

Approved by

Director of NPO APE CMSE

_____ O.V. Sedykh
(signature)

01 March, 2018

SELF-EVALUATION REPORT
OF FURTHER PROFESSIONAL EDUCATION INSTITUTION

Ekaterinburg, 2018

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Introduction

In contemporary conditions of the national educational system modernization, the importance of the quality of specialists' training has been growing. The purpose of this report is to determine the compliance of the activity of the autonomous non-profit organization of additional professional education "Centre for medical sciences education" (further as CMSE), which implements further educational programmes (further as FEP):

| | | |
|---|--|--|
| 1 | Traumatology Orthopedics Vertebrology Arthroscopy | Cadaver-lab: injury to the limb, pelvis, multiple trauma |
| | | Cadaver-lab: large joint replacement |
| | | Cadaver-lab: spondilectomy and other spinal operations |
| | | Cadaver-lab: knee, shoulder and hip arthroscopy |
| 2 | Plastic surgery Cosmetology Dermatology Otolaryngology Dental surgery | Cadaver-lab: face, neck and decollete surgery |
| | | Cadaver-lab: injection methods in the face, neck and decollete |
| | | Cadaver-lab: upper and lower jaw plasty, sinus lifting, rods, etc. |
| 3 | Plastic surgery Mammology Oncology Gynecological surgery | Cadaver-lab: abdominoplasty and other cosmetic surgeries |
| | | Cadaver-lab: breast surgery |
| | | Cadaver-lab: gynecological surgery |
| | | Cadaver-lab: aesthetic surgery of the perineum |
| 4 | Forensic medicine | Tanatology |
| | | Toxicochemical testing of the biological objects |
| | | Genetic forensic testing of the material evidence |

Self-evaluation is an essential preliminary stage of external review of the further professional education institution. The purpose of self-evaluation is to determine the compliance of the further professional education institution with the standards and criteria of National Center for Public Accreditation.

During self-evaluation, the content and quality of specialists' training, the content and the terms of the further educational programmes to be accredited were analyzed, the strengths and weaknesses of the educational activities were identified, the development of further educational programmes, facilities and resources, compliance of competence level with the requirements of FSES HPE, FSES SPE and professional standards of professional education operating in the Russian Federation and around the world for mentioned medical specialties were assessed.

I. GENERAL INFORMATION

NPO APE "Centre for medical sciences education" (further as CMSE) was established within the project of the Ministry of Health of the Russian Federation on the introduction of continuous postgraduate medical and pharmaceutical education in 2013.

The Centre is considered to be established as legal entity since its state registration due the course of law. State Accreditation Certificate issued on 22 August, 2013 series 66 № 007501516.

Licenses:

License for the right to provide educational services № 17947 issued on 30 October, 2015 by the Ministry of General and Professional Education of the Sverdlovsk Region, Series 66Л01, registered number № 0004424, unlimited.

License for medical activities № LO-66-01-004364 issued on 16 November, 2016 r. by the Ministry of Health of the Sverdlovsk Region, Series H 0005020, the decision of the licensing authority № 1121-Л, Sanitary-Epidemiological Certificate № 66.01.34.000.M.001680.10.16 issued 17 October, 2016.

CMES is exclusive official morphology centre in Russia, providing practitioners with the opportunities to work with natural tissues on fresh biomannequins to obtain new competencies and train relevant skills in demand for practical health system in the conditions most closely resembling the workplace.

The management board of the Centre are:

- General meeting of founders (high level management board);
- General staff meeting;
- Management;
- Academic council.

The direct management of the Centre is performed by the chief executive officer – Director.

Information about appointed officials of the educational organization:

| № | Position | Surname, name, patronymic |
|---|---|---------------------------------|
| 1 | Director | Sedykh Olga Victorovna |
| 2 | Administration and technical support manager | Yesvein Rudolf Igorevich |
| 3 | Accountant | Bykova Galina Alexandrovna |
| 4 | Development manager | Malyshkina Tatiana Veniaminovna |
| 5 | Director of morphology department | Obukhov Vladimir Gennadievich |
| 6 | Director of further professional education | Sedova Lubov Vitalevna |
| 7 | Coordinator of further professional education | Osipchukova Elena Vladimirovna |
| 8 | Educational programme manager | Khomutova Anastasia Olegovna |
| 9 | IT administrator | Dvinina Irina Nikolaevna |

The Centre operates according to the Civil Code of the Russian Federation, Federal Laws:

- «On Education in the Russian Federation»,

- «On the Basics of Health Protection of the Citizens of the Russian Federation»
- «On Non-Profit Organizations»,

as well as decrees, orders, regulations, instruction letters, methodological recommendations from the Ministry of Health and the Ministry of Education and Science of the Russian Federation, other legislative acts of the Russian Federation, the Charter, authoritative decrees, director's orders, internal organizational and regulatory documents on conducting educational activities to improve the quality of medical care.

The total number of faculty, external off-hour staff, is 52, while 37 (71%) have academic status and / or academic degree.

The core activity of the CMSE: educational activity on further educational programmes of further professional education (additional training, certification courses, retraining) in the field of biomedical and pharmaceutical sciences for the specialists with a diploma of higher and secondary professional education.

The CMSE acts autonomously, i.e. independently in conducting educational, administrative, financial and economic activities, development and adoption of local regulations according to the legislation on education, other regulatory acts of the Russian Federation and the Charter of the Centre.

The CMSE is free in determining the syllabus, selecting the educational and methodological resources, educational technologies while conducting the educational programmes being receptive towards the demands of the practical health system assigned the contents and amount of the educational programme.

The CMSE provides material and technical resources for the educational activities in accordance with the state and local regulations and requirements.

The Centre independently forms a contingent of attendants, conducts the educational process according to its Charter and licenses.

Acceptance for training in the Centre is carried out on the basis of applications of legal entities and individuals with the conclusion of the agreement. Upon training enrollment in the Center, students should be notified:

- about the license for the right to provide educational services,
- about the irrelevance of state accreditation for institutions with the ownership of ANE (autonomous non-profit organization).

Enrollment is made by order of the Director. Students, legal entities who submitted an application or other persons paying for the education of the trainee conclude an agreement with the Center, which stipulates the terms and duration of training, the amount and form of payment for training, and the procedure for providing educational services.

Education, information and counseling services are provided by the Center on a paid basis. The amount of training fees is set by the Director in accordance with the market of educational services.

Student expulsion from the Center is based on the completion of the training course and satisfactory final assessment or the violation of the concluded contract with the Center (including training payment delay for over two months) or the Charter of the Center.

Expulsion from the Center is made by the order of the Director of the Center.

The education is carried out in accordance with the educational programs of further professional education (additional training and retraining).

The Center implements self-designed educational programs on further professional education in the field of biomedical and pharmaceutical sciences.

The following educational programmes have been designed and approved:

- general training (from 12 to 16 hours) - 2;
- thematic advanced training (from 12 to 108 hours) - 24;
- certification course (144 hours each) - 16;
- retraining (from 504 to 1000 hours) - 13.

Table 1. General information about Educational Organization

| | |
|---|--|
| Full name of the educational organization | Non-Profit Organization of Additional Professional Education "Centre for Medical Sciences Education" |
| Founders | <i>SBEE HPE «Ural State Medical University», Ekaterinburg LLC «TriOmed», Perm</i> |
| Год основания | <i>2013 – NPO APE "Centre for Medical Sciences Education"</i> |
| Location | <i>Bld. 5 «L», Prospect Lenina, Ekaterinburg, 620014</i> |
| Director | <i>Sedykh Olga Victorovna</i> |
| License | <i>Series 66LO01 № 0004424 № 17947 of 30 October, 2015 unlimited</i> |
| Number of students | <i>in 2015 – 60 students in 2016 – 200 students in 2017 – 500 students in 2018 – 70 students</i> <i>Dated on 01 March, 2018</i> |

Table 2. Educational programmes to be accredited

| | |
|------------------------|---|
| Educational programmes | <p>Cadaver-lab: injury to the limb, pelvis, multiple trauma Cadaver-lab: large joint replacement Cadaver-lab: spondilectomy and other spinal operations Cadaver-lab: knee, shoulder and hip arthroscopy Cadaver-lab: face, neck and decollete surgery Cadaver-lab: injection methods in the face, neck and decollete Cadaver-lab: upper and lower jaw plasty, sinus lifting, rods, etc. Cadaver-lab: abdominoplasty and other cosmetic surgeries Cadaver-lab: breast surgery Cadaver-lab: gynecological surgery Cadaver-lab: aesthetic surgery of the perineum Tanatology Toxicocochemical testing of the biological objects Genetic forensic testing of the material evidence</p> |
| Type of programme | <p>General training 16 hours Thematic advanced training 18, 24, 36, 72 hours</p> |
| Total programme length | <p>Certification course 144 hours Retraining 540, 576 till 1000 hours</p> |

| | |
|-----------------------------------|--|
| Structural division (director) | Director of Further Professional Education – Malysheva Tatyana Veniaminovna Director of Morphology Centre – Obukhov Vladimir Gennadyevich |
| Terms of external review | 24 - 26 May, 2018 |
| Responsible for the accreditation | <i>Sedykh Olga Victorovna, director of NPO APE CMSE</i> |

Table 3. Number of students according to further educational programmes (dated on 01 March, 2018)

| № | Year | Number of students by further educational programme | | | |
|----|----------------|--|--|--|-------------------|
| | | Traumatology, Orthopedics, Vertebrology, Arthroscopy | Plastic surgery, Cosmetology, Dental surgery | Plastic surgery, Mammology, Gynecology | Forensic medicine |
| 1. | 2015 | 35 | 25 | 0 | 0 |
| 2. | 2016 | 40 | 90 | 0 | 70 |
| 3. | 2017 | 280 | 110 | 30 | 80 |
| 4. | 2018 | 0 | 45 | 0 | 25 |
| | Totally | 355 | 270 | 30 | 175 |

II. CONFORMANCE TO THE STANDARDS OF NATIONAL CENTRE FOR PUBLIC ACCREDITATION

2.1 Standard 1. Policy (goals, development strategy) of the Institution of Further Professional Education

Correspondence of the mission and goals of the Educational Institution to the Programme and Development Strategy.

The core activity of the CMSE is to provide further educational programmes of further professional education (additional training, certification courses, retraining) in the field of biomedical and pharmaceutical sciences for the specialists with a diploma of higher and secondary professional education.

The goals and mission of the CMSE correspond to the development strategy which is regularly under discussion and review in coordination with the professional associations. A one-, five-, ten-year plan of development programme are concerned with general meetings of the founders, Centre board management and academic councils.

The goals of the CMSE are the following:

1. Satisfaction of the educational and professional requirements, professional development, assurance of qualification compliance with constantly changing medical and social environment by means of implementing further educational programmes (additional training and retraining) in the fields of biomedical and pharmaceutical sciences;

2. Research and development in the fields of biomedical and pharmaceutical sciences, implementation the results of intellectual work into practice, including the exclusive rights to the results of intellectual work belonging to the founders of the Centre;

3. Providing information and counseling service in the field of biomedical and pharmaceutical sciences.

Participation of all related parties (administration, faculty, students, employers, relevant ministries and municipalities – key partners in graduate employability) in the development and implementation of quality assurance policy by means of corresponding structures and processes.

Management of the Centre is based on combination of principles of unity of command and collective leadership in accordance with the legislation of the Russian federation and the Charter of the Centre.

The founders perform the management of the Centre and appoint the director.

The management board of the Centre is:

- General meeting of founders (high level management board) – operates on a regular basis: reporting meetings annually, meetings on work-related issues on request, general meetings – quarterly;

- General staff meetings – meetings on work-related issues off-site (skype, e-mail) due to the location in different cities – on a regular basis, annually – conformation of expenditures and other financial administrative issues;

- Academic council – on a regular basis, twice a year.

Direct management of the Centre activity is performed by the chief executive officer – Director.

The staff of the Centre includes administrative officers, teaching staff, consultants, educational support and other staff.

Conclusion to the standard 1:

| Advantages | Areas to improve |
|--|---|
| 1. Goals and objectives of the educational institution correspond to the Mission, Programmes and Development strategy; 2. Educational activities according to the further educational programmes are well developed and conducted on a regular basis; | 1. Development area: conducting research and development in the field of biomedical science, implementation the results of intellectual work into practice; 2. Development area: providing information and counseling services in the field of biomedical and pharmaceutical sciences; |

| | |
|---|---|
| <p>3. Autonomy and non-profitability enables to be receptive towards the demand of practical health system, assigned the contents and amount of educational programmes;</p> <p>4. All parties (administration, faculty, trainee doctors, representatives of professional associations) are interested in improved quality of education and contribute the development and implementation of medical education quality assurance policy.</p> | <p>3. Available material and technical resources – technical resources for educational activities, interior outfitting in accordance with state and local regulations and requirements, however, medical equipment renewal and expansion are required;</p> <p>4. Planning to extend the list of proposed educational programmes in accordance with the demand of practical health system.</p> |
|---|---|

2.2 Standard 2. Educational programmes

Conformance of the programme contents to the regulatory documents, determining the qualification characteristics (requirements) of the graduates (if available), as well as industry-specific and professional standards (if available)

All educational programmes have been designed in accordance with professional standards, admission requirements to professional practice, as well as relevant to the contemporary level of practical health system. Therefore, declared themes and contents of the educational programmes are topical and necessary for practitioners. The biggest part of the educational programme is devoted to train high-tech practical skills in operating rooms on human biomannequins (fresh cadavers).

Conformance of the specific and subject-oriented programme contents to the recent research outcomes in particular specialist fields (lack of pseudoscience)

NPO APE CMSE is the Morphological Base for main Federal Research Institutes and Medical Facilities in the field of Traumatology and Orthopedics:

- FSBE «Russian Research Institute for Traumatology and Orthopedics named after R.R. Vreden», St. Petersburg
- RRC «Reconstructive Traumatology and Orthopedics» named after G.A. Illizarov, Kurgan
- FSBE «Ural Research Institute for Traumatology and Orthopedics named after V.D. Chaklin», Ekaterinburg
- «Ural Treatment and Rehabilitation Centre», Nizhny Tagil
- FSBE «Institute for Traumatology, Orthopedics, Endoprosthesis», Barnaul

Therefore, further educational programmes are subject-oriented, contain recent research outcomes and extensive practical experience.

New educational approaches and concepts in the programmes

Conventional approach to train medical staff: from theory to alive patient – only through a practice on biomannequins – is implemented in our Centre at the highest level, i.e. equipped training operating room most closely resemble the real conditions of surgical practice and human tissues are naturally elastic and embalmed not fixed with formaldehyde.

Opportunities for students' professional competence development

Our students are trained doctors, advanced narrow specialists, who have developed professional competences, therefore, skills development, approbation of novel methods, new instruments, new disposable materials (joint implants, rods and planes, etc.) are relevant.

Conformance of the programme contents and (or) its components (disciplines, modules, practical training programmes, internships) to the expected training outcomes

As a result of training the specialists will acquire invaluable knowledge and skills in the form of lectures, master classes conducted by the key opinion leader, proprietary technologies, as well as own practical experience to implement advanced technologies, such as joint replacement, spondilectomy, growing prosthesis after limb amputation and others which are impossible to implement immediately on living human body.

Conformance of expected training outcomes to the employers and students' demands

The trainees implement obtained knowledge and practical skills into their routine medical practice improving the quality of medical care and patient satisfaction. This is what training outcomes are expected by the employers.

Quality assessment includes the following forms of attestation:

- routine testing,
- recitation,
- course and reference papers,
- tests (choosing the right answer) and
- final qualification testing.

The final qualification testing is allowed only for the students who fulfilled the programme requirements and successfully passed all tests according to the educational modules.

Qualifying examination commission assesses professional competence of a graduate according to the programme requirements. Assessment of the graduate's competence is based on oral reports, control works, tests, exams, credits, course papers, etc.

Scoring system: passed, failed, as well as five-mark grading system.

Conclusions to the standard 2:

| Advantages | Areas to improve |
|---|--|
| <p>1.Syllabus and themes of the further educational programmes correspond to the professional standards, contain much practice in the conditions most closely resembling the real operating room.</p> <p>2.The programmes are science-driven and focused on the demands of the practical health system.</p> <p>3.High quality biomannequins enable to train practical skills on the elastic tissues.</p> <p>4.Implementation of gained knowledge and skills into daily medical practice leads to an improved quality of medical care to the population.</p> | <p>1.Planning to extend the themes and professional directions to train specialists in accordance with the demand of practical health system.</p> <p>2. Considering new themes requires to take into account public health officials standpoint better understanding the needs of practical health system.</p> |

2.3 Standard 3. Resources

Material and technical resources corresponding to the contemporary requirements (classrooms, laboratories, training equipment, etc.)

Locations of NPO APE «CMSE» educational process are the following:

1. Lectures are conducted in the classroom to the address: room 304, bld. 5 «L», Prospect Lenina, Ekaterinburg.

The two work places have been equipped for permanent employees to implement the educational process. The lecture is conducted in the equipped and furnished classroom with multimedia projector, screen, laptop, flip chart, video broadcasting from the procedure room; interpretation facilities, multifunctional device, air conditioner.

Providing premises for taking food and health protection:

- dining room for students and staff – café on the 1st floor;
- medical room for specialists – room 307.

2. On-site practical training (minimally invasive methods) is conducted in the procedure room / licensed and equipped medical room to the address: room 304, bld. 5 «L», Prospect Lenina, Ekaterinburg. The classroom is

equipped with two work places (chairs/coaches), necessary instruments and disposable materials to do anesthesia, diagnostic and aesthetic procedures on live models with video broadcasting to the classroom.

3. On-site practical training (operative interventions) is conducted in the training operating room to the address: bld. 41, Seraphimy Deryabinoy Str., Ekaterinburg based at the office of the Chief Medical Examiner of the Sverdlovsk Region.

The two work places have been equipped for the teaching staff to implement the educational process. The training is conducted in the equipped and furnished classroom with multimedia projector, screen, laptop, interpretation facilities, multifunctional device, air conditioner.

Training operating room is fitted with independent ventilation system, two dissecting tables, modifying into a gynecological and proctological examination chair, two X-ray transparent tables; two arthroscopy workstations, general surgery instruments, sets of instruments for traumatology, orthopedics and gynecology operations, power equipment (saws, drills), disinfectants, disposable materials for cosmetic procedures, disposable operating room drapes, goggles for operating surgeons, sharp resistant gloves, etc.

In the sanitary inspection station – individual closets for changing the clothes for every doctor. Biomannequins (embalmed cadavers) underwent through a multi-stage selection and preparation immediately before the course with the account of speciality requirements.

Providing premises for taking food and health protection:

- dining room for students and staff – café on the 1st floor;
- medical room for specialists – room 307.

4. To conduct training in particular fields, the Centre signed joint research and training agreements with special clinical bases:

- «European Medical Centre «UGMK-Health», LLC to the address: bld 113, Sheinkmana Str., Ekaterinburg, 620144;
- «Centre for Nuclear Medicine», LLC to the address: bld. 29 / 8. Soboleva Str. Ekaterinburg;
- «Ural Innovation Centre of Expertise», LLC to the address: bld. 240 / 1, Lunacharskogo Str., Ekaterinburg.

Engineering status of the Centre is considered to be satisfactory and approved with the documents by Fire Inspection Authorities and Sanitary and Epidemiological Authorities. Total area and conditions of training and auxiliary rooms satisfy with the license requirement. Centre's technical base and training equipment are constantly updated and correspond to the contemporary level.

Information provision of the programme (electronic, library resources, data bases, etc.)

For the further educational programme implementation, during the on-site training the student gets an access to the education materials on each discipline, including curriculum: training calendar, course programme, list of

regulatory documents, lecture materials, control tests, sufficient number of required course books, education materials, as well as legislation and regulation documents, manuals available upon the request through email or accessible on the website.

Learning and teaching support materials for the educational process:

- Integrated education materials
- Course books and courseware (references to the resources used for programme design as well as selected resources for self-tuition);
- printed educational resources for the on-site training – atlases and manuals on operative surgery;
- operating devices for scanning, text recognition, copying of paper-based materials – printer, scanner.

Material and technical resources for the education process:

- technologies for creating and using information – PC, printer, scanner;
- PC (4 units) with a set of licensed or free system or application software;
- Internet access (with the high-speed wi-fi).

Information resources are provided by one of the founders – FSBE HE «Ural State Medical University» (Annex 10).

Conclusions to the standard 3:

| Advantages | Areas to improve |
|--|---|
| <p>1. Access to the library resources of one of the founders – FSBE HE Ural state Medical University.</p> <p>2. Developed Morphology Centre with an operation room - cadaver-lab.</p> <p>3. Large database of trained specialists with positive feedback, enabling to compare and accumulate the experience of different medical facilities and specialists.</p> | <p>1. Increase a range of own courseware, compose an e-library in the priority field (trauma, orthopedics);</p> <p>2. Continue renovations and development of Morphology Centre based at the office of the Chief Medical Examiner of the Sverdlovsk Region, additional classroom, video broadcasting from the training operating room to the classroom, equipment of the training operating room with chamber EOC or C-arch;</p> <p>3. For hands-on training in neurosurgery – renovation of the premises, fitting with independent ventilation system, equipment and development of the methods for surgical interventions;</p> <p>4. For hands-on training in</p> |

| | |
|--|---|
| | <p>cardiosurgery, vascular and thoracic surgery on the working heart - design the programmes and equip the vet lab with facilities;</p> <p>5.For postgraduate education in pharmacology – renovation and equipment of the research and practice laboratory and training compounding pharmacy.</p> |
|--|---|

2.4 Standard 4. Teaching staff and methodological support

Faculty (teaching staff, qualifications and competency of the programme developers and /or trainers, tutors, supervisors, consultants, practitioners, etc.).

Complexity (completeness of education materials).

Among the staff of the Centre are administrative officers, teaching staff, consultants, educational support staff and other staff.

The staff of the Centre are in employment or civil law relations with the Centre. The teaching staff are specialists with all necessary professional and pedagogical qualifications in accordance with the qualification requirements of the position and speciality.

The Centre is completed with teaching staff, administrative officers and educational support staff.

All teaching staff: lecturers, trainers, moderators of the Morphology Course are external employees who are primarily employed in medical facilities, departments of medical university, research institutes, etc. that confirms their sufficient clinical experience being shared with medical students (Annex 6).

Availability and accessibility of education materials to students.

Small groups of students and constant feedback during an interactive educational process, especially during practical training in the operating rooms enables to make the materials available and consider on the necessity to review and the opportunity to move on.

Renewal and updating of the education materials, organizational and methodological support.

Organizational and methodological resources are constantly renewed and completed with division heads, programme and course developers in accordance with international achievements in a particular field and demands of the practical health system.

Conclusions to the standard 4:

| Advantages | Areas to improve |
|--|---|
| 1. Faculty are solely external staff with an extensive clinical experience and operation skills 2. Small groups – high-efficiency skills training | 1. Plan to complement the Centre with the system for on-line voting, that enables to do routine testing of gained knowledge in all group participants at a time |

2.5 Standard 5. Organization of the educational process

Conformance of classes and trainings to the programme contents (interactivity and practically focused classes)

Forms of training sessions correspond to the programme contents and are highly practically focused: training in the operating (biomannequins/cadavers) and procedure rooms (live models).

The training the Centre is conducted in Russian and/or foreign language under the terms of the agreement between the trainee and the Centre. The Centre is fitted with the system "audioguide" for simultaneous translation if required, when the training is conducted in a foreign language for Russian students and /or in Russian language for foreign students.

Educational process is based on state and international educational programmes in modern classrooms, laboratories, equipped with contemporary technologies, training hardware and visual materials.

Conducting practice and hands-on training at the workplace based on employers' facilities (if applicable)

The employer's facilities are not effectively used to conduct practice and hands-on training. The Centre strives to improve that parameter as employers tend to refer their staff to another medical facilities for experience exchange.

NPO APE «CMSE» has been a morphology base for federal orthopedic research institutes and medical facilities:

- FSBE «Russian Research Institute for Traumatology and Orthopedics named after R.R. Vreden», St. Petersburg
- RRC «Reconstructive Traumatology and Orthopedics» named after G.A. Ilizarov, Kurgan
- FSBE «Ural Research Institute for Traumatology and Orthopedics named after V.D. Chaklin», Ekaterinburg
- «Ural Treatment and Rehabilitation Centre», Nizhny Tagil
- FSBE «Institute for Traumatology, Orthopedics, Endoprosthesis», Barnaul

Conformance of final assessment to the goals of the programme and expected training outcomes.

Conformance of training methods to the programme contents and goals, as well as students' educational level

Types of final assessment (exam, practical skills assessment) completely conform to the programme goals and expected training outcomes. The training methods correspond to the goals and contents of the programme with the account of students' educational level.

Different training methods in accordance with students' individual characteristics (individual learning path)

Educational programmes are determined by the demands of the practical health care, although the training is participant-focused considering his/her education and medical facilities where one's going to work in after training. Students group composition is based on initial data – basic or advanced level – in accordance with current competence and performed manipulations. Initially the doctors go through a questionnaire also aimed at determining student's initial level and demands.

Conformance of students' training outcomes to the programme goals. Forms and methods of rigorous, objective and reliable assessment of training outcomes: exams, tests, projects, course papers, etc.)

The goal of the programme is to assess students' academic performance. Assessment of training outcomes is rigorous, objective and integrated based on: routine tests, recitation, course papers and final qualification testing.

Final qualification testing is allowed only for the students who fulfilled the programme requirements and successfully passed all tests according to the educational modules.

Qualifying examination commission assesses professional competence of a graduate according to the programme requirements.

Assessment of the student's competence is based on oral reports, control works, tests, exams, credits, course works, etc.

Scoring system: passed, failed, as well as five-mark grading system.

Conclusions to the standard 5:

| Advantages | Areas to improve |
|--|--|
| 1.Educational programmes are highly practical with repeated training skills demanded in modern healthcare. | 1.Not efficient use of employers' clinical bases for conducting practice and training; |

| | |
|--|--|
| 2.Final assessment of practical skills / methods is conducted in an operation room with account of student' individual demands | |
|--|--|

2.6 Standard 6. Internal quality assurance system

Internal quality assurance system in the Centre (internal control) is a set of actions and procedures aimed at continuous support of training, methodology, research and teaching work in compliance with contemporary demands, improvement of learning process, timely adjustments on requests, selection the resources for education quality improvement.

Key elements of internal quality assurance system are the following:

- Academic work;
- Methodological work;
- Students mental state;
- Internal order, work and academic discipline;
- Professional qualifications of administrative officers and teaching staff, their training and retraining;
- Staff management;
- Training resources;
- Financial, economic and business activities.

Particularly:

Students and educational process:

- Adaptation to learning environment;
- Academic performance;
- Level of knowledge;
- Level of training;
- Level of established common skills;
- Level of personal development;
- Student attendance;
- Satisfaction with educational process;
- Final assessment of student achievements;
- Compliance with regulations and educational process.

Teaching staff:

- Professional competence;
- Training quality and outcomes;
- Innovation activity;
- Analysis of difficulties in teaching;
- Self study.

Facilities:

- Water supply (cold/hot water);
- Sewage (system, toilets);

- Fire safety (emergency exits, fire extinguishers, approaches, electrical safety, signaling, warning system);
- Security, video monitoring;
- Repaired, developed area

Education materials:

- Integrated training facilities;
- Course books and courseware;
- Printed educational resources;
- Operating devices for scanning, text recognition, printing out, copying of paper-based materials.

Material and technical resources for the educational process:

- technologies for creating and using information;
- PC with licensed or free system and application software;
- Internet access;

The internal quality assurance is aimed at management of the educational process in terms of:

- Enforcement of the Federal Law «On education in the Russian Federation» №273; the Law of the Russian Federation «On Consumer Right Protection», other decrees and orders, regulations, instruction letters, recommended practices by the Ministry of Education and Science of the Russian Federation;
- Compliance with the Charter, established orders of internal work and academic discipline and other local acts issued by the Centre;
- Implementation of educational programmes, compliance with approved educational programmes and syllabus;
- Documentation maintenance (compliance with the calendar and training plan, keeping and filling in the journal-book, etc.);
- Assessment of the level of students' knowledge and skills, as well as the level of training;
- Compliance with an order to assess students' knowledge and training,
- Use of education materials in the educational process;

The internal quality assurance is conducted by means of:

- Documentation analysis;
- Observation over the training organization;
- Surveys of the training participants;
- Analysis and evaluation of the educational process and training with all programmes based on the results of final assessment of students' knowledge and skills in accordance with the provisions on the organization of educational process.

The internal quality assurance is based on:

- inspection of the state of affairs to prepare for the management decisions;
- necessity to obtain the objective information about the real state of affairs in the Centre;

- executive authority ordinance with state policy formulation in the education sector as well as state inspection and surveillance in the education sector. The results of education quality assurance system contribute to:
 - the improvement of information level of learning service customer to make vitally important decisions (on continuation education);
 - the inspection outcomes will be taken into account while conducting attestation of the teaching staff relevant to one's position.

Availability of data collection and analysis system.

Upon the completion of every course / educational programme, a graduate fills in an anonymous feedback form – for collecting and analysis of information to improve the quality of the educational process (sample of the feedback form see in the annex).

Availability of the data collection system for analysis of educational requirements of the referring corporations and organizations, methods and forms of the programme adjustment.

Data collection system on the demands of referring medical facilities is absent but is going to be implemented in terms of individual educational programme adjustment in accordance with the demands of the practical health system.

Involvement of the employers in the programme analysis, coordination and improvement

Direct employers of the trainee doctors do not enough participate in the coordination and improvement of the programmes – only refer their staff to the most in-demand programmes. The programmes are designed in accordance with professional standards, i.e. the educational programme is assigned by the Ministry of Health of the Russian Federation.

The process of further educational programme design in the field of medicine is conducted the following way:

- The programme is designed in accordance with professional standards, assigned by the Ministry of Health of the Russian Federation as a customer determining who and what to teach; correspondingly, the administration of the medical facilities does not necessarily influence on formulation of educational programmes;
- The programme is adjusted in accordance with the demand of practical health system by means of students feedback considering legislation amendments and achievements in global medicine.

Available feedback system (questionnaires, interviews) on the student satisfaction score with the training outcomes, methods and forms of programme adjustment.

The feedback system (questionnaires, interviews) on the student satisfaction score with the training outcomes, methods and forms of programme adjustment is available and actively implemented (Annex 7).

Available feedback system (questionnaires, interviews) on the employer evaluation of the programme efficiency according to the manipulations at the workplace (implementation of acquired competencies in the working conditions).

Feedback system (questionnaires, interviews) on employer evaluation of the programme efficiency by the manipulations at the workplace (implementation of acquired competencies in the working conditions) is absent and considered to be a perspective tool for educational process optimization.

Conclusions to the standard 6:

| Advantages | Areas to improve |
|---|---|
| 1. Availability of internal informational system for collecting and analysis of information (feedback form) on the students' assessment | 1. Lack of internal data collection and analysis system (feedback form) according to the employer evaluation. |

2.7 Standard 7. Competitiveness of programmes

Uniqueness and competitive advantages (compared to the similar programmes in terms of contents, target audience, , training quality, cost effectiveness)

NPO APE «Centre for Medical Sciences Education» is exclusive official cadaver Centre in Russia to train practical skills on fresh biomannequins.

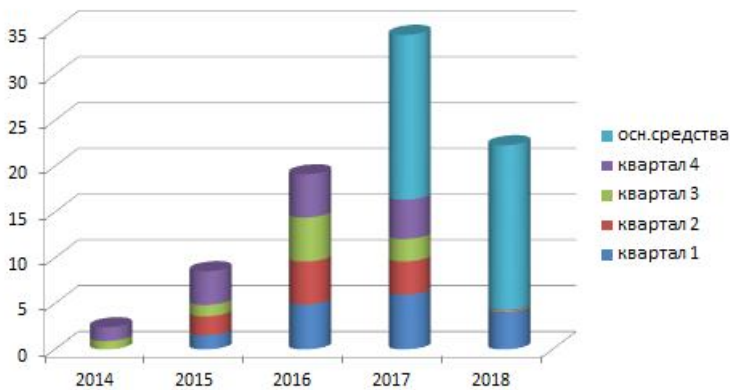
Unique and competitive advantages:

- Faculty with academic degrees and extensive practical experience (Annex 7);
- Equipped training operating room, fitted with sufficient surgical, optical and power instruments;
- High quality biomannequins (fresh cadavers);
- State or internationally recognized degree certificate;
- Large database of trained specialists with feedback.

Financial autonomy

The Centre is on complete self-financing.

Оборот АНО ДПО НОМЦ, млн.руб.



The CMSE conducts training under the state contracts using territorial funds of medical insurance, at the expense of medical facilities and individuals, as well as manufacturers and providers of medical equipment.

Potential relevance of the programme contents.

Educational programmes (themes/contents) coming from the practical health system, are highly demanded as facilitate the improvement of provided medical care to the population.

Programme performance (optimal number of trainees upon the programme at a time)

The optimal number of trainees upon the programme at a time varies depending on the speciality:

- arthroscopy and gynecology – from 6 to 8 students in the group;
- traumatology and orthopedics – from 12 to 15 students in the group;
- cosmetology and plastic surgery – from 18 to 20 students in the group.

For qualitative = masterful practical skills that number of students in the group is sufficient; the potential growth is considered to be in the increased number of groups and frequency of the programmes.

The students are: teaching staff and practitioners from all regions of the Russian Federation, more seldom from foreign countries (UAA, Switzerland, Hungary Israel, etc.)

Conclusions to the standard 7:

| Advantages | Areas to improve |
|---|--|
| 1. Unique and competitive advantages: <ul style="list-style-type: none"> • Faculty with academic degrees and extensive practical experience; | 1. Programmes limited in the number of students that is considered to be simultaneously an advantage (almost individual training) and disadvantage |

| | |
|---|-----------------------------|
| <ul style="list-style-type: none"> • Equipped training operating room fitted with sufficient surgical, optical and power instruments; • High quality biomannequins (fresh cadavers); • State or internationally recognized degree certificate; • Large database of trained specialists with feedback • In-demand educational programmes for the practical health system <p>2. Financial autonomy</p> | <p>(financial deficit).</p> |
|---|-----------------------------|

III. CONCLUSIONS

During self-evaluation, the assessment of educational activities; management system; contents and quality of specialist training; organization of the education process; staff, learning and teaching, library and information support, material and technical resources quality; internal assurance system of education quality were established.

The quality of CMSE activity and implementation of further educational programmes to be accredited is confirmed with high qualification of the faculty. The lectures are read by leading specialist from universities and research centres of the Russian Federation, practical trainings and training supervision are conducted by specialist from designated organizations having rich and successful professional experience in their professional and education sector.

Modern equipment has been used when implementing further educational programmes.

Information and methodological support, material and technical resources for providing further educational programmes correspond to the contemporary requirements.

An established cooperation between the CMES and the key partners from medical and pharmaceutical sectors enables to timely react to the market requirements.

The CMSE provides training and retraining for specialists corresponding to the modern employment market demands.

Overall, NPO APE "CMSE" activity conforms to the standards of National Centre for Public Accreditation, however we constantly develop and strive to improve.

LIST OF ANNEXES

1. General information about NPO APE "CMSE".
2. Information module 1. (FPE cluster: «Traumatology», «Orthopedics», «Vertebrology», «Arthroscopy»).
3. Information module 2. (FPE cluster «Plastic surgery», «Cosmetology», «Dermatology», «Otolaryngology», «Surgical Dentistry»).
4. Information module 3 (FPE cluster: «Plastic surgery», «Mammology», «Gynecological surgery»).
5. Information module 4 (FPE cluster: «Forensic medicine»).
6. Faculty and teaching staff of NPO APE CMSE.
7. Feedback form analysis.
8. Letters from the medical equipment manufacturers implemented in the CMSE.
9. Performance analysis of further professional education institution.
10. Provision of the educational process with education materials and other information resources.

ANNEXES

Annex 1. General information about NPO APE "CMSE"

| General information about educational organization providing FPE | |
|---|--|
| Full name of the educational organization according to the Charter (English name if given in the Charter) | Non-Profit Organization of Additional Professional Education "Centre for Medical Sciences Education" NPO APE CMSE |
| Location address Registered address | Bld. 5 «L», Prospect Lenina, Ekaterinburg, 620014 Bld. 5 «L», Prospect Lenina, Ekaterinburg, 620014 |
| Tel./fax | +7 343 319 1727 +7 90901 43434 +7 99 2015 8448 Fax +7 343 22 141 76 |
| E-mail | ano_nomc@mail.ru o.yes@bk.ru |
| Executive director | Director Sedykh Olga Victorovna |
| License Licensing body Date of issue | License for the right to provide educational services series 66LO01 № 0004424 Issued by the Ministry of General and professional Education of the Sverdlovsk Region 30 October, 2015 |
| Responsible for Public Accreditation of Further Professional Education Institution (Surname, name, patronymic, position, telephone, e-mail) | Sedykh Olga Victorovna, director +7 922109 1727 o.yes@bk.ru |

Annex 2. Information module 1. The FPE cluster: «Traumatology», «Orthopedics», «Vertebrology», «Arthroscopy»

| Information about contents, terms and implementation of further educational programme | |
|---|---|
| Name of the programme | <p><u>Traumatology and orthopedics:</u></p> <ul style="list-style-type: none"> • Injury to the limb, pelvis, multiple trauma • Large joint replacement <p>Programme length: 576, 144, 72, 36 hours</p> <p><u>Arthroscopy:</u></p> <ul style="list-style-type: none"> • Knee • Shoulder • Hip <p>Programme length: 144, 72 hours</p> <p><u>Vertebrology / Neurosurgery:</u> Spondilectomy and other spinal operations</p> <p>Programme length: 144, 72, 36 hours</p> <p><u>Bone oncology</u> for the specialists:</p> <ul style="list-style-type: none"> • Oncologists, radiologists • Traumatologists, orthopedists • Neurosurgeons <p>Programme length: 144, 108, 72, 36 hours</p> <p><u>Anesthesia:</u></p> <p>Programme length: 72, 36 hours</p> |
| Mission and goals of the programme | <p>Mission:</p> <p>Contribute to the development of public health and improvement of quality of medical care to the population with educational programmes and scientific events</p> <p>Goal and objectives:</p> <ul style="list-style-type: none"> - presentation of standard and novel methods of treatment - acquirement of new competencies - training of relevant skills |
| Authors (developers) of the programme (Surname, name, patronymic, academic degree, position, tel., e-mail) | <p>Kaminsky Andrey Vladimirovich PhD, high level certificate physician, head of Orthopedics Unit, RRC «Reconstructive Traumatology and Orthopedics» named after G.A. Ilizarov, Kurgan senior research fellow, Laboratory of Reconstructive Prosthesis and Endoscopy,</p> |

| | |
|--|--|
| | member of AAOS drkav@mail.ru |
| Start year of programme implementation | 2015 |
| Update time | monthly |
| Programme length | form 18 to 1000 academic hours |
| Programme mode | full-time, mixed |
| Opportunities to study the programme according to the individual education plan | Yes |
| Opportunities to study completely or partially in the form of internship | Yes |
| Opportunities to transfer credits in subjects, courses, disciplines (modules) studied earlier under the principal educational programmes of higher professional education and (or) further educational programmes taking into account the requirements of the professional module corresponding to the federal state education standards | Yes |
| Access requirements | According to the professional standards and access to specialty training |
| ISSUES TO CONSIDER | |
| 1 Number of graduates per year | 350 |
| 2 Document given to a graduate (<i>underline as appropriate</i>) | <ol style="list-style-type: none"> 1. Certificate of training 2. Certificate of a specialist 3. Diploma of retraining 4. Appendix to international diploma |
| 3. Terms of programme implementation | |
| 3.1 Available equipped material and technical resources | Sufficient |
| 3.2 Key faculty members | <p>Shubnyakov Igor Ivanovich, St. Petersburg Kornilov Nikolay Nikolaevich, St. Petersburg Kagramanov Sergey Vladimirovich, Moscow Belov Michael Victorovich, Yaroslavl Kuropatkin Gennady Vyacheslavovich, Samara Sedova Olga Nikolaevna, Samara Ushakov Sergey Alexandrovich,</p> |

| | |
|---|---|
| | Ekaterinburg |
| 3.3 Available e-learning | Yes, for some programmes, e.g. «Drug storage procedure» (for pharmacologists); Surgeons and other practitioner study full-time or part-time |
| 3.4 Available network for programme implementation | No |
| 3.5 Sufficient information resources | www.anonomc.ru |
| 3.6 Available internal quality assurance system of programme implementation and their outcomes | A set of measures and procedures aimed at continuous maintenance of educational, methodological and scientific work compliant with modern requirements, improvement of the educational process, timely introduction of necessary adjustments, search for the education quality improvement reserves |
| 3.7 Available requirements to internal quality assurance system of programmes and its implementation outcomes | Yes |
| 3.8 Annual report on self-evaluation and post on the official website of the educational organization | Yes e-reports issued in 2016, 2017, 2018 |
| 3.9 Number of graduates independently received certificates of professional qualification and/or competencies (in the corporate, national, international centres) | NA |
| 4. Monitoring of students and employers' satisfaction | |
| 4.1 Number of graduates interviewed per year | Interview is free, voluntary and anonymous all graduates are suggested to have an interview, over 70% of graduates had an interview |
| 4.2 Interview results (%) | excellent – 87 % good – 11 % satisfactory – 2 % unsatisfactory – 0% |
| 4.3 Forms of entrance, intermediate and final assessment (exams, tests, projects, course papers, control works, questionnaires, etc.) | Intermediate assessment: – course paper – test Final assessment: - control test questions |

Annex 3. Information module 2. The FPE cluster: «Plastic surgery», «Cosmetology», «Dermatology», «Otolaryngology», «Dental surgery»

| Information about contents, terms and implementation of further educational programme | |
|---|---|
| Name of the programme | <p>Skill to safely use of <u>injection methods</u> for face, neck and décolleté aesthetics Programme length: 576, 144, 72 hours in cadaver-lab and 18, 24, 36 hours on live models</p> <p><u>Face, neck and decollete surgery</u> Programme length: 576, 144, 72 hours (cadaver-lab)</p> <p><u>Upper and lower jaw plasty, otoplasty, rhinoplasty</u>, sinus lifting, rod placement and other maxillofacial surgery Programme length: 36, 72, 144, 576 hours</p> |
| Mission and goals of the programme | <p>Mission: Contribute to the development of public health and improvement of quality of medical care to the population with educational programmes and scientific events</p> <p>Goal and objectives: - presentation of standard and novel methods of treatment - acquirement of new competencies - training of relevant skills</p> |
| Authors (developers) of the programme (Surname, name, patronymic, academic degree, position, tel., e-mail) | <p>Karpova Elena Ivanovna MD, professor, Department of Integumentary Diseases and Cosmetology, Russian National Research Medical University named after N.I. Pirogov, plastic surgeon, member of American Academy of Facial Plastic and Reconstructive Surgery, member of Russian Society of Plastic, Reconstructive and Aesthetic Surgeons, elena-karpova@inbox.ru</p> |
| Start year of programme implementation | 2016 |
| Update time | quarterly |
| Programme length | from 18 to 1000 academic hours |
| Programme mode | full-time, mixed |

| | |
|---|--|
| Opportunities to study the programme according to the individual education plan | Yes |
| Opportunities to study completely or partially in the form of internship | Yes |
| Opportunities to transfer credits in subjects, courses, disciplines (modules) studied earlier under the principal educational programmes of higher professional education and (or) further educational programmes | Yes |
| Access requirements | According to the professional standards and access to specialty training |
| ISSUES TO CONSIDER | |
| 1 Number of graduates per year | 270 |
| 2 Document given to a graduate (<i>underline as appropriate</i>) | <ol style="list-style-type: none"> 1. Certificate of training 2. Certificate of a specialist 3. Diploma of retraining 4. Appendix to international diploma |
| 3. Terms of programme implementation | |
| 3.1 Available equipped material and technical resources | Sufficient |
| 3.2 Key faculty members | <p>B.Stefanelli Matthieu, Paris R.Swoboda Wolfgang, Munich Torsten Walker, Wiesbaden Zabnenkova Olga Vladimirovna, Moscow Zakharov Dmitry Yurievich, Ekaterinburg Ivanova Elena Alexandrovna, St. Petersburg Kalashnikova Natalia Gennadijevna, Moscow Kurumchina Olga Borisovna, Moscow Lysikova Viktoria Alexeevna, Moscow Llyashenko Julia Alexandrovna, St. Petersburg Mytsyk Natalia Vladimirovna, Moscow Peshikov Oleg Valentinovich, Chelyabinsk Plotkina Marina Borisovna, Ekaterinburg Pozdeeva Ekaterina Vladimirovna, Ekaterinburg Potapov Leonid Vladimirovich, Ekaterinburg Pukhov Alexander Grigorievich, Chelyabinsk</p> |

| | |
|---|---|
| | Khodova Olesia Olegovna, Moscow Shvab Olga Victorovna, Moscow |
| 3.3 Available e-learning | Practically focused programmes are conducted full-time and part-time |
| 3.4 Available network for programme implementation | No |
| 3.5 Sufficient information resources (website) | www.anonomc.ru |
| 3.6 Available internal quality assurance system of programme implementation and their outcomes | A set of measures and procedures aimed at continuous maintenance of educational, methodological and scientific work compliant with modern requirements, improvement of the educational process, timely introduction of necessary adjustments, search for the education quality improvement reserves |
| 3.7 Available requirements to internal quality assurance system of programmes and its implementation outcomes | Yes |
| 3.8 Annual report on self-evaluation and post on the official website of the educational organization | Yes, e-reports issued in 2016, 2017, 2018 |
| 3.9 Number of graduates independently received certificates of professional qualification and/or competencies | NA |
| 4. Monitoring of students and employers' satisfaction | |
| 4.1 Number of graduates interviewed per year | Interview is free, voluntary and anonymous all graduates are suggested to have an interview, over 85 % of graduates had an interview |
| 4.2 Interview results (%) | excellent – 90 % good – 9 % satisfactory – 1 % unsatisfactory – 0% |
| 4.3 Forms of entrance, intermediate and final assessment (exams, tests, projects, course papers, control works, questionnaires, etc.) | Intermediate assessment: – course paper – test Final assessment: - control test questions |

Annex 4. Information module 3. The FPE cluster: «Plastic surgery», «Mammology», «Oncology», «Gynecological surgery»

| Information about contents, terms and implementation of further educational programme | |
|---|--|
| Name of the programme | <p><u>Abdomenoplasty and other plastic surgery on the body</u></p> <p><u>Breast surgery</u>, including reconstructive operations</p> <p><u>Gynecological surgery</u> through pelvic access</p> <p>Invasive <u>methods in urinary incontinence</u></p> <p>Invasive <u>aesthetic surgery of the perineum</u></p> <p>Programme length: 36, 72, 144, 576 hours</p> |
| Mission and goals of the programme | <p>Mission:</p> <p>Contribute to the development of public health and improvement of quality of medical care to the population with educational programmes and scientific events</p> <p>Goal and objectives:</p> <ul style="list-style-type: none"> - presentation of standard and novel methods of treatment - acquirement of new competencies - training of relevant skills |
| Authors (developers) of the programme (Surname, name, patronymic, academic degree, position, tel., e-mail) | <p>Totchiev Georgy Felixovich, MD, professor, Department of Obstetrics and Gynecology with a Course of Perinatology, Faculty of Medicine, Medical University of RUDN (Peoples' Friendship University of Russia)</p> |
| Start year of programme implementation | 2017 |
| Update time | quarterly |
| Programme length | from 18 to 1000 academic hours |
| Programme mode | full-time, mixed |
| Opportunities to study the programme according to the individual education plan | Yes |
| Opportunities to study completely or partially in the form of internship | Yes |
| Opportunities to transfer credits in subjects, courses, disciplines (modules) studied earlier under the principal | |

| | |
|---|---|
| educational programmes of higher professional education and (or) further educational programmes taking into account the requirements of the professional module corresponding to the federal state education standards of secondary professional and (or) higher professional education | Yes |
| Access requirements | According to the professional standards and access to specialty training |
| ISSUES TO CONSIDER | |
| 1 Number of graduates per year | 30 |
| 2 Document given to a graduate (<i>underline as appropriate</i>) | <ol style="list-style-type: none"> 1. Certificate of training 2. Certificate of a specialist 3. Diploma of retraining 4. Appendix to international diploma |
| 3. Terms of programme implementation | |
| 3.1 Available equipped material and technical resources | Sufficient, constantly completed and updated |
| 3.2 Key faculty members | <p>Брауде М. Л., Екатеринбург. Гвоздев М. Ю., Москва. Глухов Е. Ю., Екатеринбург. Карпова Е. И., Москва. Пухов А. Г., Челябинск.</p> |
| 3.3 Available e-learning | Practically focused programmes are conducted full-time and part-time |
| 3.4 Available network for programme implementation | No |
| 3.5 Sufficient information resources (website) | www.anonomc.ru |
| 3.6 Available internal quality assurance system of programme implementation and their outcomes | A set of measures and procedures aimed at continuous maintenance of educational, methodological and scientific work compliant with modern requirements, improvement of the educational process, timely introduction of necessary adjustments, search for the education quality improvement reserves |
| 3.7 Available requirements to internal quality assurance system of programmes and its implementation | Yes |

| | |
|---|---|
| outcomes | |
| 3.8 Annual report on self-evaluation and post on the official website of the educational organization | Yes, e-reports issued in 2016, 2017, 2018 |
| 3.9 Number of graduates independently received certificates of professional qualification and/or competencies (in the corporate, national, international centres) | NA |
| 4. Monitoring of students and employers' satisfaction | |
| 4.1 Number of graduates interviewed per year | Interview is free, voluntary and anonymous all graduates are suggested to have an interview, over 85% of graduates had an interview |
| 4.2 Interview results (%) | excellent – 88 % good – 10 % satisfactory – 2 % unsatisfactory – 0% |
| 4.3 Forms of entrance, intermediate and final assessment (exams, tests, projects, course papers, control works, questionnaires, etc.) | Intermediate assessment: – course paper – test Final assessment: - control test questions |

Annex 5. Information module 4. The EPE cluster: «Forensic medicine»

| Information about contents, terms and implementation of further educational programme | |
|---|--|
| Name of the programme | <p>Forensic medicine:</p> <ul style="list-style-type: none"> • Tanatology • Toxicochemical testing of the biological objects • Genetic forensic testing of the material evidence • Organization of health care in the field of forensic medicine <p>Programme length: 18, 36, 72, 144, 576 hours</p> |
| Mission and goals of the programme | <p>Mission:</p> <p>Contribute to the development of public health and improvement of quality of medical care to the population with educational programmes and scientific events</p> <p>Goal and objectives:</p> <ul style="list-style-type: none"> - presentation of standard and novel methods of treatment - acquirement of new competencies - training of relevant skills |
| Authors (developers) of the programme (Surname, name, patronymic, academic degree, position, tel., e-mail) | <p>Kondrashov Dmitry Lvovich head, Chief Medical Examiner Office of the Sverdlovsk Region chief external specialist, medical examiner of the Ministry of health of the Sverdlovsk Region, PhD, high level certificate physician and medical examiner</p> |
| Start year of programme implementation | 2016 |
| Update time | quarterly |
| Programme length | from 18 to 1000 academic hours |
| Programme mode | full-time, mixed |
| Opportunities to study the programme according to the individual education plan | Yes |
| Opportunities to study completely or | Yes |

| | |
|---|---|
| partially in the form or internship | |
| Opportunities to transfer credits in subjects, courses, disciplines (modules) studied earlier under the principal educational programmes of higher professional education and (or) further educational programmes taking into account the requirements of the professional module corresponding to the federal state education standards of secondary professional and (or) higher professional education | Yes |
| Access requirements | According to the professional standards and access to specialty training |
| ISSUES TO CONSIDER | |
| 1 Number of graduates per year | 175 |
| 2 Document given to a graduate (<i>underline as appropriate</i>) | <ol style="list-style-type: none"> 1. Certificate of training 2. Certificate of a specialist 3. Diploma of retraining 4. Appendix to international diploma |
| 3. Terms of programme implementation | |
| 3.1 Available equipped material and technical resources | Sufficient, constantly completed and updated |
| 3.2 Key faculty members | Bandurenko N.A., Ekaterinburg Bylazhanina E.Y., Ekaterinburg Gofenberg M.A., Ekaterinburg Ermolina A.A., Ekaterinburg Karasev I.V., Ekaterinburg Kobelev Y.G., Ekaterinburg Makarenko T.V., Ekaterinburg Trynova E.G., Ekaterinburg Tsitovich T.N., Ekaterinburg Kharlamova N.A., Ekaterinburg |
| 3.3 Available e-learning | Only for some short-term programmes in the form of webinars. Practically focused programmes are conducted full-time and part time |
| 3.4 Available network for programme implementation | No |

| | |
|---|---|
| 3.5 Sufficient information resources (website) | www.anonomc.ru |
| 3.6 Available internal quality assurance system of programme implementation and their outcomes | A set of measures and procedures aimed at continuous maintenance of educational, methodological and scientific work compliant with modern requirements, improvement of the educational process, timely introduction of necessary adjustments, search for the education quality improvement reserves |
| 3.7 Available requirements to internal quality assurance system of programmes and its implementation outcomes | Yes |
| 3.8 Annual report on self-evaluation and post on the official website of the educational organization | Yes e-reports issued in 2016, 2017, 2018 |
| 3.9 Number of graduates independently received certificates of professional qualification and/or competencies (in the corporate, national, international centres) | NA |
| 4. Monitoring of students and employers' satisfaction | |
| 4.1 Number of graduates interviewed per year | Interview is free, voluntary and anonymous all graduates are suggested to have an interview, almost 100% of graduates had an interview |
| 4.2 Interview results (%) | excellent – 96 % good – 3 % satisfactory – 1 % unsatisfactory – 0% |
| 4.3 Forms of entrance, intermediate and final assessment (exams, tests, projects, course papers, control works, questionnaires, etc.) | Intermediate assessment: – course paper – test Final assessment: - control test questions |

Annex 6. Key faculty members and teaching staff of the CMSE

Kondrashov Dmitry Lvovich

*head, SBHE SR Chief Medical Examiner Office
chief external specialist, medical examiner of the Ministry of Health of the Sverdlovsk Region, PhD, high level certificate physician and medical examiner (Ekaterinburg)*

Kaminsky Andrey Vladimirovich

*PhD, high level certificate physician, head of Orthopedics Unit, Russian Research Centre «Reconstructive Traumatology and Orthopedics» named after academician G.A. Illizarov,
senior research fellow, Laboratory of Reconstructive Prosthesis and Endoscopy, member of AAOS (Kurgan)*

Volokitina Elena Alexandrovna

MD, professor, Department of Traumatology and Orthopedics, Ural State Medical University, high level certificate physician, research advisor of Traumatology and Orthopedics Clinic, Sverdlovsk Regional Hospital № 1, vice-president of Russian Hip Society, member of European Hip Society, member of Sverdlovsk Regional Society of Orthopedists-Traumatologists, member of International Scientific Society of French speaking Orthopedists and Traumatologists (AOLF), member of Scientific Society of Orthopedists and Traumatologists of France (SOFcot), member of Academic Council in FSBE «Ural Research Institute for Traumatology and Orthopedics named after V.D. Chaklin» (Ekaterinburg).

Ryabykh Sergey Olegovich

MD, pediatric surgeon, orthopedist-traumatologist, vertebrologist, head of Clinical and Experimental Laboratory of Axial Skeleton Pathology and Neurosurgery, SOFCOT fellow (2011). In 2014 accredited to the Federal Register of Science and Technology Experts. Member of editorial board of the journal «Genius of Orthopedics», member of Association of Pediatric Surgeons of Russia, member and lecturer of International Association of Spinal Surgeons AOSpine, International Association of French speaking Orthopedists AOLF, Association for the study of Illizarov method ASAMI (Russia).

Karpova Elena Ivanovna

MD, professor, Department of Integumentary Diseases and Cosmetology, Russian National Research Medical University named after N.I. Pirogov, plastic surgeon, member of American Academy of Facial Plastic and Reconstructive Surgery, member of Russian Society of Plastic, Reconstructive and Aesthetic Surgeons (Moscow).

Totchiev Georgy Felixovich

MD, professor, Department of Obstetrics and Gynecology with a Course of Perinatology, Faculty of Medicine, Medical University of RUDN (Peoples' Friendship University of Russia) (Moscow)

Kostetsky Igor Vladimirovich

PhD, high level certificate anesthesiologist-resuscitator, head of the Anesthesiology and Intensive Care Unit №1, MAE Central City Clinical Hospital №23, BLS (basic life support) instructor, organizer of BLS course of the European Resuscitation Council, ALS (advanced life support) provider of the European Resuscitation Council (Ekaterinburg).

Shershever Alexander Sergeevich

MD, professor, Department of Neurological Diseases and Neurosurgery, Ural State Medical University, consultant of Sverdlovsk Regional Oncology Dispensary (Ekaterinburg).

The staff level: teaching, administrative and educational support staff.

| Surname, name, patronymic | Position | Subject | Education level | Academic degree (if applicable) | Name of principal education / speciality | Information about training and/ or retraining |
|---|--------------------------------|-------------------------------|--|--|---|--|
| Kaminsky Andrey Vladimirovich | Educator | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Kuropatkin Gennadiy Vyacheslavovich | Educator | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Kornilov Nikolay Nikolaevich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | MD | General medicine | Traumatology - Orthopedics Contemporary methods of knowledge control and interactive educational process |
| Belov Michael Victorovich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | | General medicine | Traumatology - Orthopedics |
| Sedova Olga Nikolaevna | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | | General medicine | Traumatology - Orthopedics |
| Shubnyakov Igor Ivanovich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Volokitina Elena Alexanderovna | Educator | Traumatology - Orthopedics | Higher professional education, specialist | MD, professor | General medicine | Traumatology - Orthopedics |
| Gilev Michael Vasilievich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Kagramanov Sergey Vladimirovich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Pollyak Leonid Naumovich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Ushakov Sergey Alexandrovich | Educator, lecturer, trainer | Traumatology - Orthopedics | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |

| Surname, name, patronymic | Position | Subject | Education level | Academic degree (if applicable) | Name of principal education / speciality | Information about training and/ or retraining |
|----------------------------------|-----------------------------|--|---|--|---|---|
| Gnelitsa Nikolay Nikolaevich | Educator, lecturer, trainer | Traumatology – Orthopedics including Arthroscopy | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Kopylov Andrey Yurievich | Educator, lecturer, trainer | Traumatology – Orthopedics including Arthroscopy | Higher professional education, specialist | PhD | General medicine | Traumatology - Orthopedics |
| Lobanov Eduard Vitalievich | Educator, lecturer, trainer | Traumatology – Orthopedics including Arthroscopy | Higher professional education, specialist | | General medicine | Traumatology - Orthopedics |
| Shershever Alexander Sergeevich | Educator, lecturer, trainer | Neurosurgery Neurology Vertebrology Forensic medicine | Higher professional education, specialist | MD, professor | General medicine | Neurosurgery |
| Gornykh Kirill Alexandrovich | Educator, lecturer, trainer | Neurosurgery Vertebrology | Higher professional education, specialist | | General medicine | Neurosurgery |
| Dubskikh Alexey Olegovich | Educator, lecturer, trainer | Neurosurgery Vertebrology | Higher professional education, specialist | | General medicine | Neurosurgery |
| Ryabykh Sergey Olegovich | Educator, lecturer, trainer | Neurosurgery Vertebrology | Higher professional education, specialist | PhD | General medicine | Neurosurgery |
| Shvab Olga Victorovna | Educator, lecturer, trainer | Cosmetology | Higher professional education, specialist | | General medicine | Dermatovenerology Mesotherapy method in cosmetology and aesthetic medicine |
| Kurumchina Olga Borisovna | Educator, lecturer, trainer | Cosmetology | Higher professional education, specialist | PhD | General medicine | Cosmetology |
| Karpova Elena Ivanovna | Educator, lecturer, trainer | Plastic surgery Maxillofacial surgery | Higher professional education, specialist | MD, professor | Stomatology | Plastic surgery Maxillofacial surgery |
| Pukhov Alexander Grigorievich | Educator, lecturer | Plastic surgery Maxillofacial surgery | Higher professional education, specialist | MD, professor | General medicine | Plastic surgery Maxillofacial surgery Contemporary education technologies |

| Surname, name, patronymic | Position | Subject | Education level | Academic degree (if applicable) | Name of principal education / speciality | Information about training and/ or retraining |
|----------------------------------|-----------------------------|--|---|--|---|--|
| Potapov Leonid Vladimirovich | Educator, lecturer, trainer | Cosmetology | Higher professional education, specialist | PhD | General medicine | Dermatovenerology Cosmetology, Injection correction of the wrinkles, Injection contour lifting |
| Peshikov Oleg Valentinovich | Educator, lecturer, trainer | Cosmetology Obstetrics - Gynecology | Higher professional education, specialist | PhD | Pediatrics | Contemporary issues of fundamental medicine E-resources in the educational process Cognition development of students |
| Kalashnikov Natalia Gennadievna | Educator, lecturer, trainer | Cosmetology | Higher professional education, specialist | | General medicine | Dermatovenerology, Cosmetology Injection correction of the wrinkles Injection contour lifting |
| Glukhov Eugeny Yurievich | Educator, lecturer, trainer | Obstetrics – Gynecology Mammology | Higher professional education, specialist | PhD | General medicine | Obstetrics - Gynecology Endocrinology in Obstetrics – Gynecology Mammology |
| Totchiev Georgy Felixovich | Educator, lecturer, trainer | Obstetrics – Gynecology Mammology | Higher professional education, specialist | MD | General medicine | Obstetrics – Gynecology |
| Pilkevich Dmitry Nikolaevich | Educator, lecturer, trainer | Oncology, Thoracic surgery | Higher professional education, specialist | PhD | General medicine | Thoracic surgery Oncology, Innovative models and technologies in education; improvement of education quality |
| Berzin Sergey Alexandrovich | Educator, lecturer | Oncology | Higher professional education, specialist | MD | General medicine | Oncology |
| Strakhova Natalia Valentinovna | Educator, lecturer | Oncology | Higher professional education, specialist | | General medicine | Oncology |
| Bentsion Dmitry Lvovich | Educator, lecturer | Oncology, Radiology | Higher professional education, specialist | PhD | General medicine | Oncology Radiology |
| Rucheva Natalia Alexandrovna | Educator, lecturer | Radiology X-ray radiography | Higher professional education, specialist | PhD | Pediatrics | Radiology X-ray radiography |

| Surname, name, patronymic | Position | Subject | Education level | Academic degree (if applicable) | Name of principal education / speciality | Information about training and/ or retraining |
|----------------------------------|--------------------|---|---|--|--|---|
| Zelensky Ilya Alexandrovich | Educator, lecturer | Radiology X-ray radiography | Higher professional education, specialist | PhD | General medicine | Radiology X-ray radiography |
| Kartashova Olga Michailovna | Educator, lecturer | X-ray radiography | Higher professional education, specialist | PhD | Лечебное дело | X-ray radiography Jurisprudence, teacher of law |
| Annenkova Irina Vladimirovna | Educator, lecturer | X-ray radiography US diagnostics | Higher professional education, specialist | | General medicine | X-ray radiography US diagnostics |
| Petrov Alexander Yurievich | Educator, lecturer | Pharmacy | Higher professional education, specialist | MD, professor | Pharmacy | Pharmacy |
| Melnikova Olga Alexandrovna | Educator, lecturer | Pharmacy | Higher professional education, specialist | MD | Pharmacy | Pharmacy |
| Mazenin Dmitry Anatolievich | Educator, lecturer | Clinical pathology | Higher professional education, specialist | PhD | Preventive medicine Physician – hygienist, epidemiologist | Clinical pathology Public health |
| Makarenko Tatiana Viktorovna | Educator, lecturer | Forensic medicine Toxic chemistry Drug turnover | Higher professional education, specialist | | Provisor | Pharmacy Toxic chemistry Forensic medicine |
| Tsytovich Tamara Nikolaevna | Educator, lecturer | Forensic medicine Medical genetics | Higher professional education, specialist | | | Forensic medicine Medical genetics |
| Kondrashov Dmitry Lvovich | Educator, lecturer | Forensic medicine | Higher professional education, specialist | PhD | General medicine | Forensic medicine |
| Kobelev Yury Georgievich | Educator, lecturer | Forensic medicine Public health | Higher professional education, specialist | PhD | General medicine | Forensic medicine Public health |
| Vishnevsky Georgy Alexandrovich | Educator | Forensic medicine | Higher professional education, specialist | PhD | General medicine | Forensic medicine, Higher school teacher Innovative models and technologies in education; improvement of education quality |

| Surname, name, patronymic | Position | Subject | Education level | Academic degree (if applicable) | Name of principal education / speciality | Information about training and/ or retraining |
|--------------------------------|--------------------|--|---|---------------------------------|--|--|
| Sokolova Svetlana Leonidovna | Educator | Forensic medicine | Higher professional education, specialist | PhD | General medicine Medical examiner | Forensic medicine Higher school teacher Innovative models and technologies in education; improvement of education quality |
| Bushueva Tatiana Victorovna | Educator | Clinical pathology Forensic medicine | Higher professional education, specialist | PhD | Preventive medicine physician – hygienist, epidemiologist | Clinical pathology, including contemporary methods of immunology testing Contemporary education technologies in higher professional education |
| Gofenberg Maria Alexandrovna | Educator | Clinical pathology Forensic medicine Toxic chemistry | Higher professional education, specialist | | Pharmacy, qualification - provisor Chemical technology, biotechnology | Pharmaceutical chemistry and pharmacology Clinical pathology |
| Dolgova Oksana Borisovna | Educator | Forensic medicine | Higher professional education, specialist | PhD | General medicine Medical examiner | Forensic medicine, Higher school teacher Innovative models and technologies in education; improvement of education quality |
| Zabrodin Oleg Valentinovich | Educator | Forensic medicine Toxic chemistry | Higher professional education, specialist | | General medicine | Psychiatry Narcology |
| Kharlamova Natalia Anatolievna | Educator, lecturer | Public health Legal issues | Higher professional education, specialist | PhD | General medicine | Public health, Medical care quality assurance Economics and company management |
| Babinsteva Marina Yurievna | Educator, lecturer | Public health Legal issues | Higher professional education, specialist | | General medicine | Public health Medical care quality assurance |
| Kostetsky Igor Vladimirovich | Educator, lecturer | Anesthesiology Intensive care | Higher professional education, specialist | PhD | General medicine | Anesthesiology and Intensive care Innovative models and technologies in education; improvement of education quality |
| Nikitin Anton Pavlovich | Educator, lecturer | Anesthesiology Intensive care | Higher professional education, specialist | | General medicine | Anesthesiology and Intensive care |

- **The terms of conducting training programmes: all teaching staff, lecturers, trainers, and moderators of the morphological course work on a part-time basis**



Non-Profit Organization of Additional Professional Education «Centre for Medical Sciences Education» (NPO APE «CMSE»

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ANNEX 7. STUDENTS' FEEDBACK FORM ANALYSIS

| № | Estimated parameter | Score | Cosmetology II-2016 | Orthopedics VIII-2016 | Forensic medicine IX-2017 | Traumatology XI-2017 |
|----------|---|-----------------------|---|---|--|--|
| 1 | Programme in principle: Proportion of lectures, practical training and self-tuition | 9.9 / 9.8 / 10 / 10 | Focused on experienced doctors with advanced level | Excellent advanced course | Fine comments | Everything was planned optimally |
| 2 | Lectures: Relevance, intensity, etc. | 8.9 / 9.6 / 10 / 9.8 | Optimal, especially liked the theme «difficult zones» | Optimal | Acceptable, possibly make the programme more intensive | Individual doctors' priorities |
| 3 | Lecturers, having extensive practical experience | 10 / 11 / 10 / 10 | High opinion about all lecturers | High opinion | All lecturers are high level specialist, especially liked lectures by Makarenko T.V. | Importantly, lecturers have own extended experience |
| 4 | Practical part in principle: Relevance, in-depth, opportunities to perform manipulations under the trainer supervision | 11 / 10 / 10 / 9.9 | Fine comments | Brilliant opportunities to train skills | Fine comments | Highly anticipated themes and forms of providing information |
| 5 | Training operating room: condition, equipment, instruments, quality of biomannequins, availability of disposable materials | 11 / 11 / 10 / 10 | Fine comments | Supreme quality of biomannequins | Excellent | Excitement |
| 6 | What parts of the programme do you think were discussed incompletely | 9.8 / 9.6 / 9.9 / 9.9 | Individual questions, it is necessary to spend | Anterior approach | Include clinical genetics | Intramedullary osteosynthesis |

| | | | | | | |
|----|--|-----------------------|--|-----------------------------|---|---|
| | | | more time on answering the questions | | | |
| 7 | General course organization advantages / disadvantages / proposals | 10 / 10 / 10 / 10 | Fine comments | High level | Fine comments | Great organization contributes to better training |
| 8 | Obtaining state-recognized degree certificates, - relevant / irrelevant | 10 / 10 / 11 / 10 | Relevant | Relevant | Extremely relevant | Relevant due to the continuous medical education system |
| 9 | Course length: sufficient or could be longer? What is the optimal number of days? | 10 / 9 / 10 / 9.6 | 2 days - optimal | Increase up to 3 - 4 days | 6 days - optimal | 2 - 3 days - optimal |
| 10 | Frequency: how often do you think similar courses should be provided? | 10 / 10 / 10 / 10 | 1 - 2 days a year | 3 - 4 days a year | On-site - annually, Off-site - quarterly | From 1 to 6 times a year |
| 11 | Your proposals: what themes are relevant when conducting the dissection courses? | 10 / 10 / 10 / 10 | Proprietary technologies, own experience of key opinion leaders | Shoulder and ankle joints | liveperson expertise | Pelvic injury, multiple trauma, combines trauma |
| 12 | Was communication with colleagues from other medical facilities useful? | 9.9 / 9.8 / 10 / 9.4 | Fine comments | Fine comments | Fine comments | Yes, both with colleagues and teaching staff |
| 13 | Do you think assessment tools were valid? | 8.2 / 9.7 / 9.5 / 9.8 | Rather difficult | Quite suitable | Some questions need a detailed answer and impossible to give a simple one | Yes |
| 14 | Handout materials: which form is preferable: paper-based or electronic (flash cards) ? | 6.9 / 9 / 10 / 10 | Electronic educational materials are not enough, paper-based ones are required | Preferably electronic-based | Fine comments | All useful education materials are necessary |
| 15 | Course accommodation: transfer, hotel, meals, etc. | 10 / 10 / 9.9 / 10 | Yes | Excellent | Optimal | Optimal |
| 16 | What did you like the most? | 10 / 10 / 10 / 10 | Quality of | Proportions: | Организация | Opportunities to |

| | | | | | | |
|----|--|-------------------|--|---|---|---|
| | | | biomanniquins, opportunities to train skills multiple times | brilliant lecturers, excellent cadavers | курса, программа сформирована гениально | train skills on elastic tissues, resembling real conditions |
| 17 | Could you recommend this course to your colleagues and partners? | 11 / 10 / 10 / 10 | Yes | Yes | Yes | Yes |
| 18 | Your comments: In what way a dissection course could be improved | 10 / 10 / 10 / 10 | Consider initially different level of the trainees | Increase the course length or conduct it more frequently | Even more practice | More affordable price to have an opportuinity to frequently attend the course |

Annex 8.

Letters from medical equipment manufactures

1. Letter from "DiSi" LLC on 15 November, 2016
"The educational center, NPO APE "Centre for Medical Sciences Education", tested newly developed by our company power surgical instruments for performing operations in traumatology and orthopedics. The testing was conducted within the courses for surgeons – in knee and hip replacement, as well as pelvic surgery on biological material. The testing data enables us, as developers and manufacturers of medical products, to get feedback directly from practicing surgeons, to understand the trends and expectations of the medical equipment market. High level of course organization and highly qualified staff of the educational center should be particularly noted".
Manager of the factory "DiSi" Anisimov I.V.»

2. Letter from "D-Ortopedics" LLC, suppliers of equipment manufactured by Smith & nephew on 08 July, 2016
"Dear Olga Viktorovna, the company "D-Orthopedics" expresses our respect to you and asks you to approve the approbation of new equipment (wire saw) during the next cadaver courses on knee replacement on June 17-18, 2016. This testing will not affect the usual order of the educational process.
Sincerely, Senior Product Manager Tatarchenko A.V.»

Annex 9. Performance analysis of further professional education institution.

| № п/п | Parameters | Units |
|-----------|--|---------------------------------------|
| 1. | Educational activity | |
| 1.1 | Number/ proportion of students trained upon all FPE programmes (training / general and thematic advanced training) to the total number of students trained by the educational organization, including: | 1202 persons 100 % |
| 1.1.1 | Number/ proportion of students trained upon the FPE programmes, - certification course , to the total number of students trained by the educational organization | 284 persons 24 % |
| 1.1.2 | Number/ proportion of students trained upon the FPE programmes, - training , to the total number of students trained by the educational organization | 67 persons 6 % |
| 1.1.3 | Number/ proportion of students referred to training by the employment service to the total number of students trained by the educational organization for the reference period | 0 persons / 0% due to no reference |
| 1.2 | Number of implemented FPE programmes, including: | 55 Units |
| 1.2.1 | Programmes of general and thematic advanced training | 26 Units |
| 1.2.2 | Programmes of certification course | 16 Units |
| 1.2.3 | Programmes of training | 13 Units |
| 1.3 | Number of designed FPE programmes for the reference period, including: | 45 Units |
| 1.4 | Proportion of FPE programmes required by practical health system on the medical and technological priorities to the total number of implemented FPE programmes | 100 % |
| 1.5 | Proportion of nationally accredited FPE programmes to the total number of implemented FPE programmes; state accreditation for the organizations of postgraduate education with the NPO status is not required. | 0 % |
| 1.6 | Proportion of internationally accredited FPE programmes to the total number of implemented FPE programmes; international accreditation is being currently conducted and planning to be completed in July 2018. | 0 % |
| 1.7 | Number of teaching staff to the total number of teaching staff in the educational organization, including: | 52 persons 100 % |
| 1.7.1 | Number/ proportion of teaching staff with an academic degrees to the total number of teaching staff in the educational organization | 37 persons 71 % |
| 1.7.2 | Number/ proportion of teaching staff having training or retraining for the reference period to the total number of teaching staff | 5 persons 18.5 % |
| 1.7.3 | Number/ proportion of teaching staff who was awarded a qualification/ category to the total number of teaching staff, including: | no available statistical data |
| 1.8 | Average age of full-time employees of the further professional education organization | 34 years |
| 1.9 | Educational organization performance of the state task in terms of implementing FPE programmes: <ul style="list-style-type: none"> • State agreement 2016. Staff training of the Office of Chief Medical Examiner of the Magadan Territory • State agreement 2017. Staff training of the Office of Chief Medical Examiner of the Sverdlovsk Region | 30 persons 2.5 % |

| | | |
|-----------|--|------------------------------|
| 2. | Research activity | |
| 2.1 | Number of citations in the indexed citation system Web of Science per 100 members of teaching staff | - Units |
| 2.2 | Number of citations in the indexed citation system Scopus per 100 members of teaching staff | - Units |
| 2.3 | The number of citations in the indexed citation system RSCI per 100 members of teaching staff | - Units |
| 2.4 | The number of papers in the peer reviewed journals in the indexed citation system Web of Science per 100 members of teaching staff | - Units |
| 2.5 | The number of papers in the peer reviewed journals in the indexed citation system Scopus per 100 members of teaching staff | - Units |
| 2.6 | The number of papers in the indexed citation system RSCI per 100 members of teaching staff | - Units |
| 2.7 | Total income from R&D | - RUB 000 |
| 2.8 | Income from R&D per teaching staff | - RUB 000 |
| 2.9 | Proportion of income from R&D to the total income of educational organization | - % |
| 2.10 | Proportion of income from R&D conducted using own resources (without contractors) to the total income from R&D of the educational organization | - % |
| 2.11 | Number of printed educational resources (including course books and manuals), teaching and learning materials and periodicals, number of published papers for the reference period | — Units |
| 2.12 | Number of conducted international and all-Russian (interregional) scientific seminars and conferences | 2 (two) Units |
| 2.13 | Number of trained research and teaching staff with high level qualification for the reference period | - Person |
| 2.14 | Number/proportion of teaching staff: - without academic degree – under 30 years, - PhD – under 35 years, - MD – under 40 years, to the total number of teaching staff | person / % -- -- -- |
| 2.15 | Number of journals, including e-journals published by the educational organization | - Units |
| 3. | Financial and economical activity | |
| 3.1 | Income of the educational organization from all forms of financial activities | 18 423,000 RUB |
| 3.2 | Income of the educational organization from all forms of financial activities per one employee, 52 faculty members | 354,000 RUB |
| 3.3 | Income of the educational organization from income-generating activities per one full-time employee, 9 employees | 2 047,000 RUB |
| 4. | Infrastructure | |
| 4.1 | Total floor area for conducting educational activities per one student, including: | over 5 sqm |
| 4.1.1 | Available in the educational organization on the right of ownership | 0 sqm |
| 4.1.2 | Assigned to the educational organization based on operational management | 180 sqm |
| 4.1.3 | Given to the educational organization for rent, free of charge use | 75 sqm |

| | | |
|-----|---|----------------|
| 4.2 | Number of exemplars of printed course books (including textbooks and manuals) to the total number of units of the library stock per one student | from 1 Unit |
| 4.3 | Number of electronic course books (including textbooks and manuals) | 0 Units |
| 4.4 | Number/proportion of students, living in the dormitories to the total number of students who need dormitories | - % |

Annex 10. Provision of the educational process with education materials and other information resources.

During the on-site training, the students get an access to the educational materials for each educational programme, including the curriculum, course program, a set of legislation and regulation documents, lecture materials, control tests.

To implement the educational programs by the Centre, there is a sufficient number of compulsory educational literature, education materials, as well as legislation and regulation documentations. The trainees are provided with tuition materials and manuals.

The Centre contains reference, educational, teaching and learning materials, regulation documents necessary to ensure the educational process upon each educational program.

| | | |
|----|---|---|
| 1. | Rowbach J. Human Anatomy 360 illustrated atlas Machaon | 1 |
| 2. | Capit W. Human Anatomy: Colour Atlas | 2 |
| 3. | Abrahams P. Human Anatomy. Body. How it works | 1 |
| 4. | Spektor A.A. A large illustrated Atlas of Human Anatomy | 2 |
| 5. | Bilich G.L. Human Anatomy | 2 |
| 6 | Palycheva L. Russian-Latin-English Atlas on Human Anatomy | 2 |
| 7 | Boyanovich Y.V. Human Anatomy full compact atlas | 3 |
| 8 | Nikolaev A.V. Topographic Anatomy and Operative surgery: Textbook: Vol.2. | 1 |
| 9 | Nikolaev A.V. 2 nd ed., Rev. and additional. Moscow: GEOTAR-Media, 2013. Vol. 1. 384 p. | 1 |
| 10 | Bolshakov O.P., Semenov G.M. Operative Surgery and Topographic Anatomy: Textbook for high schools. 2-nd ed. St. Petersburg: Peter, 2015. 960 p. | 1 |
| 11 | Francis G. Journey of a surgeon around the human body | 2 |
| 12 | Maslov V.I., Shapkin Y.G. Minor Surgery: Guidelines. Moscow: INFRA-M, 2015. 248 p. | 1 |
| 13 | Semenov G.M. Modern Surgical Instruments. 2 nd ed. St. Petersburg: Peter, 2013. 352 p. | 1 |
| 14 | Mitskevich V.A. First steps in Orthopedics. Moscow: BINOM. Laboratory of Knowledge, 2013. 359 p. | 1 |
| 15 | Zabolotnykh I.I. Diseases of the joints: a guide for doctors. 3rd ed., rev. and add. St. Petersburg: SpetsLit, 2013. 270 p. | 1 |
| 16 | Sedova O.N., Kuropatkin G.V. Life with a new knee joint. Before and after complete replacement (endoprosthetics) of the knee joint: recommendations of the Samara Regional Centre for Prosthesis. Samara, 2009. - 20 p. | 2 |
| 17 | Briggs T., Miles J., Aston W. Operative orthopedics. The Stanmore leadership. M.: BINOM. Laboratory of Knowledge, 2014. 320 p. | 3 |
| 18 | Kapandzhi A.I. Lower limb: Functional anatomy. M: Eksmo, 2010. 352 p. | 1 |
| 19 | Tsybulkin A.G., Kolesnikov L.L., Gorskaya T.V. Practical course on Human Anatomy. Part one | 1 |
| 20 | Gubin A.V. Journal of Clinical and Experimental Orthopedics named after Ilizarov | 1 |
| 21 | Kornilov N.N. Knee arthroplasty | 1 |
| 22 | Yakovsky D.I. Surgical technique for joint replacement | 1 |
| 23 | Shevtsov V.I. The genius of orthopedics | 1 |
| 24 | Shlykov I.L. Herald of Traumatology and Orthopedics of the Urals | 1 |
| 25 | Sergienko V.I., Kulakov A.A., Petrosyan N.E., Petrosyan E.A. Plastic surgery of the face and neck. M: GEOTAR-Media, 2010. 328 p. | 1 |
| 26 | Rodionov A.N., Smirnova I.O., Kornisheva V.G. Dermatology for Cosmetologists. St. Petersburg: Science and Technology, 2014. 768 p. | 1 |
| 27 | Dribnokhod Y.Y. Basics of Medical Cosmetology. Rostov-on-Don: Phoenix, 2013. 348 | |

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| | p. | |
| 28 | Karpova E.I., Kartelishv A.V. Contour injection plasty of facial soft tissues | 1 |
| 29 | Kadieva E.G. Emergency medical care | 2 |
| 30 | Reference book for a labor protection specialist. Collection of normative documents. - Ekaterinburg: Publishing house "Ural Yur Izdat", 2015. 616 p. | 1 |
| 31 | Mikhailovich V.A. Guidelines for emergency physicians | 1 |
| 32 | Shershever A.S. The use of valproic acid injections in patients with serial epileptic seizures | 1 |
| 33 | Shershever A.S. Nonspecific methods of surgical treatment of epilepsy | 1 |
| 34 | Shershever A.S. Surgical treatment of epilepsy | 1 |
| 35 | Breast Cancer: Neurology. Psychiatry. 2013 | 1 |
| 36 | Breast Cancer: Resuscitation. 2013 | 1 |
| 37 | Breast Cancer: Pediatrics. 2013 | 1 |
| 38 | Breast Cancer: ENT | 1 |
| 39 | Breast Cancer: Surgery Urology. 2013 | 1 |
| 40 | Gvozdev M.Y. Vaginal Support Systems | 1 |
| 41 | Truskrin A.Y. Diagnosis of cervical precancer | 1 |
| 42 | Makarov R.R. Operative gynecology | 1 |
| 43 | Radzinsky V.E. Radio waves and argon plasma | 1 |
| 44 | Malignant tumors. Ed. Moiseenko | 1 |
| 45 | Bohman Y.V. Clinical oncology for a family doctor | 1 |
| 46 | Vazhenin A.V. Implemented nuclear medicine projects in the Southern Urals | 1 |
| 47 | Orel V.I. Expertise in medical practice | 1 |
| 48 | Topical issues of forensic medicine and toxicology problems: Mat. of the interregional scientific and practical conference dedicated to the 90th anniversary of the forensic medicine of the Sverdlovsk region and the 80th anniversary of the Department of Forensic Medicine of Ust-Kamenogorsk State University. Ekaterinburg, 2015. | 5 |
| 49 | Petrov V.I. Russian-English Medical Phrasebook | 1 |
| 50 | Multanovskiy M.P. English-Russian Medical Dictionary | 1 |
| 51 | Delrus Encyclopedia of Modern Medical Technologies | 1 |
| 52 | Expo Centre. Russian Health Care Week, Catalogue | 1 |
| 53 | Levin Y.M. A new level of treatment and recovery | 1 |
| 54 | Pokrovsky V.I. Endoecological medicine | 1 |
| 55 | Sviridkina L.P. Abstracts of the Third International Congress | 1 |
| 56 | Sviridkina L.P. Pathogenetic justification for lymphostimulating therapy | 1 |
| 57 | Levin Y.M. A breakthrough in endoecological medicine | 1 |
| 58 | Levin Y.M. Lymphotropic therapy of inflammatory diseases | 1 |
| 59 | Levin Y.M. Lymphotropic therapy of circulatory encephalopathy | 1 |
| 60 | Levin Y.M. Lymphotropic therapy of dorsopathy | 1 |

In addition to the available educational and tuition materials, the following also have been used:

- Library resources of Ural State Medical University (library, reading room, electronic archive), as one of the founders of the NPO FPO "Centre for Medical Science Education"
 - Useful web-resources:
 - www.minzdrav.midural.ru
 - www.rosminzdrav.ru
 - www.roszdravnadzor.ru