



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the results of the work of the External Expert Evaluation Commission
for compliance with the requirements of standards for international
accreditation of basic medical and pharmaceutical education programs
(based on WFME/AMSE/ESG)

33.05.01 Pharmacy (Specialist)

FSGFEI HE Volgograd State Medical University
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
CBL	– Clinical Case-Based Training
RBL	– Research-Based Learning
TBL	– Team-Based Learning
WFME	– World Federation for Medical Education
WHO	– World Health Organization
FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia, VolgSMU	– Volgograd State Medical University of the Ministry of Health of the Russian Federation
SFA	– State Final Attestation
SEC	– State Examination Commission
HAAP, IAAR	– Independent Accreditation and Rating Agency
UN	– United Nations
EP	– Educational program
TS	– Teaching Staff



IAAR

(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 33.05.01 Pharmacy (Specialist) (hereinafter referred to as the EP "Pharmacy") 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 Russia, (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) *On-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 Healthcare of Russia 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 Healthcare of Russia (Order of the Ministry of Education of the Russian Federation dated 08.01.2003 No. 10, Order of the Ministry of Healthcare of Russia 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 Healthcare of Russia. 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 was signed 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).

The main departments that implement a significant part of the Pharmacy EP are the Departments of Chemistry, the Departments of Pharmacognosy and Botany, the Departments of Pharmaceutical and Toxicological Chemistry, the Departments of Pharmaceutical Technology and Biotechnology, the Department of Management and Economics of Pharmacy, Medical and Pharmaceutical Commodity Science. The departments are equipped with the necessary equipment, lecture, educational and scientific laboratories (premises).

In the 2023/2024 academic year, 514 students are studying under the EP "Pharmacy", of which 252 are citizens of the Russian Federation, 262 are foreign citizens (77 of them study in Russian, 185 in English).

EP "Pharmacy" has a sufficient staff of teachers, while the degree (professors and associate professors) in basic medical sciences is 70%, behavioral and social sciences - 83%, in specialized pharmaceutical disciplines - 52%. The share of part-time employees is no more than 5%.

The main areas of employment of graduates are pharmacists holding the following positions: director (head) of a pharmacy organization, deputy director (head) of a pharmacy organization, head (chief) of a structural unit (department) of a pharmacy organization, pharmacist-technologist of a pharmacy organization/production pharmacy, pharmacist-analyst of a pharmacy organization/production pharmacy/control and analytical laboratory, pharmacists research laboratories/centers, chemist-expert of a medical organization

Academic activity programs within the framework of the Pharmacy programme are practically not implemented. In 2023, only 1 5th-year student (Biocad Joint-Stock Company, St. Petersburg) completed an internship as part of academic mobility.

Over the past 3 years, projects have been implemented under the Pharmacy EP within the framework of the Innovation Promotion Fund (1 project - 2022-2023, 1 topic - 2023-2024), UMNİK (2 topics - 2022-2023), 3 initiative topics.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation EP 33.05.01 Pharmacy (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, heads of structural divisions, directors of institutes, heads of departments, teachers, students. A total of 164 representatives took part in the meetings (table 1).

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

Category of participants	Quantity
Rector	1
Vice-Rectors	4
Heads of structural subdivisions	11
Directors of Institutes (Deans)	3
Heads of Departments	31
Teachers	20
Studying	55
Graduates	29
Employers	10
Altogether	164

During the tour, the members of the EEC got acquainted with the departments within the framework of the EP "Pharmacy":

pharmaceutical and toxicological chemistry (classrooms, scientific laboratory);

pharmaceutical technology and biotechnology (classrooms for classes on private pharmaceutical technology, a complex of premises with equipment for mastering factory pharmaceutical technology);

Pharmacology and Bioinformatics (classrooms, educational and scientific classrooms for the academic discipline "Bioinformatics", scientific laboratory for conducting preclinical research of the department).

At the meeting of the EEC 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.

For the period of accreditation, classes were attended: a lesson with foreign students on the academic discipline "Pharmacology" in English on the topic "Drugs affecting hematopoiesis. Agents influencing erythropoiesis. Agents influencing leukopoiesis. Drugs that increase blood clotting. Drugs Affecting the Myometrium", lecturer – Associate Professor, Candidate of Pharmaceutical Sciences Viktor Sergeevich Sirotenko.

In the course of their work, the EEC members visited the following internship bases:

Pharmacy No. 131 of the State Unitary Enterprise "Volgofarm" (head of the pharmacy – Glazkova Irina Yuryevna) – a base of production practice for pharmaceutical consulting and information;

The simulation pharmacy of VolgSMU is the base of all educational and industrial practices (except for research work).

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 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.
 - ✓ 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

The mission of EP 33.05.01 "Pharmacy" is defined as: "By creating modern, effective conditions for education, practical training, education of students at the faculty, through the development of advanced pharmaceutical technologies, the implementation of applied and fundamental scientific research that is in demand by domestic and international professional environments, to train competitive specialists with higher pharmaceutical education in the specialty 33.05.01 Pharmacy with active life position, possessing high social and personal

competencies, modern knowledge, practical skills, innovative thinking, in demand in the labor market, able to timely and efficiently solve the problems of providing the country's population with safe and effective medicines."

The mission of the EP "Pharmacy" is not posted on the university's website, but was presented at the information stand of the Department of Pharmaceutical Technology and Biotechnology.

As part of interviews with teachers, students and employers, it was noted that the interviewees do not know the Mission of the EP "Pharmacy" and VolgSMU.

The mission of the EP "Pharmacy" was developed without taking into account the proposals of the heads of departments, teachers, students and employers: during the interview, these categories of respondents did not have information about how and when the Mission of the EP was discussed, the participation of the interviewees was not confirmed.

Employees and students of the Pharmacy programme noted their satisfaction with the academic freedoms granted to them during interviews.

The final results of the Pharmacy EP are determined at the level of the federal state educational standard of higher education in this specialty, and are additionally determined by the university, taking into account the needs of the regional labor market. Learning outcomes and competencies are posted on the university's website.

The final results of the training of the EP "Pharmacy" were brought to the attention of all stakeholders, which was revealed during interviews with students, teachers and employers. Also, during the interview, it was noted that employers participate in the discussion of the final results of training (as an example, the improvement of the final results of training in terms of preferential provision of the population with medicines is given).

Proper standards of student conduct are regulated by the Internal Regulations of Students at VolgSMU; the mode of study of students; Regulations on the Student Dormitory of VolgSMU.

Conditions have been created for students to participate in scientific research: when visiting the departments of pharmaceutical and toxicological chemistry, pharmacology and bioinformatics, pharmaceutical technology and biotechnology, scientific laboratories equipped with sufficient equipment are presented. During the visit to the laboratories, the students performed research, familiarized themselves with the experiment they were conducting and previously obtained scientific results. During the interview, the students noted that all students wishing to participate in scientific research have the opportunity to take part taking into account their interests.

Analytical part

The Faculty of Pharmacy has the mission of EP Pharmacy. The mission of the EP "Pharmacy" includes aspects of global health and pharmacy and reflects the goals and educational strategy of training pharmacists, including fundamental and applied scientific research in the field of pharmaceutical sciences.

The mission of Pharmacy EP is not properly communicated to all interested parties and is not posted on the official website.

During the formation of the Mission of EP "Pharmacy", not all stakeholders took part in its formation and discussion. Thus, the stated Mission is not based on the opinion of all stakeholders.

The teaching staff of the Pharmacy programme and the students of the Pharmacy programme have academic rights and freedoms.

The final learning outcomes of the EP "Pharmacy" are determined in accordance with the requirements of the legislation and taking into account the needs of the region and meet the requirements of practical pharmacy and postgraduate education and are related to global healthcare.

In the EP "Pharmacy", the necessary conditions have been created for the implementation

of scientific research by students as part of the work of student scientific circles at the departments.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

1. The management of EP "Pharmacy" should revise the Mission of the EP taking into account the opinion of all stakeholders. Deadline: until 01.06.2024.

2. The management of the EP "Pharmacy" should communicate the stated Mission of the EP to all interested parties, including by posting it on the official website of the university. Deadline: until 01.06.2024.

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*
 - ✓ *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 Civic Chamber
 - ✓ 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
 - ✓ 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
 - ✓ take into account the specifics of the conditions in which graduates will have to work and modify the EP accordingly

Evidence

The current EP Pharmacy was developed on the basis of the FSES HE and is reviewed annually. Upon completion of this programme, the qualification of "pharmacist" and the academic degree of "specialist" are awarded.

EP "Pharmacy" has a linear organization of the educational process, in which academic disciplines are studied sequentially, and the teaching of individual academic disciplines is lectures and practical (laboratory, seminar) classes, regular assessment of students' knowledge and skills is carried out with the help of current monitoring of learning outcomes and ends with final control in the form of intermediate certification.

Modular or spiral design, according to the submitted documents (curriculum of the EP "Pharmacy") and information from interviews with heads of departments and teachers, is not used in the implementation of the EP.

In the implementation of the EP "Pharmacy", there is little use of teaching and learning methods based on the modern theory of adult education. The use of the case method was noted when interviewing teachers only within the framework of the academic discipline "Pharmacology" (in the methodological instructions, there is no mark about the use of this method in the classroom), the methods of team training - within the framework of the academic discipline "Pharmaceutical Ecology".

In the SWOT analysis as part of the self-assessment, the university also noted that "the introduction of modern active teaching methods is not fully implemented by all teaching staff", which is attributed by VolgSMU as a weakness.

Within the framework of the EP "Pharmacy", conditions have been created as part of the implementation of the principles of equality in all buildings where the departments of the Faculty

of Pharmacy are located. Adapted versions of EP have been developed for students with visual impairments, hearing impairments, and diseases of the musculoskeletal system. The university presented a certificate of participation in the NOC 2023, which noted that the accessibility of services for people with disabilities is 100% ensured.

Within the framework of the EP "Pharmacy", considerable attention is paid to the principles of scientific methodology, mastering the skills of students in planning, performing and presenting the results of a scientific experiment. The EP includes a number of disciplines that form scientific thinking: a mandatory component – "Applied Biostatistics", "Biopharmacy"; elective disciplines in semesters 4-9 – "Methods of Experimental Study of the Molecular Basis of Drug Action", "Methodology of Preclinical Studies of Drugs", "Fundamentals of Research Work and Project Management", "Preclinical Studies of Drug Substances on Various Cell Cultures", "Bioinformatics"; within the framework of optional disciplines – "Artificial Intelligence Systems", "Scientific Style of Speech". Within the framework of these disciplines, students carry out scientific projects: working with information from various sources related to medicines, including scientific articles, presenting the results of search work, working with the UniProtKB protein database, paired and multiple alignment of amino acid sequences in Clustal programs and the BLAST system, identifying specific binding sites of protein structures in the Chem3D program.

In addition, there is an on-the-job training - research work, within the framework of which all graduate students carry out scientific research in relevant areas of pharmacy - chemical synthesis of new pharmaceutical substances, industrial production of medicines, bioinformatics, preclinical studies of the pharmacological activity of drugs.

The EP "Pharmacy" is updated taking into account modern scientific data, which was noted, among other things, when attending a class in the academic discipline "Pharmacology".

The EP includes a list of academic disciplines, including basic medical, behavioral and social and pharmaceutical academic disciplines.

According to the curriculum of the EP "Pharmacy", basic medical disciplines combine 22 academic disciplines (94 credits); behavioral, social and personal disciplines include 7 academic disciplines (26 credits); The block of pharmaceutical academic disciplines contains 18 academic disciplines (111 credits). All academic disciplines are reviewed annually taking into account new scientific achievements.

30-50% of the classroom time is allocated for practicing practical skills in the classroom, which was noted by students during interviews. Graduates of the Pharmacy programme noted that, in their opinion, there is not enough time to develop practical skills.

During the visit to the production practice base, the pharmacy employees noted that the trainees undergo occupational health and safety briefings, as well as medical examinations with the issuance of a sanitary book. When students perform professional tasks, a mentor from among experienced workers of practical pharmacy is always present during the internship. Safety information is also placed in the departments in educational and scientific laboratories, which was demonstrated during the inspection. Students' work with chemical reagents and pharmaceutical (technological, analytical) equipment is carried out under the supervision of a teacher.

Students of the EP Pharmacy get acquainted with the work of the pharmacy from the 1st year as part of the academic discipline "Introduction to the specialty. Circulation of Medicines" and Educational Pharmaceutical Propaedeutic Practice.

The presented curriculum allows us to conclude that the EP "Pharmacy" is quite structured.

In the EP "Pharmacy" there are elements of horizontal integration (for example, in the 5th year between the academic disciplines "Pharmaceutical Information", "Legal Foundations of the Pharmacist's Activity"). At the same time, horizontal integration between basic medical, behavioral and professional pharmaceutical academic disciplines is practically absent, which is revealed in the study of the curriculum and annotations of the curricula of academic disciplines.

The information provided in the report and during the interviews on vertical integration did

not confirm its existence. Of course, some academic disciplines are basic for other academic disciplines, but this only further emphasizes the linearity of the implementation of the educational process. Vertical integration between academic disciplines, when in the course of studying individual issues there is a complication of the tasks set from one academic discipline to another, has not been revealed.

The Pharmacy programme includes 7 blocks of elective disciplines with a volume of 15 credits (one elective discipline in 4-9 semesters with a volume of 2-3 credits). Most elective disciplines are aimed at studying research areas in pharmacy (methodology for the development, preclinical and clinical trials of new drugs); There are no practice-oriented elective disciplines for future pharmacists-recipe, pharmacists-technologists and pharmacists-analysts. The choice of elective disciplines is carried out by the student independently from 2 disciplines. In most cases, the entire academic group is sent to study one elective discipline.

In the implementation of pharmaceutical disciplines ("Pharmacology", "Medicines from natural raw materials"), their relationship with complementary medicine is sufficiently formed. In the EP "Pharmacy", during the implementation of the academic disciplines "Hygiene", "Pharmaceutical Ecology" and "Psychology", the issues of assessing the impact of the environment, technogenic production loads, and the social situation on the health of the population were considered.

The development of the EP is carried out in accordance with the "Regulations on the Main Professional Educational Program of Higher Education of VolgSMU". Discussion of the content of academic disciplines and practices takes place at the level of the implementing department, followed by discussion at the educational and methodological commission of the Faculty of Pharmacy, which includes representatives of the Department of Educational Programs (1 person), representatives of the heads of the EP (dean's office, 3 people), representatives of departments (18 people), representatives of employers (2 people).

During interviews with graduates, it was noted that the EP fully meets the needs of future professional activity and further education.

Analytical part

EP "Pharmacy" is developed in accordance with the requirements of the law and assumes a traditional linear model, in which all the main issues are studied sequentially and once. Elements of modular or spiral design were not identified in the documents and interviews. At the same time, spiral design contributes to improving the quality of learning, as it involves the repeated consideration of important issues from different perspectives at different levels of complexity, which allows the student to have a higher systematization and survival of knowledge, as well as to apply it at different levels.

Various forms of teaching are used in the learning process, including lectures, seminars, practical and/or laboratory classes, as well as independent work, educational and industrial practice. Within the framework of these forms of conducting classes, traditional methods and some methods of teaching and learning are used, based on the modern theory of adult education (in the implementation of certain topics of individual academic disciplines).

The EP "Pharmacy" is implemented in accordance with the principles of equality, which is confirmed by the submitted documents and when visiting the departments.

Within the framework of the EP "Pharmacy", training in the principles of scientific methodology and evidence-based medicine is implemented to a significant extent, especially within the framework of elective and optional disciplines focused mainly on mastering the skills of scientific research, and industrial practice "research work". At the same time, the work of students in student scientific circles is not excluded.

The results of scientific research are implemented in the educational process in a sufficient volume.

The EP "Pharmacy" consists of basic medical, behavioral and socio-personal, pharmaceutical academic disciplines. Their ratio allows you to fully prepare the graduate for

future professional activity. Up to 50% of classroom time is devoted to the development of practical skills, but this may not always be enough.

To ensure safety during the training period, briefings are held with trainees. Sanitary and hygienic safety is additionally ensured during production practices.

Students of the Pharmacy EP have early contact with the field of their professional activity.

Horizontal integration within the Pharmacy EP is represented by a small number of elements. The development of horizontal integration between the basic medical sciences and/or the behavioural and occupational sciences would contribute to a closer relationship between the separately studied elements, as well as to the development of problem-based learning.

The information provided on the presence of vertical integration indicates the existence of interlinkages between academic disciplines, but not vertical integration, when over the course of several academic disciplines the issue is considered with a gradual increase in the volume of knowledge and the complexity of the acquired practical skills.

5% (15 credits, excluding elective subjects) are elective (elective) disciplines. At the same time, the choice is made between two elective disciplines, which is insufficient for the formation of an individual educational trajectory.

EP "Pharmacy" considers the issues of complementary medicine and aspects of the impact of the environment and social situation on human health to a sufficient extent for future activities.

Heads of the EP, teachers and employers take part in the development and approval of the EP "Pharmacy".

EP "Pharmacy" ensures continuity with subsequent training and professional activities.

Strengths/Best Practices:

Pharmacy has formed and implemented throughout the entire period of study an integral system for the formation of modern knowledge about the principles and methods of conducting scientific research, scientific forecasting and engineering of scientific processes in the field of development, creation of new innovative domestic medicines.

Recommendations of the EEC:

1. The management of the EP "Pharmacy" is recommended to carry out a step-by-step adaptation of the EP model from linear to spiral design by revising the programs of the studied academic disciplines and the sequence of their study. Deadline: 01.09.2025.

2. The management of the EP "Pharmacy" should include in the educational process methods of teaching and learning, taking into account the best international practices (TBL, CBL, RBL, etc.), based on the principles of andragogy. Deadline: until 01.09.2024.

3. The management of the EP "Pharmacy" is recommended to introduce horizontal integration of related sciences (development of an integrated module, an integrated program of academic disciplines) to ensure a closer connection between separately studied elements, as well as the development of problem-based learning. Deadline: 01.09.2025.

4. The management of the EP "Pharmacy" is recommended to introduce vertical integration of related sciences (revision of the structure and content of curricula of academic disciplines) for the development of practice-oriented teaching of academic disciplines. Deadline: 01.09.2025.

5. The management of the EP "Pharmacy" should include elective disciplines that are practice-oriented for future pharmacists-prescriptions, pharmacists-technologists and pharmacists-analysts, and form a Catalog of elective disciplines. Deadline: 01.09.2024.

Conclusions of the EEC on the following criteria:

- *Strong* – 1
- *Satisfactory* – 23
- *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*
 - ✓ *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, and Procedure for Current Monitoring of Academic Progress and Intermediate Certification.

A point-rating system has been developed and is being used, with which students are familiarized. Also, during interviews with students, it was noted that assessment in the classroom (formative assessment) is carried out based on the results of testing, oral questioning, completion and defense of laboratory work. Summative assessment (intermediate certification) includes testing (100 tasks), demonstration of practical skills, oral interview and takes into account the rating for the period of study, which allows you to take into account the student's attitude to learning.

In behavioral, social and personal disciplines, testing, oral interviews, and solving situational problems are used to assess the educational achievements of students; In basic medical and specialized pharmaceutical disciplines and practices, an assessment of the acquisition of practical skills is a mandatory component of assessment in accordance with the implementation of practice-oriented training.

When conducting the State Final Attestation in the form of a state exam, the structure of tasks presented to the student includes an assessment of the acquisition of practical skills and an interview based on the results of solving practice-oriented situational tasks.

The means of assessing the educational achievements of students (used tests, situational tasks) are studied for compliance with the curriculum of the academic discipline, but not from the standpoint of their validity and reliability. Validity and reliability results have therefore not been documented.

The openness of the process and methods of assessing the educational achievements of students is ensured by the involvement of representatives of practical pharmacy as external examiners in the State Final Attestation.

According to the results of the interview, the students are familiar with the criteria and the assessment procedure. Students also note the absence of a conflict of interest in assessing educational achievements. There are no cases of the need to appeal the results of the assessment.

The procedure and methods of assessing the educational achievements of students take into

account the final results of learning (to know, to be able to, to have a skill) of a particular academic discipline, which is presented in the funds of assessment tools and noted by teachers and students during interviews.

As part of the exam session, students take from 1 to 5 exams, as well as from 1 to 11 tests, tests with a grade. The number of forms of intermediate certification is balanced in complexity: the more exams and tests with a grade, the fewer tests, and vice versa. No more than 1 exam and no more than 2 tests are taken per day, tests with a grade. The questions and tasks submitted to the exams are compared with the learning outcomes and presented in the Assessment Fund.

The management of the EP organizes regular surveys and questionnaires of students, including on assessment issues, which was noted in interviews with students. The results of the surveys are posted on the official website.

Analytical part

In the process of analyzing the submitted documents, the results of interviewing students, it was revealed that the procedure for assessing students was clearly defined and communicated to students. The assessment procedure takes into account knowledge, skills and attitudes towards the learning process. When analyzing the achievements of students, a point-rating system is used, which helps students to take responsibility for their educational process.

Different academic disciplines use different approaches to assessing the educational achievements of students, taking into account the features of the competencies being mastered.

For the Pharmacy EP, the determination of the validity and reliability of methods for assessing the educational achievements of students was practically not carried out, and the documentation of the results of the determination was not revealed.

The procedure and methods of assessing the educational achievements of students are open and exclude conflicts of interest.

Methods of assessing students' educational achievements are comparable to the planned learning outcomes.

The management of the EP provides constant feedback to students, including on assessment issues.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC :

1. The management of EP "Pharmacy" should regularly use a wide range of methods and formats for assessing students' academic achievements, taking into account their "usefulness assessment" – a combination of validity, reliability, impact on learning, acceptability and effectiveness. Deadline: 01.01.2025.

2. The management of the EP "Pharmacy" should ensure the documentation of the assessment of the validity and reliability of methods for assessing the educational achievements of students. Deadline: 01.01.2025.

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.
- ✓ 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 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
 - ✓ 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 policy of admission and selection at VolgSMU is carried out in accordance with the requirements of the legislation of the Russian Federation, the Charter of the University (paragraph 3) and the annual admission rules developed by the University, adopted by the Academic Council and approved by the Rector of the University. The admission rules provide information on special rights and benefits for the admission of persons with disabilities. In addition, for the convenience of potential applicants and their legal information on the admission and selection of persons with disabilities is posted in a special section on the official website.

Volgograd State Medical University has defined a policy for the transfer of students to the university and from other universities. During the interview, the students noted that they know of several cases of transfer of students from other universities of the Russian Federation to VolgSMU, as well as transfers from VolgSMU. They also noted that there are no reasons that make transfer difficult, and the content of the EP allows transfer to be carried out without a significant academic difference.

The Rules for Filing and Considering Appeals Based on the Results of Entrance Exams have been determined in VolgSMU.

The University annually plans, including taking into account the current Development Program of VolgSMU, and coordinates with the Health Committee of the Volgograd Region and the Ministry of Healthcare of Russia, the number of places for admission to the EP "Pharmacy" in order to meet the basic needs of the region and the country as a whole.

As part of the interview, the students noted that the management of the EP "Pharmacy" and the academic staff provide academic consulting at the request of the students themselves. Financial support is provided mainly through a system of nominal scholarships and scholarship supplements. The university also provides such types of encouragement of students as moral stimulation - awarding certificates of honor, letters of thanks from the rector, entering on the Board of Honor, including virtual, sending letters of thanks to parents of students or legal representatives.

The collection of information on students' satisfaction with the conditions and organization of the educational process is carried out within the framework of a questionnaire, the results of which are analyzed and discussed at the rector's office.

Upon completion of the entire period of study and successful passing of the state final attestation, a graduate of the EP "Pharmacy" is issued a diploma of higher education with the qualification of a pharmacist. The form and procedure for issuing a diploma of higher education and its supplement is established by the order of the Ministry of Education and Science of Russia dated 27.07.2021 No. 670 "On approval of the Procedure for filling, recording and issuing documents on higher education and qualifications, supplements to them and their duplicates".

Within the framework of the Pharmacy programme, conditions have been created for the formation of an individual educational trajectory in the tracks "Control and Analytical Research", "Search and Creation of New Domestic Drugs and Pharmaceutical Safety" and "Expertise and Pharmacokinetic/Pharmacogenetic Research". However, it is important to note that pharmacy is a more multifaceted field, and students may have an aspiration, and specialists in such tracks as "pharmaceutical technology", "pharmaceutical consulting and information", "management of pharmacy organizations", "pharmaceutical inspection", for which educational tracks are not currently provided, may be in demand in the region.

Student self-government at the university is implemented through the Student Council of VolgSMU. The information about the existence of the Student Council of the Faculty of Pharmacy was not confirmed by the students during the interview. Also, the students did not have information about the activities of the Student Council of VolgSMU and its specific results.

Analytical part

VolgSMU has a policy for the admission and selection of applicants (including those with disabilities) and the transfer of students, which corresponds to the Mission of the University and the Mission of the EP. The university has a system of appeals against decisions on the admission of students.

VolgSMU determines the number of places for admission to the EP "Pharmacy" taking into account the material and technical base and the plan for its modernization, as well as the needs of the region.

Students are provided with academic counseling, support in connection with social, personal and financial problems.

The university has ensured the functioning of the student feedback system with the conditions and organization of the educational process.

VolgSMU provides graduates who have fully mastered the EP with documents confirming the qualification received and a supplement to the diploma.

Within the framework of the Pharmacy EP, 3 tracks have been developed for the implementation of an individual educational trajectory, which have a research focus, while there are no tracks in other areas of pharmaceuticals.

The Student Council of VolgSMU has been established at the University, but the results of their activities in matters related to students are not known to students, which indicates the small role of this representative body in the implementation of the EP and representing the interests of students.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

1. The management of the Pharmacy EP is recommended to introduce the tracks "Pharmaceutical Technology", "Pharmaceutical Consulting and Information", "Management of Pharmacy Organizations", "Pharmaceutical Inspection" to expand the opportunities for students to implement an individual educational trajectory. Deadline: 01.01.2025.

2. The management of the Pharmacy programme should establish a student council of the faculty and promote its proper participation in the development, management and evaluation of the programme, as well as in the resolution of issues related to students. Deadline: 01.02.2024.

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 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 and personnel policy of VolgSMU.

Qualification requirements for applicants for teaching 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. 1 "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 the Regulation 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 Teaching Staff Belonging to the Teaching Staff".

For the implementation of the EP "Pharmacy", on the basis of curricula, 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, and the contingent of students in the EP.

EP "Pharmacy" has a sufficient staff of teachers, while the degree (professors and associate professors) in basic medical sciences is 70%, behavioral and social sciences - 83%, in specialized pharmaceutical disciplines - 52%. The share of part-time employees is no more than

5%. There are vacancies in the departments of basic medical sciences (1.65 rates) and specialized pharmaceutical sciences (3.4 rates).

Monitoring of the responsibility of teachers is carried out by analyzing the implementation of job descriptions, an individual plan reflecting the scope and timing of educational, educational, methodological, scientific and other types of work.

The university has sufficient economic conditions to attract the best employees from among the teaching staff, which was noted by the university administration during the interview

The ratio between teaching, research, and "service" activities is defined in the Regulation on the Calculation of the Teacher's Workload, which for each category of teaching staff determines the ratio of educational and pedagogical activities, methodological, scientific work, work in the field of practical pharmacy and hours for advanced training. As part of the interview with the teaching staff, it was noted that this ratio depends on the position held (head of the department, professor, associate professor, senior lecturer, lecturer) and the features of the department's work.

During interviews with teachers, it was noted that they take advanced training courses in their specialty in a timely manner in accordance with the requirements of regulatory documents.

In order to carry out effective teaching in the intermediary language (English) and active participation in international activities, the teaching staff of the university are taught a foreign language in two forms: initial training and repeated training (advanced training).

Also, VolgSMU conducts advanced training courses on ensuring the quality of the educational process and extracurricular work, educational work, electronic document management, and simulation training. At the same time, there are no advanced training courses or seminars on the use of modern educational technologies and assessment methods in the educational process for teaching staff.

According to the results of the survey during the visit of the EEC, 96.1% of the participating teachers of VolgSMU rated the possibility of advanced training as "very good" and "good".

The university has established a norm for the ratio of the average annual number of students per teacher: according to the EP "Pharmacy", this indicator is 8.5-9.0 students per 1 teacher. When visiting the departments, it was noted that the number of students in the group varies depending on the academic discipline and can exceed this norm.

According to the results of the survey of teaching staff, the imbalance of the teaching load by semesters was noted as "often" by 10% of respondents, frequent overcrowding of study groups was noted by 14% of respondents.

At the university, the effectiveness of the teaching staff is constantly evaluated, promising employees are stimulated and financially encouraged, a personnel reserve is formed, which allows for career advancement. The university promotes promising employees who are capable of filling higher management positions according to their business, professional and personal qualities.

Analytical part

The University has defined and communicated to all employees a policy for the selection and admission of academic staff. The personnel policy ensures equality and accessibility to vacancies available at the University and guarantees equal opportunities and an objective assessment of the professional qualities of applicants.

The formed academic staff fully allows for the implementation of the EP, which is ensured by the high degree of teaching staff (more than 50%).

The university regularly monitors the responsibility of teachers in accordance with local regulations.

The analysis of the information received from the teachers showed that there is a differentiation of the volume of educational and other types of work of the teaching staff at the university from the position held.

The analysis of the information obtained during interviews and questionnaires showed that the university provides training and advanced training of teachers. However, there are no advanced training courses on the use of modern educational technologies and assessment methods in the educational process.

The documents indicate that the teacher-student ratio is taken into account when planning the staff of the teaching staff. The University strives to comply with this ratio of 9:1 for the Pharmacy EP.

VolgSMU has implemented a policy of activity and development of teaching staff, which guarantees recognition of the merit of the activities of employees, which is carried out, among other things, in the form of promotion.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

1. The management of the EP "Pharmacy" to organize advanced training for teaching staff on the use of modern educational technologies and assessment methods in the educational process. Deadline: 01.01.2025.

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

✓ 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

For the implementation of the EP "Pharmacy", VolgSMU has a sufficient material and technical base that meets the current rules and regulations, ensuring all types of disciplinary and interdisciplinary training, practical and research activities of students, provided for by the curriculum.

To implement the educational process of the EP "Pharmacy", 25 departments of the university, the Simulation Pharmacy of VolgSMU are involved. The analysis of the material and technical equipment of the classroom fund for the development of the educational program showed full compliance with the requirements of the FSES HE.

All facilities comply with fire safety and sanitary and hygienic standards.

The results of the survey of students indicate that 68.8% of respondents are fully satisfied with classrooms and auditoriums, 71% with the existing scientific laboratories, and 66.2% with dormitories. 65% - sports facilities, 63.7% - safety and modern equipment and facilities.

During interviews with heads and teachers, the timeliness of updating equipment and facilities on the basis of purchase applications was noted.

In accordance with the FSES HE, EPs include a number of educational and industrial practices. As bases for students' practice, VolgSMU uses the Simulation Pharmacy of VolgSMU, pharmacies of Volgofarm, Vega LLC, Centravr LLC, Jupiter LLC, Zdravcity e-pharmacy and a number of other pharmacy chains.

When visiting the practice bases, the availability of the necessary equipment, premises and the number of mentors for students to undergo practical training and their consolidation of basic practical skills were confirmed.

In the implementation of the Pharmacy EP, the Electronic Information and Educational Portal and the ISKRA software package are used. LMS systems on the Moodle platform for students and listeners, an electronic library system (based on the MARK SQL AILS platform), and an electronic document management system (EDMS Directum) have been deployed. The implementation of the "1C: PROF University" system has begun. VolgSMU is connected to the following services: "Admission to a university online" subsystem "Federal Register of Electronic Medical Documents".

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

The university has its own official website. Some information about the university's activities is covered through social networks.

Students of the EP "Pharmacy" have the opportunity to use professional electronic resources: the State Pharmacopoeia of the Russian Federation XV edition, the State Register of Medicines of the Ministry of Healthcare of Russia, the Methodological Center for Accreditation of Specialists, the official website of the state labeling and tracking system Honest Mark, etc.

However, in the building where the simulation pharmacy of VolgSMU is located, access to the Internet and, consequently, to all electronic information resources is difficult.

To conduct scientific research, all departments implementing the EP "Pharmacy" have research laboratories equipped with the necessary equipment, which was demonstrated during visits to the departments. Student scientific circles participate in the departments, the work of which was also demonstrated during visits to the departments.

The results of scientific research are introduced into curricula and educational and methodological complexes of academic disciplines.

At the university, during the implementation of the EP, internal monitoring (self-examination) of the state and effectiveness of the processes of pedagogical activity is carried out in accordance with instructive methodological materials and programs. According to the documents and information provided during the interviews, the involvement of external experts at the inter-university and international level to assess the implementation of the EP, the analysis of the applied teaching methods and assessment was not carried out.

At VolgSMU, an internal educational examination of the teaching staff is regularly carried out as part of the certification when filling positions. As part of the interviews with the heads of departments and teaching staff, it was noted that they are not oriented in the areas of research in pharmaceutical education, as well as the lack of research in this area due to the lack of motivation on the part of the university management. As part of the university's self-assessment report, there is information only about the presence of a collective monograph "Best Educational Practices (Cases) of Volgograd State Medical University", 2022), which was attended by the staff of the dean's office of the Faculty of Pharmacy, but not the heads and teaching staff of the departments.

VolgSMU has a number of cooperation agreements with universities of near and far abroad, including the EP "Pharmacy". The procedure for transferring educational credits is determined by the Regulation on the Procedure for Transferring, Reinstatement to the Number of Students and Granting Academic Leave, Maternity Leave, and Child Care Leave at Volgograd State Medical University.

As part of the implementation of the EP "Pharmacy", academic mobility programs for both students and teaching staff are not currently being implemented. This information was confirmed during interviews with teaching staff and students.

Analytical part

As part of the visual inspection of the university and visits to the departments, the availability of the material and technical base necessary for the implementation of the EP "Pharmacy" was confirmed. Satisfaction with the material and technical base and its availability was also established during interviews and questionnaires of students.

The material and technical base is regularly updated and expanded on the basis of the feedback system between the departments and the university administration on the completeness of the material and technical support of academic disciplines.

The University creates conditions for the development of practical skills within the framework of the Pharmacy EP through the provision of the educational process with simulation equipment and the conclusion of contracts with practical pharmacy as practice bases.

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

The presented documents and information obtained during visits to the departments allow us to conclude that there is a relationship between scientific achievements in the field of pharmacy, including those of university staff and students, and the EP being implemented.

At VolgSMU, the examination of EP is carried out only at the intra-university level, external examination of EP, teaching methods and assessment at various levels has not been carried out.

Within the framework of the EP "Pharmacy", research in the field of pharmaceutical education, including the study of theoretical, practical and social issues, is not implemented, as evidenced by the lack of information about ongoing research and promising areas during interviews with teaching staff.

VolgSMU has cooperation agreements with other educational organizations, as well as a developed policy on the transfer of educational loans. However, according to the existing documented conditions, academic mobility in the Pharmacy EP has not been implemented since 2020 for both teaching staff and students, which was noted by these respondents during interviews.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

1. It is recommended that the management of the EP "Pharmacy" involve specialists of the inter-university and international level in the external examination of the EP, the applied methods of training and assessment. Deadline: 01.09.2025.

2. It is recommended that the management of EP "Pharmacy" determine the main directions of scientific research in pharmaceutical education and promote the aspirations and interests of employees in their implementation. Deadline: 01.09.2025.

3. The management of the EP "Pharmacy" is recommended to introduce academic mobility programs for teachers and students in the country and abroad. Deadline: 01.09.2024.

Conclusions of the EEC on the following criteria:

- *Strong – 0*
- *Satisfactory – 11*
- *Suggest improvements – 3*
- *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

In Volgograd State Medical University, the system of monitoring of educational programs is determined in accordance with the Regulation on the intra-university system for assessing the quality of education in the FSGFEI HE VolgSMU of the Ministry of Healthcare of Russia.

The results of monitoring are considered within the framework of the work of collegial bodies, which is confirmed by the submitted work plans. Based on the monitoring results, corrective action plans are drawn up. At subsequent meetings of collegial bodies, responsible

executives report on the implementation of previously adopted decisions (implementation of plans), which makes it possible to control how the monitoring results affect the EP.

To study the feedback, a survey of students' satisfaction is carried out at the departmental and university-wide level. The survey is carried out using the capabilities of the EIEP of VolgSMU, taking into account the specifics of the contingent of students - for Russian students and for foreign students (For International students). The results of the monitoring of student satisfaction are brought to the attention of all interested parties by posting analytical reports on the results of the monitoring in the public domain on the university's website - separately to monitor students' satisfaction with the quality of educational activities in disciplines (modules)/practices and to monitor students' satisfaction with the quality of the conditions for the implementation of educational activities. The results are discussed at the rectorates, as a result of which lists of instructions of the rector are formed with corrective measures and measures aimed at improving educational activities.

As part of the Pharmacy EP, students are constantly recorded and analyzed their progress. The analysis of the results of current, intermediate and final attestation allows, if necessary, to develop corrective and preventive measures in relation to the content of disciplines, the ratio of lecture and seminar classes, to expand the methodological and informational support of the educational process, which was noted during interviews and visits to departments.

The Department for Monitoring the Effectiveness of Educational Activities organizes and conducts a survey of employers with the subsequent posting of analytical reports on the university's website. Employees of practical pharmacy are part of the State Examination Committee of the EP "Pharmacy", participate in the state exam, and at the end of the final attestation, identify shortcomings and recommend additions to the EP.

Analytical part

The university has defined a system for monitoring the EP, which operates in accordance with local regulations. The results of the monitoring of the EP affect the development of the EP through the implementation of corrective action plans.

VolgSMU has a system of feedback with students. Discussion of the results of the questionnaire at the rector's office is used to improve the EP "Pharmacy".

The management of the EP "Pharmacy" regularly analyzes the progress of students and uses the results of the analysis for the development of the EP.

The management of the EP "Pharmacy" engages employers from practical pharmacy to assess the EP as part of the final attestation and questionnaire, using the results to improve the EP.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

There are no recommendations for this standard.

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

The management of the activities of VolgSMU is carried out in accordance with the Charter. Direct management of the university's activities is carried out by the rector.

Direct management of EP "Pharmacy" is carried out by the Dean. Subordinate to the Dean are the heads of the departments that implement the EP "Pharmacy": the Department of Chemistry, the Department of Pharmacognosy and Botany, the Department of Pharmaceutical and Toxicological Chemistry, the Department of Pharmaceutical Technology and Biotechnology, the Department of Management and Economics of Pharmacy, Medical and Pharmaceutical Commodity Science. The powers within the framework of these positions are determined by the Charter, Regulations on the faculty/institute/department, job description.

The main forms of collegial management are: the Academic Council of the University, the Academic Council of the Faculty, the Educational and Methodological Commission for the Pharmacy EP, which include, among other things, employers and students.

The academic leadership of the management of Pharmacy is assessed once every 5 years on the basis of an analysis of the results of activities, which are heard in the form of a report at a meeting of the Academic Council of the university.

The training of specialists with higher education, enrolled on the terms of targeted training or within the limits of the allocated state-funded places, is carried out at the expense of the federal budget. The training of specialists enrolled on a paid basis is carried out at the expense of funds received from entrepreneurial activities. Data on income are reflected by the university by type of activity and the contingent of students in the Plan of Financial and Economic Activities and are approved by the Ministry of Healthcare of Russia.

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, including additional remuneration for teaching staff.

The procurement procedure is carried out on the basis of requests from structural units on the need for resources for high-quality support of the educational process and working conditions of teachers, which is confirmed during the intervention of teachers.

The management of the process of providing the EP with professional personnel, their selection and recruitment is carried out by the personnel department. The management of the distribution of funds and the provision of educational and other processes with financial resources is carried out by the Planning and Financial Department, the Department of Accounting and Financial Control, the Department of Marketing and Procurement. Material and technical resources management is carried out by the Department of Capital Construction, Major Repairs and Operation of Buildings and Structures. The management of the educational process is carried out jointly by the Department of Educational Programs and the Educational Department. 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 e-learning Information.

Within the framework of the Pharmacy EP, cooperation agreements have been concluded with organizations ordering personnel.

In 2020, the School of Professional Excellence "Pharmaceutical Club" was created, which is a dialogue professional and educational platform for meetings of students, teachers, EP management with graduates of the Faculty of Pharmacy and representatives of employers in the pharmaceutical industry, where students receive "first-hand" the necessary recommendations, skills and abilities from professional mentors in their chosen profession, and teachers and EP management receive proposals for improvement of practice-oriented training within the framework of the EP "Pharmacy". Information about the work of the Pharmaceutical Club and its role has been confirmed in interviews with students, employers and graduates.

VolgSMU has an official website that allows you to get acquainted with all areas of the University's activities. VolgSMU actively promotes the employment of graduates. In the "Graduates" section of the site, there is a tab "Graduate Employment Assistance Center" containing current vacancies.

Analytical part

At VolgSMU, the structure of the university and the faculty that implements the EP "Pharmacy" is clearly defined, collegial governing bodies include teachers, students and employers. Assessment of the academic leadership of the Pharmacy EP management is carried out on a regular basis.

The university provides the necessary financial support for the EP, as well as the remuneration of teachers.

The university has structural subdivisions responsible for certain areas of the university's activities.

Within the framework of the EP "Pharmacy", a high level of interaction with practical pharmacy was noted, which has a significant practical orientation of the EP and contributes to its continuous improvement.

The university publishes a sufficient amount of information about its activities on the official website, as well as offers for the employment of graduates.

Strengths/Best Practices:

A high level of interaction with practical pharmacy within the framework of the school of professional excellence "Pharmaceutical Club", which has a significant practical orientation of the EP and contributes to its continuous improvement.

Recommendations of the EEC:

There are no recommendations for this standard.

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

VolgSMU carries out continuous development in accordance with the VolgSMU Development Program for 2022–2024, adopted by the VolgSMU Academic Council on April 13, 2022.

The development of EP "Pharmacy" is carried out in accordance with the requirements of state regulatory documents in the field of training specialists with higher pharmaceutical education. At the same time, according to interviews with the heads, the renewal of the Pharmacy EP does not take into account modern achievements in the study and improvement of pharmaceutical education.

The Pharmacy EP is regularly reviewed and updated taking into account the needs of practical pharmacy, including in terms of expected learning outcomes and new knowledge. This was noted in interviews with employers and alumni.

An analysis of the curricula posted on the official website since 2016 allows us to conclude that when revising the location and duration of academic disciplines, the model of the Pharmacy EP has not changed and retains a linear structure.

In interviews with teaching staff, it was noted that within the framework of the Pharmacy EP, teaching methods are being revised (for example, case technologies are included), but the methods currently used are mainly traditional, modern teaching technologies are rarely used.

A point-rating system is used in the assessment of students. Various assessment tools are used depending on the context of a particular discipline, practice and the final learning outcomes it forms – testing, solving practice-oriented situational problems, assessing the acquisition of practical skills, interviewing on control questions.

During the interview with the teaching staff, when visiting the departments, the timeliness of updating the equipment based on the requests of the departments was noted. Currently, a number of departments that implement the Pharmacy EP are being renovated to modernize the conditions of the educational process.

Pharmacy EP is constantly monitored as part of annual self-examination, questionnaires, and state accreditation.

Analytical part

VolgSMU is a dynamically developing educational institution that develops in accordance with current needs.

The renewal of the EP "Pharmacy" is carried out in accordance with the requirements of state authorities and currently does not take into account the results of international, Russian and intra-university research in pharmaceutical education.

In the EP "Pharmacy", the content of academic disciplines and learning outcomes are updated in a timely manner in accordance with the needs of practical pharmacy.

The model of the Pharmacy EP and the teaching methods used are being revised, but no significant changes have been made for a long time.

Assessment methods are regularly reviewed and selected based on the resulting learning outcomes.

The updating of resources to ensure the educational process is updated in a timely manner.

Pharmacy EP is monitored on a regular basis in accordance with state and local regulations.

Strengths/Best Practices:

No strengths were identified for this standard.

Recommendations of the EEC:

1. The management of the Pharmacy EP is recommended to take into account the achievements of international, Russian and intra-university research in pharmaceutical education when updating the EP. Deadline: 01.09.2025.

2. It is recommended that the management of the EP "Pharmacy" revise the EP model with the allocation of modules of academic disciplines and the inclusion of elements of spiral design and introduce teaching methods corresponding to these changes. Deadline: 01.09.2025.

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"

Pharmacy has formed and implemented throughout the entire period of study an integral system for the formation of modern knowledge about the principles and methods of conducting scientific research, scientific forecasting and engineering of scientific processes in the field of development, creation of new innovative domestic medicines.

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

A high level of interaction with practical pharmacy within the framework of the school of professional excellence "Pharmaceutical Club", which has a significant practical orientation of the EP and contributes to its continuous improvement.

Continuous Update Standard

No strengths were identified for this standard.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Mission & Results Standard

1. The management of EP "Pharmacy" should revise the Mission of the EP taking into account the opinion of all stakeholders. Deadline: until 01.06.2024.
2. The management of the EP "Pharmacy" should communicate the stated Mission of the EP to all interested parties, including by posting it on the official website of the university. Deadline: until 01.06.2024.

Standard "Educational Program"

1. The management of the EP "Pharmacy" is recommended to carry out a step-by-step adaptation of the EP model from linear to spiral design by revising the programs of the studied academic disciplines and the sequence of their study. Deadline: 01.09.2025.
2. The management of the EP "Pharmacy" should include in the educational process methods of teaching and learning, taking into account the best international practices (TBL, CBL, RBL, etc.), based on the principles of andragogy. Deadline: until 01.09.2024.
3. The management of the EP "Pharmacy" is recommended to introduce horizontal integration of related sciences (development of an integrated module, an integrated program of academic disciplines) to ensure a closer connection between separately studied elements, as well as the development of problem-based learning. Deadline: 01.09.2025.
4. The management of the EP "Pharmacy" is recommended to introduce vertical integration of related sciences (revision of the structure and content of curricula of academic disciplines) for the development of practice-oriented teaching of academic disciplines. Deadline: 01.09.2025.
5. The management of the EP "Pharmacy" should include elective disciplines that are practice-oriented for future pharmacists-prescriptions, pharmacists-technologists and pharmacists-analysts, and form a Catalog of elective disciplines. Deadline: 01.09.2024.

Student Assessment Standard

1. The management of EP "Pharmacy" should regularly use a wide range of methods and formats for assessing students' academic achievements, taking into account their "usefulness assessment" – a combination of validity, reliability, impact on learning, acceptability and effectiveness. Deadline: 01.01.2025.
2. The management of the EP "Pharmacy" should ensure the documentation of the assessment of the validity and reliability of methods for assessing the educational achievements of students. Deadline: 01.01.2025.

Standard "Learners"

1. The management of the Pharmacy EP is recommended to introduce the tracks "Pharmaceutical Technology", "Pharmaceutical Consulting and Information", "Management of Pharmacy Organizations", "Pharmaceutical Inspection" to expand the opportunities for students to implement an individual educational trajectory. Deadline: 01.01.2025.
2. The management of the Pharmacy programme should establish a student council of the faculty and promote its proper participation in the development, management and evaluation of the programme, as well as in the resolution of issues related to students. Deadline: 01.02.2024.

Academic Staff/Faculty Standard

The management of the EP "Pharmacy" should organize advanced training for teaching staff on the use of modern educational technologies and assessment methods in the educational process. Deadline: 01.01.2025.

Educational Resources Standard

1. It is recommended that the management of the EP "Pharmacy" involve specialists of the inter-university and international level in the external examination of the EP, the applied methods of training and assessment. Deadline: 01.09.2025.

2. It is recommended that the management of EP "Pharmacy" determine the main directions of scientific research in pharmaceutical education and promote the aspirations and interests of employees in their implementation. Deadline: 01.09.2025.

3. The management of the EP "Pharmacy" is recommended to introduce academic mobility programs for teachers and students in the country and abroad. Deadline: 01.09.2024.

Standard "Evaluation of Educational Programs"

There are no recommendations for this standard.

Management and Administration Standard

There are no recommendations for this standard.

Continuous Update Standard

1. The management of the Pharmacy EP is recommended to take into account the achievements of international, Russian and intra-university research in pharmaceutical education when updating the EP. Deadline: 01.09.2025.

2. It is recommended that the management of the EP "Pharmacy" revise the EP model with the allocation of modules of academic disciplines and the inclusion of elements of spiral design and introduce teaching methods corresponding to these changes. Deadline: 01.09.2025.

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

No.

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

Members of the EEC came to a unanimous opinion that EP "Pharmacy" 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
Standard 1 "MISSION AND RESULTS"							
1.1 Mission Definition							
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 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.		+		
1.2. Institutional Autonomy and Academic Freedom							
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		+		
1.3. Learning Outcomes							
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 and provide for the opportunity to achieve at a basic level in terms of knowledge, skills and professional relationships; 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		+		
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.			+	
Total				0	10	3	0

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 teaching and learning methods 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.	include the results of modern scientific research in the EP		+		
2.3 Basic biomedical sciences							
An educational organization should:							
20	7	2.3.1.	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"> - 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				
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.		+		
2.6. Educational Program Structure, Content and Duration							
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.	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.		+		
2.7. Program Management							
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.	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.		+		
2.8. Relationship to medical/pharmaceutical practice and the health care system							
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.	take into account the specifics of the conditions in which graduates will have to work and modify the EP accordingly		+		
Total				1	23	4	0
Standard 3. STUDENT ASSESSMENT							
3.1. Assessment Methods							
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.	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				
3.2. The Relationship Between Assessment and Learning							
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		+		
Total				0	8	2	0
Standard 4. STUDYING							
4.1. Admission and Selection Policy							
An educational organization should:							
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement 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.	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		+		
Total				0	16	0	0
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 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 staff		+		
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		+		
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		+		
5.2. Personnel Activity and Development Policy							
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		+		
Total				0	7	1	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Material and technical base							
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		+		
6.2. Practical Training Resources							
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"> • Quality and categories of patients/consumers of services • Number and Categories of Clinical/Production Facilities • Observation of students' practice 		+		
79	4	6.2.2.	evaluate, adapt and improve clinical/practical training settings to meet the needs of the population		+		
6.3. Information Technologies							
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		+		
6.4. Medical/Pharmacy Research and Scientific Advances							
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		+			
6.5. Expertise in the field of education								
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			+		
6.6. Exchange in the field of education								
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			+		
				Total	0	11	3	0
Standard 7. EVALUATION OF THE EDUCATIONAL PROGRAM								
7.1. Programme Monitoring and Evaluation Mechanisms								
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		+			
7.2. Feedback from the teacher and the student								
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		+			
7.3. Educational achievements of students								
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		+			
7.4. Stakeholder Engagement								
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		+			
				Total	0	9	0	0
Standard 8. MANAGEMENT & ADMINISTRATION								
8.1. Management								
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		+			
8.2. Academic Leadership								
An educational organization should:								
101	3	8.2.1.	describe the responsibilities of academic leadership in defining and managing the educational program		+			
102	4	8.2.2.	Periodically evaluate academic leadership in relation to the achievement of its mission and expected learning outcomes		+			
8.3. Training Budget and Resource Allocation								
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 advances in health and public health issues and their needs.		+			
8.4. Administrative Staff and Management								
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		+			
8.5. Engagement with the health sector								
An educational organization should:								
108	10	8.5.1.	tengage 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		+			
8.6. Informing the public								
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		+			
				Total	1	12	0	0
Standard 9. CONSTANT UPDATING								
An educational organization should:								
112	1	9.1.1.	As a dynamic and socially responsible organization, initiate procedures to regularly review and update the program's process, structure, content, 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		+		
Total				0	11	1	0
TOTAL				2	107	14	0

