



Тамбовский  
государственный  
университет  
имени  
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# REPORT

ON EXTERNAL REVIEW

of the educational programme

«General Medicine» (31.05.01)

delivered by Derzhavin Tambov State University



Tambov, 2020

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Chair of the Review Panel

Sidharth Verma

Tambov, 2020

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## **INTRODUCTION**

External review of the educational programmes «General Medicine» (31.05.01) delivered by Derzhavin Tambov State University (hereinafter – Derzhavin TSU, University) was conducted on November 25-27, 2020 and included the analysis of the self-evaluation report, site visit to the University and preparation of the present report.

The main goal of the external review is to determine the correspondence of the reviewed educational programme «General Medicine» (31.05.01) delivered by Derzhavin Tambov State University to the standards and criteria of public accreditation developed by the National Centre for Public Accreditation (hereinafter - NCPA) in compliance with the European Standards of Quality Assurance in Education ESG-ENQA, international standards of the World Federation for Medical Education (WFME), national requirements and priorities of the healthcare system in the Russian Federation.

The Final Report is the basis for decision making of the National Accreditation Board on public accreditation of the educational programmes in compliance with the standards and criteria of NCPA.

### **1. CONTEXT AND MAIN STAGES OF THE REVIEW**

#### **1.1 Terms of Reference**

According to item 1, 3 article 96 of the Federal Law of the Russian Federation of December 29, 2012 No.273-FZ “On education in the Russian Federation” organizations, which implement educational activities, may apply for public accreditation in various national, foreign and international institutions. Employers, employer associations and designated organizations have the right to conduct public accreditation of professional educational programmes, which are delivered by an educational institution.

In order to conduct public accreditation of the educational programme «General Medicine» (31.05.01) Derzhavin Tambov State University applied to NCPA, which operates on the national level and is recognized by leading international organizations of quality assurance in higher education.

#### **1.2 Composition of the Review Panel**

The international experts were nominated by foreign quality assurance agencies upon NCPA’s request.

The Russian experts were nominated by the Guild of Experts in Higher Education.

The employer representative was nominated by the Department of Healthcare of the Tambov Region.

The representative of the trainees’ community was suggested by Tambov State Technical University.

The composition of the External Review Panel was approved by NCPA.

The Review Panel included **2** foreign and **4** Russian experts:

- **Sidharth Verma** – M.D., Associate Professor at the Department of Anaesthesiology and Pain Medicine, Head of the Pain Clinic, DY Patil University School of Medicine (India), co-founder of the Mumbai Pain

School, visiting expert lecturer (USA, Hungary, Russia, India), Founder Member and Joint Secretary of the Indian Society of Pain Clinicians, member of the Indian Society of Anaesthesiologists, Research Society of Anaesthesiology and Clinical Pharmacology, International Association for the Study of Pain, World Institute of Pain, Indian Society for Study of Pain, Professional Associate of the American Heart Association and American Stroke Association — foreign expert, Review Chair

- **Saule Sydykova** – Candidate of Medicine, First Vice-Rector, member of the Board of Astana Medical University, member of the Expert Board on Medical Education, Independent Agency for Accreditation and Rating, Kazakhstan — foreign expert, Panel member
- **Sergei Ryzhkin** – Doctor of Medicine, Associate Professor, Department of Diagnostic Radiology, Head of the Department of Further Professional Education, Kazan State Academy of Medicine, member of the Russian Society of Roentgenologists and Radiologists, Academic Secretary of the Division of Medical and Biological Sciences, Tatarstan Academy of Sciences — Russian expert, Deputy Review Chair
- **Nina Zhernakova** - Doctor of Medicine, Professor, Deputy Director for Research at the Institute of Medicine, supervisor of the field of study «General Medicine and Pediatrics», Belgorod State University, member of the Guild of Experts in Higher Education —Russian expert, Deputy Review Chair
- **Tatiana Vialtseva** - Deputy Head of the Department of Healthcare of the Tambov Region – representative of professional community, Panel member
- **Denis Novokhatckii** – Postgraduate 4<sup>th</sup> year student, field of study «Photonics, Instrumentation, Optical and Bioengineering Systems and Technologies», Tambov State Technical University — representative of students, Panel member

The participation of the Russian and foreign representatives of the higher education system gave an opportunity to analyze the activity of the programmes under evaluation in the context of the world trends in quality assurance and within the scope of the national educational system.

The focused expert knowledge of the Panel members, long-term experience of working in the system of higher education and profession, active position of students and employers became the basis for effective consideration of issues within the framework of evaluation.

### **1.3 Purposes and objectives of the review**

The purpose of public accreditation is improving quality of education and forming quality culture in educational institutions, discovering best practices in continuous enhancing the educational quality and public information on educational institutions in accordance with the European educational quality standards and international standards of the World Federation for Medical Education (WFME).

The main goal of the peer review is to determine the correspondence of the reviewed educational programme «General Medicine» (31.05.01) delivered by Derzhavin Tambov State University to the standards and criteria of public accreditation, which are developed by NCPA in compliance with the

European Standards of Quality Assurance in Education ESG-ENQA, international standards of the World Federation for Medical Education (WFME); and to develop recommendations for the study programme with the purpose of improving the content and structure of the educational process.

## **1.4 Stages of the review**

The review included three main stages:

### *1.4.1 Study of the self-evaluation report*

Derzhavin Tambov State University was responsible for conducting the self-evaluation procedure, developing and timely submitting of the self-evaluation report to NCPA.

According to the "Guidelines on Self-evaluation of Educational Programmes", which were developed by NCPA, the self-evaluation report is written on 71 pages and included: introduction, findings, conclusions, annexes. The self-evaluation procedure was conducted on the basis of SWOT- analysis according to every standard of NCPA.

According to the review schedule, the self-evaluation report of the educational programme «General Medicine» (31.05.01) was submitted to NCPA and mailed to the members of the review panel 30 days before the site-visit.

While studying the self-evaluation report the Panel members formed a preliminary opinion about the reviewed educational programmes on compliance with the standards of NCPA and international standards of education quality.

The members of the Review Panel assessed the quality of preparation of the self-evaluation report with regards to its text structuring, compliance of information with the report's sections; quality of perception; sufficiency of analytical data; availability of references to supporting documents; completeness of information, which helped to make a preliminary expert opinion.

According to the standards and criteria of accreditation of NCPA the preliminary assessment of the educational programme «General Medicine» (31.05.01) may be defined as **substantial compliance**.

The following issues were flagged for a special analysis during the site visit:

1. Structure of the Medical Institute.
2. Staffing.
3. Student cohort.
4. Clinical facilities.
5. Accreditation and Simulation Centre
6. Students' portfolio.
7. Agreements with clinical facilities.
8. Orders on mentorship.

During the preliminary meeting the Panel members made suggestions, which defined the main strategy of the site visit.

### *1.4.2 Site visit*

The Review Panel held meetings at the University on November 25-27, 2020 with the purpose of confirming the accuracy of the information, which was presented in the self-evaluation report, collecting extra information on the implementation of the accredited programme and checking its compliance with

the standards and criteria of NCPA developed in accordance with the European standards of education quality assurance and international standards of the World Federation for Medical Education (WFME).

The time line and the agenda of the site-visit were determined by NCPA and approved by the administration of the University and the members of the Review Panel.

During the site-visit the Review Panel members conducted a number of meetings and interviews with:

- The University administration, people responsible for accreditation;
- Heads of subdivisions, Institute Director, Deputy Directors and Heads of Departments;
- Teachers;
- Students;
- Graduates;
- Employers.

During the site visit the External Review Panel visited the library, assembly hall, Museum of Anatomy, dormitories, sports complex (stadium, ice rink, sports hall «Manezh»), classrooms: №30, №77, №1, №88, Laboratory for Improvement of Human Functional State №82, classroom of Pharmacology №107, Museum of Medicine, educational and practical centre «Razvitie», classroom – Laboratory of Biochemistry №X9, Laboratory of Organic Synthesis and High Molecular Mass Compounds, accreditation and simulation centre.

The Chair of the Review Panel managed the Panel's work.

The Panel considers that the self-evaluation report, which was presented by the University provided the experts with an opportunity to form an integral view on specific features of delivery of the reviewed educational programme «General Medicine» (31.05.01).

The Review Panel considers it necessary to highlight the effective cooperation of the experts and NCPA employees during the site-visit and its preparation.

The Review Panel notes the highest level of organizational provision and constructive work.

The executive staff of the University provided the administrative support, which included arrangement of meetings and interviews, provision with the rooms, computers with an access to the Internet, necessary research, academic and methodological documents.

The Review Panel members requested additional documents during the site-visit to the University.

The experts reviewed the following additional materials:

- Educational programme 31.05.01 General Medicine with the main components: working programmes of disciplines, programmes of work placement, pools of assessment tools;
- Contracts with the facilities for work placement;
- Documents on trainees' participation in research;
- An individual learning plan of a student of the educational programme «General Medicine» following an accelerated programme of training
- Free use agreements with clinical facilities;
- Documents of the point rating system;
- Regulatory documents;
- Orders on work placement;

- Guidelines on support of the work placement;
- Regulatory documents on Russian language testing of foreign students;
- Orders on mentorship.

On the last day of the site-visit the Chair of the Review Panel presented an oral report on the general conclusions to the executive staff of the University, Institute Directors, teaching staff and students.

The agenda of the site-visit can be found in Annex A.

#### *1.4.3 Conclusion on the findings of the external review*

Based on the results of the external review of Derzhavin Tambov State University BЭK the Review Panel submitted the Report on the results of the external review of the educational programme «General Medicine» (31.05.01) delivered by the educational institution.

The draft report of 25 pages excluding Annexes was developed by the Chair of the Review Panel, approved by the other Review panel members and submitted to the National Centre for Public Accreditation. Then the Report was mailed to the University's administration for making factual amendments.



## 2. DESCRIPTION OF THE STUDY PROGRAMMES

According to the Statutes approved by the order of 25.12.2018 № 1267, Derzhavin Tambov State University of the Ministry of Science and Higher Education of the Russian Federation is an educational institution of higher education; its main goal is to carry out educational activities by delivering higher education programmes and research activities in order to perform educational, research, social and other functions of a non-commercial nature.

Currently, the University offers 224 programmes:

- 81 Bachelor programmes,
- 10 Specialist programmes,
- 71 Master programmes,
- 16 residency programmes,
- 34 postgraduate programmes,
- 7 secondary vocational education programmes,
- 5 secondary general education programmes.

The representatives of the professional community are involved in the educational process: heads and doctors from the healthcare institutions of Tambov and Tambov region, including City Clinical Hospital named after Archbishop Luka in Tambov, Fedorov National Medical Research Centre «Eye Microsurgery», Tambov Regional Hospital for Children, Babenko Tambov Regional Hospital, Tambov Regional Oncology Hospital, Tambov Infectious Diseases Hospital, ТОГБУЗ Tambov Hospital №3, City Clinical Hospital of Kotovsk, etc.

The Medical Institute has modern educational and laboratory resources. Material and technical resources include:

- Hall of Anatomy and (or) rooms for work with biological models - 3 rooms (a1, a3, corpse repository) (Tambov, Sovetskaia/Kommunalnaia Str., 93/2);
- rooms for delivering lectures, seminars, group and individual consultations, conducting formative assessment - 63 rooms (Tambov, Sovetskaia/Kommunalnaia Str., 93/2), 4 rooms (Tambov, Boulevard Stroitelei, 2B);
- rooms for individual work of students with an access to the Internet and the electronic educational environment - 4 rooms (Tambov, Sovetskaia/Kommunalnaia Str., 93/2);
- rooms provided with model and simulation equipment, which imitates medical procedures and interventions (Accreditation and Simulation Centre of the University – Tambov, Moskovskaia Str., 1 A): 5 halls, 2 debriefing rooms, 11 stations, including the station «Emergency Medicine».

The classrooms and rooms for independent work of students are provided with the multimedia equipment, computers and licensed software. The students have access to the Internet, electronic library system, electronic informational and educational environment on the platform LMS Moodle.

The clinical facilities of the educational programme 31.05.01 «General Medicine» have special rooms for classes with the students. The conference hall and a room of the Fedorov National Medical Research Centre «Eye Microsurgery», 5 rooms of the Tambov Hospital №3, etc. are used in the educational process. The students have access to the book stock that includes electronic versions of publications from the electronic library systems and electronic versions of medical journals in foreign languages.

For the last three years the staff of the Medical Institute published 11 monographs; 372 research articles, 56 of them were published in the journals of Scopus and Web of Science, 251 of them were published in the journals of the Higher Attestation Commission; and 315 publications included in the Russian Science Citation Index.

The average Hirsch index of the teachers of the Medical Institute is 4,7. An individual Hirsch index of certain teachers is more than 10 (N. Ognerubov, Doctor of Medicine, rofessor– 11; Y. Zeleneva, Doctor ofBiology, Associate Professor – 13; S. Romantcova, Candidate of Chemistry, Associate Professor - 14).

#### INFORMATION ABOUT THE EDUCATIONAL PROGRAMME

Name of programme	31.05.01 «General Medicine»
Educational level / Training period	Higher education – specialty / 6 years
Number of CU	360
Form of education	Full-time
Subdivision (supervisor of the educational programme)	Medical Institute (T. Nenasheva, Doctor of Medicine, Professor)
Department responsible for the Final State Certification (Head)	Department of Hospital Therapy (T. Nenasheva, Doctor of Medicine, Professor)
Programme accreditation	Certificate of state accreditation issued by the Federal Surveillance service for education and science (reg. №2239 of 12.09.2016, series 90A01, № 0002360, valid till 18.06.2021)
Requirements for applicants	The requirements for applicants for educational programmes of higher education – Bachelor programmes, Specialist programmes, Master programmes in the Federal State Budgetary Educational Institution of Higher Education «Derzhavin Tambov State University» for 2020/21 academic year were approved by the Rector’s order № 344 of 29 June, 2020.
Opportunities for continuing education	Residency, postgraduate studies, Master studies
Qualification	Physician
Main principles of designing the educational programme	– Logical order of disciplines in the curriculum – Competence-based approach – Student-centered approach

#### NUMBER OF ACCEPTED STUDENTS

Field of study	2017	2018	2019	2020
31.05.01 General Medicine	604	658	698	700

In 2019 the University was ranked 137<sup>th</sup> among 327 HEIs according to the National Ranking of Universities Interfax. The University is a leader in the region by the parameters «Internationalization» and «Brand».

In the National Ranking of Russian HEIs the University is ranked 34<sup>th</sup> in the category «Classical HEIs».

The University is one of 39 Russian HEIs, which carry out the priority project «Development of Export Capacity of the Russian Education System». The project aims at raising attractiveness and competitiveness of Russian education on the international market.

In 2019 the University successfully passed the procedure of performance monitoring of higher education institutions and was acknowledged effective for 2018 by meeting all 6 indicators.

### 3. FINDINGS

#### 3.1 Standard 1. Mission and educational outcomes

*Compliance with the standard: substantial compliance*

**Table 1 - Criteria to Standard 1**

Nº	Subject of evaluation	Mark
1.	The mission and the participation of stakeholders in its development	B
2.	Institutional autonomy and academic freedom	B
3.	Educational outcomes and participation of stakeholders in their assessment	B

#### **Analysis of the educational programmes' compliance with the standard:**

The analysis of the Strategic Development Plan of Derzhavin Tambov State University until 2025, the interviews conducted with the University administration, Medical Institute Director, Deputy Directors, heads of departments, representatives of the professional community and alumni has allowed to establish a significant compliance with NCPA's standards.

Derzhavin TSU has in place the Mission of the Medical Institute which is shared amongst the key stakeholders and brought to the attention of the Healthcare Sector.

The mission reflects the medical needs of the region and the overall healthcare system, as well as the goals and the strategy of the educational process, thus making it possible to train a competent doctor, capable to implement appropriate clinical practice in a particular field of medicine; able to perform medical functions in accordance with the established requirements of the healthcare system and work in a team, committed to continuing lifelong learning and ready for continuous professional development.

A graduate from the specialism programme is capable to tackle problems in medical, organizational and managerial spheres. The results of the state final examination of students graduating from 31.05.01 "General Medicine" annually prove a high level of student training in compliance with the Federal State Educational Standards of higher education. Students efficiently apply the acquired knowledge and practical skills during their state examination procedure and while seeking solutions to real-life problems. The Higher Examination Commission comprises Doctors and Candidates of Medical Sciences, representatives from the Healthcare Department of the Tambov region, the city clinical hospital named after V. I. Tolstoy. Tambov Regional State Budgetary Healthcare Institution "City Clinical Hospital named after Archbishop Luka in Tambov", Tambov Regional State Budgetary Healthcare Institution "City Clinical Hospital No. 3 of Tambov", Tambov Regional State Budgetary Healthcare Institution "City Clinical Hospital of Kotovsk" and other healthcare institutions of the Tambov region. Graduates from the programme undergo independent evaluation of learning outcomes as a part of their primary healthcare accreditation.

#### **Achievements:**

1. The Institute has in place well established educational environment; the Mission of the institution is developed with the involvement of all the stakeholders and is aimed at quality students' training.

2. The Institute benefits from a unified information and educational environment being an integral part of the internal quality assurance system.
3. There are regular stakeholder surveys.

### **Recommendations:**

It is recommended that the Institute should:

1. revise and update its mission to include the development of international educational environment aimed at integration of higher medical education and preparing a new generation of doctors.
2. involve teachers, students, employers, and representatives of professional community in the process of mission revision.
3. regularly analyze the monitoring procedure and inform the stakeholders on the results, followed by suggestions on updates and improvements of the study programme 31.05.01 "General Medicine".
4. improve the mechanisms for implementing internal independent assessment of the quality of education.
5. create a pool of the relevant human resources that would facilitate training a competent doctor able to carry out appropriate clinical activities in a particular field of medicine and ready for continuous professional development.

### **3.2 Standard 2. Educational programmes**

*Compliance with the standard: substantial compliance*

**Table 2 - Criteria to Standard 2**

Nº	Subject of evaluation	Mark
1.	Development of the educational programme	B
2.	Scientific method	C
3.	Basic biomedical sciences	B
4.	Behavioural and social sciences, medical ethics and jurisprudence	B
5.	Clinical sciences and skills	B
6.	Programme structure, composition and duration	B
7.	Programme management	B
8.	Linkage with medical practice and the health sector	B

### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the study programme 31.05.01 "General Medicine" has allowed to establish its significant compliance with NCPA's standards.

The higher education study programme 31.05.01 "General Medicine" comprises a set of documents developed and approved by the University with due consideration of the requirements of the labour market and Federal State Educational Standards of Higher Education in 31.05.01 "General Medicine" (specialist degree) (order of the Ministry of Science and Higher Education No 95 from 9 February, 2016). The expected learning outcomes and professional competencies are formulated taking into account the General Practitioner professional standard No 293H adopted by the Ministry of Labour and Social Protection of the Russian Federation on 21 March, 2017. Upon successful

completion of the study programme 31.05.01 "General Medicine" a student obtains a qualification diploma of a General Practitioner.

Employers are involved in the study programme development, namely, Dr. Makedonskaia M.V., Candidate of Medical Sciences, Associate Professor, Chief Medical Officer of Tambov Regional State Budgetary Healthcare Institution "City Clinical Hospital named after Archbishop Luka in Tambov"; Dr. Iamshchikov O.N, Doctor of Medical Sciences, Associate Professor, Chief Medical Officer of Tambov Regional State Budgetary Healthcare Institution "City Clinical Hospital of Kotovsk").

However, the programme design procedure lacks the systemic approach and the relevant scientific methods are not included in its development.

### **Achievements:**

1. In order to enhance the effectiveness of study programme management the University has established the relevant structural subdivisions: the Department of Educational Process Management and the Department of the Quality of Study Programmes.

2. Student practical training takes place in the accreditation and simulation centre equipped with contemporary simulators, training models, as well as in clinical units (hospitals and policlinics) of the Medical Institute.

3. The study programme is closely connected with the medical practice and the healthcare system. Medical Institute has ongoing collaboration with the Healthcare Authorities of the Tambov region and the representatives of the professional community.

### **Recommendations:**

It is recommended that the Institute should:

1. involve all the stakeholders in regular and consistent revision and update of the study programme and take into consideration employer and student survey results.
2. introduce the research results obtained by the teaching staff of the Institute into course/module syllabus.
3. ensure that the teaching staff involved in the programme delivery have the relevant background education.
4. Enhance feedback from alumni and involve them in the design, delivery and revision of the study programme.
5. promote interdisciplinary approach in the delivery of the basic biomedical courses, in behavioral and social sciences, medical ethics, jurisprudence and clinical sciences.
6. reinforce practice-oriented approach in clinical course teaching and intensify the use of accreditation and simulation centre.
7. enhance cooperation between the Institute and the clinical practical training units by extending the free use agreements.
8. ensure that students acquire the basics of research methodology within the content of the study programme.

### 3.3 Standard 3. Assessment of students

*Compliance with the standard: substantial compliance*

**Table 3 - Criteria to Standard 3**

Nº	Subject of evaluation	Mark
1.	Assessment methods	B
2.	Relation between assessment and learning	B

#### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to student progress within the study programme 31.05.01 "General Medicine" has allowed to establish its significant compliance with NCPA's standards.

The University has in place the documents regulating students' routine progress in every course, interim attestation, course project development. These documents include Regulations on the Monitoring of Routine Academic Progress and Interim Attestation, and Regulations on Student Practical Training.

The External Review Panel commends the University for Moodle-based effective learning environment. There is a published grade-rating system (Regulations on the Grade-Rating System).

The External Review Panel emphasizes that the grade-rating system applied in medical education is not adapted to the specificity of the study programme 31.05.01. "General Medicine".

#### **Achievements:**

1. Students of the study programme 31.05.01 "General Medicine" undergo the state final attestation to assess their learning outcomes in a two-stage state examination: 1. assessment of their practical skills, 2. interview-based assessment of the ability to tackle real-life professional problems

2. All attestation procedures take place in the accreditation and simulation center.

3. The university has stations for objectified standardized clinical examination and clinical units.

4. Students' academic progress is used as a basis for their rating, while a range of material and non-material incentives are applied to boost their academic motivation.

#### **Recommendations:**

It is recommended that the Institute should:

1. Take into consideration the specificity of the medical education when conducting routine and interim assessment of student progress.

2. Adapt the grade-rating system to meet the needs of students enrolled in the study programme 31.05.01 "General Medicine".

### 3.4 Standard 4. Students

*Compliance with the standard: substantial compliance*

**Table 4 - Criteria to Standard 4**

Nº	Subject of evaluation	Mark
1.	Admission policy and selection	B
2.	Student intake	B
3.	Student counselling and support	B
4.	Student representation	C

#### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to student admission to the study programme 31.05.01 "General Medicine" has allowed to establish its significant compliance with NCPA's standards.

The Admissions Board is annually appointed for the purpose of running a successful enrollment and recruitment campaign. The work of the Board is regulated by the Regulations on the Admissions Board.

The Medical Institute takes the leading position within the university in terms of the number of international students – over 90% of all international students of the University are enrolled in the Institute of Medicine. The University is ranked 15<sup>th</sup> of 200 Russian higher education institutions with regard to the number of full-time international students.

In 2017 the Center for Social Deviations Study was established at the University.

The procedure for accommodating students in the student dormitory is regulated by the Regulations on the Student Dormitory. Students in need can benefit from the reduced dormitory fee, regulated by the Rector's order and the Regulations on Exemption from Dormitory Payment.

There is a Centre for International Student Cooperation at the University, which aims to consolidate the activities of higher education organizations in the Tambov region on the issues of adaptation and support of international students. The Centre carries out its activities in cooperation with regional and municipal executive authorities, educational institutions, public organizations, NGOs and youth associations.

Students get consultations from the departments throughout the study period. Before the beginning of the course every teacher informs students about their work schedule and the time when they are available for personal consultations. In addition, medical residents can seek advice online through an email provided by the teacher, or through the University's Moodle-based e-learning environment.

However, the External Review Panel emphasized the importance of involvement students of the programme 13.05.01 "General Medicine" in the study programme design management and evaluation.

#### **Achievements:**

1. Information on the admission procedure is published on the University official website.

2. Admission information boards are easily accessible in all university buildings.

3. The procedure of admission to the programme 31.05.01 "General Medicine" is also made available for applicants with disabilities with due consideration of their psychological or physical development, individual capacities and health conditions.

4. Consecutive growth of the number of students in 31.05.01 "General Medicine" programme.

5. A leadership position in the number of international students within the University.

6. The Institute has established a regional subdivision of The All-Russian Public Movement of Medical Volunteers, Tambov subdivision.

7. Students enrolled in 31.05.01 "General Medicine" programme may design an individual learning path if they opt to. This is stipulated by the Federal State Educational Standard.

8. As a result of successful completion of the study programme students in addition to their degree document receive a European Diploma Supplement. The document contains a student workload reflected in ECTS.

### **Recommendations:**

It is recommended that the Institute should:

1. take into consideration the needs of practical healthcare in the region when enrolling Russian-speaking students.

2. ensure that at least 70% of students are enrolled based on employer-sponsored basis.

3. regulate the teachers' consultancy hours by the relevant documents.

4. promote and raise awareness of students to their research work.

5. increase representation of students enrolled in 31.05.01. "General Medicine" programme in the Student Council of the University or establish a Student Council of the Medical Institute with the relevant representation in the University Student Council.

### **3.5 Standard 5. Academic staff/Faculty**

*Compliance with the standard: partial compliance*

**Table 5 - Criteria to Standard 5**

Nº	Subject of evaluation	Mark
1.	Recruitment and selection policy	C
2.	Staff activity and staff development	C

### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the teaching staff has allowed to establish partial compliance of the study programme 31.05.01 "General Medicine" with NCPA's standards.

Newly recruited academic personnel are subject to certain qualification requirements documented in Order No 1 from 11 January 2011. These qualifications are mandatory and are stipulated by the Federal Law "On Education in the Russian Federation".



Qualification requirements contain candidate's professional duties and employment criteria for every academic position. The mandatory qualification requirements are: higher education degree and scientific- pedagogical work experience. All the members of the teaching staff should be aware of the legal framework regulating higher education issues, research problems in their areas of expertise, national and international achievements in higher education, research methodology, equipment operating rules, Federal State Educational Standards, basics of economics, labour legislation, rules and norms of labor protection, safety and fire protection.

The personnel department of the University in cooperation with the academic departments select and recruit the teaching staff based on their qualifications, taking into consideration the level and specifics of study programs, personnel scheduling chart, and the requirements for a specific position defined in the job description.

However, the analysis of the staffing list revealed certain discrepancies in teachers' background education and the courses taught. The External Review Panel found no data of the share of the teaching staff with the relevant background education compliant with the course/module taught in the total number of the teaching staff involved in the programme delivery.

The Institute has neither long-term nor short term strategy for staff development. This is also true for training its own academic personnel in post graduate programmes. There is no systemic approach to candidates' pool; no incentive programmes for young scholars.

### **Achievements:**

Employers (representatives of employers) are involved in the programme delivery.

### **Recommendations:**

It is recommended that the Institute should:

1. develop the program of staff recruitment for the study programme 31.05.01 "General Medicine" with due account of candidates' background education, academic degree and/or title, opportunities for professional retraining and qualification update within the courses taught.

2. develop and implement the personnel policy aimed at involvement of qualified personnel in the study programme delivery; duly appreciate the academic achievements of the teaching staff (awards, promotions), including scientific achievements, pedagogical qualifications and practical activities aimed at their career development.

3. prepare the roadmap outlining the step-by-step training of in-house personnel in postgraduate programmes.

4. develop and implement the system of language training for teachers who work with international students.

5. develop a candidates' pool program, including the system of financial and nonfinancial incentives for young scientists.

6. enhance the English and French language proficiency of the teaching staff.

7. develop the system of incentives for the members of the teaching staff in order to boost their motivation (defining the specifics of medical education in the strategic documents, increasing salaries for teachers with foreign language proficiency, providing accommodation at reduced rates, etc).

### 3.6 Standard 6. Educational resources

*Compliance with the standard: partial compliance*

**Table 6 - Criteria to Standard 6**

Nº	Subject of evaluation	Mark
1.	Physical facilities	B
2.	Clinical training resources	C
3.	Information technologies and library resources	C
4.	Medical research and scholarship	C
5.	Educational expertise	C
6.	Academic mobility	C

#### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the educational resources used for the delivery of the study programme 31.05.01 "General Medicine" has allowed to establish their partial compliance with NCPA's standards.

The Medical Institute has adequate and sufficient material and technical resources to deliver 31.05.01 "General Medicine" study programme. There is also an accreditation and simulation centre where students master their practical skills. Students undergo their on-the-job placement in University clinical units equipped in compliance with the Federal State Educational Standards. The Electronic Information Educational Environment (EIEE) at the University has been developed based on LMS Moodle. The platform allows students to contribute their portfolios. Every student has their own sign-in access to external e-library resources. The University also has its own e-library which contains full-texts of teachers' research work.

There are two scientific schools at the University.

The resources attributed to research amount to 2.398 million rubles, which if distributed among all the members of the teaching staff, amount to 50 000 per person. The results of the teachers' research work indexed mainly in Russian Science Citation Index (RSCI), and also in Scopus and Web of Science databases in the past 4 years was 3.5 publications in every of 16 departments. The University publishes its own journal indexed in RSCI database. The Hirsch index of the teacher staff employed at the Institute is 4.7.

The External Review Panel found out that the provided Partnership Agreements between the University and the clinical units expired in 2017. The procedure of tutoring is documented by the Order of the Healthcare Department, however tutors demonstrate low motivation. The webpage of the Medical Institute needs revision and update. Very few students contribute their portfolios. The publication activity of the teaching staff is low.

Interviews with key stakeholders revealed that not all the stakeholders are involved in study programme evaluation. Lack of sufficient financing and high number of part-time teachers have an adverse effect on the academic mobility.

## Achievements:

1. Medical Institute of Tambov State University is listed in the World Directory of Medical Schools developed through a partnership between the World Federation for Medical Education (WFME) and the Foundation for Advancement of International Medical Education and Research (FAIMER).

2. The members of the teaching staff of the Medical Institute participate in events initiated by the Foundation for Advancement of International Medical Education and Research

3. The Institute organized and hosted International Student Medical Universiade "Medprofi" in 2018 and 2019, which was financed from the Federal Budget (400,000 rubles each).

4. Accreditation and simulation centre was established for the purpose of training student practical skills on training models.

## Recommendations:

It is recommended that the Institute should:

1. introduce the obtained research results into the educational process.

2. encourage students' participation in medical research.

3. develop and implement the system of teaching monitoring: analysis of assessment methods, their validity and reliability.

4. provide students with the adequate and sufficient resources to gain clinical experience including sufficient number of medical units for clinical training, supervising their clinical practice and taking care of thematic patients.

5. carry out internal and external review of the study programmes by independent experts.

6. develop national and international academic mobility programmes.

7. intensify the use of e-learning resources by the students.

8. organize consistent student training in terms of relevant and up-to-date information search on the Internet and national and international databases.

9. provide additional e-learning services by the library (virtual exhibitions, virtual thematic bookshelves, etc).

10. adapt the system of tutors to meet the requirements of 31.05.01 "General Medicine" study programme.

11. Stimulate teachers' involvement in research work with the aim to increase publication activity and research financing.

## 3.7 Standard 7. Programme evaluation

*Compliance with the standard: substantial compliance*

**Table 7 - Criteria to Standard 7**

Nº	Subject of evaluation	Mark
1.	Mechanisms for programme monitoring	B
2.	Teacher and student feedback	C
3.	Performance of students and graduates	C
4.	Involvement of stakeholders	B

## **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the evaluation of the study programme 31.05.01 "General Medicine" has allowed to establish its substantial compliance with NCPA's standards.

The University has in place properly regulated procedures of monitoring, regular assessment of the study programme, learning outcomes and student progress. However, the External Review Panel came to conclusion that the analysis of the obtained results is not communicated to students or other stakeholders and is not published on the University website. Teacher and student interviewees confirmed their participation in anonymous surveys, however, the results of the survey are not communicated to the survey participants or other stakeholders.

### **Achievements:**

1. The system of quality assessment at the University is based on the combination of a variety of assessment mechanisms and is governed by the Regulation on internal independent assessment of the quality of education.
2. High level of employer satisfaction with the quality of student training.
3. Employers are included in the State Examination Commission.

### **Recommendations:**

It is recommended that the Institute should:

1. publish the results of monitoring of the study programme evaluation, student progress and learning outcomes, as well as changes and updates made in the study programme as a result of this evaluation and feedback.
2. facilitate teacher and administrative staff involvement in qualification development programmes to enhance their level of expertise in the field of medical education.
3. Extend the stakeholder list including employers, professional communities, students and alumni to the revision and update of a study programme.

## **3.8 Standard 8. Governance and administration**

*Compliance with the standard: substantial compliance*

**Table 8 - Criteria to Standard 8**

Nº	Subject of evaluation	Mark
1.	Governance	B
2.	Academic leadership	B
3.	Educational budget and financial resources	C
4.	Administration and management	C
5.	Interaction with health sector	B
6.	Public information	C

## **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the management and administration of the study programme 31.05.01 "General Medicine" has allowed to establish its substantial compliance with NCPA's standards.

Professor T.M Nenasheva, Doctor of Medical Sciences, is the Programme Administrator and a head of the Department of Hospital Therapy. The members of the teaching staff from 17 Departments of the Medical Institute are involved in the design, revision and update of 31.05.01 "General Medicine" study programme.

All the revenue earned by the Institute from the revenue-generating activities goes to the University. The Institute is not financially independent.

The University is managed by the conference of teachers and students, the Academic Council of the University, the Rector, the Board of Trustees. The Acting Director of the Medical Institute does not hold an academic degree or academic title, their deputies do not have higher medical education. Most Departments of the Institute are headed by part-time employees. The University actively cooperates with the Healthcare Authorities of the Tambov region and the leading regional healthcare institutions. Thus cooperation is regulated by the agreements on cooperation. There is an Order on Tutorship, however, the tutor is not adequately motivated. The University website is seldom updated, therefore public information via Russian and English version of the University website is inefficient.

## **Achievements:**

1. The University annually signs an agreement with the International Medical Graduates Academy (New Delhi, India) on the network delivery of a further education programme. As a result of this programme delivery graduates from the Medical Institute take Foreign Medical Graduate Examination (FMGE), which enables India nationals with foreign medical qualification to practice medicine.

2. The Medical Institute is included in the Research and Educational "Eastern-European" Medical Cluster.

3. The Institute closely cooperates with higher education medical institutions and centres of Russia: Pirogov Russian National Research Medical University (Moscow), Yaroslavl State Medical University (Yaroslavl), Ryazan State Medical University named after Academician I.P. Pavlov (Ryazan), Voronezh State Medical University named after N.N. Burdenko (Voronezh), The Russian Medical Academy of Continuous Professional Education (Moscow), Crimean Federal University (Simferopol), National Medical and Surgical Center named after N.I. Pirogov" (Moscow).

## **Recommendations:**

It is recommended that the Institute should:

1. develop the autonomy of the medical institute in order to develop and implement quality assurance policy in terms of making decisions and distributing finance necessary for a study programme delivery.

2. develop effective management team for the study programme 31.05.01 "General medicine", which would include specialists with higher medical education.

3. Update/extend free use agreements with clinical practical training units.

4. Revise and update the website of the Medical Institute on a systemic basic by emphasizing the key elements of the study programme 31.05.01 "General Medicine".

### **3.9 Standard 9. Continuous renewal**

*Compliance with the standard: substantial compliance*

**Table 9 – Criteria to Standard 9**

Nº	Subject of Evaluation	Mark
1.	Modifying and renewal of the programme	B
2.	Cyclical external review	B

#### **Analysis of the educational programmes' compliance with the standard:**

The analysis of criteria applicable to the ongoing improvement of the study programme 31.05.01 "General Medicine" has allowed to establish its substantial compliance with NCPA's standards.

The University regularly initiates procedures for revision and update of the structure and content of the study programme, as well as learning outcomes/competencies.

The University was accredited on 12.09.2016 and granted a Certificate of State Registration Series 90A01 No 0002360, Registration No 2239. The Certificate is valid until 18. 06.2021.

#### **Achievements:**

1. Regular internal assessment and revision of the study programme.
2. Regular external assessment of the study programme – state accreditation procedure.

#### **Recommendations:**

It is recommended that the University should:

1. undergo public accreditation of its study programmes in compliance with the Standards and guidelines for quality assurance in the European Higher Education Area.

#### **4. RECOMMENDATIONS FOR IMPROVEMENT**

Thus, based on the analyses of the presented documents, meetings and interviews, conducted during the site-visit, with the purpose of enhancing the quality of delivering the educational programmes under review the Review Panel recommends that the Institute should:

1. revise and update its mission to include the development of international educational environment aimed at integration of higher medical education and preparing a new generation of doctors.
2. involve teachers, students, employers, and representatives of professional community in the process of mission revision.
3. create a pool of the relevant human resources that would facilitate training a competent doctor able to carry out appropriate clinical activities in a particular field of medicine and ready for continuous professional development:
  - develop the program of staff recruitment for the study programme 31.05.01 "General Medicine" with due account of candidates' background education, academic degree and/or title, opportunities for professional retraining and qualification update within the courses taught.
  - develop and implement the personnel policy aimed at involvement of qualified personnel in the study programme delivery; duly appreciate the academic achievements of the teaching staff (awards, promotions), including scientific achievements, pedagogical qualifications and practical activities aimed at their career development.
  - prepare the roadmap outlining the step-by-step training of in-house personnel in postgraduate programmes.
  - design and implement a teacher training programme to help teachers work more effectively with English speaking students.
  - develop a candidates' pool program, including the system of financial and nonfinancial incentives for young scientists.
  - enhance the English and French language proficiency of the teaching staff.
  - develop the system of incentives for the members of the teaching staff in order to boost their motivation (defining the specifics of medical education in the strategic documents, increasing salaries for teachers with foreign language proficiency, providing accommodation at reduced rates, etc).
4. regularly analyze the monitoring procedure and inform the stakeholders on the results, followed by suggestions on updates and improvements of the study programme 31.05.01 "General Medicine".
5. improve the mechanisms for implementing internal independent assessment of the quality of education.
6. involve all the stakeholders in regular and consistent revision and update of the study programme and take into consideration employer and student survey results.
7. introduce the research results obtained by the teaching staff of the Institute into course/module syllabus.
8. Recruit the teaching staff with due account of their background education and the courses taught

9. Enhance feedback from alumni and involve them in the design, delivery and revision of the study programme.
10. promote interdisciplinary approach in the delivery of the basic biomedical courses, in behavioral and social sciences, medical ethics, jurisprudence and clinical sciences.
11. reinforce practice-oriented approach in clinical course teaching and intensify the use of accreditation and simulation centre.
12. enhance cooperation between the Institute and the clinical practical training units by extending the free use agreements.
13. ensure that students acquire the basics of research methodology within the content of the study programme.
14. take into consideration the specificity of the medical education when conducting routine and interim assessment of student progress.
15. adapt the grade-rating system to meet the needs of students enrolled in the study programme31.05.01 "General Medicine"
16. take into consideration the needs of practical healthcare in the region when enrolling Russian-speaking students.
17. ensure that at least 70% of students are enrolled based on employer-sponsored basis.
18. regulate the teachers' consultancy hours by the relevant documents.
19. promote and raise awareness of students in research work.
20. facilitate teacher and administrative staff involvement in qualification development programmes to enhance their level of expertise in the field of medical education.
21. Extend the stakeholder list including employers, professional communities, students and alumni to the revision and update of a study programme.
22. develop the autonomy of the medical institute in order to develop and implement quality assurance policy in terms of making decisions and distributing finance necessary for a study programme delivery.
23. develop effective management team for the study programme31.05.01 "General medicine", which would include specialists with higher medical education.
24. Update/extend free use agreements with clinical practical training units.
25. Revise and update the website of the Medical Institute on a systemic basic by emphasizing the key elements of the study programme 31.05.01 "General Medicine".



## 5. **CONCLUSION**

Based on the self-evaluation report analysis, documents and data submitted the External Review Panel has come to the conclusion that the educational programme «General Medicine» (31.05.01) **substantially** complies with the accreditation standards and criteria of the National Centre for Public Accreditation.

The Panel recommends that the National Accreditation Board accredit the educational programme «General Medicine» (31.05.01) delivered by Derzhavin Tambov State University for the period of **4 (four)** years.

## ANNEX A

### SCHEDULE OF THE SITE VISIT OF THE EXTERNAL REVIEW PANEL

### SCHEDULE OF THE SITE VISIT OF THE EXTERNAL REVIEW PANEL

Time	Activity	Participants	Venue
<b>November 24, Tuesday</b>			
Experts' arrival, meeting at the airport			
<b>November 25, Wednesday</b>			
11.15	Arrival at the University		
11.30 – 11.50	First meeting of the External Review Panel		Room 212, 33, Internatcionalnaia Str.
11.30 – 11.50	<i>Break</i>		
12.00 – 13.15	<b>Meeting of the ERP with the University administration and people responsible for accreditation</b>	Rector, Vice-Rectors, people responsible for accreditation, ERP	Room 212
13.15 – 13.30	<i>Break</i>		
13.30 – 14.45	<b>Meeting with Institute Directors, Deputy Directors, Heads of Departments</b>	Institute Directors, Deputy Directors, Heads of Departments, ERP	Room 212
14.45 – 15.00	Transfer to Komsomolskaia Square (University Dining Room)		
15.00 – 16.00	Lunch		University Dining Room
16.00 – 16.15	Transfer to 33, Internatcionalnaia Str.		
16.15 – 16.30	<i>Break</i>		
16.30 – 17.45	<b>Meeting with graduates</b>		Room 212
17.45 – 18.15	Internal meeting of the Panel, summing up the 1st day		
18.15 – 18.30	Work with documents (Russian experts) Work with the website, self-evaluation report, filling in individual assessment forms (foreign experts) 18.15 – 20.00		
18.30– 18.45	Transfer to 93, Sovetskaia Str.		
18.45 – 20.30	Tour of the Medical Institute: 1) classroom №30, 2) assembly hall, 3) classroom №77, 4) Museum of Medicine №92, 5) educational and practical centre «Razvitie» №91, 6) classroom №88, 7) classroom – Laboratory for Improvement of Human Functional State №82, 8) classroom of Pharmacology №107, 9) classroom – Laboratory of Biochemistry №X9, 9) classroom – Laboratory of Organic Synthesis and High Molecular Mass Compounds №X4, 10) Museum of Anatomy №A3, 11) library, 12) classroom №1. * Visit to the academic building on 2B, Stroitelei Boulevard (vocational professional training)		

Time	Activity	Participants	Venue
<b>November 26, Thursday</b>			
11.30	Arrival at the University		
11.45 – 13.15	Tour of the University: library, dormitories, sports complex (stadium, ice rink, sports hall «Manezh»), Simulation and Accreditation Centre (1A, Moskovskaia Str.)		People responsible for accreditation, ERP
Transfer to 33, Internatcionalnaia Str.			
13.15 – 14.00	Internal meeting of the Panel	ERP	Room 212
14.00 – 14.30	*Work with documents, individual assessment form	ERP	
14.30 – 15.45	<b>Meeting with teachers</b>	Teachers, ERP	Room 212
15.45 – 16.00	Transfer to Komsomolskaia Square (University Dining Room)		
16.00 – 17.00	Lunch		
17.00 – 17.15	Transfer to 33, Internatcionalnaia Str.		
17.15 – 18.15	<b>Meeting with trainees</b>	Trainees, ERP	Room 212
18.15 – 18.30	<i>Break</i>		
18.30 – 19.30	<b>Meeting with employers</b>	Employers, ERP	Room 212
19.30 – 20.00	Internal meeting of the Panel, summing up the 2 <sup>nd</sup> day	Room 211	
<b>November 27, Friday</b>			
9.00	Arrival at the University		
09.15 – 12.00	Internal meeting of the Panel: discussion of preliminary results of the site visit, preparation of the oral report of the Panel	ERP	Room 212
12.00 – 13.00	<b>Closing meeting of ERP with the representatives of the University</b>	ERP, University administration, Heads of Departments, teachers, trainees	Room 212
13.00 – 14.00	Lunch		University Dining Room

## ANNEX B

### PARTICIPANTS OF THE MEETINGS

#### University administration, people responsible for accreditation:

<b>№</b>	<b>Name</b>	<b>Position</b>
1.	Irina Naletova	Vice-Rector for Academic Affairs
2.	Elena Yurina	Vice-Rector for Research
3.	Svetlana Konchakova	Vice-Rector for Corporate Policy and Educational Work
4.	Marina Kakushkina	Head of the Department for Quality Management of the Educational Programmes
5.	Nikita Voronin	Acting Director of the Medical Institute

#### Institute Director, Deputy Directors, Heads of Departments, people responsible for work with foreign trainees:

<b>№</b>	<b>Name</b>	<b>Position</b>	<b>Contact details</b>
1.	Nikita Voronin	Acting Director of the Medical Institute	89202331199
2.	Natalia Kopytova	Deputy Director of the Medical Institute for Academic Affairs, Candidate of Chemistry, Associate Professor	89107516792
3.	Dmitrii Gritckov	Deputy Director of the Medical Institute for Work with Foreign Trainees, Candidate of Pedagogics, Associate Professor	89158880799
4.	Viacheslav Peredkov	Deputy Director of the Medical Institute for Research, Candidate of Pedagogics, Associate Professor	89537030129
5.	Irina Popova	Deputy Director of the Medical Institute for Methodological Work, Candidate of Philology	89107509216
6.	Anna Shubina	Deputy Director of the Medical Institute for Accreditation and Postgraduate Education, Candidate of Chemistry, Associate Professor	89027333477
7.	Irina Nemkova	Deputy Director of the Medical Institute for Educational Work, Candidate of Pedagogics, Associate Professor	89107552117
8.	Elena Davydova	Head of the Department of Foreign Languages and Translation, Candidate of Philology, Associate Professor	89158624124
9.	Svetlana Siniutina	Head of the Department of Biochemistry and Pharmacology, Candidate of Chemistry, Associate Professor	89106503346
10.	Yulia Zeleneva	Head of the Department of General Patient Care and Nursing, Doctor of Biology, Associate Professor	89158830175
11.	Andrei Chernyshev	Head of the Department of Public Health and Healthcare, Candidate of Medicine, Associate Professor	<u>89622345510</u>

**Teachers:**

<b>№</b>	<b>Name</b>	<b>Position</b>	<b>Contact details</b>
1.	Oleg Fabrikantov	Doctor of Medicine, Head of the Department of Ophthalmology, Professor, Director of the Fedorov National Medical Research Centre «Eye Microsurgery», Tambov Branch	<u>89622380000</u>
2.	Vladimir Machekhin	Doctor of Medicine, Visiting Professor of the Department of Ophthalmology, Professor, Chief Research Consultant of the Fedorov National Medical Research Centre «Eye Microsurgery», Tambov Branch	<u>89156604206</u>
3.	Igor Voronin	Doctor of Medicine, Head of the Department of Propedeutics of Internal Diseases and Intermediate Level Therapy, Professor	<u>89004945755</u>
4.	Oleg Yamschikov	Doctor of Medicine, Head of the Department of Hospital Surgery with a Course in Traumatology, Associate Professor, Chief Physician of the Kotovsk City Hospital	<u>89107502507</u>
5.	Elena Nevzorova	Doctor of Biology, Head of the Department of Medical Biology with a Course in Contagious Diseases, Associate Professor	<u>89155510005</u>
6.	Oksana Nizovibatko	Candidate of Medicine, Head of the Department of Anatomy and Topographic Anatomy, Associate Professor	<u>89158628128</u>
7.	Svetlana Romantcova	Candidate of Chemistry, Associate Professor, Department of Biochemistry and Pharmacology, Candidate of Medicine	<u>89156671360</u>
8.	Ekaterina Zvonareva	Candidate of Biology, Associate Professor, Department of Pathology	<u>89537077366</u>
9.	Aleksei Prokopov	Associate Professor, Department of Obstetrics, Gynaecology and Pediatrics, Deputy Chief Physician of Tambov Regional Hospital for Children	<u>89106530000</u>
10.	Arkadii Antonian	Associate Professor, Department of Public Health and Healthcare	<u>89027200473</u>
11.	<b>Godage Prashan Pandurang</b>	Senior teacher, Department of Anatomy and Topographic Anatomy	<u>89027305161</u>

**Students:**

<b>№</b>	<b>Name</b>	<b>Field of Study</b>	<b>Year</b>	<b>Contact details</b>
1.	Marina Podkhvatilina	31.08.01 Obstetrics and Gynaecology	1	<u>89997259935</u>
2.	Natalia Abdullaeva	31.08.01 Obstetrics and Gynaecology	2	<u>89204748762</u>
3.	Dmitrii Misiurev	31.08.59 Ophthalmology	1	<u>89106571534</u>
4.	Denis Goidin	31.08.59 Ophthalmology	2	<u>89106584103</u>
5.	Svetlana Glushkova	31.05.01 General Medicine, Head of the Student Council of the Medical Institute	6	<u>89202389096</u>
6.	Patimat Gasanova	31.05.01 General Medicine, member of the regional headquarters of the public movement «Medical Volunteers»	6	<u>89050486035</u>
7.	Natalia Balybina	31.05.01 General Medicine, member of the Council of the Student Research Community	6	<u>89204881318</u>
8.	Yaroslav Vozniuk	31.05.01 General Medicine, Deputy Chair of the Student Council of the Medical Institute, Head of the Press Centre of the Medical Institute, member of the regional headquarters of the public movement «Medical	5	<u>89204836456</u>

		Volunteers»		
9.	Alina Khvorostova	31.05.01 General Medicine, Head of the Student Creative Community	3	<u>89158898137</u>
10.	Yulia Shirshova	31.05.01 General Medicine	3	<u>89304704049</u>
11.	Anastasia Nuzha	31.05.01 General Medicine, regional coordinator of the Tambov branch of the public movement «Medical Volunteers»	3	<u>89622362373</u>
12.	Sarvar Dadabaev	31.05.01 General Medicine	6	<u>89065976956</u>
13.	Mvanza Petros	31.05.01 General Medicine	6	<u>89806778772</u>
14.	Saidi Reda Mohammed	31.05.01 General Medicine	3	<u>89027266937</u>

#### Representatives of the professional community:

<b>№</b>	<b>Name</b>	<b>Position</b>	<b>Contact details</b>
1.	Tatiana Misheneva	Head of the Division of Medical Preventive Care, Tambov Central Regional Hospital, Secretary of the Accreditation Commission	89027233578
2.	Galina Kholodovich	Chief Physician, Valerii Koval Tambov City Hospital for Children	89158744888
3.	Vera Shustova	Chief Physician, Tambov Regional Dermatovenerologic Clinic	89051225355
4.	Sergei Emelianov	Deputy Chief Physician for Medicine, Kotovsk City Hospital	89158842363
5.	Andrei Tatarintcev	Chief Physician, Tambov Regional Antitubercular Clinic	89051239236
6.	Elena Krasiuk	Chief Physician, Tambov Ophthalmology Hospital	89106566455

#### Graduates:

<b>№</b>	<b>Name</b>	<b>Place of work</b>	<b>Position</b>	<b>Year of graduation</b>	<b>Contact details</b>
1.	Marianna Shindina	Tambov Regional Hospital for Children	Anesthesiologist, Resuscitator, Transfusologist	2015	89106537983
2.	Viktor Chang	Tambov Regional Oncological Clinic	Oncologist	2013	89531242580
3.	Ivan Frolov	Tambov Central Regional Hospital	Surgeon	2016	89537171336
4.	Anna Koptenkova	Tambov Clinic «Avtomobilist»	Dermatovenerologist	2015	89537017328
5.	Anton Petrukhin	Kotovsk City Hospital	Trauma Orthopaedist	2016	89537181230
6.	Ivan Soloponov	Babenko Tambov Regional Hospital	Cardiologist	2014	89065968848
7.	Yulia Nenasheva	Fedorov National Medical Research Centre «Eye Microsurgery»	Ophthalmologist	2018	89106585267
8.	Elena Kulagina	Fedorov National Medical Research Centre «Eye Microsurgery»	Ophthalmologist	2019	89156744830

**ANNEX B**  
**THE SCALE OF ASSESSMENT PARAMETERS OF EDUCATIONAL PROGRAMMES**

Nº	Standards	Assessment of the of educational programmes			
		Full compliance	Substantial compliance	Partial compliance	Non-compliance
1.	Mission and educational outcomes		+		
2.	Educational programmes		+		
3.	Assessment of students		+		
4.	Students		+		
5.	Academic staff/ Faculty			+	
6.	Educational resources			+	
7.	Programme evaluation			+	
8.	Governance and administration		+		
9.	Continuous renewal		+		

## STANDARD 1. MISSION AND EDUCATIONAL OUTCOMES

№	Assessment criteria	Mark			
		A	B	C	D
<b>1.1. The mission and participation of stakeholders in its development</b>			+		
The medical school <b>must</b> :					
1	B 1.1.1	state its mission and make it known to all stakeholders and the health sector it serves		+	
2	B 1.1.2	consider that the mission encompasses the health needs of the community, the needs of the health care delivery system; in its mission outline the aims and the educational strategy resulting in a medical doctor at a basic level of medical education capable of undertaking the roles of doctors as defined by the health sector, prepared and ready for postgraduate medical education and committed to life-long learning		+	
3	B 1.1.3	make sure that key stakeholders participate in formulating the mission and expected learning outcomes		+	
The medical school <b>should</b> :					
4	Q 1.1.1	ensure that the mission encompasses medical research attainment in biomedical, clinical, behavioral and social sciences and aspects of global health		+	
<b>1.2. Institutional autonomy and academic freedom</b>			+		
The medical school <b>must</b> :					
5	B 1.2.1	have institutional autonomy to formulate and implement quality policies for which its faculty/academic staff and administration are responsible, especially regarding design of the curriculum and use of the allocated resources necessary for implementation of the curriculum		+	
The medical school <b>should</b> :					
6	Q 1.2.1	ensure academic freedom for its staff and students in addressing the actual curriculum and in exploring the use of new research results to illustrate specific subjects without expanding the curriculum		+	
<b>1.3. Educational outcomes and participation of stakeholders in their assessment</b>			+		
The medical school <b>must</b> :					
7	B 1.3.1	with the participation of stakeholders define the intended educational outcomes that students should exhibit upon graduation in relation to: - their achievements at a basic level regarding knowledge, skills, and attitudes; - appropriate foundation for future career in any branch of medicine; - their commitment to and skills in life-long learning including their subsequent postgraduate training; - the needs of the health care delivery system		+	
8	B 1.3.2	ensure appropriate student conduct with respect to fellow students, faculty members, other health care personnel, patients and their relatives		+	
9	B 1.3.3	make the intended educational outcomes publicly known		+	
10	B 1.3.4	take into consideration the requirements of occupational standards (if available) and the labour market		+	
The medical school <b>should</b> :					
11	Q 1.3.1	specify and co-ordinate the linkage of acquired outcomes by graduation with acquired outcomes in postgraduate training		+	
12	Q 1.3.2	use procedures of independent evaluation of learning outcomes, e.g. accreditation of specialists, contests and competitions (ESG 1.3)		+	
<b>Final mark</b>				+	



## STANDARD 2. EDUCATIONAL PROGRAMMES

№	Assessment criteria	Mark			
		A	B	C	D
<b>2.1. Development of the educational programme</b>			+		
The medical school <b>must</b> :					
1	B 2.1.1	define the qualification obtained as a result of acquiring the programme in accordance with the descriptors of the National and European Qualifications Framework (ESG 1.2)		+	
2	B 2.1.2	develop the curriculum and instructional/learning methods that are based on the student centered approach		+	
3	B 2.1.3	ensure that the curriculum is delivered in accordance with principles of equality		+	
The medical school <b>should</b> :					
4	Q 2.1.1	ensure that the curriculum prepares the students for life-long learning		+	
<b>2.2. Scientific method</b>				+	
The medical school <b>must</b> :					
5	B 2.2.1	throughout the curriculum teach the principles of scientific method, including analytical and critical thinking, medical research methods and evidence-based medicine			+
The medical school <b>should</b> :					
6	Q 2.2.1	in the curriculum include elements of original or advanced research			+
<b>2.3. Basic biomedical sciences</b>			+		
The medical school <b>must</b> :					
7	B 2.3.1	in the curriculum identify and incorporate the contributions of the basic biomedical sciences to create understanding of scientific knowledge, concepts and methods fundamental to acquiring and applying clinical science		+	
The medical school <b>should</b> :					
8	Q 2.3.1	in the curriculum adjust and modify the contributions of the biomedical sciences to the scientific, technological and clinical developments and current and anticipated needs of the society and the health care system		+	
<b>2.4. Behavioural and social sciences, medical ethics and jurisprudence</b>			+		
The medical school <b>must</b> :					
9	B 2.4.1	in the curriculum identify and incorporate the contributions of the behavioural sciences, social sciences, medical ethics and medical jurisprudence		+	
The medical school <b>should</b> :					
10	Q 2.4.1	in the curriculum adjust and modify the contributions of the behavioural and social sciences as well as medical ethics and medical jurisprudence to scientific, technological and clinical developments, current and anticipated needs of the society and the health care system, changing demographic and cultural contexts		+	
<b>2.5. Clinical sciences and skills</b>			+		
The medical school <b>must</b> :					
11	B 2.5.1	in the curriculum identify and incorporate the contributions of the clinical sciences to ensure that students acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibility after graduation; spend a reasonable part of the programme in planned contact with patients in relevant clinical settings and experience health promotion and preventive medicine		+	
12	B 2.5.2	specify the amount of time spent in training in major clinical disciplines		+	
13	B 2.5.3	organise clinical training with appropriate attention to patient safety		+	

The medical school <b>should</b> :					
<b>14</b>	Q 2.5.1	in the curriculum adjust and modify the contributions of the clinical sciences to the scientific, technological and clinical developments and current and anticipated needs of the society and the health care system		+	
<b>15</b>	Q 2.5.2	ensure that every student has early patient contact gradually including participation in patient care		+	
<b>2.6. Programme structure, composition and duration</b>				+	
The medical school <b>must</b> :					
<b>16</b>	B 2.6.1	describe the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between basic biomedical, behavioural and social and clinical subjects		+	
The medical school <b>should</b> :					
<b>17</b>	Q 2.6.1	in the curriculum ensure integration of associated sciences, disciplines and subjects		+	
<b>18</b>	Q 2.6.2	allow optional (elective) content and define the balance between the core and optional content as part of the educational programme		+	
<b>19</b>	Q 2.6.3	describe the interface with complementary medicine which includes unorthodox, traditional or alternative practices		+	
<b>2.7. Programme management</b>				+	
The medical school <b>must</b> :					
<b>20</b>	B 2.7.1	have processes for the design, approval and review of an educational programme (ESG 1.2)		+	
<b>21</b>	B 2.7.2	have a curriculum committee, which has the responsibility and authority for planning and implementing the curriculum to secure its intended educational outcomes		+	
<b>22</b>	B 2.7.3	in its curriculum committee ensure representation of staff and students		+	
The medical school <b>should</b> :					
<b>23</b>	Q 2.7.1	through its curriculum committee plan and implement innovations in the curriculum and include representatives of other stakeholders		+	
<b>2.8. Linkage with medical practice and the health sector</b>				+	
The medical school <b>must</b> :					
<b>24</b>	B 2.8.1	ensure operational linkage between the educational programme and the subsequent stages of education or practice after graduation		+	
The medical school <b>should</b> :					
<b>25</b>	Q 2.8.1	ensure that the curriculum committee seeks input from the environment in which graduates will be expected to work, modifies the programme accordingly and considers programme modification in response to opinions in the community and society		+	
<b>Final mark</b>				+	

### STANDARD 3. ASSESSMENT OF STUDENTS

№	Assessment criteria	Mark			
		A	B	C	D
<b>3.1. Assessment methods</b>			+		
The medical school <b>must</b> :					
<b>1</b>	B 3.1.1	define, state and publish the principles, methods and practices used for assessment of its students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes		+	
<b>2</b>	B 3.1.2	ensure that assessments cover knowledge, skills and attitudes and professional conduct	+		
<b>3</b>	B 3.1.3	use a wide range of assessment methods and formats according to their "assessment utility"		+	
<b>4</b>	B 3.1.4	ensure that methods and results of assessments avoid conflicts of interest	+		
<b>5</b>	B 3.1.5	use a system of appeal of assessment results	+		

<b>6</b>	B 3.1.6	ensure that assessments are open to scrutiny by external expertise and students are informed in advance about criteria and methods of assessment (ESG 1.3)		+		
The medical school <b>should</b> :						
<b>7</b>	Q 3.1.1	evaluate and document the reliability and validity of assessment methods and encourage the use of external examiners		+		
<b>3.2. Relation between assessment and learning</b>				+		
The medical school <b>must</b> :						
<b>8</b>	B 3.2.1	use assessment principles, methods and practices that are clearly compatible with intended educational outcomes and instructional methods and ensure that the intended educational outcomes are met by the students, provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress and promote student learning		+		
The medical school <b>should</b> :						
<b>9</b>	Q 3.2.1	adjust the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning		+		
<b>10</b>	Q 3.2.2	ensure timely, specific, constructive and fair feedback to students on basis of assessment results		+		
<b>Final mark</b>				+		

## STANDARD 4. STUDENTS

№	Assessment criteria	Mark				
		A	B	C	D	
<b>4.1. Admission policy and selection</b>			+			
The medical school <b>must</b> :						
<b>1</b>	B 4.1.1	formulate and implement an admission policy based on principles of objectivity, including a clear statement on the process of selection of students	+			
<b>2</b>	B 4.1.2	have a policy and implement a practice for admission of disabled students	+			
<b>3</b>	B 4.1.3	have a policy and implement a practice for transfer of students from other national or international programmes and institutions (ESG S 1.4)		+		
The medical school <b>should</b> :						
<b>4</b>	Q 4.1.1	state the relationship between selection and the mission of the school, the educational programme and desired qualities of graduates; periodically review the admission policy		+		
<b>5</b>	Q 4.1.2	use a system for appeal of admission decisions	+			
<b>4.2. Student intake</b>				+		
The medical school <b>must</b> :						
<b>6</b>	B 4.2.1	define the size of student intake and relate it to its capacity at all stages of the programme		+		
The medical school <b>should</b> :						
<b>7</b>	Q 4.2.1	periodically review the size and nature of student intake in consultation with other stakeholders and regulate it to meet the health needs of the community and society		+		
<b>4.3. Student counselling and support</b>				+		
The medical school <b>must</b> :						
<b>8</b>	B 4.3.1	have a system for academic counselling of its student population	+			
<b>9</b>	B 4.3.2	offer a programme of student support, addressing social, financial and personal needs, allocate resources for student support and ensure confidentiality in relation to counselling and support		+		
<b>10</b>	B 4.3.3	have a feedback system from students on the assessment of conditions and organization of the academic process (ESG 1.3)		+		
<b>11</b>	B 4.3.4	provide students with the documents verifying the obtained qualification (diploma). European Diploma Supplement should be available to students on their request (ESG 1.4)		+		
<b>12</b>	B 4.3.5	consider the needs of diverse groups of student population and provide opportunities for creating individual learning paths (ESG S 1.3)		+		

The medical school <b>should</b> :					
<b>13</b>	Q 4.3.1	provide academic counselling that is based on monitoring of student progress and includes career guidance and planning		+	
<b>4.4. Student representation</b>					
The medical school <b>must</b> :					
<b>14</b>	B 4.4.1	formulate and implement a policy on student representation and appropriate participation in design, management and evaluation of the programme and other matters relevant to students			+
The medical school <b>should</b> :					
<b>15</b>	Q 4.4.1	encourage and facilitate student activities and student organisations			+
<b>Final mark</b>				+	

## STANDARD 5. ACADEMIC STAFF/FACULTY

Nº		Assessment criteria	Mark			
			A	B	C	D
<b>5.1. Recruitment and selection policy</b>						
The medical school <b>must</b> :						
<b>1</b>	B 5.1.1	formulate and implement a staff recruitment and selection policy which outlines the type, responsibilities and balance of the academic staff/faculty of the basic biomedical sciences, the behavioural and social sciences and the clinical sciences required to deliver the curriculum adequately, including the balance between medical and non-medical academic staff, the balance between full-time and part-time academic staff, and the balance between academic and non-academic staff			+	
<b>2</b>	B 5.1.2	address criteria for scientific, educational and clinical merit, including the balance between teaching, research and service functions			+	
<b>3</b>	B 5.1.3	specify and monitor the responsibilities of its academic staff/faculty of the basic biomedical sciences, the behavioural and social sciences and the clinical sciences			+	
The medical school <b>should</b> :						
<b>4</b>	Q 5.1.1	in its policy for staff recruitment and selection take into account criteria such as relationship to its mission, including significant local issues, and economic considerations			+	
<b>5.2. Staff activity and staff development</b>						
The medical school <b>must</b> :						
<b>5</b>	B 5.2.1	formulate and implement a staff activity and development policy which allow a balance of capacity between teaching, research and service functions; ensure recognition of meritorious academic activities with appropriate emphasis on teaching, research and service qualifications; and ensure that clinical service functions and research are used in teaching and learning			+	
<b>6</b>	B 5.2.2	include teacher training, development, support and appraisal			+	
The medical school <b>should</b> :						
<b>7</b>	Q 5.2.1	take into account teacher-student ratios relevant to the various curricular components			+	
<b>8</b>	Q 5.2.2	design and implement a staff promotion policy			+	
<b>Final mark</b>					+	

## STANDARD 6. EDUCATIONAL RESOURCES

Nº		Assessment criteria	Mark			
			A	B	C	D
<b>6.1. Physical facilities</b>						
The medical school <b>must</b> :						
<b>1</b>	B 6.1.1	have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately and ensure a learning environment, which is safe for staff, students, patients and their relatives		+		

The medical school <b>should</b> :					
<b>2</b>	Q 6.1.1	improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices		+	
<b>6.2. Clinical training resources</b>					
The medical school <b>must</b> :					
<b>3</b>	B 6.2.1	ensure necessary resources for giving the students adequate clinical experience, including sufficient number and categories of patients, clinical training facilities and supervision of their clinical practice			+
The medical school <b>should</b> :					
<b>4</b>	Q 6.2.1	evaluate, adapt and improve the facilities for clinical training to meet the needs of the population it serves			+
<b>6.3. Information technologies and library resources</b>					
The medical school <b>must</b> :					
<b>5</b>	B 6.3.1	formulate and implement a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology			+
<b>6</b>	B 6.3.2	ensure access to library, web-based or other electronic media			+
The medical school <b>should</b> :					
<b>7</b>	Q 6.3.1	enable teachers and students to use existing and exploit appropriate new information and communication technology for independent learning; accessing information and data basis and managing patients and working in health care delivery systems			+
<b>6.4. Medical research and scholarship</b>					
The medical school <b>must</b> :					
<b>8</b>	B 6.4.1	use medical research and scholarship as a basis for the educational curriculum			+
<b>9</b>	B 6.4.2	formulate and implement a policy that fosters the relationship between medical research and education			+
The medical school <b>should</b> :					
<b>10</b>	Q 6.4.1	ensure that interaction between medical research and education influences current teaching and encourages and prepares students to engage in medical research and development			+
<b>6.5. Educational expertise</b>					
The medical school <b>must</b> :					
<b>11</b>	B 6.5.1	have access to educational expertise (internal and external) where required on current issues, processes and practices of medical education involving specialists, to include international experts; formulate and implement a policy on the use of educational expertise in curriculum development			+
The medical school <b>should</b> :					
<b>12</b>	Q 6.5.1	demonstrate evidence of the use of in-house or external educational expertise in staff development			+
<b>6.6. Academic mobility</b>					
The medical school <b>must</b> :					
<b>13</b>	B 6.6.1	formulate and implement a policy for national and international collaboration with other educational institutions			+
<b>14</b>	B 6.6.2	take into account transfer of educational credits			+
The medical school <b>should</b> :					
<b>15</b>	Q 6.6.1	facilitate regional and international exchange of staff and students by providing appropriate resources (ESG 1.4)			+
<b>Final mark</b>					
					+

## STANDARD 7. PROGRAMME EVALUATION

№	Assessment criteria	Mark			
		A	B	C	D
<b>7.1. Mechanisms for programme monitoring and evaluation</b>			+		
The medical school <b>must:</b>					
1	B 7.1.1	have a programme of routine curriculum monitoring of periodical assessment of the educational programme and outcomes, progress and performance of students (ESG 1.9)		+	
2	B 7.1.2	ensure that relevant results of evaluation influence the curriculum		+	
The medical school <b>should:</b>					
3	Q 7.1.1	periodically evaluate the programme by comprehensively addressing the context of the educational process, the specific components of the curriculum, the long-term acquired outcomes and its social accountability		+	
<b>7.2. Teacher and student feedback</b>				+	
The medical school <b>must:</b>					
4	B 7.2.1	systematically seek, analyse and respond to teacher and student feedback			+
The medical school <b>should:</b>					
5	Q 7.2.1	use feedback results for programme development			+
<b>7.3. Performance of students and graduates</b>				+	
The medical school <b>must:</b>					
6	B 7.3.1	analyse performance of cohorts of students and graduates in relation to mission and intended educational outcomes, curriculum and provision of resources			+
The medical school <b>should:</b>					
7	Q 7.3.1	analyse performance of cohorts of students and graduates in relation to student background and conditions, entrance qualifications and use the analysis of student performance to provide feedback to the committees responsible for student selection and curriculum planning			+
<b>7.4. Involvement of stakeholders</b>			+		
The medical school <b>must:</b>					
8	B 7.4.1	in its programme monitoring and evaluation activities involve its principal stakeholders		+	
The medical school <b>should:</b>					
9	Q 7.4.1	allow other stakeholders access to results of course and programme evaluation		+	
<b>Final mark</b>			+		

## STANDARD 8. GOVERNANCE AND ADMINISTRATION

№	Assessment criteria	Mark			
		A	B	C	D
<b>8.1. Governance</b>			+		
The medical school <b>must:</b>					
1	B 8.1.1	define its governance structures and functions including their relationships within the university and the relationship with branches if the organization is the head institution		+	
The medical school <b>should:</b>					
2	Q 8.1.1	in its governance structures set out the committee structure, and reflect representation from – principal stakeholders: staff and students – other stakeholders: representatives of the Ministry of Education, healthcare sector and representatives of the public		+	
3	Q 8.1.2	ensure transparency of the work of governance and its decisions through publishing the internal documents and decisions on the website		+	

<b>8.2. Academic leadership</b>				+		
The medical school <b>must:</b>						
<b>4</b>	B 8.2.1	establish the responsibilities of its academic leadership for definition and management of the medical educational programme		+		
The medical school <b>should:</b>						
<b>5</b>	Q 8.2.1	periodically evaluate its academic leadership in relation to achievement of its mission, goals and intended educational outcomes		+		
<b>8.3. Educational budget and financial resources</b>					+	
The medical school <b>must:</b>						
<b>6</b>	B 8.3.1	have a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget			+	
<b>7</b>	B 8.3.2	allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs			+	
The medical school <b>should:</b>						
<b>8</b>	Q 8.3.1	have autonomy to direct resources, including teaching staff remuneration, in an appropriate manner in order to achieve its intended educational outcomes			+	
<b>8.4. Administration and management</b>					+	
The medical school <b>must:</b>						
<b>9</b>	B 8.4.1	have an administrative and professional staff that is appropriate to support implementation of its educational programme and related activities and ensure good management and resource deployment			+	
The medical school <b>should:</b>						
<b>10</b>	Q 8.4.1	ensure the participation of all structural subdivisions of the educational institutions in the processes and procedures of the internal quality assurance system (ESG 1.1)			+	
<b>8.5. Interaction with health sector</b>					+	
The medical school <b>must:</b>						
<b>11</b>	B 8.5.1	have constructive interaction with the health and health related sectors of society and government, different professional associations and organizations including international ones		+		
The medical school <b>should:</b>						
<b>12</b>	Q 8.5.1	formalise its collaboration, including engagement of staff and students, with partners in the health sector		+		
<b>8.6. Public information</b>					+	
The medical school <b>must:</b>						
<b>13</b>	B 8.5.2	publish on its official website and in mass media complete and accurate information about the educational programme and its achievements (ESG 1.8)			+	
<b>14</b>	B 8.5.3	publish on its official website objective data on employability of graduates (ESG 1.8)			+	
<b>Final mark</b>				+		

## STANDARD 9. CONTINUOUS RENEWAL

№	Assessment criteria	Mark				
		A	B	C	D	
<b>9.1. Modifying and renewal of the programme</b>			+			
The medical school <b>must:</b>						
<b>1</b>	B 9.1.1	initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment methods and learning environment of the programme; identify and rectify documented deficiencies, allocate resources for continuous renewal of the programme		+		
The medical school <b>should:</b>						
<b>2</b>	Q 9.1.1	base the process of renewal on prospective studies and analyses and on results of local evaluation and the medical education literature		+		

<b>3</b>	Q 9.1.2	ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives		+		
<b>9.2. Cyclical external review</b>				+		
The medical school <b>must:</b>						
<b>4</b>	B 9.2.1	initiate cyclical procedures of external quality assurance of the educational programmes		+		
The medical school <b>should:</b>						
<b>5</b>	Q 9.2.1	develop corrective actions programmes as the follow up of external evaluation of educational programmes and inform stakeholders about the main outcomes of external evaluation of educational programmes		+		
<b>Final mark</b>				+		