

6.6. Educational Resources Standard

✓ *Material and technical base*

✓ *An educational organization must:*

✓ *provide students with a sufficient material and technical base that allows them to ensure adequate implementation of the EP, space and opportunities for practical and theoretical research; access to up-to-date professional literature; adequate information and communication technologies; modern equipmentfor teaching practical methods; a safe learning environment.*

✓ *improve the learning environment by regularly updating, expanding and strengthening the material and technical base and equipment to maintain the appropriate quality of postgraduate education.*

✓ *Educational environment*

- ✓ An educational organization must:
- ✓ provide the necessary resources for students to gain adequate practical experience, including the selection and approval of a clinical base as an educational environment; access to sufficient clinical / practical facilities/bases to provide training; sufficient number and diversity of patients; appropriate diversity of clinical cases to meet the goals and objectives of training, including the use of resources in both inpatient and residential settings. at the outpatient level, to provide students with a broad range of experience in their chosen field of medicine.
- ✓ when choosing a learning environment, ensure that the number of patients and the appropriate variety of clinical cases are available, allowing for clinical experience in all aspects of the chosen specialty, including training in health care organization and management and disease prevention; training in a university clinic, as well as training in other relevant clinics/institutions and community facilities/ locations, if necessary.
- ✓ Information technology
- ✓ An educational organization must:
- ✓ provide access to information and communication technologies and other electronic media.
- ✓ effective and ethical use of information and communication technologies in the EP.
- ✓ provide for the possibility of access for teachers and students to use information and communication technologies: for independent training; communication with colleagues; access to health information resources and relevant patient data; patient supervision and work in the health care system to provide medical care.
- ✓ Clinical teams
- ✓ An educational organization must:
- ✓ provide students with the opportunity to gain experience working in a team with colleagues and other healthcare professionals.
- ✓ encourage training in a multidisciplinary / interprofessional team, and promote the ability to guide and train other health professionals
- ✓ Medical and scientific research
- ✓ An educational organization must:
- ✓ guarantee and provide conditions for students to acquire knowledge in the field of research methodology and the ability to apply scientific foundations and research methods in the chosen field of medicine, ensure integration and balance between training and research.
- ✓ encourage students to participate in medical scientific research on the state and quality of public health and the health system, provide sufficient time for students to conduct research within the educational program, and provide access to research facilities and activities at training sites.
- ✓ Expertise in the field of education
- ✓ An educational organization must:
- ✓ define and implement policies for the use of educational expertise in the planning, implementation and evaluation of the program.
- ✓ encourage the development of expertise in the evaluation of education and research in medical education as a discipline, promote the desire and interests of employees in conducting research in medical education.
- ✓ Alternative learning and exchange in the field of education
- ✓ An educational organization must:
- ✓ define and implement policies for the availability of individual learning opportunities in other educational institutions of the appropriate level within or outside the country, transfer and offset of educational credits and learning outcomes.
- ✓ promote regional and international exchanges of staff (academic, administrative and teaching staff) and trainees, providing appropriate resources; establish links with relevant national and international bodies to exchange and mutually recognize learning elements.

Proof part

The University has a material and technical base that meets the current fire safety rules and regulations and provides all types of disciplinary and interdisciplinary training, practical work of students provided by the MEP.

Material and technical support for the implementation of residency programs meets the requirements of the Federal State Educational Standard for Higher Education, including:

-specially equipped rooms for conducting training sessions (auditoriums equipped with multimedia and other learning tools that allow the use of simulation technologies, with standard sets of professional models and results of laboratory and instrumental studies, auditoriums equipped with phantom and simulation equipment that simulates medical manipulations and interventions, an anatomical hall and (or) rooms provided for the following purposes: work with biological models (in the specialties 31.08.02 Anesthesiology-resuscitation); premises provided for providing medical care to patients (e-mail: zdravpunktugma@mail.ru), including those related to medical interventions, equipped with specialized equipment and (or) certain medical devices, premises for independent work, equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the organization:

- electronic library system(e-library), library stock;
- licensed software.

Educational activities of USMU are conducted at 14 sites located in buildings that are under the operational management of the university. The total area of premises, buildings, structures and structures is 98450,4 sq. m., including: 57725,0 sq.m. are under operational management, of which 30828,1 sq. m. are teaching and laboratory facilities and classrooms; 40725,4 sq. m. are provided to the university for free use of clinical bases. All buildings and structures are in working order and meet sanitary-epidemic and fire-fighting requirements. Food

outlets operate in academic buildings (the total area of food outlets is 1,146 sq. m.). The provision of places in dormitories is 97.1% (or 2,014 people), which is 7.8% more than in 2022.

The University pays great attention to creating conditions for the education of people with disabilities and disabilities. The territory of USMU meets the conditions for unhindered and convenient movement of students with disabilities, including specially designated parking spaces for vehicles of these categories of students. For disabled people and persons with disabilities, access to educational facilities is provided by ramps with handrails, a call button for situational assistance. In each classroom, lecture halls, practice rooms, and libraries, special places are provided for disabled people and people with disabilities. Accessibility passports for persons with disabilities and disabilities in relation to academic buildings and dormitories have been developed and approved with the Sverdlovsk Regional Organization of the All-Russian Society of Disabled People. An alarm and notification system for persons with disabilities is equipped, which helps to ensure the safety of students in accordance with SNiP 21-01 and GOST 12.1.004. Information signs about the availability of situational assistance for persons with disabilities, made in accordance with the requirements of GOST R52875, are placed.

The University has a sufficient number of clinical databases in accordance with the goals and objectives of educational programs submitted for accreditation.

Clinical departments of the University are located directly in the medical organizations of the city. Educational buildings have all the infrastructure for conducting classes and providing social and household needs of residents. The entire classroom fund is equipped with modern technical and demonstration facilities. For physical education and sports, there are equipped gyms and a ski base, outdoor sports fields and sports rooms in dormitories.

For clinical practice and development of professional skills, residents work with both emergency and planned patients in specialized departments. The University has the necessary material and technical base for training in the provision of primary health care, specialized, including high-tech, emergency, including emergency specialized medical care, as well as palliative and rehabilitation medical care. At the clinical bases, students, under the supervision of experienced teachers, use the necessary medical equipment and tools for mastering professional competencies in the main areas. Contact with patients and performing medical manipulations by students is carried out with the informed consent of the patient under the supervision of teachers or employees of a medical organization. In the course of practical training, residents take part in various procedures and manipulations, both on a planned and emergency basis, and have the opportunity to act as assistants to doctors of various profiles.

The equipment of clinical bases contributes to the high-quality organization of the educational process and the provision of specialized and highly specialized inpatient and outpatient care for children and adults. Clinical bases have a sufficient bed capacity and an area of study rooms. Educational facilities are equipped with personal computers, multimedia installations, and office equipment.

The formation and development of clinical skills of residents is carried out in the form of patient supervision, work in specialized offices, participation in the provision of anesthesia benefits. Patient supervision and anaesthetic support are provided under the guidance of mentors, including those from the faculty of the department.

Practical skills are developed at the clinical bases of specialized departments. Independent work of the resident is aimed at mastering professional competencies: to be ready to provide effective and qualified medical care to the population, taking into account physical, psychological, and social factors; to solve the patient's problems and make decisions based on the principles of active medicine; to be able to apply modern scientific achievements in the field of medicine, to introduce modern medical and diagnostic technologies in demonstrate appropriate communication skills, adhering to the principles of medical ethics when communicating with the population, interacting with colleagues and social service employees; apply management principles to the organization and implementation of medical care for the

population; have team work skills and leadership qualities; be able to teach others and improve their knowledge and skills throughout their professional activities.

Residents master the skills of providing primary and specialized medical care for the entire spectrum of diseases, the ability to collect and evaluate information obtained during the collection of anamnesis, clinical and laboratory-instrumental examination of the patient; to use it in drawing up a treatment plan with the patient's participation; to make decisions in emergency situations; to conduct diagnostics at the initial undifferentiated stages of the disease manifestation; to rationally conduct diagnostic and therapeutic interventions efficiently and efficiently, encourage the patient to lead a healthy lifestyle and carry out preventive measures to ensure a satisfactory state of health and well-being of the patient; interact with other employees and specialists, including those working in the primary health care system.

The University operates an electronic information and educational environment (EIEE), the purpose of which is to meet the requirements of the Federal State Educational Standard, as well as to ensure the optimization of the educational process, and which allows students to have access to curricula, work programs of disciplines (modules), practices; to publications of electronic library systems (ELS) and electronic educational resources specified in educational programs. programs and work programs of disciplines; record the progress of the educational process, the results of the IC and the results of mastering the MEP; conduct all types of classes, procedures for evaluating learning outcomes, the implementation of which is provided for using e-learning, distance learning technologies; form an electronic portfolio of students, including the preservation of the student's work, reviews and assessments of these works with parties of any participants of the educational process; interaction between participants of the educational process via the Internet.

The University's EIEE includes the following components: the official website of the University usma.ru.ru; modular object-oriented dynamic learning environment MedSpace (Moodle); corporate e-mail; directory of public data; electronic library systems (ELS); personal account of the EIEE user.

Information support of the educational process in the implementation of the residency program is provided by the Scientific Medical Library named after Professor V. N. Klimov.

Information support of the library is a document collection (printed publications), electronic educational and informational resources. The library's collection is formed in accordance with the tasks of the educational and research processes and is represented by textbooks, teaching methods, scientific, reference and periodicals that meet the requirements of the educational standard in their content.

The library provides information support for the educational process by combining information resources and services into a single structure. The library has created a system of information support for the educational and scientific environment of the university, which meets the needs of students. The library page on the university's website provides access to electronic library systems (ELS) and scientific information resources of foreign publishers. Information support for scientific and educational activities at the university is supplemented by the interlibrary subscription system (ISS), which is used for electronic document delivery (EDD).

Information technologies and Internet resources, international databases of scientific and educational literature, ELS, electronic textbooks are actively used in the implementation of the residency training program. The corporate WI-FI network provides 100% coverage of academic and administrative buildings. To provide access to the Internet and work with electronic databases, the library has computer seats with installed application programs. MEP support is provided by students' access to resources that include standards and procedures for providing medical care, and the rubricator of clinical recommendations. Residents are provided with the resources of Russian and foreign ELS, professional databases, information and reference systems, and search engines. In 2023, the information system for accounting for educational activities "Tandem" was connected to the "Modern digital educational

Environment". The EIEE provides the first data on the number of students and educational programs being implemented.

Students and teachers are provided with unlimited access to electronic resources from any computer around the clock by:

- collective access to ELS from two halls of electronic information of the Scientific Medical Library named after Professor V. N. Klimov;
- electronic individual access cards;
- corporate access via computers connected to the University's local network to Medline full-text databases, Scopus abstract databases, and Web of Science;
- electronic catalogues of the University library: full-text ELS of educational and methodical medical literature "Student's consultant";
- electronic catalog of the Central Scientific Medical Library of the I. M. Sechenov First Moscow State Medical University.

Library resources are reflected in the Electronic Catalog available to users on the site <http://e-cat.usma.ru/> on-line 24 hours, 7 days a week. For users, there are two electronic information halls with Internet access for accessing electronic catalogs, reference databases, electronic teaching materials and electronic library systems. The library provides each student with basic and additional educational and methodical literature, methodological manuals, periodicals necessary for the implementation of the educational process in all disciplines in accordance with the requirements of the Federal State Educational Standard.

The results of the survey of teaching staff on material and technical equipment showed the following results:

How do you assess the sufficiency and availability of necessary scientific and educational literature in the library - 127 people are very good (48.7%) and 8 people are bad (3.1);

Evaluate the level of created conditions that take into account the needs of different groups of students- 75 people are good (28.7%) and 0 people are bad (0%).

Students gave the following responses to the survey:

- The organization of education provides sufficient opportunities for sports and other leisure activities - 599 people are good (35.9%) and 54 people are bad (3.2%);
- Facilities and equipment for students are safe, comfortable and modern - 567 people (34%) good and bad 37 people (2.2%);
- Equal opportunities are provided to all students-637 people (38.2%) are good and 22 people (1.3%) are bad.

Analytical part

The University has a sufficient material and technical base to ensure the high-quality implementation of the announced EP residency 31.08.02 Anesthesiology-Resuscitation. All conditions are created for students to master the EP. The University has developed appropriate NLP programs that provide opportunities for theoretical and practical training and research.

The University has created a safe learning environment, there are all conditions for people with disabilities to receive education. The material and technical base for maintaining the quality of residency education is regularly updated and strengthened.

When visiting the clinical bases of the University, where residents of anesthesiologists and resuscitators are trained, it is confirmed to provide the necessary resources for acquiring practical experience in accordance with the competence approach. Residents have the right to choose the clinical base depending on the course of study. The faculty of the department, many of whom hold senior positions in medical organizations that are the clinical base of the University, provides access to patients of various profiles and severity of the condition. Residents have the opportunity to implement practical training independently under the guidance of a mentor.

The University has created conditions for residents to acquire knowledge and skills in the field of research methodology by adding a scientific component to the EP. Resident anesthesiologists-resuscitators conducted scientific research on the results of implementing the

EP "residency+residency" (anesthesiology-resuscitation+toxicology), the results of the research were reported at a scientific and practical conference in Tatarstan.

Visual inspection, the results of interviews and questionnaires indicate that access to electronic information resources, health information systems is sufficiently provided in compliance with ethical standards and safety of teaching staff and students. The information educational environment used by the university has shown high efficiency.

The university conducts an expert examination of the EP at various levels. At the same time, data on the consistency of learning outcomes and the correspondence of the content of learning outcomes to professional competencies prescribed in the educational program are not reflected.

To meet the goals of international policy, academic mobility programs for teaching staff and students and international scientific events are implemented.

Strengths/Best practices:

To achieve the final results of training and gain practical experience, residents are given the opportunity to choose clinical bases as an educational environment. The University provides all conditions that allow using resources to gain practical experience in the chosen profession, an important role in which is assigned to the teaching staff of the department, who are reputable and recognized specialists in the region.

EEC recommendations:

Implement a policy of using the expertise of the EP at the stage of planning, implementing and evaluating the program. Completion date - 2025-2026 academic year.

EEC's conclusions based on the following criteria:

According to the standard "Educational resources", the educational program "31.08.02 Anesthesiology-resuscitation" has 1 strong, 13 satisfactory positions, 1 implies improvement

6.7. Educational Program Assessment Standard

- ✓ *Mechanisms for monitoring and evaluating the program*
- ✓ *An educational organization must:*
 - ✓ *have regulated procedures for monitoring and periodically evaluating students' EP, learning outcomes, progress, and academic performance, with the involvement of key stakeholders.*
 - ✓ *regularly monitor the EP, assess the relationship between HR policies and the needs of education and the health system, assess the educational process, student assessment methods, student progress, academic staff qualifications, assess and analyze identified problems, and make sure that the relevant assessment results affect the quality of the EP.*
 - ✓ *make the evaluation process and results transparent to all stakeholders.*
- ✓ *Teacher and student feedback*
- ✓ *An educational organization must:*
 - ✓ *systematically conduct, analyze, and respond to feedback from teachers and students.*
 - ✓ *actively involve teachers and students in planning the program evaluation and using the evaluation results to improve the program.*
- ✓ *Results of training of qualified specialists*
- ✓ *An educational organization must:*
 - ✓ *continuously monitor qualified specialists / graduates; provide feedback on the clinical practice of qualified specialists / graduates from employers; establish and apply a mechanism for evaluating the program, using the collected data on the results of performing clinical practice of qualified specialists / graduates.*
 - ✓ *inform the structural units responsible for selecting students, developing and planning the educational program, and advising students about the results of evaluating the clinical practice of graduates.*
- ✓ *Stakeholder engagement*
- ✓ *An educational organization must:*
 - ✓ *involve key stakeholders in the monitoring and evaluation of the EP.*
 - ✓ *ensure that stakeholders have access to the results of the course and educational program evaluation; take into account the results of feedback from qualified professionals / graduates; take into account the results of feedback on the EP.*

Proof part

OP monitoring is carried out in order to identify compliance with the requirements of the Federal State Budget. The monitored components of the program are: 1) the structure of the program; 2) the ratio of mandatory and variable parts; 3) the availability of elective subjects; 4) types and types of practices; 5) educational and methodological support; 6) availability of EIE;

7) staffing; 8) material and technical support. These components are evaluated through an internal independent assessment of systematic monitoring, as well as state accreditation of the EP. The results of monitoring serve as a basis for improving the EP.

The current policy of personnel development in the healthcare sector in the Russian Federation is based on the joint responsibility of the state and society, including professional medical associations. The Government, the Ministry of Health of the Russian Federation, committees and departments of health care of the regions of the Russian Federation try to regulate, determine, meet the real needs of health personnel, as well as support, direct and monitor activities in the field of training and training of personnel and their effective use by society. Based on this, the EP is evaluated annually by stakeholders: residents, graduates, and employers' representatives on satisfaction with the quality of the educational process, which makes it possible to develop corrective and preventive measures to improve the context of the program. When monitoring the EP, the capabilities of the University, the needs of the healthcare system, and the final results of training residents are taken into account. In accordance with the needs of practical health care and with the approval of their representatives, disciplines of the variable part of the curriculum are offered.

Access to information for all interested parties for analysis and self-assessment is provided by the content of the protocols of the Academic Council of the University, Academic Councils of Faculties, the Council for the Quality of Education, the ISS of specialties, and the student portfolio.

Analytical part

Currently, the implementation of the EP at the University is carried out on the basis of a basic understanding of universal and professional competencies, as well as the integration of clinical practice, scientific and educational processes, which corresponds to the Mission. The content of curricula, the ratio of the basic and variable parts of the plan, and all components of the accredited OP are analyzed annually. Problem areas are identified and corrective and preventive action plans are developed.

There are regulated procedures for monitoring the EP. The University works in close cooperation with all interested parties. The task of the University is to obtain from each of the stakeholders clearly formulated requirements for the content and quality of education, transforming them into specific goals and objectives of the University's educational activities. As external stakeholders, the University considers consumers, employers, students, educational and health authorities, and contingent suppliers (schools, colleges, etc.). The internal stakeholders are the university staff (teaching staff and other employees), the student body.

During the conversation with the members of the EEC, students and teachers informed about the availability of feedback in the form of questionnaires of all interested parties, round-table conversations that allow assessing the quality of professional training. Regular analysis of the activities of clinical practice residents is carried out. An important component is monitoring the demand for university graduates, by tracking employment for a number of years after graduation. The meeting with graduates showed the existence of continuous monitoring aimed at improving the quality of the educational process. The results of the assessment are heard at meetings of the faculty councils and published on the university's website.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Evaluation of the educational program", the educational program "31.08.02 Anesthesiology-Resuscitation" has 0 strong, 9 satisfactory positions.

6.8. Management and Administration Standard

- ✓ *Management*
- ✓ *An educational organization must:*
- ✓ *document completion of training by issuing degrees, diplomas, certificates or other official certificates of qualification; provide evidence of formal qualifications provided as a basis for official recognition of a specialist in the chosen field of medicine at the national and international level.*
- ✓ *be responsible for quality assurance processes.*
- ✓ *ensure that the EP meets the health needs of society and the healthcare system, and ensure transparency in the work of management structures and their decisions.*
- ✓ *Academic leadership*
- ✓ *An educational organization must:*
- ✓ *leadership / academic leadership and organization of postgraduate medical education.*
- ✓ *Periodically evaluate academic leadership regarding the achievement of the EP's mission and expected learning outcomes.*
- ✓ *Training budget and resource allocation*
- ✓ *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*
- ✓ *manage the budget in such a way that it corresponds to ensuring the functional responsibilities of the academic staff and students, and introducing innovations into the program.*
- ✓ *Administrative staff and management*
- ✓ *An educational organization must:*
- ✓ *have an appropriate administrative staff, including their number and composition in accordance with their qualifications, to ensure the implementation of the EP and related activities; ensure proper management and allocation of resources.*
- ✓ *develop and implement an internal management quality assurance program that includes regular reviews and academic management submission of the EP for regular review to achieve high quality.*
- ✓ *Requirements and rules*
- ✓ *An educational organization must:*
- ✓ *comply with national legislation regarding the number and types of recognized medical specialties for which approved EP are developed.*
- ✓ *conduct discussion and approval of the postgraduate medical education program in cooperation with all interested parties.*
- ✓ *Informing the public*
- ✓ *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

Students who have completed their residency programs in the specialties 31.08.02 Anesthesiology-Resuscitation and have successfully passed the SFC, the University issues a document of education—a diploma of completion of residency and an appendix to the diploma in accordance with Federal Law No. 273-FZ "On Education in the Russian Federation", Federal Law No. 124-FZ "On Amendments to the Federal Law "On Education in the Russian Federation", based on the order of the Ministry of Health of the Russian Federation No. 634n dated September 6, 2013 "On approval of the sample of the residency diploma, description of the residency diploma, procedure for filling out, recording and issuing the specified diploma and its duplicates".

The title form and application form issued to persons who have successfully passed the state final certification for residency programs are strict reporting documents, protected from forgery by printing products of level " B " and are manufactured according to a single sample in accordance with the procedure established by the legislation of the Russian Federation in accordance with the Technical Requirements and conditions for manufacturing protected printing products approved by the order of the Ministry of Finance of the Russian Federation Order of the Ministry of Finance of the Russian Federation No. 14n of February 7, 2003 (registered by the Ministry of Justice of the Russian Federation on March 17, 2003, Registration No. 4271) as amended by Order of the Ministry of Finance of the Russian Federation No. 90n of July 11, 2005 (registered by the Ministry of Justice of the Russian Federation on August 2, 2005, registration No. 8660).

In USMU, the responsibility of managers for the development and management of educational programs for training highly qualified personnel in residency is established. The Rector of the University is personally responsible for the quality of students ' training.

Responsibility for the development, updating and implementation of the MEP is borne by: the First Vice-Rector, the head of the DHQPT, and the heads of the EP residency. Specialists of the DHQPT provide educational and methodological support and control over the implementation of the residency training program. The results of academic activity, the effectiveness of modern forms of educational process management, and prospects for further improvement of the quality management of resident training are considered and discussed at Academic Councils of Faculties and the Academic Council of USMU, meetings of the Central Methodological Council and the ISS of Residency, reports of vice-rectors and heads of structural divisions at the Rector's Council.

For the implementation of the educational program, financial resources are allocated for all types of activities and items of expenditure: the salary fund, material and technical support of the educational process (purchase of manuals, devices, equipment, consumables for the educational process), maintenance, current and capital repairs, utilities. The University has the opportunity, in accordance with regulatory documents, to independently allocate financial resources to achieve educational results in the implementation of the program. The University allocates funds to reward teaching staff 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 activities.

The University allocates funds to support students (organization of cultural, sports, and recreational activities).

The financial model of the University as a method of managing financial flows provides for a forecast assessment of the future financial condition in the implementation of financial and economic activities, taking into account external and internal factors, as well as making managerial decisions necessary to achieve performance indicators.

The organization of the educational process in the residency program is regulated by the MEP, the curriculum for specialties, and the schedule of training sessions. Assessment of the organization of training of residents is carried out through systematic monitoring of departments that implement EP by the DHQPT on the introduction of the principles of the model of medical education based on competence-oriented training at all levels of education; educational and methodological support and support of the educational process; scientific and methodological support for the implementation of educational programs; control of the introduction of innovative educational technologies and promising forms of educational organization process; evaluation of the quality of educational programs and development of recommendations for improving the quality. Control is carried out by members of the methodological commission of residency specialties from among experienced methodologists of departments, qualified teachers, representatives of the training contingent and practical health care. The University provides information to the public about its activities through its official website <https://usma.ru/>, local and national mass media, social networks (Instagram, Facebook, telegram).

The results of a survey of teachers on the availability of guidance and administration of the OP are as follows:

- How the management and administration of the university perceive criticism in their address- 41 people are very good (15.7%), 138 people are good (52.9%) and 12 people are bad (4.6%);

- Evaluate the availability of the guide to advertisers- очень хорошо : 91 people are very good (34.9%), 137 people are good (52.5%), and 2 people are bad (0.8%);

- How the management of the educational institution pays attention to the content of the educational program-131 people are very good (50.2%), 103 people are good (39.5%) and 1 person is bad (0.4%). - Management of changes in the university's activities - 124 people are completely satisfied (47.5%) and 5 people are not satisfied (1.9%).

The survey of students showed the following responses:

- The level of accessibility and responsiveness of the university management - excellent 650 people (39%) and good 587 people (35.2%) and bad 81 people (4.9 %);

- The level of accessibility of the dean's office - 789 people are very good (47.3%), 54 people are poor (3.2%).

Analytical part

Management of the university is determined by the organizational structure based on the principles of collegiality and transparency.

The University implements EP the residency program in accordance with нормативно-правовыми the regulations approved by the Ministry of Health of the Russian Federation and the Government of the Russian Federation, as well as internal local documents regulating the educational process in the residency program. Assessment of residents and achievement of the final results of training in OP is carried out on the basis of the state final certification. Students who have completed the residency program of the specialty "31.08.02 Anesthesiology-Resuscitation" and have successfully passed the SFC are issued a state -issued document on awarding the qualification of an anesthesiologist-resuscitator. Also, after passing the final certification, the PSA issues an assessment of professional readiness with a specialist certificate. Transparency of the management of the EP is carried out through the discussion of educational and methodological documentation on the residency program at meetings of departments, AC and after receiving their positive conclusion, it is approved by the Vice-rector for Academic Affairs.

When interviewing the heads of structural divisions, heads of departments and teachers, members of the EEC noted that the University clearly defines the responsibility of academic management in relation to the development and management of the EP. When interviewing focus groups, interviewers responded that университет university periodically evaluates academic leadership regarding the achievement of its mission and final learning outcomes. Administration and management are implemented in accordance with international standards, regularly updated internal regulatory documents in the field of healthcare and education, which ensures the improvement of competence and achievement of final results of residency training.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing items.

EEC's conclusions based on the following criteria:

According to the standard "Management and Administration", the educational program "31.08.02 Anesthesiology-Resuscitation" has 0 strong, 14 satisfactory positions.

6.9. The "Continuous Update" standard

- ✓ An educational organization must:
 - ✓ initiate procedures for regular review and updating of the process, structure, content, learning outcomes/competencies, assessment of knowledge and skills, learning environment of the EP; document and address deficiencies; allocate resources for continuous improvement.
 - ✓ base the update process on prospective studies and analyses and on the results of their own research, evaluation, and literature on medical education.
 - ✓ The educational 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, and provide for the possibility to address the following issues during the update process:
 - ✓ direct the updating process to adapt the mission statement and expected results to the scientific, socio-economic and cultural development of society;
 - ✓ direct the renewal process to modify the expected learning outcomes of graduates in accordance with the documented needs of the environment and the labor market, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation from the IC;
 - ✓ direct the updating process to adapt training approaches and teaching methods to ensure that they are appropriate and relevant.
 - ✓ Direct the updating process to adjust the structure, content, and duration of the EP and their interrelationships in accordance with advances in biomedical, behavioral, social, and clinical sciences, with changes in demographic and health/morbidity patterns, and socio-economic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts, and methods are incorporated, and excluding outdated ones.
 - ✓ direct the updating process to develop the principles and methods of assessment, and the methods of conducting and quantity of examinations in accordance with changes in learning outcomes and teaching and learning methods;

- ✓ direct the renewal process to adapt the student recruitment policy and selection methods, taking into account changing expectations and circumstances, human resource needs, changes in the postgraduate education system and the needs of the EP;
- ✓ direct the renewal process to adapt the recruitment policy and the formation of academic staff in accordance with changing needs
- ✓ direct the renewal process to update educational resources in accordance with changing needs, such as the number of students enrolled, the number and profile of academic staff, EP, and modern teaching methods.
- ✓ direct the update process to improve the process of monitoring, controlling and evaluating the EP;
- ✓ direct the renewal process to improve the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs of postgraduate education, and, in the long term, to meet the interests of various groups of stakeholders.

Proof part

The University provides procedures for regular review and revision of the content, results/competence of the EP and the ability to address important issues in the process of updating the residency EP.

The update process is aimed at improving the monitoring and evaluation of residency programs. Ensuring the quality of EP by each department and DHQPT is an important component of the educational process for residency programs. Documentation of inconsistencies and shortcomings in the work of departments and the faculty as a whole is carried out during internal and external audits. Based on the results of audits, in order to eliminate the causes of identified inconsistencies and prevent their re-occurrence, the head of the EP and the teaching staff of the department develop plans for corrective and preventive measures. These results are analyzed by the University's Quality Management Department, the University's top management for making decisions for future periods, and are also reflected in the university's strategic development plans.

The renewal process is also aimed at improving educational resources in accordance with changing needs (the number of students, the number and profile of academic staff, and the educational program). The University allocates resources for continuous updating of the DHQPT. Sources of funding for the university budget are budgetary funds (fulfillment of a state task) and funds received from income-generating activities.

The organization of the Research University was the basis for updating the educational competencies in the residency training program, which are implemented in educational modules, which contributes to the diversification of income sources and increases the financial stability of the University.

Assessing the quality of achievement of students' planned learning outcomes in the discipline (module) and practice is the mission of the program, which consists in training highly qualified specialists for the country's system and the global health system. The development of assessment principles, methods, the number of credits and exams is carried out in strict accordance with the methods of preparation. The number of tests and exams allows you to independently assess the quality of mastering disciplines and the formation of competencies.

The University directs the process of updating the residency training program to adapt 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 the internship program, as well as to adapt the recruitment policy and the formation of academic staff in accordance with changing needs.

Recruitment of residents is carried out in accordance with the admission control figures, both on the budget and on an extra-budgetary form, taking into account the needs of the health system of the region, country, and global health.

Among the recent activities carried out by the University aimed at ensuring a timely response of the residency staff in response to changing conditions, we can mention the activities on which the competitive advantage of USMU is based:

- organization of *youth laboratories* to preserve and strengthen the scientific potential of the university. One of the key performance indicators of youth research laboratories is the development of educational programs and electronic resources.
- measures to transform the model of an educational organization into a model of an Innovative, Research, Digital, Global Medical University, which reflects breakthrough

fundamental and applied research focused on the priorities of scientific and technological development in Russia, which is reflected in the main accredited specialty: personalized and digital dentistry and development of materials in orthopedic dentistry for prosthetics;

- creation of a network educational center, whose tasks include the development and implementation of network interdisciplinary educational programs and online courses and involvement in network interaction of educational organizations of higher education in the Sverdlovsk region, scientific organizations of the Ural Branch of the Russian Academy of Sciences.

Students and teaching staff actively cooperate with the practical healthcare system, participate in all transformation processes, which contributes to the training of qualified specialists in demand by society.

The University's participation in the rankings shows that USMU is characterized by high quality and efficiency in the main areas of strategic development: integration of medical education, based on the experience of implementing the program for other countries, continuous training of medical professionals, scientific activities and international cooperation.

Monitoring of the quality management system is carried out on the basis of independent quality assessment, external and internal audits, discussed at the Council for the Quality of Education, Academic Councils of Faculties and the Academic Council of USMU in order to assess the functioning, ensure the main policies of the University, as well as to achieve the strategic goals and Mission of residency programs.

Analytical part

The process of updating educational resources is carried out in accordance with changing needs, the development of research areas in medicine, innovative technologies for medical interventions, treatment of many diseases, as well as socio-economic requirements of the labor market in the healthcare sector.

The University directs the process of updating the DHQPT to develop the organizational structure, as well as leadership and management, in order to carry out educational activities in a changing environment and take into account the interests of various stakeholders.

Human resource planning is an important stage in the implementation of human resources policy and is aimed at training young personnel. The University has developed residency programs aimed at training personnel in the target residency program with a priority on scientific research.

Improving the organizational structure and management principles in order to ensure the effectiveness of education is an important task of USMU management and an important institutional element. The University's participation in the rankings and the places it occupies indicate that USMU is characterized by high quality and efficiency in the main areas of strategic development: integration of medical education, based on the experience of implementing the program for other countries, continuous training of medical professionals, scientific activities and international cooperation. Monitoring of the quality management system is carried out on the basis of independent quality assessment, external and internal audits, discussed at the Council for the Quality of Education, Academic Councils of Faculties and the Academic Council of USMU in order to assess the functioning, ensure the main policies of the University, as well as to achieve the strategic goals and Mission of residency programs.

Analysis of the procedure for correcting and updating the content of the EP is carried out within the framework of licensing control, state and professional-public accreditation procedures, and also independently initiates a periodic external assessment of the EP in order to identify the strengths and weaknesses of activities aimed at timely correction, improving the training of highly qualified specialists in demand.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

Missing items

EEC's conclusions based on the following criteria:

According to the "Continuous update" standard, the educational program "31.08.02 Anesthesiology-Resuscitation" has 0 strong, 13 satisfactory positions.



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

Mission and Results Standard

No strengths were identified for this standard.

Standard "Educational program":

Leading specialists of the Sverdlovsk region's health authorities and institutions are involved in teaching:

- Chief Specialist in Anesthesiology and Resuscitation of the Ministry of Health of the Sverdlovsk Region, Doctor of Medical Sciences, Professor Levit Alexander Lvovich;
- Deputy Chief Physician for Anesthesiology and Resuscitation of the City Clinical Hospital No. 40, Candidate of Medical Sciences, Associate Professor Vladimir Anatolyevich Bagin;
- Head of the Scientific Department of Intensive Care and Resuscitation of the Federal State Budgetary Educational Institution "Research Institute of Medical Medicine" of the Ministry of Health of the Russian Federation, Doctor of Medical Sciences, Associate Professor Kinzhalova Svetlana Vladimirovna;
- Deputy Chief Physician for Anesthesiology and Resuscitation of the City Clinical Hospital No. 23, Candidate of Medical Sciences Igor Kostetsky;
- Head of the resuscitation and Anesthesiology Department of the City Clinical Hospital No. 23, Candidate of Medical Sciences Igor V. Kostetsky;
- the teaching staff of the department holds leading positions in the management structure of medical organizations, as well as freelance specialists in the field of anesthesiology and resuscitation in the region and the Sverdlovsk region.

Involvement of representatives of practical healthcare in the educational process makes it possible to effectively use the capabilities of the healthcare system in providing medical care for the implementation of the mission and goals of training residents of the specialty 31.08.02 Anesthesiology-Resuscitation.

Student Assessment Standard

No strengths were identified for this standard.

Standard "Students"

No strengths were identified for this standard.

Standard "Academic staff/teachers":

The faculty members of the department are recognized anesthesiologists-resuscitators, who occupy leading positions in the management of medical organizations of clinics, and are also the main freelance specialists, both in the region and in the Sverdlovsk region.

Educational Resources Standard

To achieve the final results of training and gain practical experience, residents are given the opportunity to choose clinical bases as an educational environment. The University provides all conditions that allow the use of resources to gain practical experience in the chosen profession, an important role in which is assigned to the teaching staff of the department, which is an authority and recognized specialists in the region.

Educational Program Assessment Standard

No strengths were identified for this standard.

Management and Administration Standard

No strengths were identified for this standard.

The "Continuous Update" standard

No strengths were identified for this standard.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Results Standard

Missing.

Standard "Educational program"

Missing.

Student Assessment Standard

Review and develop mechanisms to encourage external experts involved in evaluating assessment methods in order to evaluate learning outcomes effectively. Completion date - 2025-2026 academic year.

Standard "Students"

Missing.

Standard "Academic staff/teachers"

Missing items.

Educational Resources Standard

Implement a policy of using the expertise of the EP at the stage of planning, implementing and evaluating the program. Completion date - 2025-2026 academic year.

Educational Program Assessment Standard

Missing items.

Management and Administration Standard

Missing items.

The "Continuous Update" standard

Missing items.

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

Missing items.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The EEC members came to a unanimous opinion that EP 31.08.02 "Anesthesiology-resuscitation" is recommended for accreditation for a period of 5 years.



Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

# n/n	# n/n	# crete.	EVALUATION CRITERIA	NGO Position			
				Strong	Satisfactory	Implies Improvement	Unsatisfactory
Standard 1 "MISSION AND LEARNING OUTCOMES"							
1.1 Mission definition							
An educational organization should:							
1	1	1.1.11.	define the mission of the Post-graduate Medical Education Center and bring it to the attention of stakeholders and the health sector		+		
2	2	1.1.2.	define the mission based on the needs of society in health issues, the needs of the health care system, and other aspects of social responsibility		+		
3	3	1.1.3.	define the training program, containing theoretical and practical components with an emphasis on for the last one, the result of which will be the doctor: <ul style="list-style-type: none"> ▪ competent in the chosen field of medicine, which includes good medical practice, ▪ able to work independently at a high professional level, ▪ able to work in a professional and interprofessional team, ▪ ready to learn throughout life and to participate in continuing medical education /professional development. ▪ able to provide appropriate patient care that is appropriate, effective, compassionate and safe in addressing health problems and health promotion issues, including a patient-centered and systematic approach 		+		
4	4	1.1.4.	provide appropriate working conditions for students to maintain their health		+		
5	5	1.1.5.	ensure that the mission of the OP includes the development of innovations in the educational process that allow the development of broader and more specialized competencies than those defined in the framework of the main required competencies; development of scientific competence of students so that doctors can conduct research in the chosen field of medicine; opportunities for doctors to become active participants in solving issues related to social determinants of health		+		
1.2 Professionalism and professional autonomy							
An educational organization must:							
6	6	1.2.1.	include professionalism in the training of physicians and ensure that training promotes professional autonomy to enable them to act in the best interests of the patient and society in the future		+		
7	7	1.2.2.	provide for cooperation with the government and other partners, while maintaining appropriate independence from them		+		
1.3.Learning							
outcomes An educational organization should:							
8	8	1.3.1.	determine the expected learning outcomes that students are expected to achieve. At the end of their training, they must have achieved all their post-graduate achievements in terms of		+		

			knowledge, skills and behaviors/attitudes, an appropriate foundation for a future career in their chosen field of medicine, their future roles in the health sector, commitment and skills in implementing continuing education, the health needs of society, the needs of the health system and other aspects of social responsibility, professional development behavior				
9	9	1.3.2.	define and publish the expected learning outcomes: general and specialty-specific, which students need to achieve		+		
10	10	1.3.3.	ensure proper behavior of students towards fellow students, teachers, medical staff, patients and their relatives		+		
11	11	1.3.4..	determine the expected learning outcomes based on the results obtained at the level of basic medical education to ensure the interaction between basic and postgraduate medical education		+		
12	12	1.3.5.	provide for the possibility of students ' participation in research in the relevant field of health		+		
1.4. Participation in the formulation of the mission and learning outcomes							
The educational organization should:							
13	13	1.4.14..	ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes		+		
14	14	1.4.2..	ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders		+		
				Total	0	14	0
Standard 2. EDUCATIONAL PROGRAM							
2.1. Training approach The educational organization should:							
15	1	2.1.1.	determine the training approach based on the expected results of training and official certificates of qualification provided as a basis for official recognition of a specialist in the chosen field of medicine at the national and international level		+		
16	2	2.1.2.	determine the training approach based on the results of basic medical education in a systematic and transparent manner, using practice-oriented learning that includes and supports the learner's personal involvement in health care delivery and patient responsibility, their own learning process and clinical practice		+		
17	3	2.1.3.	use appropriate learning methods that integrate practical and theoretical components, guide the learner through mentoring and regular evaluation and feedback, including adherence to ethical requirements and norms		+		
18	4	2.1.4.	ensure that the educational program is implemented in accordance with the principles of equality, inform students about the program, rights and responsibilities of students		+		
19	5	2.1.5.	increase the degree of independence and responsibility of the student as they improve their knowledge, skills, and experience		+		
20	6	2.1.6.	provide the opportunity to identify gender, cultural, and religious characteristics and properly prepare the student for interaction with the specified patient population		+		
2.2. Scientific method							
The educational organization should:							
21	7	2.2.1.	throughout the entire training program, instill in students the principles of scientific methodology, including methods of analytical and critical thinking; methods of research in healthcare and evidence-based medicine		+		
22	8	2.2.2.	strive to include in the EP a critical assessment of literature and scientific data, adapt content based on scientific developments in medicine, change the EP taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+		
2.3 Content of training							
The educational organization should:							

23	9	2.3.1.	include in the training process the practice and theory of basic biomedical, clinical, behavioral, social sciences and preventive medicine, clinical decisions, communication skills, medical ethics, public health, medical law and forensic medicine, management disciplines, patient safety, physician protection, complementary medicine		+			
24	10	2.3.2.	organize an educational program with an appropriate focus on patient safety and independence		+			
25	11	2.3.3.	adjust and make changes to the EP to ensure the development of knowledge, skills and thinking of different roles of graduates, the content of the EP corresponds to the changing conditions and needs of society and the healthcare system		+			
2.4. Structure of the educational program, content and duration								
The educational organization should:								
26	12	2.4.1.	describe the content, scope and sequence of courses and the duration of the EP; identify mandatory and selective components; combine practice and theory in the learning process; ensure compliance with national legislation that should be presented and described; ensure adequate impact on the quality of education. how local, national or regional health systems address the health problems and health care needs of the population		+			
27	13	2.4.2.	take into account the results of previous basic medical education related to the chosen field of medicine		+			
28	14	2.4.3.	define the graduate requirements for performing various roles in the healthcare system		+			
2.5. Organization of training								
The educational organization should:								
29	15	2.5.1.	define responsibilities and authorities for organizing, coordinating, managing and evaluating the individual learning environment and learning process		+			
30	16	2.5.2.	include adequate representation from teaching staff, students and other key and relevant stakeholders in the planning and development of the educational program		+			
31	17	2.5.3.	plan training in such a way as to introduce the student to a wide range of existing practical experience in the chosen field of medicine		+			
32	18	2.5.4.	guarantee diverse training locations, coordinate multiple training opportunities, places of study to gain appropriate access to different aspects of the chosen field of medicine		+			
2.6. Relationship of training, medical practice and the health system								
The educational organization should:								
33	19	2.6.1.	describe and observe the integration between theoretical training and professional development, develop training through medical practice and professional development; integrate training and medical practice through patient care; ensure that training complements and addresses the needs of medical care.		+			
34	20	2.6.2.	strive to make effective use of the health system's capacity to provide medical care for training purposes		+			
Total					1	19	0	0
Standard 3. STUDENT ASSESSMENT								
3.1. Methods of evaluation of the educational Organization should:								
35	1	3.1.1.	to develop and implement a policy of assessment/evaluation of students; to determine, approve and publish the principles, objectives, methods and practices of assessment of students, including, if necessary, to the audit specialists;		+			
36	2	3.1.2.	to ensure that the procedures of assessment covers the knowledge, skills, attitudes and professional behavior		+			
37	3	3.1.3.	use an extra set of methods and formats of assessment in		+			

			accordance with their "assessment", including the use of multiple assessors and multiple assessment methods					
38	4	3.1.4.	to determine the criteria for examinations or other forms of assessment, including the number of mulligans		+			
39	5	3.1.5.	to assess and document the reliability, validity and fairness of assessment methods		+			
40	6	3.1.6.	use the review system of evaluation results, based on the principles of justice, or in accordance with the relevant legal procedures		+			
41	7	3.1.7.	to introduce new methods of assessment in accordance with the need to document the various types and stages of training and evaluation		+			
42	8	3.1.8.	to encourage the examination process methods evaluation by external experts				+	
3.2. The relationship between assessment and learning								
educational Organization must:								
43	9	3.2.1.	use the principles, methods and practices assessments that are comparable with the expected results and methods of training; ensure that students reach the expected learning outcomes; promote learning in students; ensure the adequacy and relevance of education; provide timely, specific, constructive and objective feedback from trainees on the basis of their evaluation		+			
44	10	3.2.2.	aim to use the principles, methods, and assessment practices that encourage integrated learning, encourage the involvement of students in clinical practice, promote interprofessional training		+			
				Total	0	9	1	0
Standard 4. STUDENTS								
4.1. Selection and Admission Policy								
An educational organization should:								
45	1	4.1.1.	define and implement an admission policy based on the organization's mission and including a clearly defined position on the student selection process		+			
46	2	4.1.2.	ensure a balance between learning opportunities and student admission; formulate and implement policies/rules for selecting students according to established criteria; have and implement the practice of admitting students with disabilities in accordance with the current laws and regulations of the country; ensure a high level of knowledge and skills in the field of basic biomedical sciences, achieved at the previous level of basic medical education; ensure transparency and fairness of the selection procedure		+			
47	3	4.1.3.	have a policy and implement the practice of transferring students from other educational organizations		+			
48	4	4.1.4.	take into account in the selection process the specific capabilities of potential trainees to improve the quality of training in the chosen field of medicine; ensure transparency of the selection procedure; provide for an appeal mechanism for admission decisions		+			
49	5	4.1.5.	involve student associations and other stakeholders in the development of policies and the selection process periodically reviewing policies and rules receptions		+			
4.2. Number of trainees								
The educational organization should:								
50	6	4.2.1.	determine the number of accepted trainees in accordance with: clinical / practical training opportunities, the ability of the public organization to conduct appropriate control and monitoring of the educational process, material, technical and other available resources, information about the health needs of the society and the society		+			
51	7	4.2.2.	periodically review the number and mix of trainees accepted in		+			

			consultation with relevant stakeholders responsible for human resource planning and development in the health sector					
52	8	4.2.3.	adapt the number of potential trainees based on available information on the number of qualified candidates and information on national and international labour markets; adjust the number of potential trainees based on the inherent unpredictability of the exact need for human resources in the health sector. training of specialists in various fields of medicine		+			
4.3. Student Counseling and Support								
An educational organization should:								
53	9	4.3.1.	provide students with access to the student academic counseling system		+			
54	10	4.3.2.	base academic counseling on monitoring and monitoring student progress, including analysis of unintentional incidents		+			
55	11	4.3.3.	offer a student support program that addresses social, financial, and personal needs		+			
56	12	4.3.4.	allocate resources for social and personal support of students; ensure confidentiality regarding counseling and support		+			
57	13	4.3.5.	offer professional guidance, professional career planning advice		+			
58	14	4.3.6.	provide advice and support in the event of a professional crisis; involve students 'organizations/associations in solving students' problem situations		+			
4.4. Student representation								
The educational organization should:								
59	15	4.4.1.	define and implement a policy of student representation and their respective participation in the development of the mission and intended learning outcomes, in the development of educational programs, planning learning conditions for students evaluation and management of the EP		+			
60	16	4.4.2.	encourage student representatives to participate in decision-making on educational processes, conditions and rules of study		+			
4.5 Working conditions								
An educational organization must:								
61	17	4.5.1.	implement a training program with appropriate remuneration/scholarships or other means of financing and motivating students		+			
62	18	4.5.2	ensure that trainees have access to patient care, including calling a doctor, where appropriate		.+			
63	19	4.5.3.	define and publish conditions students ' jobs and responsibilities		+			
64	20	4.5.4.	provide for interruptions of education caused by pregnancy (including maternity/paternity leave, child care), illness, military service, or secondment for additional training		+			
65	21	4.5.5.	strive to ensure that the work components in the student's work do not dominate the educational component/by training		+			
66	22	4.5.6.	take into account the needs of patients, the continuity of medical care and the educational needs of students, when drawing up a work plan and schedule, including work on call		+			
67	23	4.5.7.	allow distance learning under special circumstances, in accordance with the individual educational trajectory and work experience of the student, providing: evidence that the total duration and quality of distance learning is not less than that of full-time education		+			
68	24	4.5.8.	provide for the possibility of continuing education under conditions of study breaks related to pregnancy (including maternity / paternity leave), illness, military service or secondment		+			
				Total	0	24	0	0
Standard 5. ACADEMIC STAFF/TEACHERS								

5.1. Recruitment and selection policy						
The educational organization should develop and implement a recruitment and recruitment policy that:						
69	1	5.1.1.	takes into account the necessary criteria for employment with the condition of examination of documents; contains criteria for scientific, pedagogical and clinical / professional merits of applicants, including the appropriate balance between pedagogical, scientific and professional qualities qualifications		+	
70	2	5.1.2.	defines the responsibilities of teachers, including the balance between teaching, research and other functions, taking into account the mission of the EP, the needs of the education system and the needs of the health system		+	
71	3	5.1.3.	guarantees that teachers have practical experience in the relevant field, are recognized specialists in the relevant field, and that teachers of narrow specialties, if necessary, are approved for the appropriate training periods, depending on their qualifications	+		
72	4	5.1.4	encourages participation in programs to develop its educational potential, use the expertise of educational activities to increase the potential of academic development. determine the level of remuneration for participation in postgraduate education		+	
5.2. Personnel Performance and Development Policy						
The educational organization should develop and implement a personnel performance and development policy that aims to:						
73	5	5.2.1.	ensure that teachers have sufficient time for training, counseling, and independent development		+	
74	6	5.2.2.	the presence of a structure responsible for the development of academic staff, ensuring periodic monitoring of academic staff. academic staff assessments		+	
75	7	5.2.3	develop and implement policies to support academic staff in pedagogy and professional development for further professional development; evaluate and recognize the academic and academic achievements of teachers		+	
76	8	5.2.4.	the ability to take into account the ratio of "teacher-student " depending on the various components of the OP, taking into account the features of ensuring close personal interaction and monitoring of students		+	
Total				1	7	0 0
Standard 6. EDUCATIONAL RESOURCES						
6.1. Material and technical base						
The educational organization should:						
77	1	6.1.1.	provide students with sufficient material and technical base to ensure adequate implementation of the EP, space and opportunities for practical and theoretical research; access to up-to-date professional literature; adequate information and communication technologies; state-of-the-art equipment for teaching practical methods; safe learning environment		+	
78	2	6.1.2.	improve the learning environment through regular updating, expansion and strengthening of the material and technical base and equipment to maintain the appropriate quality of education at the postgraduate level		+	
6.2. Educational environment						
The educational organization should:						
79	3	6.2.1.	provide the necessary resources for students to acquire the necessary skills. adequate practical experience, including the selection and approval of a clinical base as an educational environment; access to sufficient clinical / practice facilities/bases to provide training; sufficient number and diversity of patients; appropriate diversity of clinical cases to meet the goals and objectives of training, including the use of resources at both inpatient and outpatient levels to provide the learner with: extensive experience in the chosen field of medicine	+		

80	4	6.2.2.	when choosing a learning environment, ensure the number of patients and the appropriate variety of clinical cases, allowing for clinical experience in all aspects of the chosen specialty, including training in organization and management in health and disease prevention; training in a university clinic, as well as training in other relevant clinics/institutions and community facilities / locations, if necessary		+			
6.3. Information technologies								
An educational organization should:								
81	5	6.3.1.	provide access to information and communication technologies and other electronic media		+			
82	6	6.3.2.	effectively and ethically use information and communication technologies in EP		+			
83	7	6.3.3	provide for the possibility of access for teachers and students to use information and communication technologies: for independent training; communication with colleagues; access to health information resources and relevant patient data; patient supervision and work in the health care system to provide medical care		+			
6.4 Clinical teams								
The educational organization should:								
84	8	6.4.1.	provide students with the opportunity to gain experience working in a team with colleagues and other medical professionals		+			
85	9	6.4.2.	encourage training in a multidisciplinary / interprofessional team, and promote the ability to guide and train other health professionals		+			
6.5. Medical and scientific research								
The educational organization should:								
86	10	6.5.1.	guarantee and provide conditions for students to acquire knowledge in the field of research methodology and the ability to apply scientific foundations and research methods in the chosen field of medicine, ensure integration and balance between training and research areas		+			
87	11	6.5.2	encourage students to participate in medical research projects. research on the state and quality of public health and the health system, ensure that students have sufficient time to conduct research within the educational program, and provide access to research facilities and activities in the training		+			
6.6. Expertise in the field of education								
The educational organization should:								
88	12	6.6.1.	define and implement a policy for using expertise in the field of education at the stage of planning, implementing and evaluating the program			+		
89	13	6.6.2.	to encourage the development of expertise in the evaluation of education and research in medical education as a discipline, to promote the desire and interests of employees in conducting research in medical education		+			
6.7. Alternative learning and exchange in the field of education								
The educational organization should:								
90	14	6.7.1.	define and implement a policy of accessibility of individual learning opportunities in other educational institutions of the appropriate level within or outside the country, transfer and offset of educational credits and learning outcomes		+			
91	15	6.7.2.	Promote regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources; establish links with relevant national and international bodies for the exchange and mutual recognition of learning elements		+			
Total					1	13	1	0
Standard 7. EVALUATION of the EDUCATIONAL PROGRAM								

7.1. Mechanisms for monitoring and evaluating the program						
The educational organization should:						
92	1	7.1.1.	have regulated procedures for monitoring, periodically evaluating the EP, learning outcomes, progress and academic performance of students with the involvement of key stakeholders		+	
93	2	7.1.2.	regularly monitor the EP, assess the relationship between personnel policy and needs in the field of education and the health system, evaluate the educational process, methods of evaluating students, progress of students, qualifications of academic staff, assessment and analysis of identified problems, make sure that the relevant results of the assessment affect the quality of the EP		+	
94	3	7.1.3	make the evaluation process and results transparent to all stakeholders		+	
7.2. Teacher and student feedback						
The educational organization should:						
95	4	7.2.1.	systematically conduct, analyze and respond to feedback from teachers and students		+	
96	5	7.2.2	actively involve teachers and students in the planning of the program evaluation and use the evaluation results to improve the program		+	
7.3 Results of training of qualified specialists						
The educational organization should:						
97	6	7.3.1.	continuously monitor qualified specialists / graduates; provide feedback on the clinical practice of qualified specialists / graduates from employers; establish and apply a mechanism for evaluating the program, using the collected data on the results of the clinical practice of qualified specialists / graduates		+	
98	7	7.3.2.	inform about the results of the evaluation of clinical practice of graduates of structural departments responsible for selecting students, developing and planning the educational program, and advising students		+	
7.4. Stakeholder engagement						
An educational organization should:						
99	8	7.4.1.	Involve key stakeholders in monitoring and evaluating the EP		+	
100	9	7.4.2.	ensure that interested parties have access to the results of the course and educational program evaluation; take into account the results of feedback from qualified specialists / graduates; take into account the results of feedback on the EP		+	
Total				0	9	0
Standard 8. MANAGEMENT AND ADMINISTRATION						
8.1. Management						
The educational organization should:						
101	1	8.1.1.	document completion of training by issuing degrees, diplomas, certificates or other official certificates of qualification; provide evidence of formal qualifications provided as a basis for official recognition of a specialist in the chosen field of medicine at the national and international levels level		+	
102	2	8.1.2.	be responsible for quality assurance processes		+	
103	3	8.1.3.	ensure that the EP meets the health needs of society and the healthcare system, and ensure transparency in the work of management structures and their decisions		+	
8.2. Academic leadership						
The educational organization should:						
104	4	8.2.1.	take responsibility for the leadership/academic leadership and organization of postgraduate medical education		+	
105	5	8.2.2.	periodically evaluate academic leadership regarding the achievement миссии of the EP's mission and expected learning outcomes		+	

8.3. Training budget and allocation of resources						
The educational organization should:						
106	6	8.3.1.	have a clear distribution of responsibility and authority for providing resources to the educational program, including the target training budget		+	
107	7	8.3.2	allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs		+	
108	8	8.3.3.	manage the budget in such a way that it corresponds to ensuring the functional responsibilities of the academic staff and students, introducing innovations in the program		+	
8.4. Administrative staff and management						
The educational organization must:						
109	9	8.4.1.	have an appropriate administrative staff, including their number and composition in accordance with their qualifications, to ensure the implementation of the EP and the corresponding types of ensure proper management and allocation of resources		+	
110	10	8.4.2.	develop and implement an internal quality assurance program for management, including regular reviews and submission by academic management of the EP for regular review to achieve high quality		+	
8.5. Requirements and rules						
An educational organization should:						
111	11	8.5.1.	comply with national legislation regarding the number and types of recognized medical specialties for which approved EP are developed		+	
112	12	8.5.2.	conduct discussion and approval of the postgraduate medical education program in cooperation with all interested parties		+	
8.6. Informing the public						
An educational organization must:						
113	13	8.6.1.	publish complete and reliable information about the educational program and its achievements on the official website of the educational organization and in the media		+	
114	14	8.6.2.	publish on the official website objective information about the employment and demand of graduates		+	
				Total	0	14
					0	0
Standard 9. CONTINUOUS UPDATING						
An educational organization should:						
115	1	9.1.1.	initiate procedures for regular review and updating of the process, structure, content, learning outcomes/competencies, assessment of knowledge and skills, learning environment of the EP; document and address deficiencies; allocate resources for continuous improvement		+	
116	2	9.1.2.	base the update process on prospective health research and on the results of your own research. research, assessment, and literature on medical education		+	
The education organization should ensure that the process of renewal and restructuring leads to a revision of policies and practices in accordance with the previous experience, current activity and prospects for the future, it should be possible to resolve the following issues during the upgrade process:						
117	3	9.1.3.	to send the update process, the adaptation of the provisions on the mission and expected outcomes to the scientific, socio-economic and cultural development of society		+	
118	4	9.1.4.	to send the update process for the modification of the expected learning outcomes of graduates in accordance with documented needs of the environment and labor market, including clinical skills training in public health and participation in the process of providing medical care to patients in accordance with the obligations to which graduates after graduating EP		+	
119	5	9.1.5.	to send the update process of adaptation of educational		+	

			approaches and teaching methods to ensure their compliance and appropriateness				
120	6	9.1.6.	to send the update process for the adjustment of the structure, content and duration of EP and their relationship in accordance with advances in the biomedical, behavioral, social and clinical Sciences, with demographic changes and health/structure of morbidity and socio-economic and cultural conditions, and the adjustment process will ensure that new relevant knowledge, concepts and methods, and exclusion of obsolete		+		
121	7	9.1.7.	to send the update process to develop the principles and techniques of evaluation, and methods of conducting and the number of examinations in accordance with changes in learning outcomes and methods of teaching and learning		+		
122	8	9.1.8.	to send the update process of adaptation policy of recruitment of students and methods of selection of students to meet changing expectations and circumstances of staffing resources, changes in the system of postgraduate education and the needs of EP		+		
123	9	9.1.9.	to send the update process of adaptation policy set and the formation of academic staff in accordance with the changing needs		+		
124	10	9.1.10.	to send the update process to update the educational resources in accordance with changing needs, as, for example, recruitment of students, the number and profile of the academic staff, EP and modern teaching methods		+		
125	11	9.1.11.	to send the update process to improve process monitoring, control and evaluation of EP		+		
126	12	9.1.12.	to send the update process for improving the organizational structure and management principles to ensure effective action in the face of changing circumstances and needs of postgraduate education and, in the future, to meet the interests of various stakeholder groups.		+		
127	13	9.1.13	Focus the renewal process on improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and the needs of postgraduate education, and, in the long term, to meet the interests of various groups of stakeholders		+		
Total				0	13	0	0
TOTAL IN TOTAL				3	122	2	0