



«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 standards for international  
accreditation of basic medical and pharmaceutical education programs  
(based on WFME/AMSE/ESG)

31.05.01 General Medicine (Specialist)

FSGFEI HE VolgSMU  
Ministry of Healthcare of Russia  
December 13-15, 2023

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
**External Expert Commission**

***Addressed  
Accreditation  
IAAR Council***



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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

AMSE	– Association of Medical Schools in Europe
ESG	– Standards and Guidelines for Quality Assurance in the European Higher Education Area
CCBT	– Clinical Case-Based Training
IFMSA	– International Federation of Medical Students' Associations
WFME	– World Federation for Medical Education
AMS	– Administrative and managerial staff
PRS	– Point-Rating System for Assessing Students' Progress
WHO	– World Health Organization
FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, VolgSMU	– Volgograd State Medical University of the Ministry of Healthcare of Russia,
ISAQE	– Intra-University System for Assessing the Quality of Education
AVO	Administration of the Volgograd Region
RSF	Russian Science Foundation
SE	– State Exam
SEC	– State Examination Commission
USE	– Unified State Exam
HLS	– Healthy Lifestyle
CMPE Institute, ICMPE	– Institute of Continuing Medical and Pharmaceutical Education
YSS	– Youth Scientific Society
HAAP, IAAR	– Independent Accreditation and Rating Agency
SRDW	– Research & Development
SRW	– Scientific and research work
OE	– Organization of education
EP	- Educational program
BPEP	Basic Professional Educational Program
SAR	– Self-Assessment Report
OSCE	– Objective Structured Clinical Exam
AT	– upgrading
PP	Pedagogical Practice
TS	– Teaching Staff
Mass media	– Mass media
HLS	- Healthy Lifestyle

## **(II) INTRODUCTION**

In accordance with Order No. 172-23-OD dated 13.10.2023 of the Independent Agency for Accreditation and Rating, from December 13 to 15, 2023, an external expert commission assessed the compliance of the educational program 31.05.01 General Medicine (Specialist) of Volgograd State Medical University with the standards for international accreditation of basic medical and pharmaceutical education programs (based on WFME/ AMSE/ ESG) No. 150-22-OD dated December 21, 2022. Third Edition).

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational program against the IAAR criteria, recommendations of the EEC for further improvement of the educational program and the parameters of the profile of educational programs.

### **Composition of the EEC:**

1) **Chairman of the IAAR Commission** – Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Medical University of Karaganda (Republic of Kazakhstan) *Off-line participation*

2) **IAAR Expert** – Kainarbayeva Maigul Seidullaevna, Ph.D., Head of Department, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan) *Off-line participation*

3) **IAAR Expert** – Elena A. Kiseleva, MD, PhD, Professor, Head of the Department of General Practice Dentistry of the Medical Institute of Kemerovo State University of the Ministry of Education and Science of the Russian Federation, (Russian Federation) *Off-line participation*

4) **IAAR Expert** – Natalia V. Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy, Vitebsk State Medical University (Republic of Belarus) *Op-line*

5) **IAAR Expert** , **Employer** – Polina V., Medicina Plus LLC, Russian Federation (Russian Federation) *On-line participation*

6) **IAAR expert** , **student** – Oksana Mikhailovna Anisimova, 5th year student of the Institute of Clinical Medicine, Samara State Medical University (Russian Federation) *On-line participation*

7) **IAAR Coordinator** – Malika Saidulaeva, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*

## **(III) INTRODUCTION OF THE EDUCATIONAL ORGANIZATION**

The FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia was founded in 1935 as the Stalingrad State Medical Institute (Decree of the Council of People's Commissars of the USSR dated 17.08.1935 No. 1818). By the Decree of the Presidium of the Supreme Soviet of the USSR of October 2, 1985, VSMI was awarded the Order of the Red Banner of Labor for its merits in the training of qualified specialists, the development of public health and medical science. In 1993, the Volgograd Medical Institute was transformed into the Volgograd Medical Academy (Order of the Council of Ministers – the Government of the Russian Federation dated 25.06.1993 No. 1127-R, the Order of the Ministry of Health of the Russian Federation dated 12.07.1993 No. 159). In 2003, the Volgograd Medical Academy was renamed into the State Educational Institution of Higher Professional Education "Volgograd State Medical University" of the Ministry of Health of the Russian Federation (Order of the Ministry of Education of the Russian Federation dated 08.01.2003 No. 10, Order of the Ministry of Health of the Russian Federation dated 11.02.2003 No. 102). In accordance with the Decree of the Government of the Russian Federation dated 10.09.2008 No. 1300-r, the University was assigned to the jurisdiction of the Ministry of Health and Social Development of the Russian Federation. In accordance with the order of the Ministry of Health and Social Development of the Russian Federation dated 28.04.2012 No. 434, the university was reorganized in the form of joining it as a separate subdivision (branch) of the State Educational Institution of Higher Professional Education

"Pyatigorsk State Pharmaceutical Academy" of the Ministry of Health and Social Development of the Russian Federation. By the Decree of the Government of the Russian Federation dated 19.07.2012 No. 1286-r, the university was assigned to the jurisdiction of the Ministry of Health of the Russian Federation. Changes in the official name of the university are presented in Appendix 2.

FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia is a legal entity – a budgetary institution (non-profit organization) established in accordance with the legislation of the Russian Federation; By type it is an institution of higher education, by type it is a specialized university. By the decision of the Administration of the Volgograd region dated 05.07.1993 No. 3531 (information on the registration of a legal entity before 01.07.2002) it was registered in the Unified State Register of Legal Entities under No. 1023403441380. The founder of the university is the Russian Federation; the powers of the Founder are exercised by the Ministry of Healthcare of Russia. The activities of the university are organized in accordance with the Charter approved by the order of the Ministry of Health of Russia dated 23.06.2016 No. 396, which is amended as necessary. VolgSMU has a special permit (extract from the register of licenses) for the right to carry out educational activities; Certificate of State Accreditation No. 3181 dated 10.07.2019 and two annexes to it, issued by the Federal Service for Supervision in Education and Science, giving the right to carry out educational activities within the framework of the main university in three enlarged groups of specialties of secondary vocational education, four enlarged groups of areas of higher education of the first stage - bachelor's programs, five enlarged groups of specialties of higher education of the second stage - Two enlarged groups of higher education training areas of the second stage – master's programs, thirteen enlarged groups of higher education specialties of the third stage – training of highly qualified personnel (of which ten groups of specialties in postgraduate programs for the training of scientific and pedagogical personnel and three enlarged groups of specialties under residency programs).

The total number of students at the main university at the first and second levels of higher education is 7462 (of which 2521 are foreign students). 1222 people are trained in clinical residency at the university, of which 46 are foreign citizens.

The university has 10 scientific directions/scientific schools, 13 schools of excellence, 7 dissertation councils in the parent university and 1 dissertation council in the branch.

The university has wide international recognition, as evidenced by the export of educational services (over the past three years, the number of foreign students has been approximately 42.6% – see Appendix 4 to the CB); 17 existing agreements with partners from 6 countries; More than 4500 specialists with a diploma of VolgSMU work in 127 countries of the world. As part of the creation of competitive educational programs, VolgSMU signed an agreement on the implementation of joint educational programs with the Bukhara State Medical University named after Abu Ali ibn Sino (Uzbekistan) in the specialties of General Medicine, Dentistry, and Pediatrics. A project is being worked out with the Urenche branch of the Tashkent Medical Academy on SOPs in the direction of "Dentistry" and on continuing professional education programs, and the trajectory of cooperation with Jinzhou Medical University (China) is also being worked out in terms of the implementation of an educational program in the specialty of Dentistry according to the 5+0 model. Active work is underway to recognize VolgSMU diplomas in foreign countries. On 07.10.2023, a cooperation agreement was signed with the National Union of Medical Students, which is the official representative of the International Association of Medical Students - IFMSA. This association provides an opportunity to undergo internships in different countries of the world, including Russia, as well as to create local committees at the university to work on the current agenda of the WHO and the UN. Since the summer of 2023, work has been resumed within the framework of the Association of International Students of Russia. There is an expansion of the geography of admission and an increase in the share of foreign students in the total number of students. Thus, the number of students from South American countries has increased: in the 2023-2024 academic year, 17 students from South American countries (1 student from Colombia, 16 students from Ecuador)

are studying at VolgSMU. As part of positioning VolgSMU as a provider of interests of regional Russian universities and companies abroad, close cooperation has been established with Jordan and India. Thus, a full range of agreements has been signed with Jordan (University of Jordan) (the last one was in 2023), which provides opportunities for expanding cooperation, including through IFMSA. In India, VolgSMU is one of the most recognizable medical universities. Work is underway in the direction of recognition of the Faculty of Dentistry of VolgSMU, for which a dossier of the university has been prepared for sending to the Dental Council of the country. As part of the implementation of the direction for the internationalization of scientific research at VolgSMU, the issue of cooperation with the Mazandaran University of Medical Sciences (Islamic Republic of Iran) is being worked out in four areas: clinical pharmacology, medicinal chemistry, pharmacology, chemistry. Also, due to the large number of Egyptian students, work has been underway with Port Said University since 2022 to sign a cooperation agreement.

The university is represented in the following international ranking systems:

Scimago institutions rankings (SIR) – 569th place;

MosIUR – Three University Missions or Moscow International Ranking (Russia) – 1001st place;

It is present in the DEQAR database – the results of external quality control (contains information about accredited higher education institutions and educational programs).

Training in the specialty 31.05.01 "General Medicine" is implemented at the Faculty of General Medicine and is carried out in 49 departments, 24 of which administratively belong to the Faculty of General Medicine and are part of the Academic Council of the Faculty of Medicine.

The total number of students as of 01.11.2023 is 3662 students, of which 2120 people are studying at the Faculty of Medicine, 1542 people are studying at the Dean's Office for International Students.

Training in the specialty is carried out by a highly qualified teaching staff of 562 professors, associate professors and assistants. 81% of the staff of the departments of the Faculty of General Medicine have academic degrees. The average age of the teaching staff is 42 years.

Among the heads of departments and professors of the departments of the Faculty of Medicine, 2 are academicians of the Russian Academy of Sciences, 6 are Honored Scientists of the Russian Federation and 1 is an Honored Worker of Physical Culture of the Russian Federation. The vast majority of teachers of clinical departments have the highest medical category.

For the period 2021-2023, only 838 graduates graduated, of which 205 were employed upon completion of the specialist's degree, 624 entered residency, 3 entered postgraduate studies, and 4 graduates did not pass accreditation. Only 2 graduates are not employed, 1 of them is designated as a self-employed specialist.

Academic mobility of teaching staff is carried out within the framework of international cooperation of the university. The University has concluded agreements on networking and cooperation in order to implement joint activities in the training of highly qualified specialists in the specialty "General Medicine" with the "Grodno State Medical University" of the Republic of Belarus (in 2021), the "Vitebsk State Order of Peoples' Friendship Medical University" (in the 2022-2023 academic year). By agreement on the curricula of partner universities, training sessions were held (Shilova L.N., Babaeva A.R., Davydov S.I., Bakumov P.A.) on the terms of currency-free exchange in a remote format (ZOOM conference).

International cooperation was carried out with foreign specialists from Italy - in 2021 as visiting professors - Montebianco A., Magna G. (2021), with a trip to the Hashemite Kingdom of Jordan (Amman) - Fateeva Y.G., the United Arab Emirates and the Faculty of Medicine of Muta University (Jordan) - Professor Moamar Ibrahim.

On the basis of the order of the Federal State Budgetary Educational Institution of Higher Education of the Volga State Medical University of the Ministry of Health of Russia No. 305-KU dated 06/21/2023. 7 students of the Faculty of General Medicine (Fedotova E.A., Bardina

E.S., Dudkin R.A., Potselueva T.A., Pulikova A.A., Solomin V.V., Ryabova V.V.) from 04.07.2023 to 14.07.2023 were sent to Vitebsk State Medical University under the academic mobility program to undergo industrial medical outpatient practice "Assistant Doctor".

Over the past 3 years, research projects in the specialty of General Medicine have amounted to a total of 22 works from local, private and departmental sources of funding for a total amount 30 149 500 Rubles.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

International program accreditation EP 31.05.01 General Medicine (Specialist) according to IAAR standards is held for the first time.

#### **(V) DESCRIPTION OF THE VISIT OF EEC**

The work of the EEC was carried out on the basis of the approved Program of the Visit of the Expert Commission for Program Accreditation of the Educational Program to VolgSMU in the period from December 13 to 15, 2023.

In order to coordinate the work of the EEC, on 12.12.2023, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an agreement was reached on the choice of examination methods.

In order 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 the areas of activity, deans, heads of structural divisions, deputy deans and heads of departments, teachers, graduates and students. A total of 134 representatives took part in the meetings (table 1).

**Table 1 - Information on employees and trainees who took part in meetings with the IAAR EEC**

<b>Category of participants</b>	<b>Quantity</b>
Rector	1
Vice-Rectors	4
Deans	3
Heads of structural subdivisions	12
Deputy Deans and Heads of Departments	33
Teachers	24
Studying	25
Graduates	22
Employers	10
<b>Altogether</b>	<b>134</b>

During the tour, the members of the EEC got acquainted with the Department of Hospital Therapy (head of the department Shilova L.), located on the basis of the City Clinical Emergency Hospital No. 25 at the address: Volgograd, Zemlyachki Street, 74. At the time of the tour, the teaching staff was in full, the study rooms were distributed to different specialized departments of the hospital, there were enough seats, equipped with educational materials, stands, posters, the office of the head of the department was attached to a mini-conference hall, where the analysis of educational materials with simulation tools and phantoms took place. Also, the excursion was conducted at the Department of Anatomy (Head of the department, Kalashnikova S.A.), located at the educational base of the university at the address: Volgograd, Rokossovsky St., 1G, 7th floor. At the time of the visit, practical classes of 1st year students were held. All classrooms are



equipped with interactive whiteboards, specific equipment (cadaver tables, preparations, demonstrative anatomical materials), have sufficient space and seats. There is also an anatomical museum at the department, which is accessible to all students.

For the period of accreditation, a class on the discipline "Anatomy" was attended. The class for foreign students of group No. 134 was conducted by Associate Professor of the Department Aidaeva S.Sh. The topic of the classes is "Muscles of the head and neck. Fascia of the head and neck. Cellular Spaces of the Head" corresponds to the approved thematic plan. There were 10 students in the group. The lesson was conducted with the use of teaching materials and an interactive whiteboard.

In the course of their work, the EEC members visited the following practice bases: 1) Center for Electronic Medical Education (Simulation Center), located at 1 Bureyskaya Street, where 3rd year students undergo practical training. At the time of the visit, the students were practicing their skills in emergency medical manipulations under the supervision of the head of the Department of Outpatient and Emergency Care, Professor S.I. Krayushkin. 2) Department of Obstetrics and Gynecology, located on the basis of the State Healthcare Institution "Clinical Maternity Hospital No. 2" at the address: st. 10th division of the NKVD (head of the department, Doctor of Medical Sciences, Burova N.A.). This base has 2 training rooms, 1 of them is equipped with gynecological and obstetric phantoms for mastering the skills of obstetrics and gynecology for 4th year students. The department is distributed among 7 clinical bases, of which 3 are maternity hospitals and 4 women's clinics of the city. The staff of the department is 14 people.

At the meeting of the VEC IAAR with the target groups of VolgSMU, the mechanisms for implementing the university's policy were clarified and certain data presented in the self-assessment report of the EP were specified.

In accordance with the accreditation procedure, a survey was conducted for 412 teachers, 1406 students, including junior and senior students.

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

Within the framework of the planned program, recommendations for improving the accredited educational programs of VolgSMU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 12/15/2023.

## **(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS**

### **6.1. Mission and Results Standard**

- An educational organization should:
  - ✓ define the mission of the EP and communicate it to stakeholders and the health sector.
  - ✓ reflect the goals and educational strategy in the mission of the EP to prepare a competent specialist at the level of higher education in the field of health care with an appropriate basis for further career in any field of health care, including all types of practice, administrative medicine and scientific research in health care; able to perform the role and functions of a specialist in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to lifelong learning.
  - ✓ Ensure that the mission incorporates research advances in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health, and reflects major international health issues.
- An educational organization should:
  - ✓ Have institutional autonomy to develop and implement quality assurance policies, for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program.
  - ✓ Provide academic freedom for staff and students to implement the educational program and use the results of new research to improve the study of specific disciplines/issues without expanding the EP.
- An educational organization should:
  - ✓ Identify the expected learning outcomes that learners are expected to achieve at the end of the training in

*relation to achievement at the basic level in terms of knowledge, skills and professional attitudes; an appropriate foundation for a future career in any area of the healthcare industry; future roles in the health sector; postgraduate training; commitment to lifelong learning; the needs of public health, the needs of the health system and other aspects of social responsibility*

✓ *Ensure proper behaviour of students towards classmates, teachers, medical staff, patients and their relatives*

✓ *publish the expected learning outcomes of the EP*

✓ *Identify and coordinate the relationship between the learning outcomes required at completion and those required in postgraduate studies*

✓ *provide for the possibility of students to participate in research in the relevant field of health care*

✓ *Pay attention to expected learning outcomes related to global health*

• *An educational organization should:*

✓ *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*

### **Evidence**

FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia carries out its activities on the basis of the Charter of the University, in accordance with the Federal Law of 29.12.2012 No. 273-FZ "On Education in the Russian Federation" and other regulatory legal acts regulating the activities of the education system and the health care system of the Russian Federation (approved by the Order of the Ministry of Health of Russia dated 23.06.2016 No. 396).

The strategy and priority areas for the development of the university for the implementation of the Mission are defined in the Quality Policy, the Development Program of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia for 2022-2024 (adopted by the Academic Council on 04/13/2022)

The mission of the BVEP "General Medicine" correlates with the mission of the university and is formed on the basis of trends in modern higher education.

The mission of the BVEP is an integral part of the educational program and is considered simultaneously with all components of the EP.

The general goal of the BVEP "Therapeutic Nutrition" in the field of education is the formation of social and personal qualities of students: purposefulness, organization, diligence, responsibility, citizenship, communicativeness, tolerance, and improving their general culture.

The general goal of the BVEP "Therapeutic Nutrition" in the field of training is the formation of competencies necessary for a graduate in the specialty 31.05.01 General Medicine to undergo the initial accreditation of a specialist for compliance with the professional standard 02.009 Medical Doctor (District Therapist) in the manner established by the Regulation on Accreditation of Specialists, approved by Order of the Ministry of Healthcare of Russia dated June 2, 2016 No. 334n (Order of the Ministry of Health of the Russian Federation dated 24.07.2020 No. 741n "On Amendments to the Regulation on Accreditation of Specialists, approved by Order of the Ministry of Health of the Russian Federation dated 02.06.2016 No. 334N").

For students, faculty and other interested parties, the availability of the BVEP mission in the specialty 31.05.01 General Medicine is ensured by posting on the website of the Faculty of Medicine in the structure of the BVEP.

Also, the purpose, learning outcomes and content of the BVEP are available only on the website of the Faculty of Medicine.

Representatives of practical health care and the public are members of the collegial governing bodies of the university (the Academic Council of the University, the Academic Councils of the faculties) and take part in the approval of the Mission and strategic plans of VolgSMU (Protocol No. 7 of the Scientific Light of the Faculty of General Medicine dated 08/29/23).

Based on the self-report, the interview revealed that the academic freedom of the teaching staff consists in participating in the discussion of learning outcomes at the departmental, faculty

and university levels, and students can express in the process of questionnaires at the end of the semester and academic year.

### ***Analytical part***

Based on the results of the analysis of the documentation and during the visit to the educational organization, the experts of the EEC confirm that the educational activities of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia on the implementation of the BVEP "General Medicine" meet the requirements of standard 1 "Mission and Results".

The university's mission and strategic goals are specified in the Development Program of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia for 2022–2024. The Development Program is not presented on the university's website (it is not available to everyone), perhaps to avoid accessibility for competitors – universities. Accordingly, the mission of the university itself is also not displayed on the public website.

The mission of the BVEP "General Medicine" is determined with the participation of stakeholders, but there are few of them among the collegial bodies (the Academic Council of the Faculty of Medicine): only 1 employer and 1 student. The mission of the educational program is not presented separately on the website of the Faculty of Medicine, but it is available in the structure of the EP and it is available to students.

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 directions: educational and instructional, 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 and the Faculty of Participation of internal (including teachers and students) and external employers.

The academic freedom of staff and undergraduates in accordance with the established regulations of the university presupposes the freedom of choice of elective and optional disciplines of students. During the interview with the students, it was found that there are no separate catalogs for elective disciplines, they are included in the curriculum, they choose 1 of 3 areas (therapy, surgery, obstetrics and gynecology).

The 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 31.05.01 General Medicine.

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

### ***Strengths/Best Practices:***

No strengths were identified for this standard.

### ***Recommendations of the EEC:***

1. It is necessary to revise and concretize, perhaps to generalize the two directions of the Mission of the educational program for a better understanding of the ultimate goal of training. Deadline: June 1, 2024.

2. It is necessary to increase the participation of employers and students in collegial bodies. Deadline: June 1, 2024.

3. To improve the mission and develop the educational program, it is necessary to periodically discuss and determine the effectiveness of the educational program with employers, teaching staff and students. Deadlines: until September 1, 2024, permanently.

### ***Conclusions of the EEC on the following criteria:***

- *Strong* – 0
- *Satisfactory* – 10
- *Suggest improvements* – 3
- *Unsatisfactory* – 0

## 6.2. Standard "Educational Program"

- An educational organization should:
  - ✓ Define the specifications of the EP, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications obtained as a result of mastering the program
  - ✓ Use teaching and learning methods that stimulate, prepare, and support learners to take responsibility for the learning process
    - ✓ ensure that the EP is implemented in accordance with the principles of equality.
    - ✓ Develop learners' lifelong learning abilities
- An educational organization should:
  - ✓ Inculcate the principles of scientific methodology, including analytical and critical thinking, throughout the curriculum; *Research Methods in Healthcare and Evidence-Based Medicine*
    - ✓ to include the results of modern scientific research in the EP
- An educational organization should:
  - ✓ identify and include in the EP the achievements of basic biomedical sciences in order to form students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge
    - ✓ Change the educational curriculum to take into account the achievements of the biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the health care system
- An educational organization should:
  - ✓ Identify and incorporate into the curriculum the achievements of the behavioral sciences, social sciences, medical/pharmaceutical ethics, and jurisprudence
    - ✓ modify the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health care system; Changing demographic and cultural context
- An educational organization should:
  - ✓ Identify and incorporate advances in clinical/pharmaceutical sciences into the EP to ensure that trainees have acquired sufficient knowledge, clinical and professional skills upon completion of training to assume appropriate responsibilities in subsequent professional activities;
    - ✓ Ensure that trainees spend a sufficient portion of the program in planned patient contacts, service users, in appropriate clinical/industrial settings, and gain experience in health promotion and disease prevention
    - ✓ determine the amount of time allocated to the study of the main clinical/specialized disciplines
    - ✓ Provide training with appropriate attention to the safety of the learning environment and patients, including observation of the trainee's activities in clinical/industrial settings
      - ✓ Change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the health care system
      - ✓ Ensure that each trainee has early contact with real patients, consumers of services, including their gradual participation in the provision of services and including responsibility for:
        - in terms of examination and/or treatment of the patient under supervision in an appropriate clinical setting;
        - in the procedures of sanitary and epidemiological surveillance in terms of inspection and/or inspection of the facility under supervision, which is carried out in the relevant production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and health care facilities);
        - in terms of consulting the patient on the rational use of medicines, which is carried out in the appropriate production conditions
    - ✓ Structure the various components of training in clinical, hygienic, environmental and occupational monitoring and other work-related skills according to the specific phase of the training programme
- An educational organization should:
  - ✓ describe the content, scope and sequence of disciplines/modules, including the appropriate relationship between core biomedical, behavioural, social and clinical/core disciplines
    - ✓ provide for the horizontal integration of related sciences and disciplines;
    - ✓ Provide for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences
      - ✓ provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective parts of the EP
      - ✓ to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and technogenic production loads, the social situation on the health of the population
- An educational organization should:
  - ✓ Define procedures for the development, approval and revision of the EP.

- ✓ Identify a committee, under the guidance of academic leadership, responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved
- ✓ to ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial bases, graduates of the PO, healthcare professionals involved in the learning process in the composition of the PO committee responsible for the EP
- ✓ through the committee responsible for the EP to plan and implement innovations in the EP
- An educational organization should:
  - ✓ Ensure continuity between the EP and the subsequent stages of professional training or practical activities that the learner will embark on at the end of the training
  - ✓ takes into account the specifics of the conditions in which graduates will have to work and modify the EP accordingly

### **Evidence**

The structure of the educational program, its scope and duration of development are determined by the FSES HE. The content of the BVEP in the specialty 31.05.01 General Medicine is determined by the working group for the development of the educational program of the Federal State Budgetary Educational Institution of Higher Education of the Volgograd State Medical University of the Ministry of Health of Russia in accordance with the requirements of the FSES HE and Training.

The term of training in the BVEP in the specialty 31.05.01 General Medicine in full-time form is 6 years with a total of 360 credits (1 credit unit - 36 academic hours). The labor intensity of one academic year does not exceed 70 credits.

In accordance with the requirements of the FSES HE, the curriculum consists of three blocks: block 1 – disciplines (modules), block 2 – practice, block 3 – state final certification. In the HR, there is a mandatory part and a part formed by the participants of educational relations. The part formed by the participants of educational relations includes elective and optional disciplines, which provide in-depth training in the profile.

The regulations for the organization of training in the specialty 31.05.01 General Medicine are set out in the curriculum indicating the terms and duration of semesters, practice, examination sessions, vacations.

Development of the BVEP in the specialty 31.05.01 General Medicine is carried out in strict accordance with the requirements of the federal and local regulatory framework. Representatives of the dean's office and departments take part in the development and subsequent updating of the educational program.

Throughout the period of study, the integration of learning outcomes obtained in fundamental, general professional disciplines can be traced.

Upon completion of 6 years of study, the graduate is issued a diploma of higher education with the qualification "Medical Doctor (District Therapist)" and a supplement to the diploma in accordance with the Order of the Ministry of Education and Science of Russia dated 07/27/2021 No. 670 "On Approval of the Procedure for Filling, Recording and Issuing Documents on Higher Education and Qualifications, Supplements to Them and Their Duplicates".

In order to implement an individual educational trajectory in 2023, professional tracks have been created in the curriculum - a special system for organizing elective disciplines in the senior years of study (5,6) for in-depth preparation for work in three areas (therapy, surgery, obstetrics and gynecology). In each direction, there are 2 disciplines to choose from.

Implementation of the BVEP in the specialty 31.05.01 General Medicine is carried out using teaching and learning methods. The learning process is built on the basis of joint activities of students and trainers. An andragogical model of education is used, where the leading role belongs to the student himself as an equal subject of the learning process.

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 the passage of educational and industrial practices is also organized. In 2021, the Center for Electronic Medical Education (hereinafter referred to as CEMO) was opened in the structure of the university for the high-quality development of practical skills,

which is equipped with modern treatment and diagnostic technologies. Also, the multidisciplinary clinic No. 1 of VolgSMU, created by the order of Roszdrav dated 29.12.2005 No. 563, is used as a training base.

BVEP in the specialty 31.05.01 General Medicine includes the necessary elements of basic biomedical, socio-behavioral, clinical and scientific disciplines.

During the 6 years of the specialist program, students study a total of 100 disciplines, of which 24 disciplines teach basic biomedical sciences, 22 - behavioral and social sciences, 40 - specialized clinical sciences, 2 - health care sciences and 12 disciplines provide educational and industrial practices. The distribution of disciplines by direction in percentage terms is given in Table 2.

**Table 2 - Structure of the curriculum for the specialty "General Medicine"**

Naming of Curriculum Blocks and Groups of Disciplines	Total Hours (share in %)	Number of classroom hours			Number of credits
		Altogether	Lecture-type classes	Seminar-type classes	
Behavioral and Social Sciences	19	1330	332	998	43
Basic, including biomedical, sciences	30	2082	512	1570	95
Specialized sciences, including clinical sciences	47	3304	594	2710	165
Elective Disciplines	3	204	36	168	9
Electives	1	950	112	838	40
Practice	1620 hours (30 weeks)	612	0	612	45
State Final Attestation	108 hours (2 weeks)	3	0	3	3

For the formation of scientific thinking and the application of scientific research methods at many clinical departments, the educational process is carried out taking into account scientific achievements and clinical developments (a table with a thematic plan of classes of 10 departments is attached).

The types of internships that are required for training in the BVEP in the specialty 31.05.01 General Medicine are established by the FSES HE and can be supplemented at the discretion of the university.

Practical (industrial) training is carried out at 112 practical training bases, with which the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia has concluded agreements (there are contracts). Issues related to occupational health and safety of students and patients are provided by briefing by the responsible teacher or the relevant employees of the departments (laboratory assistant, technician, etc.).

Quality control of the educational program is carried out in accordance with the requirements of the internal system for assessing the quality of education implemented at the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia.

In order to improve the specialized training of students in the system of personalized education, Schools of Excellence have been created (Experimental Morphology, Clinical Pharmacology, School of Primary Care: Surprises and Secrets of Outpatient Practice, Modern Aspects of Atherosclerosis).

Implemented by the BVEP in the specialty 31.05.01 General Medicine, it is based on the principles of equality and universal access to education regardless of nationality, race, gender, political beliefs and religious views. Students are granted all academic rights enshrined in Federal Law No. 273-FZ of 29.12.2012.

Within the framework of the current ISAQE, annual monitoring of the satisfaction of all participants in relations in the field of education with the conditions and quality of educational

activities is carried out. Based on the results of intermediate certification, a quantitative and qualitative analysis of the academic performance of students is carried out.

For the continuous improvement of the quality of the BVEP in the specialty 31.05.01 General Medicine, various structural divisions of the university are involved: the dean's office, departments, as well as employers and students. The university has developed a system for introducing personal scientific developments of the teaching staff into the educational process and into the practice of health care (information from a scientific article, conference materials, rationalization proposal, or instructions for the use of new methods of prevention, diagnosis, treatment, rehabilitation, or organizational forms of work).

The professional competencies and skills of students are reflected in the BVEP of the specialist program "General Medicine".

#### ***Analytical part***

The curriculum of the Specialist in General Medicine does not trace the integration of specialized disciplines/sciences horizontally, related disciplines/sciences vertically, does not provide for a modular and/or interdisciplinary approach to teaching.

Within the framework of the BVEP in the specialty 31.05.01 General Medicine, practice-oriented training is provided: the number of hours allocated for practical training exceeds the number of hours of theoretical training (practical training takes about 70% of hours).

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

Although according to the presented structure of the curriculum (Table 2), elective disciplines are taken into account, the curriculum contains only 2 disciplines in each direction.

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

#### ***Strengths/Best Practices:***

No strengths were identified for this standard.

#### ***Recommendations of the EEC:***

1. It is necessary to revise the curriculum of the EP and introduce the integration of related and specialized sciences vertically and horizontally in the form of modular disciplines; Deadline: September 1, 2024.

2. It is necessary to train teaching staff innovative methods in medical education Deadlines: until September 1, 2024, permanently.

3. It is necessary to expand the volume (number) of elective disciplines to provide more choice to students. Deadline: September 1, 2024.

4. It is necessary to develop a plan for the development of the EP, where changes and additions proposed by employers, teaching staff and students will be made annually. Deadline: June 1, 2024.

#### ***Conclusions of the EEC on the following criteria:***

- *Strong* – 0
- *Satisfactory* – 24
- *Expected improvements* – 4
- *Unsatisfactory* – 0

#### **6.3. Student Assessment Standard**

- *An educational organization should:*

- ✓ *define and approve the principles, methods and practices used to assess students, including the number of examinations, criteria for establishing passing scores, grades and the number of retakes allowed;*
- ✓ *ensure that assessment procedures cover knowledge, skills, attitudes and professional behaviour*
- ✓ *Use a wide range of assessment methods and formats depending on their "usefulness assessment", including a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and formats*
- ✓ *Ensure that the evaluation process and methods are open (accessible) to external review*
- ✓ *Ensure that assessment methods and results avoid conflicts of interest and use a student assessment appeal system*
- ✓ *to ensure the openness of the assessment procedure and its results, to inform students about the criteria and assessment procedures used.*
- ✓ *Provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the use of external examiners*
  - *An educational organization should:*
    - ✓ *Use assessment principles, methods and practices that are compatible with the planned RO and teaching and learning methods, ensure the achievement of the intended learning outcomes, promote student learning, and provide an appropriate balance of formative and summative assessment for the direction of learning and decision-making on academic performance*
    - ✓ *Provide for the possibility of adjusting the number and nature of examinations in order to stimulate both the acquisition of knowledge and integrated learning*
    - ✓ *Provide timely, specific, constructive, and fair feedback to students on assessment results*

### **Evidence**

Assessment of students' learning outcomes is carried out in accordance with the requirements of the "Regulation on the forms, frequency, procedure for conducting current monitoring of academic performance and intermediate certification, as well as on the point-rating system for assessing the progress of students of the Federal State Budgetary Educational Institution of Higher Education of VolgSMU of the Ministry of Health of Russia".

Based on the requirements of this regulation, the fund of evaluation tools (FOS) for each discipline, practice, including evaluation tools, which undergo a peer assessment at a meeting of the educational and methodological commission of the faculty before the beginning of the academic year, is developed and updated annually no later than August 31. The FAT components are placed in the EIEE of VolgSMU.

Assessment is carried out by marks in points according to the hundred-point system, which are converted into a five-point system in accordance with the above Regulation.

Forms of assessment of students' academic achievements, assessment tools are determined by the curriculum of the specialty 31.05.01 General Medicine and work programs of disciplines/practices in the form of current, intermediate and state final certification. For the current certification, testing, solving situational problems, an interview on control questions, assessment of the development of practical skills, control work are used, for intermediate certification - an exam, a test, a test with a grade, a term paper, for the state final exam (SFE) - a state exam, the defense of a final qualification work.

The level of assimilation by students of knowledge, skills and abilities (experience of activity) in the discipline and, in accordance with them, the level of mastering specific indicators of the achievement of competencies is assessed in accordance with the approved matrix of competencies of the EP (presented in the self-report).

To assess the final certification, a state examination commission is created, where an equal part (50%) is made up of employers.

In accordance with the Regulations, the student is granted the right to retake the unsatisfactory results of the PA, as well as the right to retake the SFE.

During the certification of students, the level of assimilation of theoretical knowledge, acquired skills and abilities according to the curriculum of the discipline or internship program, as well as the level of mastering specific indicators of the achievement of competencies according to the competency matrix are assessed.

The rating system of assessment allows you to take into account all the results of educational, research and social activities of students in the BVEP specialty 31.05.01 General



Medicine.

At the meetings of the departments, at the council of the Faculty of Medicine , the effectiveness and efficiency of the applied assessment system are discussed, adjustments are made.

The Dean's Office of the Faculty of General Medicine, the departments annually monitor students' satisfaction with the quality and conditions of educational activities.

To ensure the validity of the applied assessment methods, the final attestation is carried out in the presence of external experts who participate in the assessment of graduates during the final attestation, being members or chairmen of the examination commissions.

Opportunities and conditions have been created for students with disabilities and persons with LHC, they are reflected in the work programs of all disciplines and practices, the specifics of the State Final Examination for this contingent of students are also provided.

The university has a collective monograph "Best Educational Practices (Cases) of Volgograd State Medical University", 2022.).

### ***Analytical part***

For timely information and dialogue, the management of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia organizes meetings with students of all courses and faculties with the participation of the rector, vice-rectors, deans and heads of educational programs, representatives of other structural divisions involved in educational, scientific, social activities, in the organization of students' life.

According to the self-report and interviews, students' satisfaction with the quality and conditions of educational activities is monitored annually, but there is little information in the submitted documents about the measures taken as a result of discussions on the satisfaction of teaching staff and students.

In terms of the validity and reliability of the methods for assessing knowledge , there was not enough information. As a result of interviews with the 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.

### ***Recommendations of the EEC:***

To ensure the reliability and validity of assessment methods, it is necessary to use effective modern assessment methods and confirm them with appropriate documents. Deadline: September 1, 2024.

### ***Conclusions of the EEC on the following criteria:***

- *Strong* – 0
- *Satisfactory* – 8
- *Suggest improvements* – 2
- *Unsatisfactory* – 0

### **6.4. Standard "Learners"**

- *An educational organization should:*
  - ✓ *define and implement an admission policy based on the principles of objectivity and including a clear statement of the student selection process*
  - ✓ *Have policies and practices for the admission of persons with disabilities*
  - ✓ *have a policy and implement the practice of transferring students from other educational institutions, including foreign ones.*
  - ✓ *to establish a connection between the selection and the mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admissions policy*
  - ✓ *use a system for appealing decisions on the admission of students*
- *An educational organization should:*

- ✓ *determine the number of students admitted in accordance with the possibilities of organizing education at all stages of the educational program*
- ✓ *Periodically regulate the number and contingent of students enrolled, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector to meet the health needs of the population and society as a whole*
- ✓ *Provide for the possibility of periodically reviewing the number and nature of enrolments, in consultation with other stakeholders, and adjusting to meet the health needs of the population and society as a whole*
  - *An educational organization should:*
    - ✓ *have a system of academic counseling for students*
    - ✓ *Offer students a program of support focused on social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support*
    - ✓ *have a feedback system with students on the assessment of conditions and the organization of the educational process*
    - ✓ *provide students with documents confirming the qualification (diploma) and the diploma supplement (transcript)*
    - ✓ *take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory*
    - ✓ *Provide academic counseling that is based on the monitoring of the student's progress and includes career guidance and career planning*
  - *An educational organization should:*
    - ✓ *Develop and implement a policy of student representation and appropriate participation in the mission, development, management and evaluation of the educational program and other matters related to students*
    - ✓ *Provide an opportunity to encourage and promote and support student activities and student organizations*

### **Evidence**

The total number of students of the BVEP in the specialty 31.05.01 General Medicine was 3662 students, of which 2120 people are studying at the Faculty of Medicine, 1542 people are studying at the Dean's Office for Work with Foreign Students.

The policy of admission and selection to Volgograd State Medical University is carried out in accordance with the requirements of the legislation of the Russian Federation, the Charter of the Federal State Budgetary Educational Institution of Higher Education of the Volgograd State Medical University of the Ministry of Health of Russia (paragraph 3) and the annual admission rules developed by the university, adopted by the Academic Council of the Federal State Budgetary Educational Institution of Higher Education of the Volgograd State Medical University of the Ministry of Health of Russia and approved by the Rector of the University. Taking into account the educational programs being implemented at Volgograd State Medical University, the Rules of Admission to Study are approved by separate documents for secondary vocational education programs, bachelor's, specialist's, master's programs, residency programs, postgraduate programs for the training of scientific and scientific-pedagogical personnel (examples of documents are given for the past admission campaign in 2023).

Admission of applicants to the university is carried out at the main university - FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia and at the branch - PMPI for bachelor's programs, specialist training programs and master's programs in the corresponding forms of education.

The University accepts students within the framework of the control figures for the admission of citizens to study at the expense of budgetary allocations of the federal budget, budgets of the constituent entities of the Russian Federation, local budgets, targeted education, within a separate quota for admission to bachelor's and specialist's programs at the expense of the budget allocations of the university in the amount of at least 10%, on the basis of contracts. The list and forms of entrance exams and the order of priority in ranking applicants based on the results of entrance exams to VolgSMU are presented in the approved document. The target figures are shown in table 3.

**Table 3 Control figures for admission to the specialist program at VolgSMU in 2023**

Field of study (specialty) (form)	Admission Benchmarks (Budget)	Special Quota	Separate quota
GENERAL MEDICINE (full-time) 31.05.01	242	25	10

The "Rules of Admission" establish the peculiarities of admission to targeted education of foreign citizens and stateless persons, the preferential right to enroll orphans, children left without parental care; disabled children, disabled persons of groups I and II; citizens under the age of twenty who have only one parent who is a disabled person of group I (a total of 13 positions). The university has created a department of inclusive education, which organizes and monitors the conditions to ensure inclusive education for students belonging to the category of persons with disabilities and persons with LHC.

The transfer of students to/from Volgograd State Medical University is carried out in accordance with the Regulation on the Procedure for Transfer, Reinstatement to the Number of Students and the Provision of Academic Leave, Maternity Leave, Child Care Leave at the Federal State Budgetary Educational Institution of Higher Education of Volgograd State Medical University of the Ministry of Health of Russia (Order No. 156-KO dated 08.02.2023).

Based on the results of the entrance exam, the applicant has the right to appeal to the University about the violation, in the opinion of the applicant, of the established procedure for conducting the entrance exam and (or) disagreement with the received assessment of the results of the entrance exam.

To attract applicants, effective career guidance work is carried out, which is confirmed by the university's participation in the specialized exhibition "Education-2023", the annual organization of the "Open Doors Day", the distribution of announcements through the university's websites, social networks, the creation of the project "Partner School of VolgSMU", the Center for Pre-University Education "Perduniversity of VolgSMU", the school "Young Medic of VolgSMU", as well as the presence of a preparatory department. Visits to India and Jordan were also organized for direct meetings with applicants and parents.

In order to support and advise students, for better adaptation and integration with university life, the project "Curators of VolgSMU" under the Student Council, the School of Mentors, the School of Curators, the student educational club "Dialogue on Equals", the Medical and Psychological Center, the Scientific Society of Young Scientists and Students, the Volunteer Center of VolgSMU, the student sports club "Impulse", etc., were created.

In order to train graduates in the BVEP specialty 31.05.01 General Medicine, various forms of involving practical health care workers in the educational process are practiced by conducting master classes and other events. There are 13 schools of excellence at the university. This is an educational project, implemented in the structure of extracurricular work, aimed at improving the specialized training of students in the system of personalized education. The activities of Schools of Excellence (CMM) are regulated by the Regulations on Schools of Excellence of the Federal State Budgetary Educational Institution of Higher Education of Volgograd State Medical University of the Ministry of Health of Russia, approved by Order No. 154-KO dated 08.02.2023. Participation in schools of excellence allows to improve the clinical/practical training of students and, accordingly, expand opportunities for their further employment.

The structure of the university has a center for the promotion of employment of graduates and an alumni association, which help graduates to expand the field of activity.

In order to provide members of student organizations with social support and incentives for fruitful research work in 2023, the order of the rector approved a personal scholarship named after Professor N.P. Grigorenko. A number of students have been nominated for prizes, grants and Presidential and personal scholarships, letters of gratitude, certificates for excellent studies, active participation in social, scientific and sports life (there is confirmation).

The participation of students in scientific, social and sports life is stimulated by additional rating points in disciplines on the basis of the "Regulation on the forms, frequency, procedure for conducting current monitoring of academic progress and intermediate certification, as well as on the point-rating system for assessing academic performance", which are taken into account during intermediate and final certification.

According to the self-report, the assessment of satisfaction with the quality of students' educational activities is carried out at two levels: departmental and university-wide.

### ***Analytical part***

In determining and optimizing the mission of the educational program "General Medicine", the participation of students, as well as employers, is not specifically reflected, in the attached documents, mainly discussions were held at the level of departments and the academic council.

The creation and development of students' individual trajectories are not sufficiently reflected in the curricula, only standard and traditional disciplines are represented, which may limit students' choice.

The attached documents do not always correspond to and reflect the data described in the self-report.

### ***Strengths/Best Practices:***

No strengths were identified for this standard.

### ***Recommendations of the EEC:***

It is necessary to attract more students (different courses and departments) to develop, revise, and optimize the Mission of the educational program "General Medicine". Deadline: September 1, 2024.

### ***Conclusions of the EEC on the following criteria:***

- *Strong – 0*
- *Satisfactory – 16*
- *Suggest improvements – 0*
- *Unsatisfactory – 0*

### **6.5. Academic Staff/Faculty Standard**

- *An educational organization should develop and implement a staff selection and recruitment policy that:
 
  - ✓ *defines their category, responsibilities, and balance of academic staff/faculty in the basic biomedical sciences, behavioral and social sciences, and medical/pharmaceutical sciences for adequate implementation of the EP, including the proper ratio between faculty in the medical, non-medical, pharmaceutical, full-time or part-time faculty, and balance between academic and non-academic staff.*
  - ✓ *takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research activities and "service" functions*
  - ✓ *identifies and monitors the responsibilities of academic staff/faculty in the basic biomedical sciences, behavioral and social sciences, and clinical, hygienic, pharmaceutical sciences*
  - ✓ *provides for the possibility in the policy of selection and recruitment of personnel to take into account such criteria and features as the attitude to the mission and economic opportunities of the educational organization, as well as the significant features of the region**
- *An educational organization should develop and implement a policy for the activities and development of personnel, which is aimed at:
 
  - ✓ *striking a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activity, with appropriate emphasis on teaching, research and professional qualifications.*
  - ✓ *ensuring that individual staff members have sufficient knowledge of the entire educational program, as well as training and professional development of teachers, their development and evaluation*
  - ✓ *the ability to take into account the teacher-student ratio depending on the different components of the educational program*
  - ✓ *Career development of personnel**

### ***Evidence***

The personnel policy of selection and admission of teaching staff at the university is carried out in accordance with the Labor Code of the Russian Federation, Federal Law of 29.12.2012 N 273-FZ "On Education in the Russian Federation" and other regulatory legal acts of the Russian Federation.

Qualification requirements for applicants for teaching staff positions are determined by the Unified Qualification Directory of Positions of Managers, Specialists and Employees, approved by the Order of the Ministry of Health and Social Development of Russia dated 11.01.2011 No. 1n "On Approval of the Unified Qualification Directory of Positions of Managers, Specialists and Employees", section "Qualification Characteristics of Positions of Managers and Specialists of Higher Professional and Additional Professional education."

The process of consideration of candidates for teaching positions is regulated by Regulations on the Procedure for Filling the Positions of Teaching Staff Belonging to the Teaching Staff, approved by the Order of the Ministry of Education and Science of Russia dated 23.07.2015 No. 749 "On Approval of the Regulation on the Procedure for Filling the Positions of Pedagogical Workers Related to the Teaching Staff".

Process of the competition of scientific workers is determined by The Procedure for Holding a Competition for Filling the Positions of Researchers, approved by the Order of the Ministry of Education and Science of Russia dated 05.08.2021 No. 715 "On Approval of the List of Positions of Researchers Subject to Replacement by Competition, and the Procedure for Holding the Specified Competition".

Determination of the need for personnel is carried out by identifying the list of vacant positions, their number, requirements for applicants for these positions.

To fill the leading positions of scientific and pedagogical workers, a "Personnel Reserve" has been created.

For the implementation of the educational process, on the basis of the curriculum, the staff of the teaching staff is formed, which is approved by the staff list. The number of teaching staff is planned based on the needs of the educational process, the standard of the teaching load for the teacher, the contingent of students in all EPs.

Analysis of personnel movement in the context of teaching staff is carried out on a regular basis. The organizational structure, the practice of selection, admission, placement of personnel, the formation of a high-quality reserve of the university are aimed at creating the necessary conditions for effective activities for the implementation of educational tasks.

The balance between academic and non-academic staff is shown in Table 4:

**Table 4- Total Employee Balance**

Total Employees	of which				
	TS	Scientists	Administrative and managerial staff/including teaching staff	Teaching and support staff	Other
3271	1638	51	382/25	481	719

The 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 norm of the ratio of the average annual number of students per teacher in general at VolgSMU is 9.0:1. The following standards apply: "General Medicine" – 8.5-9.0 students per 1 teacher. The number of teaching staff, their Candidate of Science or Doctor of Science degrees are shown in Table 5:

**Table 5 - Number and distribution of TSs**

Total teaching staff (including AMS and internal part-timers)	Of these, they have an academic degree		Full-time teaching staff	Of these, they have an academic degree	
	Candidate of science	Doctor of science		Candidate of science	Doctor of science
1661	823	261	755	385	133

The degree of teaching staff in the university as a whole is 65%.

The legal status of the employee, qualification requirements, job functions, job duties, rights and responsibilities of the employee in accordance with the position held are determined by the job descriptions.

The university has sufficient economic conditions to attract the best employees from among the teaching staff. More than 52% of the university's funding is provided by extra-budgetary activities, which makes it possible to increase the salaries of teachers and other employees. The average salary of university teachers in 2022 is 213.49% of the average income from labor activity in the constituent entity of the Russian Federation (Volgograd Region), and the average salary of university employees is 166.11%.

When planning the scope of work of the teaching staff at the university, a balance is maintained between various types of pedagogical activities: educational work, educational and methodological, organizational, research, medical activities necessary for the practical training of students (for clinical departments), educational work and activities to improve the qualifications of a pedagogical worker.

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.

The University applies various methods of material and non-financial incentives, motivation and promotion of employees for achievements in the educational and professional spheres

The university has introduced and is improving a system of rating assessment of the activities of teaching staff of departments, which is regulated by the Regulation on the rating assessment of the activities of teachers of the Federal State Budgetary Educational Institution of Higher Education of VolgSMU of the Ministry of Health of Russia", approved by order No. 439-KO dated 03/28/2022, order No. 517-KO dated 03/28/2023. Incentive allowances are established for employees taking into account the criteria that make it possible to assess the effectiveness and quality of their work, methods for assessing and establishing qualitative indicators of employees' performance.

The university regularly holds a competition for the best educational publication in accordance with the Regulations on the annual competition for the best educational publication at the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, approved by the Ministry of Health of Russia. Order No. 307-KO dated 04.03.2022.

Teaching staff are actively involved in the development of rating assessment criteria, putting forward proposals for their optimization. Proposals received from the departments are summarized, systematized by the DEP and submitted in the form of a consolidated memo for consideration by the rating evaluation commission.

The University has sufficient economic conditions to encourage employees in accordance with the Regulation on Remuneration of Employees, approved by Order No. 536-KO of the Federal State Budgetary Educational Institution of Higher Education of the Ministry of Health of Russia dated 04/29/2021.

Employees of the university employed at the main place of work are paid allowances for the presence of an honorary title, honorary badges of the Russian Federation, badges, Certificates of Honor of the Ministries of the Russian Federation.

For achievements in professional activities, university employees are presented with various types of incentives, such as the Rector's Acknowledgement, the Rector's Certificate of Honor, the Badge of Honor "For Merit to the University" (has 3 degrees), the honorary title (status) "Honorary Professor", approved by the order of the Federal State Budgetary Educational Institution of Higher Education of the Volga State Medical University of the Ministry of Health of Russia dated 23.12.2020 No. 1564-KO "On approval of the Regulations on awards and honorary titles (statuses) of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia", as well as awards of local self-government bodies, ministries and departments of the Russian Federation, in accordance with the regulations on awarding the relevant bodies.

Stimulation of the scientific activity of the teaching staff of the university is carried out at the expense of the system of internal scientific grants in accordance with the Regulation on the intra-university competition of research works, approved by the Ministry of Education. Order No. 1288-KO of 03.11.2020.

Candidates proposed for awarding are considered by the Academic Council of the University.

In order to confirm the compliance of an employee with the position of a teaching staff member held by him/ her, attestation is carried out at the university in accordance with the Regulation on the procedure for certification of employees holding the positions of teaching staff belonging to the teaching staff, approved by the Order of the Ministry of Education and Science of Russia dated 30.03.2015 No. 293.

The teaching staff of the university regularly undergo advanced training and retraining accordance with the "Regulations on the organization of additional professional education of teachers of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia approved by the Ministry of Health of Russia". Order No. 400-KO dated 15.03.2023 and the Regulations on the Development and Implementation of Additional Educational Programs at VolgSMU, approved by the Order of 28.09.2023 No. 1624-KO. To systematize this work, the Center for Additional Education of the Grigorenko Institute of Public Health was created.

In order to optimize academic work, training has been developed and is being conducted within the framework of the following programs: PP "Teacher of Vocational Education, Additional Professional Education", AT "Information and Communication Technologies in the Electronic Information Environment" (ICT), AT "Inclusive Learning and Development of Adapted Educational Programs at the University", etc.

Training within the framework of AT and PP programs on health issues is implemented on the basis of 14 departments of the Institute of Continuing Medical and Pharmaceutical Education (Institute of CMPE, as well as on their 74 bases of practical training. During 2021, 472 teachers were trained, including 37 people in PP programs; 359 in 2022, of which 19 employees were trained in AT programs; and in 2023, 58 people were trained, of these, 3 employees were trained in AT programs.

In the period from 2019 to 2023, 4591 employees were trained in pedagogy, ICT and inclusive education.

The transfer of teaching staff along the qualification (career) ladder is approved by the Order of the Federal State Budgetary Educational Institution of Higher Education of the Volga State Medical University of the Ministry of Health of Russia dated 15.02.2023 No. 239-KO "On Approval of the Regulation on the Personnel Policy of the Federal State Budgetary Educational Institution of Higher Education of the Volga State Medical University of the Ministry of Health of Russia for 2023-2026" and is reflected in the individual roadmap

In case of effective performance of official duties, active scientific, pedagogical, educational, methodological, organizational and educational activities, successful clinical work, teachers are recommended for higher positions, which are replaced by the results of election by competition. Announcements of the competition are posted on the official website of the university at least two months before the date of its holding. Also, an important mechanism for promoting the teaching staff is the formation of a reserve of managerial personnel and a promising personnel reserve in accordance with the Regulation on the personnel policy of the Federal State Budgetary Educational Institution of Higher Education of the Volga State Medical University of the Ministry of Health of Russia for 2023-2026

### ***Analytical part***

According to the Development Program of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia for 2022–2024 and the Advanced Training Plan, teaching staff regularly undergo cycles in pedagogical practice and in their specialty, and also take part in the implementation of the BVEP "General Medicine". But during the interview, not all teachers were familiar with these teaching methods, knowledge of the Mission, and the opportunity to participate in the development of the EP.

### ***Strengths/Best Practices:***

No strengths were identified for this standard.

***Recommendations of the EEC:***

It is necessary to include innovative methods of teaching medical education in the program of advanced training of teaching staff in pedagogical skills and expand the opportunities for faculty participation in the development of educational programs. Deadline: September 1, 2024.

***Conclusions of the EEC on the following criteria:***

- *Strong – 0*
- *Satisfactory – 7*
- *Suggest improvements – 1*
- *Unsatisfactory – 0*

**6.6. Educational Resources Standard**

• *An educational organization should:*

✓ *have a sufficient material and technical base to ensure the adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives*  
 ✓ *Improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice*

• *An educational organization should:*

✓ *Provide the necessary resources to provide learners with appropriate clinical/practical experience, including:*

- *Quality and categories of patients/consumers of services*

- *Number and categories of clinical/manufacturing facilities, which include:*

- *Observation of students' practice*

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

• *An educational organization should:*

✓ *Develop and implement policies aimed at the effective and ethical use and evaluation of appropriate information and communication technologies*

✓ *provide access to websites or other electronic media*

✓ *Provide teachers and learners with access to relevant patient data and health information systems, using existing and relevant new information and communication technologies for self-learning, access to information, patient databases and health information systems*

• *An educational organization should:*

✓ *use research activities and scientific achievements in the field of medicine and pharmacy as a basis for an educational program*

✓ *formulate and implement policies that promote the link between research and education; provide information on the research base and priority areas in the field of scientific research of the organization of education*

✓ *Provide for the relationship between research and education is taken into account in teaching, encourages and prepares learners for and participation in research in the field of health*

✓ *An educational organization should:*

✓ *have access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists of the university, interuniversity and international levels; develop and implement a policy of expertise in the development, implementation and evaluation of the educational program, the development of teaching and assessment methods.*

✓ *demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and contributing to the interests of staff in conducting research in education*

• *An educational organization should:*

✓ *formulate and implement a policy on national and international cooperation with other educational organizations, including the mobility of staff and students, as well as the transfer of educational credits*

✓ *to promote the participation of teachers and students in academic mobility programs in the country and abroad and to allocate appropriate resources for this purpose*

***Evidence***

The educational and material base of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia includes buildings for educational and social purposes, including: 8



educational buildings; 3 dormitories with a total capacity of 1380 people; Scientific and Fundamental Library, Volgomed Sports and Recreation Complex, Sports and Health Camp, Multidisciplinary Clinic No. 1, Family Medicine Clinic, Center for Electronic Medical Education, Center for Dental Practices, Veterinary Center, Dental Clinical and Diagnostic Center, Scientific Center for the Development of Innovative Medicines with Pilot Production, Center for Electronic Medical Education (CEMO).

The total area of premises for education, accommodation, research, medical, creative, social and humanitarian, extracurricular and other activities is about 162,000 sq. m.

Educational buildings are equipped with a canteen or buffet.

The university has created conditions to ensure inclusive education for students belonging to the category of disabled and persons with LHC.

The university has a security system "Integrated Security Management", which ensures safe learning and a safe learning environment.

The University has concluded 12 contracts for the gratuitous use of non-residential premises with 10 federally (2) and state-owned (8) healthcare organizations, as well as 116 cooperation agreements.

The total area of the premises occupied at the clinical bases in accordance with the contracts for the gratuitous use of premises is 3650.9 sq. m.

Highly qualified experienced professors and teachers are involved in the educational process. Among them: 2 academicians and 2 corresponding members of the Russian Academy of Sciences, 175 doctors of sciences and 608 candidates, 6 honored scientists of the Russian Federation, 4 honored workers of higher education of the Russian Federation, 22 honored doctors of the Russian Federation, 21 honorary workers of higher education of the Russian Federation, 79 excellent health care workers of the Russian Federation, 21 members of national and international public academies.

Among the employees of clinical departments, 22 are Honored Doctors of the Russian Federation, 79 are Excellence in Health Care of the Russian Federation, 1 university employee works as a chief freelance specialist of the Ministry of Healthcare of Russia, 14 employees are freelance specialists of the Health Committee for the Volgograd Region.

In 2022, the Medical and Psychological Center was established, which provides social and psychological assistance to staff and students (Order No. 924-KO dated 06/22/2022 "On the Establishment of the Medical and Psychological Center").

Multidisciplinary Clinic No. 1 of VolgSMU was established by the order of Roszdravnadzor dated 29.12.2005 No. 563. The organizational structure of Clinic No. 1 includes a round-the-clock hospital and a day hospital with 231 beds.

The Center for Electronic Medical Education (CEME) is a place for practical training of students, residents and practitioners, equipped with 37 high-tech equipment of simulation hospital rooms, two computer classes for testing for 100 workplaces.

Since 2022, the Process Factory of the Department of Public Health and Health Care of the Institute of CMPE has been operating on the basis of the university. The training format reproduces the real processes of organizing the work of an outpatient center, introducing clinical recommendations into practical healthcare, examining the quality of medical care, and reviewing claims with the analysis of clinical cases.

One of the structural subdivisions of VolgSMU is the Internship Department. The responsibilities of the Internship Department and its head include: assistance to the departments in concluding contracts with the bases of Volgograd and the Volgograd region for practical training;

The management of the processes of informatization and digitalization is carried out by the Information Development Department, which is responsible for expanding the opportunities for obtaining and using electronic educational information (Regulation on the Information Development Department).

For the effective and efficient work of the university, modern digital educational and medical technologies have been introduced and are functioning: LMS systems on the Moodle platform for students and listeners, an electronic library system (on the AILS MARK SQL platform), an electronic document management system (EDMS Directum). VolgSMU is connected to the Super Services: "Admission to the University Online" subsystem "Federal Register of Electronic Medical Documents" of the Unified State Health Insurance System (REMD).

The university has its own media studio "Allegro" of VolgSMU, equipped with professional audio and video equipment, sound recording, computer video editing equipment and a mobile photo studio, which allows you to create modern multimedia, presentation materials, educational videos and video lectures, Internet sites, and conduct live broadcasts.

Information systems are used to improve the ISAQE of VolgSMU. The main of them is the ISKRA software package, on the basis of which the personal accounts of the student and the teacher function, the management of the processes of contingent movement, scholarship support, material assistance to students, recording the course of the educational process and the results of mastering the educational program, the formation of students' portfolios, the management of information about personnel provision of educational programs, electronic individual plans of teaching staff. The possibilities of the EIEP of VolgSMU are used as a platform for conducting various monitoring (surveys, diagnostic work, etc.).

Information and library support of educational and research activities of the university is carried out by the library of VolgSMU, which is equipped with the necessary equipment, computer equipment, means of communication, has free access to the Internet and provides a variety of library and information services, following the principles of their openness and accessibility.

The university library is located in 2 buildings. The library's collection consists of 855,800 units of printed and electronic documents (of which 740466 printed and physical documents). The fund of printed publications is represented by educational and methodical literature, scientific, reference, as well as periodicals. The fund was formed taking into account the disciplines and practices implemented at the university.

There is a system of remote access to information resources via the Internet. The library website serves as a single access platform, which provides information about the library, its information potential, services to support scientific research and the educational process, the organization of virtual services, a news feed, etc.

Taking into account the requirements of the Federal State Educational Standards, the library's collection includes electronic publications. Since 2015, the VolgSMU has created and is constantly replenishing the electronic library system "EBS VolgSMU", which is part of the electronic library. The library is also subscribed to other platforms of electronic professional publications, such as EastView, eLibrary.ru;Eco-vector"; ConsultantPlus.

Conditions have been created at VolgSMU for organizing and conducting research work for employees and students of different levels of education. This work is provided by 10 scientific schools, 13 schools of excellence, 7 dissertation councils in the head university and 1 dissertation council in the branch.

The University has a Scientific Society of Young Scientists and Students of Volgograd State Medical University (SSYSS), which is a voluntary, self-governing, non-profit formation of students of Volgograd State Medical University engaged in research, innovation, scientific and educational activities. SSYSS has a two-level structure: the first level is the Youth Scientific Societies of the Structural Divisions (MNO) of Volgograd State Medical University, where students are directly engaged in scientific work under the guidance of experienced teachers-specialists and the second level is the Council of SSYSS, which plays the role of organizational and methodological support.

The University is the founder of six periodicals that testify to the directions of the university's science and its achievements: scientific peer-reviewed journals "Bioethics", "Bulletin

of VolgSMU", "Volgograd Scientific and Medical Journal", "Humanitarian Problems of Medicine and Public Health", "Medicinal Bulletin", as well as the newspaper "For Medical Personnel". Journal articles are assigned a digital object identifier (DOI) – an international standard for designating information about an electronic document posted on the Internet.

Issues of higher education in the specialty 31.05.01 General Medicine are dealt with at the university by many structures: the Educational Department, the Educational and Methodological Department, the Quality Management Sector.

Experts from practical health care, scientific and practical centers, and scientific organizations are involved in the examination of the BVEP in the specialty 31.05.01 General Medicine. Many employees of the university are representatives of practical health care, which increases the requirements for the content of the BVEP in the specialty 31.05.01 General Medicine.

Internal assessment of the quality of teachers' work is carried out in the course of comprehensive inspections of departments, rating control of the quality of teachers' activities, sociological surveys of students to assess the quality of education at the university.

The University implements the advanced training program "Head of an Educational Organization (Department in the Field of Education)" in the amount of 18 academic hours with the involvement of the heads of departments of the University.

In order to ensure the high quality of education and the implementation of EP, the university develops academic mobility of teachers within the framework of international cooperation of the university, who are selected on the basis of an intra-university competition.

The University has concluded agreements on networking and cooperation in order to implement joint activities in the training of highly qualified specialists in the specialty "General Medicine" - with the educational institution "Grodno State Medical University" of the Republic of Belarus (in 2021), the educational institution "Vitebsk State Order of Peoples' Friendship Medical University" (in the 2022-2023 academic year). Curriculum alignment Partner universities conduct training sessions on the terms of currency-free exchange in a remote format (ZOOM conference).

Cooperation is carried out with highly qualified foreign specialists from Italy, the Hashemite Kingdom of Jordan (Amman), the United Arab Emirates and the Faculty of Medicine of Muta University (Jordan).

The university has independence and autonomy in terms of allocating funding to support the academic mobility of university staff and students from extra-budgetary sources of funding.

The sufficiency of the provision of resources is monitored during audits, scheduled, comprehensive inspections, when drawing up certificates of readiness for the new academic year of faculties/institutes. All identified needs are analyzed, measures for continuous improvement of the material and technical base established in the Development Program of the Federal State Budgetary Educational Institution of Higher Education of Volgograd State Medical University of the Ministry of Health of Russia for 2022-2024, in accordance with which the university budget is planned, are justified.

### ***Analytical part***

As part of the design, implementation, and development of the BVEP "General Medicine", there is no policy for the examination of the educational program.

In order to ensure the high quality of education and the implementation of EP, academic mobility of teachers is carried out at the university. But according to the presented report on mobility, the share of teaching staff is very small (only 4 people over the past 3 years), and the training hours spent do not provide enough opportunities for the exchange of experience. Within the framework of international cooperation, there is little traceability of academic mobility of teaching staff (except for the departure of 1 employee).

### ***Strengths/Best Practices:***

No strengths were identified for this standard.

***Recommendations of the EEC:***

1. It is necessary to develop and implement a policy of expertise in the implementation, revision, evaluation of the educational program, the development of teaching methods and assessment of knowledge. Deadline: September 1, 2024.

2. It is necessary to optimize and expand the opportunities for academic mobility of teaching staff and students in universities/partner countries. Deadlines: until September 1, 2024, permanently.

***Conclusions of the EEC on the following criteria:***

- *Strong – 0*
- *Satisfactory – 12*
- *Suggest improvements – 2*
- *Unsatisfactory – 0*

**6.7. Standard "Evaluation of Educational Programs"**

- *An educational organization should:*
  - ✓ *have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students.*
  - ✓ *Develop and apply an evaluation mechanism for the educational program, which examines the program, its main components, the performance of students, identifies and solves problems, and ensures that the relevant assessment results affect the EP.*
  - ✓ *Periodically evaluate the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility*
- *An educational organization should:*
  - ✓ *systematically conduct, analyze and respond to feedback from teachers and students*
  - ✓ *Use the results of feedback to improve the educational program*
- *An educational organization should:*
  - ✓ *analyze the performance of students and graduates in accordance with the mission and expected learning outcomes, training program and resource availability.*
  - ✓ *analyze the progress of students and graduates, taking into account the conditions of their previous education, the level of training when entering a university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational program, and the consulting of students*
- *An educational organization should:*
  - ✓ *Involve key stakeholders in the monitoring and evaluation of the educational program*
  - ✓ *Provide stakeholders with access to the results of the evaluation of the program, collect and study their feedback on the practical activities of graduates and feedback on the educational program*

***Evidence***

The evaluation of the educational program "General Medicine" is carried out by the structural unit of the university - "Intra-University System for Assessing the Quality of Education of VolgSMU" (the approved Regulation is available). The ISAQE is a set of organizational structures, norms and rules, diagnostic and evaluation procedures that provide an assessment of the quality of educational activities of the Volgograd State Medical University of the Ministry of Health of Russia.

The ISAQE is carried out through the existing procedures for monitoring and expert assessment of the quality of education: 1) the system of internal control in all areas of activity in the form of an annual self-examination (the approved report is attached), 2) internal audits of the organization (internal audit reports are attached), 3) satisfaction assessment the quality of education of participants in relations in the field of education (there are results of a questionnaire), 4) rating assessment of the activities of teachers, 5) monitoring of educational achievements of students, 6) state final certification of graduates.

Every year, in accordance with the approved plans, at the meetings of the Academic Council of the Faculty of Medicine, as well as the Academic Council of the University, the results of the implementation of the BVEP in the specialty 31.05.01 General Medicine at the end of the academic year are summed up, an analysis of the progress of students is carried out, based on the results of the analysis, decisions are made to eliminate the identified causes, plans of corrective measures are drawn up.

Evaluation of the BVEP in the specialty 31.05.01 General Medicine at the University is also carried out by the Department of Educational Programs, the Academic Council of the Faculty of Medicine, the EMC of the Faculty of Medicine, the Academic Council of the University, and at the departments.

In the course of intra-university control, ongoing monitoring by the dean's office of the Faculty of Medicine, internal audits, the implementation of target indicators is monitored, problems are identified in relation to various components of the BVEP in the specialty 31.05.01 General Medicine, educational and methodological support of disciplines and practices, the availability of the electronic information and educational environment, personnel, material and technical support, the results of mastering the BVEP in the specialty 31.05.01 General Medicine.

Departments, the dean's office monitor the progress of students during the semester, identify the low-achieving contingent, systematize data, and identify problematic issues.

BVEP in the specialty 31.05.01 General Medicine is evaluated by stakeholders - internal and external consumers: students, teachers of departments, employers, heads of health care authorities participating in the final state certification.

Information from BVEP consumers in the specialty 31.05.01 General Medicine is collected and transferred to the dean's office of the Faculty of Medicine, the university administration for use in the development or improvement of curricula and educational programs in general. The Department of Educational Programs, the Dean's Office use feedback information to assess the BVEP in the specialty 31.05.01 General Medicine, their improvement.

Based on the results of the survey, work was carried out to improve the quality of the content of all EMCs by disciplines/practices.

The University engages the main stakeholders in its monitoring program and in the BVEP evaluation activities in the specialty 31.05.01 General Medicine: teaching staff and students.

The participation of students in the evaluation of the educational program is facilitated by the questionnaire procedure. Representatives of students and representatives of employers who are members of the collegial management bodies of the university are involved in the discussion of the BVEP in the specialty 31.05.01 General Medicine.

Providing access to information on the results of the BVEP assessment in the specialty 31.05.01 General Medicine to all interested parties is provided by the content of the minutes of the departmental meetings, the Academic Council of the Faculty of Medicine. Practical health care workers are part of the State Examination Committee, the staff of the university departments, directly participating in the educational process. Representatives of employers are involved in the organization and conduct of practical training. All documentation on the BVEP for the specialty 31.05.01 General Medicine is posted on the official website of the university (accessible, active).

Feedback on the BVEP in the specialty 31.05.01 General Medicine is regularly monitored based on the results of a survey of employers (there is an analytical report of the Monitoring Department).

### ***Analytical part***

According to the self-report and the interview with the teaching staff, those implementing the BVEP "General Medicine" are evaluated by stakeholders - internal and external consumers: students, teachers of departments, employers, heads of health authorities participating in the final state certification. In the attached documentation, this fact is represented by the report on the conduct of the SEC (2020), where specific recommendations were given by the chairman. In

order to take into account the suggestions and recommendations of employers, it is necessary to introduce corrective measures/documents into the curriculum in the future. In order to track further actions that improve the EP, the presented appendices and links were not very informative.

***Strengths/Best Practices:***

No strengths were identified for this standard.

***Recommendations of the EEC:***

No.

***Conclusions of the EEC on the following criteria:***

- *Strong – 0*
- *Satisfactory – 9*
- *Suggest improvements – 0*
- *Unsatisfactory – 0*

**6.8. Management and Administration Standard**

- *An educational organization should:*
  - ✓ *Identify structural units and their functions, including relationships within the university*
  - ✓ *define committees in the management structure, their responsibilities, and their composition, reflecting the representation of key and other stakeholders, ensuring transparency of the work of management bodies and their decisions*

- *An educational organization should:*
  - ✓ *describe the responsibilities of academic leadership in defining and managing the educational program*
  - ✓ *Periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes*

- *An educational organization should:*
  - ✓ *have a clear distribution of responsibilities and powers to provide resources for the educational program, including a targeted budget for training*
  - ✓ *allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs*
  - ✓ *Provide for the ability to allocate resources independently, including the remuneration of teachers, who adequately achieve the planned learning outcomes; The allocation of resources should take into account scientific advances in health and public health issues and their needs*

- *An educational organization should:*
  - ✓ *have administrative and professional staff for the implementation of the educational program and related activities, ensure proper management and allocation of resources*
  - ✓ *ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system.*

- *An educational organization should:*
  - ✓ *engage constructively with the health system and health-related sectors of society and government, including foreign*

- ✓ *Formalize collaborations, including staff and training, with partners in the health sector*

- *An educational organization should:*
  - ✓ *publish on the official website of the educational organization and in the media complete and reliable information about the educational program and its achievements.*

- ✓ *publish on the official website objective information about the employment and demand for graduates*

***Evidence***

FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia is a legal entity – a budgetary institution (non-profit organization) established in accordance with the legislation of the Russian Federation; It is a higher education institution by type and a specialized university by type. By the decision of the Administration of the Volgograd region dated 05.07.1993 No. 3531 (information on the registration of a legal entity before 01.07.2002) it was registered in the Unified State Register of Legal Entities No. 1023403441380. The founder of the university is the Russian Federation; the powers of the Founder are exercised by the Ministry of Healthcare of

Russia. The activities of the university are organized in accordance with the Charter approved by the order of the Ministry of Health of Russia dated 23.06.2016 No. 396, which is amended as necessary. VolgSMU has a special permit (extract from the register of licenses) for the right to carry out educational activities;

The management of the activities of the VolgSMU FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia is carried out in accordance with the Charter of the university.

The structural unit that implements the BVEP of the specialist program "General Medicine" is the Faculty of General Medicine of the Federal State Budgetary Educational Institution of Higher Education of the Volgograd State Medical University of the Ministry of Health of Russia.

The work of the Faculty of General Medicine is based on the Model Regulations on the Faculty of Medicine, all changes and additions to it are adopted by the Academic Council of the University and approved by the Rector.

The Faculty of General Medicine is an educational, methodological and administrative unit, which is an association of departments of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia related to the specialty "General Medicine". The Faculty of General Medicine implements the Federal State Educational Standard of Higher Education in the specialty "General Medicine" in accordance with the License for the right to conduct educational activities.

The activities of the Faculty of General Medicine are regulated by Federal Laws, the Charter, state regulatory documents regulating educational activities (licenses, attestation and accreditation documents, federal educational standards), documents approved by the Academic Council of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, orders of the Rector.

The main self-governing body of the faculty is the Academic Council of the faculty, the competence, composition, organization of activities and the procedure for the formation of which are determined by the order of the rector (order No. 1556-KO dated 24.11.2021, order No. 6578-KO dated 19.04.2023, order No. 1556-KO dated 24.11.2021).

The structure of the Faculty of General Medicine includes 24 departments, the activities of which are aimed at comprehensive support of the educational activities of the university.

The general management of the Academic Council of the Faculty is carried out by the Chairman, who is the Dean. The Academic Council of the Faculty includes heads of departments, university teachers and students. The quantitative composition of the Academic Council of the Faculty is formed in the following proportion: representatives of the heads of structural divisions, pedagogical and other employees of the university are 96.4% and representatives of students are 3.6%.

The Dean of the Faculty coordinates all stages of the development and implementation of the BVEP in the specialty 31.05.01 General Medicine, starting with planning and ending with the report on implementation and receiving feedback from consumers of educational services. The faculty consists of departments.

The positions of the dean and the head of the department are elective.

Funds necessary for the implementation of educational programs are allocated for a calendar year in the form of subsidies for the implementation of the state task. For scholarships, funds are received from the federal budget for a targeted subsidy. Students studying on a compensatory basis make payments in accordance with the concluded contracts.

The University has the rights of a legal entity and independently distributes funds from the federal budget and funds received from entrepreneurial activities to determine priority areas.

Interaction with the healthcare sector is carried out in accordance with the order of the Ministry of Health of the Russian Federation dated 03.09.2013 No. 620n "On approval of the Procedure for organizing and conducting practical training of students in professional educational programs of medical education, pharmaceutical education", order of the Ministry of Education and Science of Russia dated 11.05.2016 No. 536 "On Approval of the Features of the

Working Hours and Rest Time of Pedagogical and Other Employees of Organizations Engaged in Educational Activities", the Charter of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, the Regulation on the Medical Activities of Teachers Necessary for the Practical Training of Students at the Clinical Departments of the Federal State Budgetary Educational Institution of Higher Education of the Volgograd State Medical University of the Ministry of Health of Russia, as well as other federal, regional and local regulatory acts.

The University has concluded 12 contracts for the gratuitous use of non-residential premises with 10 healthcare organizations that are in federal (2) and state (8) ownership, as well as 116 cooperation agreements. Examples of agreements on practical training of students at clinical bases are given at the link.

The bases for practice are not only medical organizations of the Volgograd region, but also its own university clinics (Family Medicine Clinic and Clinic No. 1).

Clinic No. 1 participates in the implementation of the state assignment for the provision of medical care as part of the clinical testing of methods of prevention, diagnosis, treatment and rehabilitation for citizens of the Russian Federation. The volume of medical care provided in Clinic No. 1 of VolgSMU in 2022 amounted to 7317 patients (6311 patients were treated in a round-the-clock hospital and 1006 patients in a day hospital). More than 6000 patients are treated annually at Clinic No. 1. Clinic No. 1 is a base for practical training of students (students, residents, graduate students and doctors of practical health care) for the Department of Faculty Surgery, Surgery No. 1 of the Institute of CMPE, obstetrics and Gynecology of the Institute of CMPE, neurology.

Many employees from among the teaching staff and AMS are chairmen, deputies and members of collegial and advisory bodies of health management.

The main tool for informing the public and all participants in the field of educational relations about the activities of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia is the EIEE of VolgSMU, the main links of which are the official website and the electronic information and educational portal.

Additional ways to disseminate information about the university's activities are speeches by representatives of the university administration and teaching staff in the media, publications in social networks, where university-wide communities/chats are supported (for example, VK, Telegram),

The protection of information containing personal data is carried out in accordance with the Regulation on Work with Personal Data in the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia.

### ***Analytical part***

Collegial bodies and many clinical departments of the Faculty of General Medicine consist of experienced organizers of health care institutions, which makes it possible to access practice bases and early contact between students and patients. Many heads of medical and preventive institutions are interested and have the opportunity to involve the staff of the department in solving complex, controversial issues in the diagnosis and treatment of patients, respectively, they create favorable conditions for the departments that are based on their health care facilities. Heads of bases, part-time employees at the departments provide constructive assistance in the implementation of the BVEP "General Medicine".

The University carries out constructive interaction with the healthcare system: the University has more than 100 educational and production bases, with which they closely cooperate in solving the problems of training medical personnel and practical health care.

### ***Strengths/Best Practices:***

VolgSMU has a close and fruitful cooperation with local health care institutions, which is confirmed by the favorable conditions created for the departments and their active participation in the activities of the university.



**Recommendations of the EEC:**

No.

**Conclusions of the EEC on the following criteria:**

- *Strong* – 1
- *Satisfactory* – 12
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

**6.9. Constant Update Standard**

- *An educational organization should:*

✓ *As a dynamic and socially responsible organization, initiate procedures to regularly review and update the process, structure, content, outcomes/competencies, evaluation and learning environment of the program, address documented deficiencies, allocate resources for continuous renewal.*

✓ *base the renewal process on prospective health research and on the results of in-house research, evaluation and literature on medical/pharmaceutical education;*

✓ *Ensure that the process of renewal and restructuring leads to a revision of policies and practices in line with past experience, current activities and future prospects.*

• *The organization of education should provide for the possibility of solving the following issues in the process of renewal:*

✓ *direct the renewal process towards the adaptation of the mission for the scientific, socio-economic and cultural development of society;*

✓ *Direct the renewal process to change the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be located. Modification of learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, public health training, and participation in patient care in accordance with the responsibilities that are assigned to graduates after graduation;*

✓ *guide the renewal process to adapt the EP model and teaching methods to ensure their adequacy and relevance;*

✓ *guide the renewal process to adjust the elements of the EP and their relationship in accordance with advances in the biomedical, behavioural, social and clinical, hygienic, pharmaceutical sciences, with changes in demographic and health/morbidity patterns of the population and socio-economic and cultural conditions, and the adjustment process will ensure the incorporation of new relevant knowledge, concepts and methods, and the elimination of obsolete ones;*

✓ *Guide the renewal process towards the development of assessment principles, methods and number of examinations in accordance with changes in the intended learning outcomes and teaching methods;*

✓ *Direct the renewal process to adapt the admission policy and selection methods to changing expectations and circumstances, human resource needs, changes in the pre-university education system, and the needs of EPs;*

✓ *Guide the renewal process to adapt recruitment policies and academic staffing to changing needs.*

✓ *direct the renewal process to improve educational resources in accordance with changing needs (student recruitment, number and profile of academic staff, and educational program);*

✓ *guide the renewal process towards improvements in programme monitoring and evaluation;*

✓ *Guide the renewal process towards the development of organizational structure as well as leadership and management to cope with changing circumstances and needs and, over time, adapt to the interests of different stakeholder groups*

**Evidence**

FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia is a dynamically developing educational institution with a socially responsible approach to personnel training at the all-Russian and international levels.

In the implementation of the BVEP in the specialty 31.05.01 General Medicine, the processes of monitoring, evaluation, analysis and improvement of educational services are applied, taking into account the requirements of the law, the requirements and expectations of stakeholders, contributing to the development of quality education based on a competency-based approach and learning outcomes. In the implementation of the EP, the requirements of consumers are taken into account based on the QMS implemented at the university and its main elements.

In 2020, the BVEP in the specialty 31.05.01 General Medicine was internationally accredited by the Russian Register Certification Association with the issuance of a certificate confirming that the educational program has successfully passed the accreditation examination, and is recognized as meeting the accreditation indicators and criteria established by Russian Register in accordance with the European Standards for Quality of Education Assurance ESG-ENQA.

Internal audits are conducted on a regular basis in accordance with the requirements of the ISAQE. The results of monitoring are considered at the meetings of the Academic Council of the Faculty, the Rector's Office, the Academic Council of VolgSMU and serve as the basis for determining measures to update and improve the quality of processes at the university.

On April 13, 2022, the Academic Council of FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia adopted the Program for the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia for 2022–2024, which presents the step-by-step development of the university in all types of activities.

At the annual meeting with the staff, the rector presents a report covering all areas and processes of the university, the implementation of strategic goals, areas of renewal, and a vision for the future of the university.

In 2023, the university was recertified for compliance with the requirements of ISO 9001:2015 in relation to the development and implementation of educational programs, research, medical, innovative and international activities within the educational process (certificate No. 23.0088.026 dated January 25, 2023).

Also in 2023, the university successfully passed state accreditation monitoring for a number of EPs, including the specialist program in General Medicine.

Over the past five years, the university has made the following updates aimed at optimizing the university management system, improving the quality of educational and extracurricular activities of students, and improving the quality of practical training:

In 2019, a simulation center for endoscopic surgery and intraluminal endoscopy was opened; opening of the LOFT co-working space; creation of the "Pre-University of VolgSMU"; creation of the Center for Youth Innovative Creativity (CYIC) "Biomedicine";

In 2020, the Institute of Continuing Medical and Pharmaceutical Education of Volgograd State Medical University and the Institute of Public Health of Volgograd State Medical University were established; creation of the CYIC "Bioprint"; reorganization of the university management system, including the establishment of a new department - the Department of Educational Programs;

In 2021, the Center for Electronic Medical Education of VolgSMU was opened; a simulation pharmacy and a simulation laboratory were opened; Dental Clinical and Diagnostic Center of Volgograd State Medical University was established; new dissertation council in the scientific specialties "Technology of Drug Production" and "Pharmaceutical Chemistry, Pharmacognosy" was opened;

In 2022, the Center for Medical Care for Patients with Ear Pathologies was opened at the Family Medicine Clinic of VolgSMU; creation of a new dissertation council in the scientific specialties "Human and Animal Physiology" and "Hygiene"; Clinical Dental Clinic No. 10 became a part of the Dental Clinical and Diagnostic Center of VolgSMU; creation of the Veterinary Center of Volgograd State Medical University; opening of the Master's program "Public Health", the Master's Degree Program "General Medicine", a new level of education - vocational training; creation of the Medical and Psychological Center on the basis of the Family Medicine Clinic of VolgSMU; opening of the Process Factory of VolgSMU; opening of the Project Office of VolgSMU; establishment of the Support Center for the Development of Rehabilitation and Habilitation Devices;

In 2023 – the opening of a new co-working space in the library of VolgSMU; opening of a simulation center for pre-medical care and accreditation of secondary vocational education specialists in the Traktorozavodsky District of Volgograd; Entry of VolgSMU into the pilot

project for the creation of electronic diplomas.

Structural subdivisions, departments of the university keep records of equipment and equipment, material and technical resources, determine their needs and inform the management by submitting memoranda, as well as applications for the purchase of resources, repairs, changes in the staffing table. The sufficiency of the provision of resources is monitored during audits, scheduled, comprehensive inspections, when drawing up acts of readiness for the new academic year. All identified needs are analysed, the measures for the continuous improvement of the material and technical base established in the Development Program of the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, in accordance with which the budget of the university is planned, are justified.

The structure of the educational program is being updated to ensure that students acquire the necessary soft skills and practical skills in order to form specialists with communication and digital skills, the ability to work in a team. Monitoring of the implementation of the BVEP in the specialty 31.05.01 General Medicine and achievements is also carried out on the basis of the results of academic performance, questionnaires, reports of departments and structural units.

#### ***Analytical part***

According to the self-report, the process of updating the BVEP in the specialty 31.05.01 General Medicine is based on the constant study of trends in the specialized field, including in medical science and the field of medical education, participation in conferences, seminars, webinars in this area, current innovations in the pedagogy of higher education, accreditation issues, and improving the quality of education. In the process of renewal, it is necessary to use modern methods in the field of medical education.

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 of assessing and monitoring the educational program.

#### ***Strengths/Best Practices:***

No strengths were identified for this standard.

#### ***Recommendations of the EEC:***

1. In order to update the educational program, it is necessary to conduct prospective research in the field of health care and, taking into account the results of the study, to introduce additions and/or changes in the EP. Deadlines: September 1, 2024, continuously.
2. In order to optimize the adequacy and effectiveness of teaching methods, it is necessary to include interdisciplinary integrated modules in the EP. Deadline: September 1, 2024.
3. It is necessary to improve the process of monitoring and evaluation of the educational program. Deadline: September 1, 2024.

#### ***Conclusions of the EEC on the following criteria:***

- *Strong* – 0
- *Satisfactory* – 11
- *Suggest improvements* – 1
- *Unsatisfactory* – 0

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

#### ***Mission & 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 "Learners"***

No strengths were identified for this standard.

***Academic Staff/Faculty Standard***

No strengths were identified for this standard.

***Educational Resources Standard***

No strengths were identified for this standard.

***Standard "Evaluation of Educational Programs"***

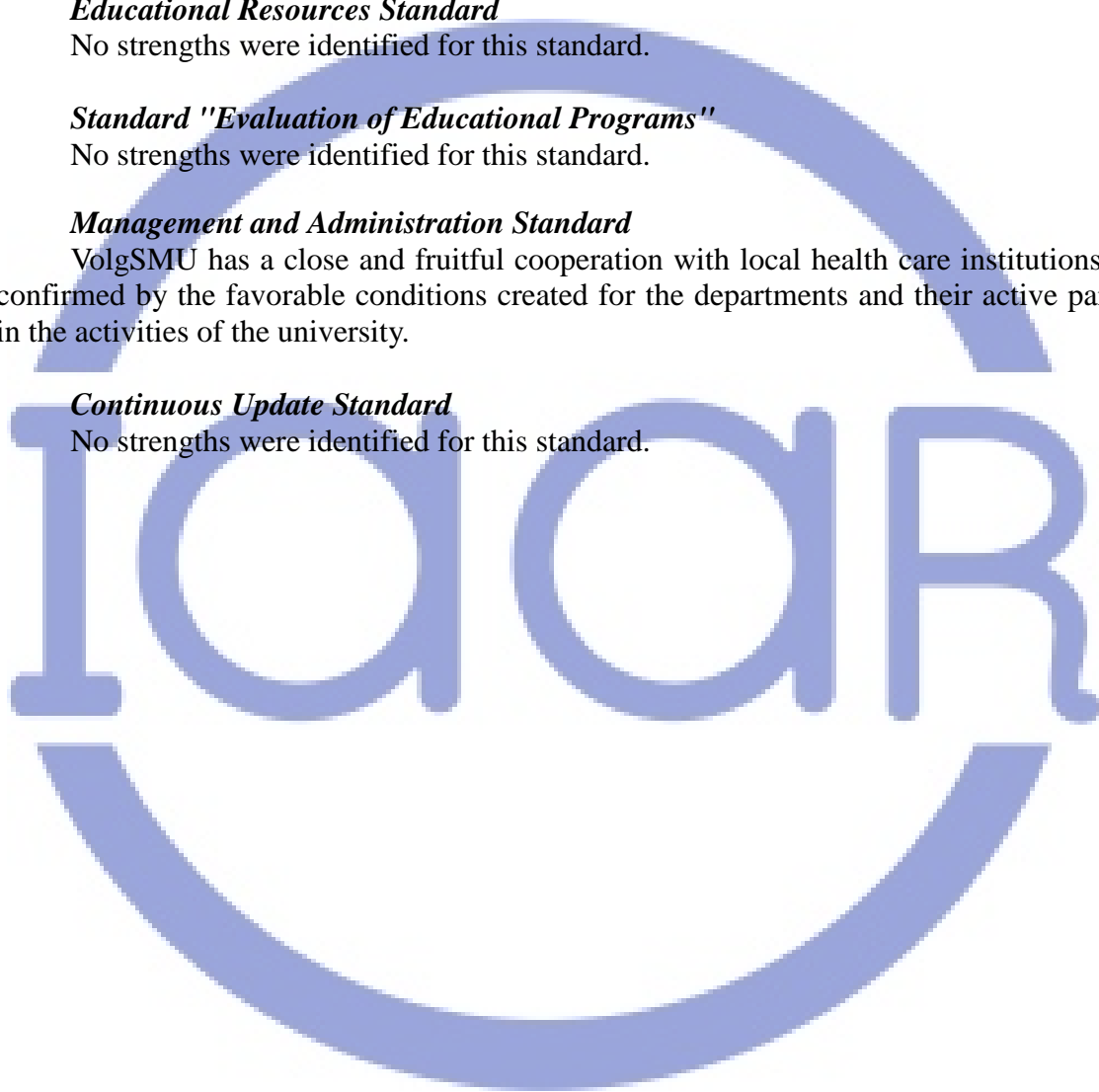
No strengths were identified for this standard.

***Management and Administration Standard***

VolgSMU has a close and fruitful cooperation with local health care institutions, which is confirmed by the favorable conditions created for the departments and their active participation in the activities of the university.

***Continuous Update Standard***

No strengths were identified for this standard.



## **(VIII) QUALITY IMPROVEMENT RECOMMENDATION OVERVIEW**

### ***Mission & Results Standard***

1. It is necessary to revise and concretize, perhaps to generalize the two directions of the Mission of the educational program for a better understanding of the ultimate goal of training. Deadline: June 1, 2024.

2. It is necessary to increase the participation of employers and students in collegial bodies. Deadline: June 1, 2024.

3. To improve the mission and develop the educational program, it is necessary to periodically discuss and determine the effectiveness of the educational program with employers, faculty and students. Deadlines: until September 1, 2024, permanently.

### ***Standard "Educational Program"***

1. It is necessary to revise the curriculum of the EP and introduce the integration of related and specialized sciences vertically and horizontally in the form of modular disciplines; Deadline: September 1, 2024.

2. It is necessary to train teaching staff innovative methods in medical education. Deadlines: until September 1, 2024, permanently.

3. It is necessary to expand the volume (number) of elective disciplines to provide more choice to students. Deadline: September 1, 2024.

4. It is necessary to develop a plan for the development of the EP, where changes and additions proposed by employers, teaching staff and students will be made annually. Deadline: June 1, 2024.

### ***Student Assessment Standard***

To ensure the reliability and validity of assessment methods, it is necessary to use effective modern assessment methods and confirm them with appropriate documents. Deadline: September 1, 2024.

### ***Standard "Learners"***

It is necessary to attract more students (different courses and departments) to develop, revise, and optimize the Mission of the educational program "General Medicine". Deadline: September 1, 2024.

### ***Academic Staff/Faculty Standard***

It is necessary to include innovative methods of teaching medical education in the program of advanced training of teaching staff in pedagogical skills and expand the opportunities for faculty participation in the development of educational programs. Deadline: September 1, 2024.

### ***Educational Resources Standard***

1. It is necessary to develop and implement a policy of expertise in the implementation, revision, evaluation of the educational program, the development of teaching methods and assessment of knowledge. Deadline: September 1, 2024.

2. It is necessary to optimize and expand the opportunities for academic mobility of teaching staff and students in universities/partner countries. Deadlines: until September 1, 2024, permanently.

### ***Standard "Evaluation of Educational Programs"***

No.

### ***Management and Administration Standard***

No.

***Continuous Update Standard***

1. In order to update the educational program, it is necessary to conduct prospective research in the field of health care and, taking into account the results of the study, to introduce additions and/or changes in the EP. Deadlines: September 1, 2024, continuously.

2. In order to optimize the adequacy and effectiveness of teaching methods, it is necessary to include interdisciplinary integrated modules in the EP. Deadline: September 1, 2024.

3. It is necessary to improve the process of monitoring and evaluation of the educational program. Deadline: September 1, 2024.

**(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS**

No.

**(X) RECOMMENDATION TO THE ACCREDITATION BOARD**

The members of the EEC came to a unanimous opinion that the educational program of the specialty 31.05.01 General Medicine is recommended for accreditation for a period of 5 years.



## Annex 1. Evaluation Table "PROGRAM PROFILE PARAMETERS"

No P/P	№	Crete No.	EVALUATION CRITERIA	Position of the NGO			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
<b>Standard 1 "MISSION AND RESULTS"</b>							
<b>1.1 Mission Definition</b>							
An educational organization should:							
1	1	1.1.1.	define the mission of the EP and communicate it to stakeholders and the health sector.			+	
2	2	1.1.2.	Reflect in the mission of the EP the goals and educational strategy to prepare a competent specialist at the level of higher education in the field of health care with an appropriate basis for further career in any field of health care, including all types of practice, administrative medicine and scientific research in health care; able to perform the role and functions of a specialist in accordance with the established requirements of the health sector; prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	Ensure that the mission incorporates research advances in the biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health, and reflects major international health issues.		+		
<b>1.2. Institutional Autonomy and Academic Freedom</b>							
An educational organization should:							
4	4	1.2.1.	Have institutional autonomy to develop and implement quality assurance policies, for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program		+		
5	5	1.2.2.	provide academic freedom for staff and students to implement the educational program and use the results of new research to improve the study of specific disciplines/issues without expanding the EP		+		
<b>1.3. Learning Outcomes</b>							
An educational organization should:							
6	6	1.3.1.	Identify the expected learning outcomes that learners are expected to achieve at the end of the training provides for the opportunity to achieve at a basic level in terms of knowledge, skills and professional relationships; an appropriate foundation for future careers in any area of the healthcare industry; future roles in the health sector; follow-up to postgraduate training; commitment to lifelong learning; health needs society, the needs of the health system and other aspects of social responsibility		+		
7	7	1.3.2.	Ensure proper behaviour of students towards classmates, teachers, medical staff, patients and their relatives		+		
8	8	1.3.3.	publish the expected learning outcomes of the EP		+		
9	9	1.3.4.	Identify and coordinate the relationship between the learning outcomes required at completion and those required in postgraduate studies		+		
10	10	1.3.5.	provide for the possibility of students to participate in		+		

			research in the relevant field of health care					
11	11	1.3.6.	Pay attention to expected learning outcomes related to global health		+			
1.4. Participation in the formulation of the mission and learning outcomes								
An educational organization should:								
12	12	1.4.1.	Ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes			+		
13	13	1.4.2.	Ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders.			+		
				<i>Total</i>	<b>0</b>	<b>10</b>	<b>3</b>	<b>0</b>
Standard 2. EDUCATIONAL PROGRAM								
2.1. Educational Program Model and Teaching Methods								
An educational organization should:								
14	1	2.1.1.	Define the specifications of the EP, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, and the qualifications obtained as a result of mastering the program		+			
15	2	2.1.2.	Use <i>teaching and learning methods</i> that stimulate, prepare, and support learners to take responsibility for the learning process			+		
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality.		+			
17	4	2.1.4.	Develop learners' lifelong learning abilities		+			
2.2. Scientific Method								
An educational organization should:								
18	5	2.2.1.	Inculcate the principles of scientific methodology, including analytical and critical thinking, throughout the curriculum; Research Methods in Healthcare and Evidence-Based Medicine		+			
19	6	2.2.2.	to include the results of modern scientific research in the EP		+			
2.3 Basic biomedical sciences								
An educational organization should:								
20	7	2.3.1.	to identify and include in the EP the achievements of basic biomedical sciences in order to form students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge		+			
21	8	2.3.2.	Change the educational curriculum to take into account the achievements of the biomedical sciences, reflecting scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the health care system		+			
2.4. Behavioral and Social Sciences, Medical/Pharmaceutical Ethics, and Jurisprudence								
An educational organization should:								
22	9	2.4.1.	Identify and incorporate into the curriculum the achievements of the behavioral sciences, social sciences, medical/pharmaceutical ethics, and jurisprudence		+			
23	10	2.4.2.	modify the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health care system; Changing demographic and cultural context		+			
2.5. Clinical/Pharmaceutical Sciences and Skills								
An educational organization should:								
24	11	2.5.1.	Identify and incorporate advances in clinical/pharmaceutical sciences into the EP to ensure that trainees have acquired sufficient knowledge, clinical and professional skills upon completion of training to assume appropriate responsibilities in subsequent professional activities;		+			



25	12	2.5.2.	Ensure that trainees spend a sufficient portion of the program in planned patient contacts, service users, in appropriate clinical/industrial settings, and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time allocated to the study of the main clinical/specialized disciplines		+		
27	14	2.5.4.	Provide training with appropriate attention to the safety of the learning environment and patients, including observation of the trainee's activities in clinical/industrial settings		+		
28	15	2.5.5.	Change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, the current and expected needs of society and the health care system		+		
29	16	2.5.6.	Ensure that each trainee has early contact with real patients, consumers of services, including their gradual participation in the provision of services and including responsibility for: <ul style="list-style-type: none"> <li>- in terms of examination and/or treatment of the patient under supervision in an appropriate clinical setting;</li> <li>- in the procedures of sanitary and epidemiological surveillance in terms of inspection and/or inspection of the facility under supervision, which is carried out in the relevant production bases (sanitary and epidemiological examination centers, territorial departments of sanitary and epidemiological control, including transport, disinfection organizations and health care facilities);</li> <li>- in terms of consulting the patient on the rational use of medicines, which is carried out in the appropriate production conditions</li> </ul>		+		
30	17	2.5.7.	Structure the various components of training in clinical, hygienic, environmental and occupational monitoring skills and other manufacturing skills according to the specific phase of the training program.		+		
<b>2.6. Educational Program Structure, Content and Duration</b>							
An educational organization should:							
31	18	2.6.1.	Describe the content, scope and sequence of disciplines/modules, including appropriate balance between basic biomedical, behavioural, social and clinical/profile disciplines.		+		
32	19	2.6.2.	provide for the horizontal integration of related sciences and disciplines;			+	
33	20	2.6.3.	Provide for vertical integration of clinical/specialized sciences with basic biomedical and behavioral and social sciences			+	
34	21	2.6.4.	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective parts of the Civic Chamber			+	
35	22	2.6.5.	to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, including aspects of the impact of the environment and technogenic production loads, the social situation on the health of the population.		+		
<b>2.7. Program Management</b>							
An educational organization should:							
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+		
37	24	2.7.2.	Identify a committee, under the direction of academic leadership, responsible for planning and implementing the EP to ensure that the expected learning outcomes are achieved.		+		
38	25	2.7.3.	To ensure the representation of teachers, students, representatives from other stakeholders, including representatives from clinical, industrial bases, graduates of the PO, health professionals involved in the learning process		+		

			in the composition of the PO committee responsible for the EP.					
39	26	2.7.4.	through the committee responsible for the EP, plan and implement innovations in the EP.		+			
<b>2.8. Relationship to medical/pharmaceutical practice and the health care system</b>								
An educational organization should:								
40	27	2.8.1.	Ensure continuity between the EP and the subsequent stages of professional training or practical activities that the learner will embark on at the end of the training		+			
41	28	2.8.2.	takes into account the specifics of the conditions in which graduates will have to work and modify the EP accordingly		+			
				<i>Total</i>	<b>0</b>	<b>24</b>	<b>4</b>	<b>0</b>
<b>Standard 3. STUDENT ASSESSMENT</b>								
<b>3.1. Assessment Methods</b>								
An educational organization should:								
42	1	3.1.1.	define and approve the principles, methods and practices used to assess students, including the number of examinations, criteria for establishing passing scores, grades and the number of retakes allowed;		+			
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behaviour		+			
44	3	3.1.3.	Use a wide range of assessment methods and formats depending on their "usefulness assessment", including a combination of validity, reliability, learning impact, acceptability and effectiveness of assessment methods and formats			+		
45	4	3.1.4.	Ensure that the evaluation process and methods are open (accessible) to external review		+			
46	5	3.1.5.	Ensure that assessment methods and results avoid conflicts of interest and use a student assessment appeal system		+			
47	6	3.1.6.	to ensure the openness of the assessment procedure and its results, to inform students about the criteria and assessment procedures used		+			
48	7	3.1.7.	Provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as the use of external examiners			+		
<b>3.2. The Relationship Between Assessment and Learning</b>								
An educational organization should:								
49	8	3.2.1.	Use assessment principles, methods and practices that are compatible with the planned RO and teaching and learning methods, ensure the achievement of the intended learning outcomes, promote student learning, and provide an appropriate balance of formative and summative assessment for the direction of learning and decision-making on academic performance		+			
50	9	3.2.2.	Provide for the possibility of adjusting the number and nature of examinations in order to stimulate both the acquisition of knowledge and integrated learning		+			
51	10	3.2.3.	Provide timely, specific, constructive, and fair feedback to students on assessment results		+			
				<i>Total</i>	<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>
<b>Standard 4. STUDYING</b>								
<b>4.1. Admission and Selection Policy</b>								
An educational organization should:								
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement of the student selection process		+			
53	2	4.1.2.	Have policies and practices for the admission of persons with disabilities		+			
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign		+			

			ones					
55	4	4.1.4.	to establish a connection between the selection and the mission of the educational organization, the educational program and the desired quality of graduates; periodically review the admissions policy		+			
56	5	4.1.5.	use a system for appealing decisions on the admission of students		+			
4.2. Recruitment of students								
An educational organization should:								
57	6	4.2.1.	determine the number of students admitted in accordance with the possibilities of organizing education at all stages of the educational program		+			
58	7	4.2.2.	Periodically regulate the number and number of students enrolled, taking into account the views of stakeholders responsible for planning and developing human resources in the health sector to meet the health needs of the population and society as a whole		+			
59	8	4.2.3.	Provide for the possibility of periodically reviewing the number and nature of enrolments, in consultation with other stakeholders, and adjusting to meet the health needs of the population and society as a whole		+			
4.3. Student Counseling and Support								
An educational organization should:								
60	9	4.3.1.	have a system of academic counseling for students		+			
61	10	4.3.2.	Offer students a program of support focused on social, financial and personal needs, allocating appropriate resources and ensuring the confidentiality of counseling and support		+			
62	11	4.3.3.	have a feedback system with students on the assessment of conditions and the organization of the educational process		+			
63	12	4.3.4.	provide students with documents confirming the qualification (diploma) and the diploma supplement (transcript)		+			
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory		+			
65	14	4.3.6.	Provide academic counseling that is based on the monitoring of the student's progress and includes career guidance and career planning		+			
4.4. Student Representation								
An educational organization should:								
66	15	4.4.1.	Develop and implement a policy of student representation and appropriate participation in the mission, development, management and evaluation of the educational program and other matters related to students		+			
67	16	4.4.2.	Provide an opportunity to encourage and promote and support student activities and student organizations		+			
				<i>Total</i>	<b>0</b>	<b>16</b>	<b>0</b>	<b>0</b>
Standard 5. ACADEMIC STAFF/FACULTY								
5.1. Recruitment and Selection Policy								
An educational organization should develop and implement a staff selection and recruitment policy that:								
68	1	5.1.1.	defines their category, responsibilities, and balance of academic staff/faculty in the basic biomedical <i>sciences, behavioral and social sciences, and medical/pharmaceutical sciences for adequate implementation of the EP, including the proper ratio between medical, non-medical, pharmaceutical, full-time or part-time faculty, and the balance between academic and non-academic Employees</i>		+			
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research activities and "service" functions		+			
			Identifies and monitors the responsibilities of academic staff/faculty in Basic Biomedical Sciences, Behavioral and		+			

			Social Sciences, and Clinical, Hygienic, Pharmaceutical Sciences.				
70	3	5.1.3.	Identifies and monitors the responsibilities of academic staff/faculty in Basic Biomedical Sciences, Behavioral and Social Sciences, and Clinical, Hygienic, Pharmaceutical Sciences.		+		
71	4	5.1.4.	provides for the possibility in the policy of selection and recruitment of personnel to take into account such criteria and features as the attitude to the mission and economic opportunities of the educational organization, as well as the significant features of the region		+		
<b>5.2. Personnel Activity and Development Policy</b>							
An educational organization should develop and implement a policy for the activities and development of personnel, which is aimed at:							
72	5	5.2.1.	striking a balance between teaching, research and service functions, ensuring recognition of worthy academic activity, with due emphasis on teaching, research and professional qualifications		+		
73	6	5.2.2.	ensuring that individual staff members have sufficient knowledge of the entire educational program, as well as training and professional development of teachers, their development and evaluation			+	
74	7	5.2.3.	the ability to take into account the teacher-student ratio depending on the different components of the educational program		+		
75	8	5.2.4.	Career development of personnel		+		
<i>Total</i>				<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>
<b>Standard 6. EDUCATIONAL RESOURCES</b>							
<b>6.1. Material and technical base</b>							
An educational organization should:							
76	1	6.1.1.	have a sufficient material and technical base to ensure the adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	Improve the learning environment by regularly updating and expanding the material and technical base to meet changes in educational practice		+		
<b>6.2. Practical Training Resources</b>							
An educational organization should:							
78	3	6.2.1.	Provide the necessary resources to provide learners with appropriate clinical/practical experience, including: <ul style="list-style-type: none"> <li>• Quality and categories of patients/consumers of services</li> <li>• Number and Categories of Clinical/Production Facilities</li> <li>• Observation of students' practice</li> </ul>		+		
79	4	6.2.2.	evaluate, adapt and improve clinical/practical training settings to meet the needs of the population		+		
<b>6.3. Information Technologies</b>							
An educational organization should:							
80	5	6.3.1.	Develop and implement policies aimed at the effective and ethical use and evaluation of appropriate information and communication technologies		+		
81	6	6.3.2.	provide access to websites or other electronic media		+		
82	7	6.3.3.	Provide teachers and learners with access to relevant patient data and health information systems, using existing and relevant new information and communication technologies for self-learning, access to information, patient databases and health information systems		+		
<b>6.4. Medical/Pharmacy Research and Scientific Advances</b>							
An educational organization should:							

83	8	6.4.1.	use research activities and scientific achievements in the field of medicine and pharmacy as a basis for an educational program		+		
84	9	6.4.2.	formulate and implement policies that promote the link between research and education; provide information on the research base and priority areas in the field of scientific research of the organization of education		+		
85	10	6.4.3.	Provide for the relationship between research and education is taken into account in teaching, encourages and prepares learners for and participation in research in the field of health		+		
<b>6.5. Expertise in the field of education</b>							
An educational organization should:							
86	11	6.5.1.	have access to educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists of the university, interuniversity and international levels; develop and implement a policy of expertise in the development, implementation and evaluation of the educational program, the development of teaching and assessment methods			+	
87	12	6.5.2.	demonstrate evidence of the use of internal or external educational expertise in staff development, taking into account current experience in medical/pharmaceutical education and contributing to the interests of staff in conducting research in education			+	
<b>6.6. Exchange in the field of education</b>							
An educational organization should:							
88	13	6.6.1.	formulate and implement a policy on national and international cooperation with other educational organizations, including the mobility of staff and students, as well as the transfer of educational credits		+		
89	14	6.6.2.	to promote the participation of teachers and students in academic mobility programs in the country and abroad and to allocate appropriate resources for this purpose		+		
<i>Total</i>				<b>0</b>	<b>12</b>	<b>2</b>	<b>0</b>
<b>Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM</b>							
<b>7.1. Programme Monitoring and Evaluation Mechanisms</b>							
An educational organization should:							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students		+		
91	2	7.1.2.	develop and apply an evaluation mechanism for the educational program, which considers the program, its main components, the performance of students, identifies and solves problems, and ensures that the relevant assessment results affect the EP		+		
92	3	7.1.3.	Periodically evaluate the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility		+		
<b>7.2. Feedback from the teacher and the student</b>							
An educational organization should:							
93	4	7.2.1.	systematically conduct, analyze and respond to feedback from teachers and students		+		
94	5	7.2.2.	Use the results of feedback to improve the educational program		+		
<b>7.3. Educational achievements of students</b>							
An educational organization should:							
95	6	7.3.1.	analyze the progress of students and graduates in accordance with the mission and expected learning outcomes, the training program and the availability of resources		+		

96	7	7.3.2.	analyze the progress of students and graduates, taking into account the conditions of their previous education, the level of training when entering a university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational program, and the consulting of students		+			
<b>7.4. Stakeholder Engagement</b>								
An educational organization should:								
97	8	7.4.1.	Involve key stakeholders in the monitoring and evaluation of the educational program		+			
98	9	7.4.2.	Provide stakeholders with access to the results of the evaluation of the program, collect and study their feedback on the practical activities of graduates and feedback on the educational program		+			
				<i>Total</i>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>Standard 8. MANAGEMENT AND ADMINISTRATION</b>								
<b>8.1. Management</b>								
An educational organization should:								
99	1	8.1.1.	Identify structural units and their functions, including relationships within the university		+			
100	2	8.1.2.	define committees in the management structure, their responsibilities, and their composition, reflecting the representation of key and other stakeholders, ensuring transparency of the work of management bodies and their decisions		+			
<b>8.2. Academic Leadership</b>								
An educational organization should:								
101	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program		+			
102	4	8.2.2.	Periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes		+			
<b>8.3. Training Budget and Resource Allocation</b>								
An educational organization should:								
103	5	8.3.1.	have a clear distribution of responsibilities and powers to provide resources for the educational program, including a targeted budget for training		+			
104	6	8.3.2.	allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs		+			
105	7	8.3.3.	Provide for the ability to allocate resources independently, including the remuneration of teachers, who adequately achieve the planned learning outcomes; In the allocation of resources, take into account scientific achievements in the field of health and public health problems and their needs.		+			
<b>8.4. Administrative Staff and Management</b>								
An educational organization should:								
106	8	8.4.1.	have administrative and professional staff for the implementation of the educational program and related activities, ensure proper management and allocation of resources		+			
107	9	8.4.2.	ensure the participation of all departments of the educational organization in the processes and procedures of the internal quality assurance system		+			
<b>8.5. Engagement with the health sector</b>								
An educational organization should:								
108	10	8.5.1.	to engage constructively with the health system and health-related sectors of society and government, including foreign	+				
109	11	8.5.2.	Formalize collaborations, including staff and training, with partners in the health sector		+			
<b>8.6. Informing the public</b>								
An educational organization should:								

110	12	8.6.1.	publish on the official website of the educational organization and in the media complete and reliable information about the educational program and its achievements		+		
111	13	8.6.2.	publish on the official website objective information about the employment and demand for graduates		+		
<i>Total</i>				<b>1</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>Standard 9. CONSTANT UPDATING</b>							
An educational organization should:							
112	1	9.1.1.	As a dynamic and socially responsible organization, initiate procedures to regularly review and update the program's process, structure, content, outcomes/competencies, evaluation and learning environment, address documented deficiencies, allocate resources for continuous renewal		+		
113	2	9.1.2.	base the renewal process on prospective health research and on the results of in-house research, evaluation and literature on medical/pharmaceutical education;			+	
The education organization should ensure that the process of renewal and restructuring leads to a revision of policies and practices in accordance with past experience, current activities and future prospects, and provide for the following issues to be addressed in the renewal process:							
114	3	9.1.3.	adaptation of the mission for the scientific, socio-economic and cultural development of society		+		
115	4	9.1.4.	changing the expected learning outcomes of graduates in accordance with the documented needs of the environment in which they will be located. Modification of learning outcomes to meet the documented needs of the postgraduate training environment, including clinical skills, public health training, and participation in patient care in accordance with the responsibilities that are assigned to graduates after graduation		+		
116	5	9.1.5.	adaptation of the EP model and teaching methods to ensure their adequacy and relevance		+		
117	6	9.1.6.	Adjustments to the elements of EP and their relationship in line with advances in biomedical, behavioral, social and clinical, hygienic, pharmaceutical sciences, changes in demographic and health/morbidity patterns of the population and socio-economic and cultural conditions, and the adjustment process will ensure the incorporation of new relevant knowledge, concepts and methods, and the elimination of obsolete ones		+		
118	7	9.1.7.	development of assessment principles, methods and number of examinations in accordance with changes in the intended learning outcomes and teaching methods		+		
119	8	9.1.8.	adapting student admission policies and selection methods to changing expectations and circumstances, human resource needs, changes in the pre-university education system, and the needs of EPs		+		
120	9	9.1.9.	adapting the policy of recruitment and formation of academic staff in accordance with changing needs		+		
121	10	9.1.10.	updating educational resources in accordance with changing needs, i.e., the number of students, the number and profile of academic staff, and the educational program;		+		
122	11	9.1.11.	improving programme monitoring and evaluation		+		
123	12	9.1.12.	developing the organizational structure, as well as leadership and management, to cope with changing circumstances and needs and, over time, to adapt to the interests of different stakeholder groups		+		
<i>Total</i>				<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>				<b>1</b>	<b>109</b>	<b>13</b>	<b>0</b>