



«АККРЕДИТЕУ 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)

31.08.19 Pediatrics (residency)
URAL STATE MEDICAL UNIVERSITY

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

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

*Addressed to
the Accreditation Council*



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2024

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

SSMI	- Sverdlovsk State Medical Institute
USMU	- Ural State Medical University
FSBEI HE	- Federal State Budgetary Educational Institution of Higher Education
ATC	- Additional training course
DHET	- Department of higher educational training
LR	- Local regulations
MASC	- Multiprofile accreditation-simulation center
MCS	- Methodological commission of specialties
SSS	- Students' scientific school
PC	- Professional competencies
NOMUS	- Scientific society of young scientists and students
SPW	- Scientific and pedagogical workers
HAK	- Higher educational commission
EP	- Educational program
BEP	- Basic educational program
BPEP	- Basic professional educational program
RSCI	- Russian science citation index
STS	- Scientific and teaching staff
PSA	- Primary specialized accreditation
MA	- Midterm assessment
EIEE	- Electronic information educational environment
AF	- Appraisal fund
EER	- Electronic educational resource
FMBA	- Federal medical and biological agency
SRC	- State research center
MSEC	- Medical and social expert commission
MAC	- Medical advisory committee
MTHQP	- Management training of highly qualified personnel
ELS	- Electronic library system
FSES	- Federal state educational standard
SEC	- State examination commission
EO	- Educational organization
EEC	- External expert commission
SFC	- State final certification
USE	- Unified state exam
FSES HE	- Federal State Educational Standard of Higher Education
IAAR	- Independent Agency for accreditation and Rating
c.u.	- credit unit
RW	- Research work
ERW	- Educational research work
WPD	- Working programs of the disciplines
PD	- Person with disabilities
CMC	- Central methodological council
ADEME	- Association of the development of electronic medical education
QMS	- Quality management system

(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 31.08.19 Pediatrics of the Ural State Medical University with the standards of international accreditation of residency/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 NAO " Astana Medical University "(Astana, Republic of Kazakhstan) - *IAAR expert, member of the Commission*

8) **Expert, employer** -Anton Aleksandrovich Tokar, Chief Physician of the State Institution of Higher Education SB "Psychiatric Hospital No. 3" (Yekaterinburg, Russia — - *representative*

of the professional community, expert of the National Accreditation Center, member of the Commission

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

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

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

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

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

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. By the decree of the Government of the RSFSR of July 25, 1930, the Sverdlovsk State Medical Institute (hereinafter referred to as SSMI) was established, which laid the scientific, methodological and pedagogical basis for training specialists with higher medical education for practical health care in the Middle Urals. The first classes at the evening department of SSMI began on March 12, 1931, and in September of the same year, full-time students began classes. In 1939, the Faculty of Pediatrics was opened, and in 1976, the Faculty of Dentistry was opened. In 1979, for his contribution to the development of medical science and training of medical personnel, SSMI was awarded the Order of the Red Banner of Labor.

Educational activities of USMU are conducted on 14 territories and in buildings under the operational management of the University, with a total area of 57,725. 01 sq. m. The University has 5 dormitories for 1,496 people, with a total area of 23,874. 3 sq. m.; sports and recreation complexes with a total area of gyms and other indoor sports facilities – 879 sq. m.

Educational activities at USMU are implemented 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.

Specialty 31.08.19 Pediatrics level of education corresponds to higher education - training of highly qualified personnel Training period -2 years The structural unit that performs organizational and methodological work carries out the Department of training of highly qualified personnel.

In 2018, we successfully passed the international professional and public accreditation and confirmed compliance with the European standards of quality assurance of education ESG-ENQA educational programs in the field of training (specialty) - 31.05.02 Pediatrics, 31.06.01 Clinical Medicine. Certificate of international professional and public accreditation, registration number 1341-08-A069. 1, issued on June 27, 2018 for the period up to June 27, 2024 by the accreditation agency "National Center for Professional and Public Accreditation".

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

The University is represented in publicly recognized rankings. Since 2012, USMU as

traditionally maintained its position in the "100 Best Universities in Russia" rating according to RAEX in terms of quality education conditions, graduates' demand and research results. The University's position in 2023 is 91st. In 2020, the University was included in the international rating "Three University Missions", which includes more than 2.3 thousand universities from 165 countries of the world, the position of the University in 2023 was 1501-1750. Thanks to systematic work on the development of the English-language version of the official website and pages in social networks, by January 2021, the University's position in the Webometrics world ranking has improved twice (position in the world ranking: 5115, rating in Russia: 138).

In May 2022, an external independent assessment of the quality of educational conditions was conducted. The assessment involved 2,358 students, 148 University teachers, and 57 representatives of employers. High results are presented in all positions, including:

- openness and accessibility of information about organizations engaged in educational activities – 98.96 %;
- comfort of the conditions in which educational activities are carried out – 91.84 %;
- accessibility of services for disabled people – 100.00 %;
- friendly and polite employees – 95.20 %;
- satisfaction with the conditions of conducting educational activities

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation EP 31.08.19 Pediatrics of the Ural State Medical University according to IAAR standards is held for the first time.

(V) DESCRIPTION OF THE EC SESSION

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

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

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in their areas of activity, heads of structural divisions, deans, heads of departments, teachers, students, graduates, employers. A total of 94 representatives took part in the meetings. (table 1).

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

Category of participants	Number
of Rector	1
Vice-rector's office	5
Heads of structural divisions	22
Deans	8
Heads of departments	21
Teachers	13
Students, undergraduates, doctoral students	5
Graduates	12
Employers	7

Total	94
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During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited the youth Scientific Laboratory, the Central Research Laboratory, the Department of Polyclinic Pediatrics, the Department of Pharmacology and Clinical Pharmacology, the children's city clinical hospital, the multi-profile accreditation and simulation center, the scientific medical library named after Professor V. N. Klimov

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

The EEC members visited the practice bases of accredited programs: Children's City Clinical Hospital No.11, the Department of Polyclinic Pediatrics, the Department of Pharmacology and Clinical Pharmacology.

- in the discipline "Polyclinic and emergency pediatrics", the lesson was conducted by Professor Tsarkova S. A. on the topic: "Acute obstructive respiratory diseases in children. Analysis of clinical cases. " for residents of the first year of training on the basis of the clinical Department of polyclinic Pediatrics of the State Medical Institution in Children's City Clinical Hospital No.11 at 48 Nagornaya Street, 3rd floor, office 308.

In accordance with the accreditation procedure, 261 teachers were interviewed, including 73 people from the Faculty of Pediatrics, 1,668 students, including junior and senior students, including 23 residents of the specialty 31.08.19 Pediatrics.

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

FSBEI HE USMU of the Ministry of Health of the Russian Federation carries out its activities on the basis of the University Charter, in accordance with Federal Law No. 273-FZ of 29.12.2012 "On Education in the Russian Federation" and other regulatory legal acts regulating the activities of the education and health system of the Russian Federation (approved by Order No. 396 of the Ministry of Health of the Russian Federation of 23.06.2016). The mission of the residency training center 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, 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 Residency Program. To raise awareness of internal consumers, the mission of the BEP is communicated to University employees, students and employers through the official website, information stands, and social networks.

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

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

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

The mission of the BEP 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 BEP 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 BEP Residency Mission are made as necessary.

In accordance with the Regulation on the procedure for organizing and implementing educational activities in higher education educational programs – residency programs, the teaching

staff of specialized departments, in integration with employers and students, have developed and are annually updated with BEP for residency specialties, including the specialty 31.08.19 Pediatrics. The mission of the EP of the residency specialty 31.08.02 Pediatrics was developed by the head of the educational program together with the teachers involved in its implementation. The EP mission was discussed at the meeting of the graduating department, which was attended by residents of the 1st and 2nd years (minutes of the meeting of the Department of Polyclinic Therapy No. 8 dated April 22, 2023). Further, the mission of the EP was presented by the head of the EP to the methodological commission of specialties of the residency program, which is chaired by the head of the Department of training of highly qualified personnel. Based on the results of the discussion, the wording was clarified (minutes of the meeting of the methodological commission of specialties of the residency Program No. 5 dated May 10, 2023). Then the documents were posted on the official website of the university in the "Academic Council" section for review and making suggestions and comments. The BPEP mission was defined at a meeting of the Academic Council of USMU, which includes both students, employers, and representatives of public organizations (Protocol of the Academic Council of USMU No. 10 dated May 26, 2023).

Residency training is aimed at acquiring and applying the acquired theoretical knowledge and practical skills in accordance with national and international requirements and requirements of the health sector. The National Qualifications Framework of the Russian Federation, including in the healthcare sector, is in line with the European Qualifications Framework and Council of Europe Recommendations 15.6/2017 of 22.05.2017 on the European Qualifications Framework for Lifelong Education, which gives University graduates access to medical education in other European countries.

The specifics of training a resident in the specialty 31.08.02 Pediatrics consists in a large block of practical training (75 ZET), which takes place directly "at the patient's bedside"; mentoring of professors and associate professors of pediatric departments with rich clinical experience and organizational and managerial experience (head of the Department of medical care for mothers and Children of the Ministry of Health of the Sverdlovsk Region, chief freelance children's dietitian of the Ministry of Health of the Sverdlovsk Region); independent theoretical training of students, participation of residents in congresses, scientific and practical conferences, Olympiads; tradition of ceremonial entry of pediatricians of the 2nd year of study into the Union of Pediatricians of Russia; participation in providing medical care to the population; active participation in research in accordance with the scientific directions of the department and university ability to master integrated programs-residency-master's degree, residency-postgraduate degree, residency ATC. During the residency period, 2nd-year residents can master the integrated master's program 32.04.01 Public Health, future pediatricians often choose the profiles "Management of a medical organization", "Quality and safety management of medical activities", "Organizational and economic foundations of public health". Residents of the 2nd year of study have the opportunity to master additional training (professional retraining, advanced training) in accordance with the Order of the Ministry of Health of the Russian Federation No. 206n dated 02.05.2023 and get additional qualifications. In the academic year 2022-2023, resident pediatricians underwent professional retraining in the specialties "Allergology and Immunology", "Nephrology"; in the academic year 2023-2024 – professional retraining in the specialty "Pediatric endocrinology" and advanced training in "Infections related to medical care". Also, residents have the opportunity to master the postgraduate program in parallel with the development of the residency program. 9 residents took advantage of this opportunity in the 2022-2023 academic year.

The professionalism of a student in the residency program is formed as a result of mastering the disciplines and practices of the mandatory and variable parts of the curriculum. Professional competencies are formed when studying the main disciplines: specialty 31.08.19 Pediatrics - "Intensive care of emergency conditions in pediatrics", "Clinical laboratory diagnostics", "Infectious diseases and HIV/AIDS in children", "Diagnostics of surgical diseases in the practice of a pediatrician", "Hygiene of children and adolescents"; The obtained theoretical knowledge is consolidated in production practices: "Production (clinical practice)", "Production (clinical)

practice: simulation course", "Production (clinical) practice: emergency endoscopy"/ "Industrial (clinical) practice: emergency care in the practice of a pediatrician"/ "Industrial (clinical) practice for micro-prosthetics". The resident acquires super professional competencies when mastering the following disciplines and practices: "Public Health and Healthcare", "Pedagogy", "Evidence-based Medicine", "Industrial (clinical) practice: pedagogical practice". As a result of mastering the educational program, a graduate develops professional autonomy of a healthcare specialist, which guarantees the possibility of further development in the interests of a particular patient and society as a whole. In accordance with the legislation of the Russian Federation and the Charter of USMU, the head of the EP independently selects and distributes personnel in accordance with the existing qualifications of the SPW. The formation of professional competencies in the specialty 31.08.19 Pediatrics is carried out during 2 years of training in the residency (Matrix of competencies) in the study of basic and variable disciplines and is finally fixed during industrial (clinical) practices by all departments of the University participating in the implementation of the EP. Assessment of the formation of professional competencies takes place during intermediate and final state certification. At the USMU Competence Center, residents have the opportunity to pass an assessment and develop their managerial and communication competencies to ensure the training of a specialist who is maximally adapted to the challenges of the modern labor market, with subsequent inclusion of information about the results of this training in higher education and qualification documents. An important stage in assessing the achieved level of professionalism is passing the primary specialized accreditation of residency graduates (PSA). Since 2019, this assessment procedure has been mandatory for admission to independent work of graduates in 6 specialties of residency (31.08.19 Pediatrics, 31.08.36 Cardiology, 31.08.42 Neurology, 31.08.49 Therapy, 31.08.54 General Medical Practice (family medicine), and since 2020 – in all specialties of residency. The implementation of the PSA allowed the University to analyze and update the competencies presented in the residency training programs, including for compliance with the requirements assessed during the PSA.

Interns have the opportunity and right to engage in research activities and present their results in the form of presentations at scientific and practical conferences of various levels, as well as publish scientific articles in the open press. Any University employee can be the resident's supervisor. The subject of scientific research is determined by the student independently, taking into account current scientific problems and directions, the activities of the scientific school of the department. The scientific activity of a resident can be carried out within the framework of the SSS at the University's pediatric departments (annual reports on the work of the SSS); during the internship "Research work" (diary of the resident); as part of the youth research laboratories of USMU (report on the work of youth research laboratories).

The issue of proper behavior of residents in relation to patients and their relatives is regulated by the "Internal Regulations of students of the FSBEI HE USMU of the Ministry of Health of the Russian Federation" and the Contract on practical training of Students concluded between an educational or scientific organization and a medical organization or an organization engaged in the production and manufacture of medical devices, a pharmacy organization, a forensic expert institution or carrying out activities in the field of health protection (Section III, paragraphs 11, 12). 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.

Residents can send their suggestions and comments on the organization of the educational process, practical training, the list of elective subjects, the library fund and other issues related to the learning process to the official website, in the section "Internal independent assessment of the quality of education" or to the e-mail address of the DHET (ordinatura@usma.ru).

Students of the specialty 31.08.02 Pediatrics are motivated to participate in educational activities:

- in collaboration with one of the leading medical communities of MAKMAX in the framework of the information campaign "An antibiotic is a reliable weapon if the target is a

bacterial infection". Residents of the Department of Polyclinic Pediatrics gave lectures on this topic to local doctors, parents, distributed leaflets, posters, flyers;

- residents of the Department of Faculty Pediatrics and Propaedeutics of Children's Diseases developed and implemented an educational project for parents of preschool children "Healthy family-healthy Me".

Participation in such educational campaigns increases the overall rating of the resident, information is entered in the student's personal portfolio.

Training of a new generation of specialists – that is, training not only highly qualified pediatricians, but also competitive ones who are ready to contribute to the development of scientific, technological and personnel potential of healthcare, the implementation of breakthrough research and development in the field of pediatrics, for continuous professional development, with high social responsibility, capable of organizing and conducting scientific research managing the activities of medical organizations and teaching activities.

Analytical part

The analytical part is formed based on the results of an analysis of the compliance of the evidence part with the criteria of the IAAR Standard. Describes possible reasons or provides explanations for the compliance or non-compliance of the EO and / or EP with the criteria of the IAAR Standard.

Based on the results of the documentation analysis and during the visit to the educational organization, the EEC experts confirm that the educational activities of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University under the Ministry of Health of the Russian Federation on the implementation of the BPEP "Pediatrics" meet the requirements of Standard 1 "Mission and Results". The University's mission and strategic goals are defined in FSBEI HE USMU under the Ministry of Health of the Russian Federation the University Development Program for 2021-2030 under the Priority 2030 Strategic Academic Leadership program of the Ministry of Health of the Russian Federation. The mission of BPEP is to form the intellectual, cultural and moral potential of the individual, transfer knowledge by professionals in the field of medical science, healthcare and pharmacy through University graduates, fundamental and applied research and development to preserve the health of the nation and sustainable development of Russia." "For the benefit of the health of the Urals – to study, heal, educate!". The mission and goal of the BEP residency program are published on the official website of the university as part of the BEP and it is available to students, but it is not presented separately. The mission of the BEP 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 BEP residency is to change the conditions of the external and internal environment of the university, the requirements of consumers and other interested parties. The mission of the educational program contains all the necessary components and summarizes the university's aspirations for high-quality training of specialists and consists of two areas: educational and educational, which makes it difficult to understand the ultimate goal of training.

The commissions were presented in the form of minutes of the meeting of the Academic Council of the university, faculty, graduating department, participation of internal (including teachers and students) and external employers.

Academic freedom of teachers and residents implies the freedom to choose elective and elective subjects of students. During the interview with students, it was found that there are no separate catalogs for elective subjects, they are included in the curriculum, choose an elective or elective discipline by submitting an application in the first days of the new semester.

Correlation of the results of mastering the educational program with its components is given in the matrix of competencies of a graduate in the specialty of residency 31.08.02 Pediatrics. Teaching staff from among the teaching staff have the academic freedom to present the subject at their discretion, choose topics for scientific research and conduct them in their own

methods (introducing the results of scientific research into the educational process), and residents are also given the freedom to acquire knowledge according to their inclinations and needs (choosing a discipline of their choice).

The final results of training are demonstrated by the graduate at the state final certification.

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.

The high demand of modern healthcare for qualified specialists and the significant level of responsibility of medical workers to the individual citizen and society as a whole contribute to the continuous improvement of the University's system of continuing medical education.

In the course of training, the University provides training for residency graduates for continuous professional development throughout their lives, as a key factor in the formation of professional responsibility. For this purpose, modern educational technologies and methods are used in the implementation of BEP, aimed at developing motivation for independent development of issues that go beyond BEP, critical thinking in obtaining theoretical knowledge, as well as practical skills.

Graduates of the residency program continue their training in the system of continuing medical education through professional retraining, improving the level of professional knowledge at professional development cycles, scientific and practical conferences, internships in medical organizations, webinars, video conferences, etc.

Graduates of the residency program have the opportunity to continue their studies in graduate school or master programs integrated with the residency program (residency-master's program, residency-postgraduate program, residency-residency program).

In the course of training, residents develop the ability to ensure the proper quality of medical care for patients, including a patient-oriented and systematic approach, taking into account modern scientific ideas about the diagnosis, treatment and prevention of diseases from the standpoint of evidence-based medicine. The mission of the University is formed on the basis of state programs and priority projects of the Russian Federation. The main activities of the university are aimed at solving global problems in the field of medicine, which is reflected in the content of the BEP.

The basis for preparing a new version of the BEP Mission and BEP goals is to change the external and internal environment of the university, as well as the needs of consumers and other interested parties. Changes and additions to the Mission of the BEP 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. In 2023, most employers noted the merits of residency graduates: high level of theoretical and practical training, ability to adapt in a medical organization, good communication skills, discipline and responsibility, ability to self-educate, use information technologies, achievements of medical science, legal foundations in professional activities, possession of additional superprofessional competencies.

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.

Strengths/Best practices:

No strong parties have been identified for this standard.

EEC recommendations:

1. Review and specify the mission directions of the educational program for a better understanding of the ultimate learning goal. Deadline: June 1, 2025.
2. Increase the participation of employers and students in collegial bodies. Deadline: June 1, 2025.
3. Discuss and determine annually the effectiveness of the educational program with employers, teaching staff and students, to improve the mission and development of the educational program Deadlines: until September 1, 2025, constantly.

EEC's conclusions based on the following criteria:

According to the standard "Mission and learning outcomes", the educational program 31.08.19 Pediatrics has 12 satisfactory positions. 2 suggests improvement.

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 in the specialty 31.08.02 Pediatrics is developed in accordance with the Federal State Educational Standard for Higher Education and approved by the Academic Council of the University. The content of BPEP in the specialty 31.08.02 Pediatrics consists of a basic and variable part. The basic part of the residency program is mandatory, provides students with the formation of competencies established by the Federal State Educational Standard for Higher Education and includes: disciplines (modules) and practices, 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 for Higher Education, 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 by training period are determined by the curriculum of the residency program. 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 developing the EP in the specialty 31.08.02 Pediatrics, taking into account the request of practical health care, professional competencies related to preventive (PC1-4), diagnostic (PC-5), therapeutic (PC 6-7) and rehabilitation activities (PC-8) are more concretized. So, in 2023, to form the competence to provide qualified medical care to palliative patients, the discipline "Palliative Care in Pediatrics" is included in the Curriculum. The inclusion in the curriculum (2022-2023 academic year) of the discipline "Intensive care of emergency conditions in pediatrics" is due to the need to form the skill of providing emergency care to children, theoretical training is fixed in the course of industrial (clinical) practice: emergency care in the practice of a pediatrician on the basis of emergency departments of medical organizations; inclusion in the curriculum (2023-2024 academic year) The study of the discipline "Allergology in pediatrician's practice" is due to the request of employers, taking into account the high prevalence of allergic diseases among children and adolescents in the region. An important stage in assessing the achieved level of professionalism is passing the primary specialized accreditation of residency graduates (PSA). Since 2019, this assessment procedure has been mandatory for admission to independent work of graduates in 6 residency specialties (31.08.19 Pediatrics, 31.08.36 Cardiology, 31.08.42 Neurology, 31.08.49 Therapy, 31.08.54 General Medical Practice (family medicine). The implementation of the PSA allowed the University to analyze and update the competencies presented in the residency training programs, including for compliance with the requirements assessed during the PSA.

The term of training on BPEP in the specialty 31.08.02 Pediatrics is 2 years and is carried out full-time with a total of 120 кредитов ECTS credits-credit units (1 credit unit - 36 academies hours). In accordance with the requirements of the Federal State Educational Standard for Higher Education, the curriculum consists of three blocks: block 1 – disciplines (modules), block 2 – practice, block 3 – state final certification. In curriculum, the mandatory part and the part formed by participants in educational relations are distinguished. The part formed by participants in educational relations includes elective and elective subjects that provide in-depth training in the profile. The regulations for organizing training in the specialty 31.08.02 Pediatrics are set out in the curriculum, indicating the terms and duration of semesters, practice sessions, exam sessions, and vacations.

Practice-oriented training is provided. The educational process in the format of practical training in specialized disciplines is carried out on the basis of specialized institutions and organizations, where training and industrial practices are also organized.

Upon completion of residency training in the specialty 31.08.19 Pediatrics, subject to successful completion of the SFC, the resident is awarded the qualification "Pediatrician" and issued a Diploma of completion of the residency with an appendix. Further, the condition for admission to independent work in the specialty of residency is to pass the procedure of primary specialized accreditation (Order of the Ministry of Health of the Russian Federation No. 709n dated October 28, 2022 "On approval of the Regulations on Accreditation of specialists") of USMU as a leader in the field of higher medical and pharmaceutical education in the Ural Federal District since 2015, it has been the coordinator of the Ural Scientific and Educational a medical cluster that unites the Ural, Tyumen, and South Ural State medical Universities. The Cluster's activities are aimed at implementing modern and effective corporate training of qualified specialists for the healthcare of their regions, creating an effective innovative system of continuing professional education (training of highly qualified personnel and additional professional education), implementing innovative projects based on the integration of scientific, educational and innovative potential of Cluster participants. Graduates of the residency program have the opportunity to continue their studies in graduate school or master programs integrated with the residency program (residency-master's program, residency-postgraduate program, residency-residency program).

In the course of training, residents develop the ability to ensure the proper quality of medical care for patients, including a patient-oriented and systematic approach, taking into account modern scientific ideas about the diagnosis, treatment and prevention of diseases from the standpoint of evidence-based medicine. The specifics of training a resident in the specialty 31.08.02 Pediatrics consists in a large block of practical training (75 ZET), which takes place directly "at the patient's bedside"; mentoring of professors and associate professors of pediatric departments with rich clinical experience and organizational and managerial experience (head of the Department of medical care for mothers and Children of the Ministry of Health of the Sverdlovsk Region, chief freelance children's dietitian of the Ministry of Health of the Sverdlovsk Region); independent theoretical training of students, participation of residents in congresses, scientific and practical conferences, Olympiads; tradition of ceremonial entry of pediatricians of the 2nd year of study into the Union of Pediatricians of Russia; participation in providing medical care to the population; active participation in research in accordance with the scientific directions of the department and university ability to master integrated programs-residency-master's degree, residency-postgraduate degree, residency additional degree.

Training of a new generation of specialists – that is, training not only highly qualified pediatricians, but also competitive ones who are ready to contribute to the development of scientific, technological and personnel potential of healthcare, the implementation of breakthrough research and development in the field of pediatrics, for continuous professional development, with high social responsibility, capable of organizing and conducting scientific research managing the activities of medical organizations and teaching activities. So, in the period 2022-2024, residents of the specialty Pediatrics published 22 articles, including 19 RSCI, 3-HAC, 1-Scopus.

During the residency period, 2nd-year residents can master the integrated master's program 32.04.01 Public Health, future pediatricians often choose the profiles "Management of a medical organization", "Quality and safety management of medical activities", "Organizational and economic foundations of public health".

Residents of the 2nd year of study have the opportunity to master ATC (professional retraining, advanced training) in accordance with the Order of the Ministry of Health of the Russian Federation No. 206n dated 02.05.2023 and get additional qualifications. In the academic year 2022-2023, resident pediatricians underwent professional retraining in the specialties "Allergology and Immunology", "Nephrology"; in the academic year 2023-2024 – professional

retraining in the specialty "Pediatric endocrinology" and advanced training in "Infections related to medical care".

Residents of the Department of Faculty Pediatrics and Propaedeutics of Children's Diseases developed and implemented an educational project for parents of preschool children "Healthy family-healthy Me".

In 2018, the international professional and public accreditation was successfully completed and the specialty (training area 31.05.02 Pediatrics) confirmed compliance with the European Standards for Quality Assurance of Education ESG – ENQA Certificate of international professional and Public accreditation, registration number 1341-08-A069.1, issued on June 27, 2018 for the period up to June 27, 2024 by the accreditation agency "National Center for Quality Assurance". center for professional and public accreditation". Residents who have successfully completed the first year of training and passed the intermediate certification can be employed as a trainee doctor in a medical organization from 01.04.2024 (Order of the Ministry of Health of the Russian Federation No. 716 n oto 25.12.2023). Among residents studying in the specialty 31.08.02 Pediatrics in 2024, 5 were certified and employed as a trainee doctor person, specialty 31.08.19 Pediatrics – 1 person/

Analytical part

According to the content of the self-report, the curriculum for the specialty "Pediatrics" indicates the use of interactive methods, such as CBL, TBL, PBL, the method of problem-oriented learning, "approach method", etc., but when interviewing teachers and students, these facts were not confirmed, they mostly called traditional teaching methods.

Although, according to the presented structure of the curriculum, elective subjects are taken into account (syllabus 2022, the curriculum includes 4 subjects: infectious diseases and HIV (AIDS) in children, Clinical pharmacology in pediatrics, Diagnosis of surgical diseases in the practice of a pediatrician and Evidence-based medicine, syllabus 2023, also indicated-4 repetitive disciplines) their list is insufficient. The elective discipline is presented in the singular.

In the course of teaching clinical subjects, there is a positive collaboration between teaching staff and students, which is confirmed by a lot of jointly published scientific papers in domestic publications and acts of implementation of the results in clinical practice.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

- 1) About teaching staff innovative methods in medical education Deadlines: until September 1, 2025, permanently.
- 2) Expand the scope (number) of elective and elective subjects to provide students with more choice. Deadline: September 1, 2025.
- 3) Develop a plan for the development of the educational program, with annual changes and additions, reflecting the widespread use of interactive teaching methods, taking into account the proposals of employers, teaching staff and students. Deadline: June 1, 2025.

EEC's conclusions based on the following criteria:

According to the standard "Educational program", the educational program "31.08.02 Pediatrics" has 0 strong, 20 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 BPEP and is carried out through ongoing monitoring, interim certification and State Final Certification (SFC). Requirements for BPEP 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 MA, SFC. The forms and content of current monitoring are determined by the head of the educational program, taking into account the final results of training, and are reflected in the EIEE and the resident's personal file. 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. Assessment of skills and abilities in industrial practice is carried out in accordance with the program of practice at clinical bases or in the MASC. It evaluates the ability to work with patients in inpatient departments (collect anamnesis, conduct an examination, identify leading symptoms, make a diagnosis), at the reception of patients in outpatient clinics. Evaluation is carried out by marks in points according to the hundred-point system, which are converted to the five-point system according to the above Provision. Assessment of the discipline is made on the day of the exam by the examiner in the exam sheet and the resident's credit book.

Methods of conducting an objective structured clinical examination in the residency program 31.08.19 Pediatrics is represented by a differentiated approach to first-and second-year residents. For first-year residents, the clinical exam consists of two stages: testing and passing practical skills at the patient's bedside. For second-year residents, it consists of three stages: testing, passing practical skills at the patient's bedside and interviewing a clinical situation. Examples of test tasks, a list of necessary practical skills, and examples of situational clinical tasks are presented in the AF and the SFC Program. Residents studying in the specialty 31.08.02 Pediatrics actively use the educational portal "Residency" on the MedSpace platform MedSpace: they have the opportunity to get acquainted with the residency training program, its sections, the structure of the curriculum, the list of competencies (competence matrix), the feedback form, the list of practical skills obtained in the process of mastering the training program, the list of literature necessary for mastering the disciplines of the educational process. plan with direct access to the USMU electronic library, master the EER "Nebulizer therapy in the outpatient practice of a pediatrician", " I see, I hear, I repeat "(preparation for primary specialized accreditation)," Dispensary observation in the outpatient practice of a pediatrician", an electronic simulator for writing prescriptions is placed, residents can pass intermediate tests in the BEP sections. To evaluate the final certification, a state examination commission is created, where a uniform part (50%) is made up of employers.

In accordance with the Regulations, the student is granted the right to retake unsatisfactory results of the MA, as well as the right to restore for repeated passage of the SFC. The Dean's Office of the Faculty of Pediatrics and departments annually monitor students ' satisfaction with the quality and conditions of educational activities.

To ensure the validity of the assessment methods used, the final assessment is conducted in the presence of external experts who participate in the assessment of graduates during the final assessment, being members or chairs of the examination committees.

Opportunities and conditions have been created for students with disabilities and persons with disabilities (PD), they are reflected in the work programs of all disciplines and practices, and the SFC features are also provided for this contingent of students.

Analytical part

For timely information and dialogue on the part of the university's management, meetings are organized with students in residency with the participation of the rector, vice-rectors, deans and heads of educational institutions, representatives of other structural divisions involved in educational, scientific, and public activities. According to the report on self-examination and interviews, students' satisfaction with the quality and conditions of educational activities is monitored annually, but the submitted documents contain little information about the measures taken based on the results of discussions on the satisfaction of teaching staff and students.

There was not enough information about the reliability and reliability of knowledge assessment methods.

As a result of interviews with teaching staff (except for one department), it was found that the validity and reliability of knowledge assessment methods is mainly limited to peer review by external experts.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Introduce effective, up-to-date assessment methods into the system for evaluating students' academic achievements and confirm their reliability and validity with appropriate documents. Deadline: September 1, 2025.

2. Develop and implement a policy of educational expertise, taking into account international standards and best practices. Deadline: September 1, 2025.

EEC's conclusions based on the following criteria:

According to the standard "Student assessment", the educational program "31.08.19 Pediatrics" has 0 strong, 6 satisfactory and 4 suggesting 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

The selection criteria, the number of places and the rules for admission to the residency program, the procedure for organizing and implementing educational activities in BEP, and evaluating planned learning outcomes are regulated by the following regulatory legal acts: Rules for admission to training in higher education programs-residency programs in the FSBEI HE USMU of the Ministry of Health of the Russian Federation for the 2023/2024 academic year, approved by the Academic Council of USMU on 17.03.2023; the number of places for admission to study under various conditions of admission (within the control figures - with the allocation of a target quota) for 2023; Regulations on the procedure for organizing and implementing educational activities in higher education educational programs - residency programs; Regulations on conducting state final certification of graduates of the FSBEI HE USMU of the Ministry of Health of the Russian Federation who complete the development of residency others.

The total number of BPEP students in the specialty 31.08.19 Pediatrics was 44 students. Since 2021, USMU has the opportunity to act as a customer of targeted training in residency for training a personnel reserve of highly qualified teachers of clinical disciplines, 2 residents were accepted in the accredited specialty 31.08.19 Pediatrics in 2022. Admission to targeted residency training has increased from 84% in 2021 to 96% in 2023. Due to the high social significance of the residency program on 31.08.19 Pediatrics, starting from 2021, the target admission rate is 100 % of the 18 state-funded places in the specialty of Pediatrics, all 18 are given for targeted training. Over the past 5 years, a consistently high passing score for admission to the residency program in the specialty 31.08.19 has been noted

The Ural State Medical University of the Ministry of Health of the Russian Federation has been operating a Graduate Employment Center since 2009. Promotion of employment of USMU residents is also based on the organization and conduct of career-oriented events in the form of a "Job Fair". Residents' satisfaction with the quality of the educational process is assessed by analyzing the results of a survey of students and graduates of the residency program. The results of a survey of residents' satisfaction with the conditions of educational activities and the quality of implementation of the EP are posted on the official website (Questionnaire, Results of a survey of residency graduates). The principle of equality at the University is ensured by equal treatment of all students and the absence of discrimination based on gender, ethnicity or religion. Content of higher education in residency programs and conditions for organizing training students with disabilities are defined by the adapted residency program, and for persons with disabilities - in accordance with the individual rehabilitation program of the disabled person. In order to ensure

the availability of higher education under residency programs for disabled people and persons with disabilities, the University provides - 1) for the visually impaired: an alternative version of the organization's official website on the Internet for the visually impaired; placement of reference information on the schedule of training sessions in places accessible to students who are blind or visually impaired and in an adapted form (taking into account their special needs) (information must be completed in a large format). in bold and contrasting font (on a white or yellow background) and duplicated in Braille); the presence of an assistant who provides the student with the necessary assistance; ensuring the release of alternative formats of printed materials (large print or audio files); ensuring access of the student who is blind and uses a guide dog to the building of the organization; 2) for disabled people and persons with disabilities. people with hearing disabilities: duplication of audio reference information about the schedule of training sessions by visual (installation of monitors with the ability to broadcast subtitles (monitors, their size and number must be determined taking into account the size of the room)); provision of appropriate audio means for reproducing information; 3) for disabled people and persons with disabilities with musculoskeletal disorders, material and technical conditions should ensure that students can freely access the educational premises, canteens, restrooms and other premises of the organization, as well as their stay in these premises (the presence of ramps, handrails, expanded doorways, elevators, local lowering of barrier posts; the presence of special seats and other devices).

The University has departments that monitor academic counseling and monitor student progress, including the analysis of unintentional incidents: the Department of Legal Support, the DHET, the admissions Committee, the MASC, the library, the students' trade union committee, the students' Council for the Quality of Education, NOMUS, the student Council of dormitories, and the campus. In addition, the University has a procedure for admitting students directly at the premises of the organization, and students can also send questions to the rector and vice-rectors in the form of e-mails to the University's e-mail addresses (usma@usma.ru) and DHET (ordinatura@usma.ru). 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. In order to provide incentives and material support for students studying at the University, residents are paid a state scholarship. The order of distribution of the scholarship fund is determined by the University, taking into account the opinion of the Student Government Council. Financial support to students is paid in the amount and in the order determined by the LR, which is adopted taking into account the opinion of the student councils and representative bodies of students. The state scholarship for residents is 11565 rubles and is awarded depending on the success of the residency program based on the results of the MA in accordance with the calendar training schedule from the first day of the month following the month of its completion. A resident student who is awarded a state scholarship must meet the following requirements: absence of a "satisfactory" grade based on the results of the MA; absence of academic debt.

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, resident students 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 University also provides permanent 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. The University provides conditions for granting academic leave to students. For the duration of academic leave: the student is exempt from the obligation to attend lectures and pass certification; tuition fees are not charged. After the end of the academic leave, students in the residency program have the opportunity to continue their further studies with the preservation of the place and course and the recognition of relevant grades in already passed subjects.

Analytical part

The contingent of students studying for residency in the specialty 31.08.19 Pediatrics has grown 4 times over a 5-year period. An analysis of those who want to study in residency showed that only 12% are enrolled. An increase in the number of places in the residency program and a high competition among students indicates the demand for specialists in this profile and an increase in the prestige of the specialty. At the same time, the number of students admitted to the residency program indicates a clearly insufficient number of students and dictates the need to increase the admission control figures. Training of residents with disabilities is carried out on the basis of residency programs adapted, if necessary, for the training of these categories of students. Training in residency programs for disabled people and students with disabilities is carried out taking into account the peculiarities of psychophysical development, individual capabilities and health status. Under the special conditions for obtaining higher education under residency programs for students with disabilities, the University understands the conditions of training, including the use of special educational programs and methods of teaching and upbringing, special textbooks, teaching aids and didactic materials, special technical means of training for collective and individual use, the provision of services of an assistant (assistant) who provides students with the necessary information technical assistance, conducting group and individual remedial classes, providing access to the buildings of organizations, and other conditions without which it is impossible or difficult for students with disabilities to master residency programs.

The self-report confirms that there are no foreign students among the resident pediatricians. The management of the University, the leaders of the BPEP are considering a way out of this situation by concluding cooperation agreements with specialized universities in the CIS. Thus, agreements were signed with the Tajik National University and the Tajik State Medical University on the implementation of online educational programs.

The university provides for the possibility of continuing education in the presence of breaks in training, through the provision of academic leave.

If there is a need for social and material support for the student, the trade union committee takes an active part.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Consider the possibility of increasing the control figures for admission to the residency program in the specialty 31.08.19 Pediatrics. The deadline is September 1, 2025.
2. Expand the geography of students with the involvement of foreign applicants Due by September 1, 2025.

EEC's conclusions based on the following criteria:

According to the standard "Students", the educational program "31.08.19 Pediatrics" 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 personnel policy for the selection and admission of teaching staff at the University is implemented in accordance with the Labor Code of the Russian Federation, Federal Law No. 273-FZ of 29.12.2012 "On Education in the Russian Federation" and other regulatory legal acts of the Russian Federation. Qualification requirements for applicants for teaching staff positions are defined by the Unified Qualification Directory of Positions of Managers, Specialists and Employees, approved by Order No. 1n of the Ministry of Health and Social Development of the Russian Federation dated 11.01.2011 "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".

The process of considering candidates for teaching staff positions is regulated by the Regulation on the Procedure for Filling positions of Teachers belonging to the Teaching Staff, approved by Order No. 749 of the Ministry of Education and Science of the Russian Federation dated 23.07.2015 "On Approval of the Regulation on the Procedure for Filling Positions of Teachers Belonging to the Teaching staff". Determining the need for personnel is carried out by identifying the list of vacant positions, their number, and requirements for applicants for these positions.

The conclusion of an employment contract to fill the position of a teaching employee related to the teaching staff, as well as transfer to such a position, is preceded by the election by competition to fill the corresponding position. The competition for positions of teaching staff is held by the decision of the Academic Council of USMU, the competitive procedures are reflected in the LR: "Regulations on staff selection", "Regulations on the procedure for conducting competitive selection for positions of teaching staff in the FSBEI HE USMU of the Ministry of Health of the Russian Federation", "Regulations on the election of the head of the department". To replace the leading positions of scientific and pedagogical workers, a "Personnel reserve" has been created. For the implementation of the educational process, the staff of teaching staff is formed on the basis of curricula, which is approved by the staffing table. The number of teaching staff is planned based on the needs of the educational process, the standard of the academic load on the teacher, the number of students in all EP. The total number of teaching staff implementing training under the accredited residency program: 31.08.19 Pediatrics-18 people, full-time-15. Regular analysis of the movement of personnel in the context of STS is carried out. The organizational structure, practice of selection, admission, placement of personnel, formation of a high-quality reserve of the university are aimed at creating the necessary conditions for effective implementation of educational tasks. Calculation of the number of teaching staff is carried out for the academic year, taking into account the specifics of training in the specialty. The ratio of the average annual number of students per teacher is 8: 1. The degree of the teaching staff in the BPEP of the accredited specialty is 94.4%. Including part-timers, among full-time employees -100%. The workload of each teacher is regulated by an individual plan, which reflects the distribution of

types of all types of work differentially depending on the position held. 31.08.19 Pediatrics teaching staff who implement the EP in the specialty of residency have practical experience in the relevant field, which is confirmed by the presence of certificates of advanced training, certificates of specialists (certificates of accreditation) and, in most cases, are employed as part-timers in medical organizations that are clinical bases of USMU.

Involvement of external part-timers from among the deputy chief physicians of large children's hospitals (Children's city hospital No. 8, Children's city clinical hospital No. 9) in the implementation of the residency program 31.08.19 Pediatrics allows you to qualitatively form the necessary competencies of a resident who is trained and trained in real clinical conditions. The legal aspects of a teacher's clinical work are contained in the contracts on practical training between USMU and the clinical base. Employees of the Department of Polyclinic Pediatrics participated in 2020-2023 in an international project to create a multiplex diagnostic panel for the identification and dynamic monitoring of children with allergies to cow's milk proteins, in an international study on the creation of highly hydrolyzed mixtures capable of forming T-cell tolerance (Austria, Greece, Uzbekistan, Israel, Russia), in the development of theoretical foundations to create a new therapeutic allergovaccine (Austria, Russia (Sechenov University, "SRC Institute of Immunology" of the FMBA and USMU). The University applies various methods of material and non-material incentives, motivating and promoting employees for achievements in the educational and professional spheres.

In order to improve the remuneration of teaching staff, an Effective contract system has been introduced. In 2022, 2 target residents were enrolled in the residency program in the specialty 31.08.19 Pediatrics, in 2023 – one resident, in 2024 it is planned to accept another resident. In accordance with the contract on targeted training at the expense of the federal budget, after completing the residency, the resident is employed at the department as an assistant of the department and works for 5 years (see additional materials for an example of the contract). Residents enrolled as a staff reserve have the opportunity to pass a candidate's exam in a foreign language and / or in the history of philosophy and science, to study in-depth issues of higher school pedagogy, and the basics of evidence-based medicine. In 2022, Professor of the Department of Faculty Pediatrics and Propaedeutics of Children's Diseases was awarded the Medal of the Order of Merit for the Fatherland, 2nd degree, and the head of the Department of Polyclinic Pediatrics was awarded the title "Honored Healthcare Worker of the Russian Federation".

Analytical part

In accordance with the Development Program and the Professional Development Plan, teaching staff regularly undergo cycles of teaching practice. During the interview, not all teachers were familiar with these teaching methods and the ability to participate in the development of the EP. To ensure a high quality of human resources potential, USMU has set the following tasks: to increase the proportion of non-graduates with an academic degree, especially for the age category up to 40 years; to increase the motivation of employees to constantly develop, acquire and use new competencies, to achieve the necessary work results; to attract, develop and retain talents; to increase the number of foreign scientists and teachers in as part of the University's SPW. Personnel policy management in USMU is carried out by creating a motivational environment that ensures continuous and effective development of employees' competencies and their effective activities, employee involvement in achieving strategic goals; ensuring an objective assessment of everyone's contribution to the overall result achieved and decent remuneration; ensuring internal continuity by attracting young people; professionalism and commitment to corporate values. 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.

A talent pool has been formed to fill senior positions at the University, with which we are constantly working. The number of teaching staff is calculated based on the average ratio of students and teachers (the average number of residents per teaching staff rate), which is 8:1.

Strengths/Best practices:

The University has created its own system of "nurturing personnel" by signing contracts for targeted training in the residency program specialty 31.08.19 Pediatrics, which allows you to increase the number of teaching staff under the age of 40.

EEC recommendations:

To include innovative methods of teaching medical education in the program of advanced training of teaching staff in pedagogical skills. The deadline is September 01, 2025.

EEC's conclusions based on the following criteria:

According to the standard "Academic staff/teachers" educational program "31.08.19 Pediatrics" is available-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 equipment for 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 legal aspects of interaction between the University and the clinical base are stipulated in the agreements between USMU and the specific clinical base. Example - contract on practical training no. b / n dated 01.10.2016 between FSBEI HE USMU of the Ministry of Health of the Russian Federation and SAUZ SB "Regional Children's Clinical Hospital", Additional agreement to contract no. b / n dated 24.05.2023. To organize work with practical health authorities (clinical

bases), the University has a Health Coordination Department in the Ural Federal District. The legal aspects of interaction between the University and the clinical base are stipulated in contracts between USMU and a specific clinical base. Example - contract on practical training (no number) dated 01.10.2016 between FSBEI HE USMU of the Ministry of Health of the Russian Federation and Regional Children's Clinical Hospital, Additional agreement to contract (no number) dated 24.05.2023. To organize work with practical health authorities (clinical bases), the University has a Health Coordination Department in the Ural Federal District. The Department of Legal Support provides advice to University employees and students on legal issues related to working and studying at USMU, including at clinical bases. To master the performance of certain manipulations, residents regularly practice practical skills in the USMU MASC, where they acquire and then improve the skills of providing first medical, emergency and emergency care, as well as specialized medical care. 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 work of MSEC, MAC, development of practical skills, dynamic management and observation of dispensary patients.

Students have access to methodological manuals, educational literature, training films on manipulation techniques, necessary simulators and robots with a sufficient amount of consumables. 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 for Higher Education, the EIEE of the University 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); the EIEE user's personal account. 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. Book availability under the residency program "Pediatrics" is presented on the official website. Regular training of teaching staff and students in working with databases of scientific and methodological literature is carried out, consultation work is conducted with teaching staff and students. On the sidelines of the Uzbek-Russian Medical Forum, 2023 in Samarkand (Republic of Uzbekistan). Ural State Medical University has signed an agreement with the Tashkent Pediatric Medical Institute.

Analytical part

The discipline Palliative Pediatrics was introduced into the curriculum, which is implemented in the regional center for palliative care for children "Children's Hospice". Students have the opportunity to practice in a Children's Hospice. Clinical databases are guaranteed to provide access to patients with a variety of clinical cases. Training in the organization and management of healthcare is provided by highly qualified specialists from practical healthcare, including representatives of the employer.

Within the framework of the development, implementation, and development of the BPEP "Pediatrics", there is no policy of examination of the educational program, and a review procedure is carried out.

In order to ensure a high quality of education and the implementation of the EP, academic mobility of teachers is carried out at the university. However, according to the mobility report presented, the share of teaching staff is not represented. Within the framework of cooperation, the implementation of SEP Pediatrics has been launched.

Strengths/Best practices:

It is possible to implement training assignments on clinical bases, where there is a real possibility of curating patients with acute and chronic diseases, which allows you to gain experience in the diagnosis and treatment of complex patients, including those with orphan diseases. Students are immersed in the practical activities of medical organizations through daily participation in medical "lines" and weekly clinical reviews, which makes it possible to work systematically in a team of professionals.

EEC recommendations:

1. Develop and implement a policy of expertise in the implementation, revision, evaluation of the educational program, development of teaching methods and assessment of knowledge. Deadline: September 1, 2025.

2. Optimize and expand academic mobility opportunities for teaching staff and students in higher education institutions/partner countries. Completion dates: until September 1, 2025, permanently.

EEC's conclusions based on the following criteria:

According to the standard "Educational resources" educational program 31.08.19 Pediatrics has 4 strong, 9 satisfactory and 2 in need of improvement positions.

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

Monitoring of BPEP and the results of its development is carried out on the basis of the Regulations on the main educational program of higher education of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation, Regulations on the Procedure for organizing and Implementing educational activities in higher education programs-Residency Programs, Regulations on the Procedure for conducting

internships in educational programs of Residency, Regulations on the electronic information and Educational environment of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation Russian Federation, Regulations on the state final certification of graduates of the Federal State Budgetary Educational Institution of Higher Education of the Russian State Medical University of the Ministry of Health who are completing residency programs. The DHET is responsible for regular monitoring of the EP, with the active participation of EP managers and department staff, ensures timely implementation and evaluation of the tasks set. Mandatory review of the structure and content of the BPEP is carried out when a new educational or professional standard is introduced. The BPEP is also updated taking into account the development of medical science and healthcare, changes in the social sphere, economy, expectations of major employers and consumers, taking into account the results of mastering the BPEP no later than June of the current academic year for the next academic year. The DHET proposes a draft of the BEP with subsequent approval at a meeting of the Academic Council of the University. It is possible to track the progress of each resident, starting with the results of entrance exams, current and intermediate attestations, SFC and ending with the results of PSA. The documentation of the admissions committee, departments, public organizations and records in the cathedral and electronic journals ensure the safety of all the results of the current and MA. The system of registration and storage of assessment results for all students allows monitoring and analyzing these data during the entire period of study at the University. For the analysis of BPEP, there is a basic feedback system regulated by the register of processes of the quality management system (QMS) "Design and development of educational programs" and "Implementation of basic educational programs", which regulate the implementation of the following indicators: the percentage of curricula and programs of academic disciplines that meet the requirements of the Federal State Educational Standard in terms of level and content; the percentage of provision of methodological materials; the level of competence of graduates according to the requirements of the Federal State Educational Standard; student satisfaction; graduate satisfaction; teacher satisfaction. The indicators are reviewed annually, which makes it possible to develop preventive and corrective actions to improve BPEP. Based on the results of the BPEP assessment, timely and reasonable updating of the BPEP is carried out. Changes to the BPEP are discussed at the department, after coordination with the DHET, and approved by the Academic Council of the University.

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. Assessment of skills and abilities in industrial practice is carried out in accordance with the program of practice at clinical bases or in the MASC. It evaluates the ability to work with patients (collect anamnesis, conduct an examination, identify leading symptoms, make a diagnosis). The test control provides answers to questions from different sections of the discipline or the entire EP (when conducting a SFC). The list of test questions is subject to annual updates in accordance with current trends in practical public health. The result is evaluated as "credited" (the resident gave at least 70% of the correct answers) or "not credited". The interview is conducted by ticket. The result is evaluated on a 5-point system.

For feedback from teachers and residents, use the rector's blog, vice-rectors, chats in VKontakte, in the official TG community: t.me/chanelUSMUlive Telegram, where students and employees of the University receive answers to their questions about the terms of implementation of the BPEP (Regulations on the organization of consideration of citizens' appeals to the Federal State Budgetary Educational Institution of Higher Education of the USMU of the Ministry of Health of the Russian Federation). It provides representation of students in the Academic Council of USMU and Academic Councils of faculties, where they can participate in the discussion of the approval and implementation of the BPEP. The main tool for involving students in the assessment of BPEP is a systematic survey of residents at departments and in the DHET. Information on the results of the assessment of the BEP is contained in the minutes of meetings of the department, the

methodological commission of residency specialties, and the Academic Council of the University. The SEC consists of at least 50% of employers, and the PSA accreditation commission consists entirely of representatives of practical healthcare. The results of the SFC, PSA, and survey are discussed at meetings of the Academic Council of the University, whose members are both students and employers.

Every year, teachers of USMU make presentations on the quality of education, integration with practical healthcare at the International Exhibition and Forum "Healthcare of the Urals" <https://med-ural.proexpo.ru/>, section "Dentistry", during which the results of the assessment of the EP are presented, there is an active discussion. In 2024, a report was presented on organizational and methodological aspects of practical training in practical healthcare institutions. Associate Professor of the Department of Orthopedic Dentistry and General Practice Dentistry, Candidate of Medical Sciences of USMU Yu. V. Dimitrova made a speech. <https://usma.ru/news/proshla-v-mezhdunarodnaya-vystavka-zdravooxranenie-urala/>.

Mandatory review of the structure and content of the BEP is carried out when new educational or professional standards are introduced. Also, the BEP is updated taking into account the development of medical science and the health care system, changes in the social sphere, the economy, the expectations of major employers and consumers, taking into account the results of mastering the BEP. No later than March-April of the current academic year, a meeting of the methodological commission of residency specialties is held, at which the draft of the BEP is discussed, followed by the approval of the BEP at the meeting of the Academic Council of the University (May-June).

In accordance with the order of the Ministry of Science and Higher Education of the Russian Federation No. 1094 dated 25.11.2021 " On approval of accreditation indicators for educational programs of higher education "(entered into force on 01.03.2022 and will be valid until 01.09.2024), the letter of the Ministry of Science and Higher Education of the Russian Federation No. MN-5/339 dated 28.02.2022 " On sending methodological recommendations on the accreditation indicators for EP HE approved by the Order of the Ministry of Education and Science of 25.11.2021 No. 1094 (the current version was adopted on 22.03.2023)

The following mechanisms for reviewing and updating the residency program can be distinguished:

- changes in the existing legislation – updating the residency program "Public Health and healthcare";

- introduction of new clinical guidelines, procedures and standards of medical care – introduction of changes in the work programs of disciplines and programs of industrial practices;

- results of research activities (defense of dissertations, products of youth scientific laboratories) - introduction into the educational process and clinical practice. Examples: the defense of a PhD thesis by an associate professor of the Department of Polyclinic Pediatrics on the topic "Clinical and molecular-genetic features of the formation of metabolic disorders in children with obesity and arterial hypertension "made it possible to include the discipline "Obesity, metabolism and clinical nutrition in children's practice" in the curriculum of residents;

The defense of the doctoral dissertation by an associate professor of the Department of Polyclinic Pediatrics on the topic "Clinical and pathogenetic foundations of the formation of acute local and systemic manifestations of food allergies in children, the possibilities of their prediction and correction" allowed us to include the discipline "Allergology in pediatrician's practice" in the curriculum of residents. A new discipline "Modern information technologies in medicine" has been developed).

As part of the QMS for internal independent assessment of the quality of education, the University has developed questionnaires and conducts surveys of students, teachers, employers and graduates. Residents ' satisfaction with the quality of the educational process is assessed by analyzing the results of a survey of students and graduates of the residency program. The results of a survey of residents ' satisfaction with the conditions of educational activities and the quality

of implementation of the EP are posted on the official website (Questionnaire, Results of a survey of residency graduates).

Examples.

1. Question: does the program structure meet your expectations (the content of the program is built logically, there is no duplication of disciplines, the disciplines correspond to the thematic plan of the program, there is no violation in the sequence of studying disciplines, etc.)?

Answer: the average score is 4.9 (18 residents – 5 points, 2 residents – 4 points).

2. Question: Does the set of disciplines in the variable part of the educational program meet your needs?

Answer: the average score is 5.0 (20 residents – 5 points).

3. Question: What would you like to change first in the course of your training? (multiple choice).

Answers: to be able to choose subjects for training (50.0%, 10 residents); to change nothing (50.0%, 10 residents); to expand the network of partners for internships (30.0%, 6 residents); to be able to get additional professional education (25.0%, 5 residents).

Analytical part

According to the self-report and interviews with teaching staff implementing the BPEP "Pediatrics", all interested parties participate in the correction of the BPEP by formulating proposals for improving the educational process. 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 stakeholders, the University considers: consumers, employers; students; educational and health management bodies; contingent suppliers (schools, colleges, etc.); university staff (teaching staff and other employees); society, public organizations, etc. 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 MCS of specialties, and the student portfolio. However, when meeting with representatives of stakeholders, there was no impression that they were immersed in the results of the BPEP assessment. In order to take into account the suggestions and recommendations of employers, in the future, it is necessary to implement corrective measures.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Take into account the results of feedback from students and bring information to the All-Russian Union of Industrialists and Entrepreneurs of interested parties Deadlines until September 1, 2025

2. Provide interested parties with access to the results of the BPEP assessment Deadlines until September 1, 2025.

EEC's conclusions based on the following criteria:

According to the standard "Evaluation of the educational program", the educational program "31.08.19 Pediatrics" has 0 strong, 7 satisfactory and 2 positions that need to be improved.

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 programs 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 the residency program in the specialty 31.08.19 Pediatrics and have successfully passed the SFC, the University issues a document of education: a diploma of completion of the residency program 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). After passing the SFC, residency graduates go through the procedure of primary specialized accreditation (PSA) to determine whether a person who has received a medical or pharmaceutical education meets the requirements for carrying out medical or pharmaceutical activities in a particular medical or pharmaceutical specialty. PSA has been held since 2019 for residency graduates, including those majoring in Pediatrics.

The University has developed, implemented and improved a system for assessing the quality of graduate training. The ideology, content and structure of the system are determined by the Regulation on the quality assessment system of training, approved by the Academic Council of the University on 19.12.2014. Protocol No. 6. In 2016 and 2018 (Minutes of the Academic Council No. 1 of 31.09.2016, No. 4 of 23.11.2018), changes and additions were made to the Regulation.

In 2020, USMU received a patent for an industrial design Scheme "System for evaluating the quality of training of students of the Federal State Budgetary Educational Institution of Higher Education of USMU of the Ministry of Health of the Russian Federation".

According to the Regulation "On the Council of Students, Residents, and Postgraduates on the Quality of Education", adopted by the Academic Council on September 20, 2019 (Protocol No. 2) and approved by Order No. 490-r of the Rector of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of the Russian Federation on September 25, 2019, the Council has the right to monitor students' satisfaction with the quality of education and cooperate with structural divisions in the preparation of materials related to the implementation of orders of the university administration regarding the quality of education.

The University has implemented an internal independent assessment of the quality of education, including for the specialty of Pediatrics residency. The procedure is a systematic, independent and documented process for obtaining and analyzing information about the quality of students' training, the activities of research and teaching staff, and the resource support of the educational program.

The survey is conducted at each department that implements the residency program, by the Council for the Quality of Education, and by the Department for training highly qualified personnel.

The self-report presents the results of a survey of students in residency, conducted in the period from 11.12.2023 to 22.12.2023. The majority of residents are completely satisfied with the openness and accessibility of information (81 %), the conditions of providing educational services (74%) and the attitude of University employees (54.5%). The Department of Higher Education Training (DHET) was established in 2019 by combining the Department of doctoral studies, postgraduate studies and master's studies, research management and residency (Order of the Rector of USMU No. 339 of 11.06.2019). In 2023, USMU improved its position in the rating of audience engagement on its own resources among the best universities in Russia 2 times (The university rating is a joint project of the "Social Navigator" of the Russia Today media Group and the "Brand Analytics" system for monitoring and analyzing social media and mass media Brand Analytics, moving from 180th place to 91st place.

Analytical part

The implementation of an internal system for assessing the quality of training of students allows the university to assess the actual learning outcomes achieved by students; to assess the compliance of training of graduates who have mastered the main professional educational programs with the requirements of educational and professional standards, the requirements of regional labor markets for specialists of the relevant profile, and other requirements of the national qualifications framework; to identify and analyze the strengths and weaknesses of educational programs; to assess the effectiveness of the training of graduates who have mastered the main professional educational programs. the degree of compliance of educational programs with global trends in the development of education, such as the development of programs based on expected learning outcomes; saturation of programs with educational and scientific research; maximum implementation of research results in the educational process; ensuring the competence and qualification of teaching staff; evaluate the conditions for conducting educational activities as a guarantee of the quality of education. The analysis of the quality indicators achieved in 2023 shows that the training of graduates remains quite high over the past few years, which is confirmed by the results of the state final certification, as well as a consistently high assessment of employers and graduates, demonstrated by the university's constantly conducted surveys.

Staff of clinical departments from among the teaching staff are experienced health care organizers, which allows access to practice databases and early contact of students with patients. Many heads of medical organizations are interested in involving the department's staff in clinical analysis of complex, contradictory clinical cases. This interaction is aimed at improving the quality of medical care. The existing cooperation contributes to the creation of favorable conditions for departments that are based on the areas of these medical institutions. Heads of clinical bases who are part-time employees at departments provide constructive assistance in the implementation of BPEP specialty 30.08.19 Pediatrics. In order to obtain objective information about the quality of graduate training, the state of the educational environment of the university for the formation of quality management mechanisms, timely development and implementation of corrective and preventive actions to optimize the quality assurance system of training, the university has

developed, implemented and improved a system for evaluating the quality of graduate 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 "31.08.19 Pediatrics" 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 MA;
 - ✓ 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 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 process of optimizing the program and improving it involves updating it, introducing new compulsory and elective subjects, electives, based on promising and own research, world trends in the study of this area. Proposed changes are discussed by the Academic Councils of the faculties and approved by the Academic Council of the University. The subjects introduced in the curriculum are selected and analyzed depending on the competencies being formed and compared with the requirements of practical medicine and the practical skills being formed. Working programs of disciplines are developed at the departments where these disciplines are implemented, based on achievements in scientific and practical medicine, taking into account new approaches to treatment tactics, new drugs, developments in world medicine and innovative directions. The process approach in the formation and construction of the program structure ensures the formation of professional and supra-professional competencies, and the materials presented in the work programs are exclusively scientific in nature and are modern trends, based on modern concepts and theories that are important for fundamental and practical medicine. Upon completion of residency training in the specialty 31.08.19 Pediatrics, subject to successful completion of the SFC, the resident is awarded the qualification "Pediatrician" and issued a Diploma of completion of the

residency with an appendix. Further, the condition for admission to independent work in the specialty of residency is to pass the procedure of primary specialized accreditation (Order of the Ministry of Health of the Russian Federation No. 709n of October 28, 2022 "On approval of the Regulations on Accreditation of specialists").

Analytical part

According to the self-report, the process of updating the BPEP in the specialty 31.08.19 Pediatrics is based on constant study of trends in the relevant field, including in medical science and medical education, participation in conferences, seminars, webinars in this area, current innovations in higher school pedagogy, accreditation issues, and improving the quality of education. In the process of updating, it is necessary to use modern methods in the field of medical education. It is advisable to expand inter-departmental interaction by developing interdisciplinary integrated modules

At the university, many structures monitor the satisfaction of teaching staff and students, but there is a need to consider and / or revise more effective methods for evaluating and monitoring the educational program.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

1. Conduct prospective studies in the field of healthcare to update the educational program and, taking into account the results of the study, introduce additions and / or changes to the EP. Completion dates: until September 1, 2025, permanently.
2. Include interdisciplinary integrated modules in the EP to optimize the adequacy and effectiveness of teaching methods. Deadline: September 1, 2025.
3. Improve the process of monitoring and evaluating the educational program. Deadline: September 1, 2025.

EEC's conclusions based on the following criteria:

According to the "Continuous update" standard, the educational program "31.08.19 Pediatrics" has 0 strong, 11 satisfactory positions and 2 requiring improvement.

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

Mission and Results Standard

No strengths were identified for this standard

Standard "Educational program"

No strengths were identified for this standard

Student Assessment Standard

No strengths were identified for this standard

Standard "Students"

No strengths were identified for this standard

Standard "Academic staff/teachers"

The University has created its own system of "nurturing personnel" through the conclusion of contracts on targeted training between students and the University, in the residency specialty 31.08.19 Pediatrics, which allows you to increase the number of teaching staff under the age of 40.

Educational Resources Standard

The possibility of implementing training assignments at clinical bases, where there is a real possibility of curating patients with acute and chronic, as well as orphan diseases, is provided. Students are immersed in the practical activities of medical organizations through daily participation in medical "lines" and weekly clinical reviews. The discipline Palliative Pediatrics was introduced into the curriculum, which is implemented in the regional center for palliative care for children "Children's Hospice". Students have the opportunity to practice in a Children's Hospice. Clinical databases are guaranteed to provide access to patients with a variety of clinical cases. Training in the organization and management of healthcare is provided by highly qualified specialists from practical healthcare, including representatives of the employer.

Educational Program Assessment Standard

No strengths were identified for this standard

Management and Administration Standard

No strengths were identified for this standard

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Mission and Results Standard

1. Review and specify the mission directions of the educational program for a better understanding of the ultimate learning goal. Deadline: June 1, 2025.
2. Increase the participation of employers and students in collegial bodies. Deadline: June 1, 2025.
3. Discuss and determine annually the effectiveness of the educational program with employers, teaching staff and students, to improve the mission and development of the educational program Deadlines: until September 1, 2025, constantly.

Standard "Educational program"

1. Teach teaching staff innovative methods in medical education Deadlines: until September 1, 2025, permanently.
2. Expand the scope (number) of elective subjects to provide students with more choice. Deadline: September 1, 2025.
3. Develop a plan for the development of the educational program, with annual changes and additions, reflecting the widespread use of interactive teaching methods, taking into account the proposals of employers, teaching staff and students. Deadline: June 1, 2025

Student Assessment Standard

1. Introduce учебных достижений effective, up-to-date assessment methods into the system for evaluating students ' academic achievements and confirm their reliability and validity with appropriate documents. Deadline: September 1, 2025.
2. Develop and implement a policy of educational expertise, taking into account international standards and best practices. Completion dates until June 1, 2025

Standard "Students"

1. Consider the possibility of increasing the admission control figures for residency in the specialty 31.08.19 Pediatrics .The deadline is September 1, 2025.
2. Expand the geography of students with the involvement of foreign applicants. Deadline: September 1, 2025.

Standard "Academic staff/teachers"

To include innovative methods of teaching medical education in the program of advanced training of teaching staff in pedagogical skills. The deadline is September 01, 2025.

Educational Resources Standard

1. Develop and implement a policy of expertise in the implementation, revision, evaluation of the educational program, development of teaching methods and assessment of knowledge. Deadline: September 1, 2025.
2. Optimize and expand academic mobility opportunities for teaching staff and students in higher education institutions/partner countries. Completion dates: until September 1, 2025, permanently.

Educational Program Assessment Standard

1. Take into account the results of feedback from trainees and communicate information to all interested parties. Deadline: September 1, 2025
2. Provide stakeholders with access to the results of the BPEP assessment. Deadline: September 1, 2025

Management and Administration Standard

Missing items.

The "Continuous Update" standard

1. Conduct prospective studies in the field of healthcare to update the educational program and, taking into account the results of the study, introduce additions and / or changes to the EP. Completion dates: for September 1, 2025, permanently.
2. Include interdisciplinary integrated modules in the EP to optimize the adequacy and effectiveness of teaching methods. Deadline: September 1, 2025.
3. Improve the process of monitoring and evaluating the educational program. Deadline: September 1, 2025.

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

Missing items.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The EEC members agreed that the educational programa 31.08.19 Pediatrics, 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: 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 EP 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 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				
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	12	2	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 the graduate, matching the content of the EP to changing conditions and needs of society and the health 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 and how local, national, or regional health systems address public health issues and health care needs		+			
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 locations to gain appropriate access to different aspects of your 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 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 is complementary and responsive to the needs of health care providers. medical care		+			
34	20	2.6.2.	strive to make effective use of the health system's capacity to provide health care for training purposes		+			
Total				0	20	0	0	
Standard 3. STUDENT ASSESSMENT								
3.1. Methods of evaluation of the educational Organization must:								
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 behaviour		+			

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	6	4	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 acceptance; formulate and implement policies/rules for the selection of students according to the established criteria; have and implement the practice of admission of 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.	to 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; to guarantee the transparency of the selection procedure; to provide for a mechanism for appealing admission decisions			+	
49	5	4.1.5.	involve student associations and other stakeholders parties to develop a selection policy and process periodically reviewing the admission policy and rules			+	
4.2. Number of students							
The educational organization should:							
50	6	4.2.1.	determine the number of accepted students 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 society			+	

51	7	4.2.2.	periodically review number and number of accepted trainees in consultation with relevant stakeholders responsible for planning and developing human resources 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 labor markets; adjust the number of potential trainees based on the inherent unpredictability of the exact need in the workforce of specialists in various fields of medicine		+			
4.3. Student counseling and support								
The educational organization should:								
53	9	4.3.1.	ensure that students have access to the system of academic counseling of students		+			
54	10	4.3.2	base academic counseling on monitoring and monitoring student progress, including analysis of unintended incidents		+			
55	11	4.3.3.	offer a student support program focused on social, financial, and social issues. 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 orientation, 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 of learning conditions for students. students, assessment and management of EP		+			
60	16	4.4.2.	encourage student representatives to participate in decision-making on educational processes, conditions and rules of training		+			
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 EP, 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		+			
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 areas		+			
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				4	9	2	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	7	2 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 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
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, evaluation and literature on medical education		+	
117	3	9.1.3.	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		+	
118	4	9.1.44.	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		+	
119	5	9.1.5.	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 EO		+	
120	6	9.1.6.	to send the update process of adaptation of educational approaches and teaching methods to ensure their compliance and appropriateness		+	

121	7	9.1.7.	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			+	
122	8	9.1.8.	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		+		
123	9	9.1.9.	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			+	
124	10	9.1.10.	to send the update process of adaptation policy set and the formation of academic staff in accordance with the changing needs		+		
125	11	9.1.11.	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		+		
126	12	9.1.12.	to send the update process to improve process monitoring, control and evaluation of EP		+		
127	13	9.1.13.	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.		+		
Total				0	11	2	0
TOTAL IN TOTAL				5	110	12	0