

ASSESSMENT REPORT

Master Programme "Public Health"

at
**I.M. Sechenov
First Moscow State
Medical University,
Russian Federation**

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Foundation under public law
M 7, 9a-10, 68161 Mannheim; Germany
www.evalag.de

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1. I.M. Sechenov First Moscow State Medical University

I.M. Sechenov First Moscow State Medical University (MSMU) was founded in 1758 as medical faculty of Imperial Moscow University. It is considered the oldest medical university in Russia. Today the clinical campus is situated in the Khamovniki district in central Moscow. MSMU offers training, certification and postgraduate studies to (future) physicians and pharmacists promoting thus further advance of medical science and healthcare domestically and on a global scale. The university covers three main areas: education, research, and healthcare. It has one of the biggest scientific medical libraries in Europe, two clinical simulation centres and its own botanic garden.

More than 2,500 academic staff members at ten faculties provide training in General Medicine, Pharmacy, Dentistry, Preventive Medicine, Paediatrics, Biotechnology, Bio-engineering & Bioinformatics, Social Work, Clinical Psychology, Public Health, Healthcare Economics & Management, Materials Science and Technology, etc. for more than 15,000 undergraduate students and more than 15,000 specialists at post-graduate level. 85 % of academic staff have a scientific degree.

The University Research Center consists of seven research institutes, more than 30 laboratories and research departments, the Research Coordination Council, and the Coordinating Department for Young Scientists. To integrate education and research, specialised departments and research subdivisions are combined into research complexes and centres.

19 diversified university hospitals (over 3,000 beds) with the Central Medical Diagnostic Laboratory, the Center of Restorative Medicine and Rehabilitation, the Department of Radiology with seven sub-departments, and 16 inter-clinical services annually provide care for about 50,000 inpatients and over 300,000 outpatients.

In 2015, MSMU joined the Russian academic excellence project “Project 5-100” which aims to promote at least five Russian universities into the top 100 of the world's best institutions of higher education.¹

2. The accreditation procedure

The assessment procedure was carried out in the form of an informed peer review on the basis of the self-evaluation report provided by MSMU, a two-day site visit of an international expert team, an assessment report by the expert team and the accreditation decision which is taken by **evalag**'s Accreditation Commission.

The procedure applies the fitness for purpose approach which assesses to what extent a programme complies with the criteria for programme accreditation. These are formulated in coherence with the European Standards and Guidelines (ESG).

These criteria focus, first of all, on the profile of the programme and its curriculum. Further, the criteria cover all aspects of the implementation of a study programme, its quality assurance and its resources. With regard to the criteria of programme profile and curriculum, **evalag** also assesses if the programme meets academic standards that are accepted in Europe and internationally.

The following six criteria are used:

¹ Cf. <http://5top100.com> (accessed 28 August 2017)

- Programme profile
- Curriculum
- Student assessment
- Organisation of the study programme
- Resources
- Quality assurance

Depending on the degree to which a programme meets the criteria, the programme will be accredited, accredited with conditions or not accredited.

As a first step of the procedure and as a preparation for the site visit, MSMU produced a self-evaluation report based on guidelines provided by **evalag**.

evalag formed an expert panel consisting of four experts including one student expert (Annex 2):

Academic experts:

- Prof. Dr. Susanne Kümpers, Head of the study programme Public Health, University of Applied Sciences Fulda (Germany)
- Prof. Dr. med. Dr. PH Timo Ulrichs, Professor of Health Care, Akkon University for Applied Science Berlin (Germany) and vice-president of Koch-Mechnikov Forum (KMF)

Expert from professional practice:

- Ms. Susanne Worrack, social scientist and researcher at Institute for Psychosocial Medicine and Psychotherapy, University Hospital Jena (Germany)

Student expert:

- Mr. Adrian Stan, doctorate student of dentistry at University of Timisoara (Romania)

All experts declared to be free of any conflict of interest.

The site visit (Annex 1) took place on 16 and 17 August 2017 at MSMU. During the site visit the expert team met with the leadership of the university and the faculties, academic and administrative staff, and students and visited the facilities at the clinical campus.

The expert team produced an assessment report which was submitted for correction of potential factual errors to the university on 14 September 2017.

From **evalag**'s side, the accreditation was coordinated by Mr. Georg Seppmann with back office assistance of Ms. Julia Greger and Ms. Ayleen Wagner in Mannheim.

The experts thank Mr. Igor Lunkov from MSMU International Office for his excellent and highly professional support on preparation and during the site visit.

The following assessment report is structured according to the six assessment criteria, which are the basis for the decision about the programme accreditation. Each chapter starts with a presentation of the current status regarding the criterion which is based on the information in the self-evaluation report and the information gathered during the site visit. On this basis, the expert team assesses the compliance with the criterion and makes recommendations for further improvement.

3. Programme assessment

3.1 Programme profile

The profile and objectives of a study programme is an essential criterion for the assessment. The experts have to check, whether the objectives of the programme are in line with the profile and the strategic goals of the institution, whether the intended learning outcomes of the programme are well defined, publicly accessible and in correspondence to the type and level of qualification provided by the programme. They also reflect whether the intended learning outcomes are based on academic and/or professional requirements (standards), public needs and the demands of the labour market and if they contribute to the employability of the graduates. The experts have to check the programme's relation to research (procurement of scientific methods in theory and practice, research based teaching). The international dimension of the programme has to be looked at, too. The experts check whether the profile and objectives of the programme comply with internationally accepted standards. Last not least, it has to be verified, whether the qualification of the academic staff is adequate in terms of the profile and the objectives of the programme.

Current status

Programme profile and objectives

The study programme "Public Health" is a 4-semester full-time master programme at MSMU. The programme qualifies graduates in both research and management skills to work in the field of public health. Applicants are from various disciplines and should at least have a bachelor degree. The programme's aims and the qualification objectives are described in official programme documents and published online². Subject specific competences are defined as well as universal competences.

According to the self-evaluation report, the programme's key objectives are described as follows:

- to contribute knowledge, skills and abilities necessary for solving the problems of professional activity in the field of public health,
- to ensure control over the level of mastering of competences and development of personal and professional qualities,
- to contribute to the formation of socially responsible behaviour, understanding and acceptance of social and ethical norms, and the ability to work in a team,
- to contribute to revealing of diverse creative abilities in trainees, and forming of a system of social needs and values, focus on building a successful career.

In the field of personality formation, the goal of the programme is to develop students' social and personal qualities: commitment, self-discipline, diligence, responsibility, civic consciousness, communicativeness, and tolerance.

After graduation, students shall possess soft, general professional and professional competences for effective practice activities in public health. According to the self-evaluation report, they should have become modern, sought-after specialists who are ready to create and implement their own research and practice programmes and projects aimed at improving public health. Furthermore, they should have obtained all nec-

² Cf. <https://www.sechenov.ru/eng/education-study/postgraduate/master-programs/mph/> (accessed 28 August 2017)

essary skills in order to work in the field of management of healthcare organisations irrespective of their forms of ownership. They should also be able to conduct educational and outreach activities in the field of public health protection and promotion.

Interim and final assessments should guarantee the programme's success.

In the academic year 2016/17, 45 students are enrolled. 104 students have graduated since the academic year 2012/13.

The study programme was developed by the university according to Russian federal law on the basis of federal and international standards.³ Partner universities in China (Harbin Medical University) and Bulgaria (Medical University of Varna) are involved.

The programme correlates with the other programmes offered by the university by including the following disciplines as programme modules: Management, Project and Process Analysis; Law and Ethics in Public Health, Foreign Language for Professional Communication, Communication in Medicine, Corporate Social Responsibility, Human Resource Management, Healthcare Marketing, Leadership and Decision Making, Setting Priorities, and Health Policy Options.

According to the university's self-evaluation report, master graduates in public health are in great demand in the Russian labour market, both in medical and non-medical organisations, such as:

- enforcement and controlling institutions for public health and social services (Ministry of Public Health, regional and municipal Boards of Healthcare Committee, etc.),
- government facilities conducting activities in the sphere of public health (e.g. federal service on surveillance for consumer rights protection and human well-being of federal, regional and municipal levels),
- biostatistical services and medical information centres,
- medical organisations and other organisations with health-improving services (e.g. health centres, health resort institutions),
- medical insurance organisations,
- medical educational organisation,
- research institutions as well as national and international public health research projects and programmes,
- international organisations in prevention and control of non-communicable diseases (NCDs),
- community organisation.

Labour demands and working opportunities were also mentioned during the site visit by the university's leadership.

The number of study places is regulated by the federal government.⁴ All applicants have to pass an assessment test where only the best are chosen for cost free admission to the programme on one of the state-budgeted places. Students enrolled are mostly from Russia. Nevertheless, the programme is also open to international students who would all have to pay tuition fees.⁵

³ E.g. Federal State Educational Standard of Higher Education for the specialty "Public Health", code 32.04.01.

⁴ Last year, 17 study places were state-funded. In the current application period for the academic year 2017/18 there are offered 40 state budgeted study places plus the same maximum number of fee-based places.

⁵ In the academic year 2016/17 there were enrolled six international students (from China, Kazakhstan and South Korea).

Research

The study programme provides topics in biostatistics, evidence based medicine, survey methods which include scientific methods in theory and their implementation in practice. According to the self-evaluation report, trainers regularly update study materials with the state-of-the-art scientific achievements and developments in the sphere of public health.

Research is made an integral part of the curriculum. Under supervision of faculty members all students participate in research which results in their master thesis.

The programme provides two educational pathways: public health and management, depending on a student's background. At the beginning of the first year of education and in accordance with their research interests and professional background, students choose a research field from a suggested list of research areas and their research supervisor who will coordinate the research projects and work during the whole period of studies. The supervisor will then assist in topic formulation, research design development, material collection and analysis, processing of thesis and other documents required for the thesis defence.

Besides the actual study process, the university also provides possibilities for students to publish in scientific journals and to participate in scientific conferences.

Staff (see also criterion 5)

Academic teaching staff currently are 25 persons including 11 professors (one of them is a member of the Russian Academy of Science), ten associate professors and four assistants. 23 staff members have academic degree: ten hold doctoral degrees and 13 are holders of Ph.D. degrees, 22 of them are full-time workers, one is a visiting professor.

The work is coordinated by the Programme Director – Head of the Center of Master's Programmes. Other functions are distributed among employees: implementation of the programme, teaching, examination, etc. All staff members participate in research activities in their fields of knowledge and involve the students in such activities. The ratio between full-time and part-time academic staff is 11:1 (apart from one visiting professor).

Staff recruiting is conducted upon applications of candidates for the announced vacancies which are published at the university press. The main criteria for staff recruiting are:

- academic degree,
- work experience in the taught discipline,
- participation in research,
- publications.

In order to confirm their compliance to their positions academic teachers are assessed regularly. According to the self-evaluation report, the university tries to involve leading experts in their professional fields and members of relevant scientific communities into the programme. The university also encourages national and international educational and research activities and exchange including short-term trainings.

Continuous education of staff is mandatory; the university provides both the programmes "Teacher of a Higher School" (conducted at the University Chair of Theory and Technology of Education in a Higher School) and the continuing medical education programme "Psychologic and Pedagogic Fundamentals of the Higher Medical and

“Pharmaceutical Education” (mandatory every three years). Teachers may also attend teaching simulations conducted at the centre of continuing professional education.

Assessment

Correspondence to the profile of the university and to academic standards

During their site visit the experts observed the university’s strong mission as a centre of excellence in medical education and research which is promoted by all university groups the experts could talk with. The master programme “Public Health” and its objectives correspond to this mission as to the strategic goals and to the university’s profile.

Several institutions within the university as well as external partners are involved. The experts especially appreciate the involvement of Moscow municipality.

Besides, the study programme is implemented in consideration of national and international practice. In the view of the experts the international academic standards of public health are by and large met. However, the experts would recommend to take greater initiative at considering recent efforts made by the scientific community in standardisation of the subject content. For instance, the core subject areas of the programme should closer correspond to those defined by the European Agency for Public Health Education Accreditation (APHEA, see also criterion 2).

The wide scope together with the two sub-directions of the programme that allow to focus either on the health care management or on more general public health are seen critically by the experts. It seems not completely clear whether graduates having followed the management strand can be regarded as public health experts according to international standards as mentioned above. Although the experts appreciate the general openness of access possibilities for students from very different study backgrounds, it appears to be a great challenge to bring them all on a similar level within the first semester. At least, the workload involved would be immense.

Learning outcomes

In the view of the experts, the learning outcomes of the programme are clearly defined and they correspond without any doubt to the level of awarded qualification. Students’ learning success is regularly assessed by using a variety of assessment methods. The intended learning outcomes described in each module description are also concise, clear and aligned with content. There also is a strong connection between the programme’s intentions and Russian public needs.

Relation to research

The experts note that there is a stable connection between teaching and research in the study programme. In the view of the experts it is quite reasonable that the students choose their research field and their supervisor during the first semester.

Scientific methods in theory and practice are provided on a high level. Research based training can also be observed. However, qualitative methodology seems not to be addressed at a solid level.

Staff qualification and criteria for staff recruitment

The qualification of the teaching staff seems to be adequate. In the view of the experts the relation between full-time and half-time staff is also fully appropriate. The experts note that teaching is carried out by dynamic and motivated lecturers highly experienced in teaching. Some of the teachers have international working and/or educational experience. However, sociological expertise appears to be unincisive.

The experts recognise that there are explicit criteria for staff recruitment and that the recruitment process itself seems to be well developed.

Obviously, a variety of teaching methods is used. The experts appreciate that the university offers different opportunities to teaching staff for improving their teaching methods.

Areas for improvement

The connection to the academic and professional requirements of the subject could be improved by including lessons and practice in qualitative research esp. to enable students to grasp and understand perspectives of health care professionals and of patients / citizens on questions of health and care. Social science dimensions could be strengthened according to international practices. This should include more thorough incorporation of social determinants of health in the programme, since so far they seem underestimated against behavioural determinants. Teaching in epidemiology should include – beyond clinical epidemiology – social epidemiology aspects in order to establish knowledge about vulnerable population groups and health inequalities. Health care management topics should include questions of equal access to health care.

For the experts, there still seems to be room for improvement of international marketing measures. For this purpose the amount of international cooperation and partnerships could be increased.

Research results out of the programme could be made more accessible to the international scientific community by publishing in English language. Students should be further encouraged to improve their English writing abilities.

The strengthening of connections to national as well as to international NGOs could increase work possibilities both for students or graduates and for staff – esp. the latter to collect new professional and also international experience.

Condition

Both thematic focuses of the programme – public health and health care management – must be reflected in the title of the study programme or at least in the graduation certificate.

Recommendations

International standards of public health study programmes should be more and continuously observed and reflected. The exchange with other higher education institutions providing public health study programmes should be intensified.

The possibilities for international work experiences of staff should be increased beyond short-term stays. Teachers should also be encouraged by incentives for international exchange.

Due to the growing importance of public health specialists the number of study places should be further increased.

Sociological aspects and aspects regarding population health including gender and minority perspectives and health inequalities should be more thoroughly considered according to the discussion in the international scientific community.

3.2 Curriculum

The second criterion concerns the curriculum and the teaching and learning methods. The expert team checks, whether the curriculum of the programme is adequately structured to achieve the intended learning outcomes and whether the curriculum provides the necessary knowledge and methodological expertise of the relevant discipline(s). The experts also look at the organisation of learning, especially if there are appropriate student-centred teaching and learning methods, if students are encouraged to take an active role in creating the learning process and whether the diversity of students and their needs is taken into account.

Current status

The master programme “Public Health” was developed and approved by the Academic Council of the University in accordance with the Federal State Educational Standard of Higher Education. According to the self-evaluation report the university annually reflects and updates the programme on the basis of the development of science, technology, culture, economy, technology, and social sphere by means of their (re-)approval by the Academic Council of the University. Global achievements within a discipline are reflected in:

- changes of a module content;
- correction of the content of lectures and seminars;
- updating assessment tests with the latest scientific achievements;
- student's possibility to choose the main line of research

The programme consists of three units:

- disciplines (modules)
- practices
- final (state) assessment.

The modules are divided into a basic part and a variable part, the latter with several electives. Among the electives, students can compile their curriculum modules according to their priority and depending on their own educational background – either public health or management whereas students with background in management may choose public health modules as elective courses, and conversely students with gaps in management can choose management modules.

The curriculum outlines the number of academic hours of co-work of students and teachers (by types of studies) and self-study of students. To measure the student workload, credit units (ECTS) are used. One credit unit is equivalent to 36 academic hours (1 hour = 45 minutes).

Programme information is published online on the university's website⁶:

The screenshot shows the Sechenov University website with the following navigation path: Main > Education & Study > Postgraduate > Master programs > MPH. The page title is "Master of Public Health". Below the title, there are tabs for Overview, Programme (which is selected), Admission, Faculty, Career Prospects, and Regulatory Documents. The main content area is titled "Program Structure" and is divided into four quadrants representing Semesters 1, 2, 3, and 4. Each quadrant contains a table with two rows: "Semester X (23 Weeks)" and "Semester X (29 Weeks)". The "Semester 1 (23 Weeks)" section includes a table of core modules: Biostatistics, Public health and its determinants (Part 1), Foreign language for professional communication (Part 1), Demography, Management (Part 1), Organization and methodology of research in medicine / Methodology of scientific knowledge, Business communication and organization of public speaking / Communication in medicine, Research practice, and Research work (Part 1). The "Semester 2 (29 Weeks)" section includes a table of core modules: Public health and its determinants (Part 2), Foreign language for professional communication (Part 2), Information technology, Management (Part 2), Project and process analysis, Epidemiology, Corporate social responsibility / Methods of taking organizational and administrative decisions, Human resource management / Personnel management, and Research work (Part 2). The "Semester 3 (23 Weeks)" section includes a table of core modules: Healthcare organization, Setting priorities and health policy options / Leadership, Communicative aspects in the formation of public health / Marketing communications, Research work (Part 3), and Professional practice. The "Semester 4 (29 Weeks)" section includes a table of core modules: Research work (Part 4), Project practice, Pre-diploma practice, and Thesis defence.

Tab. 1: Programme description online

Teaching and learning methods include lectures, seminars, and practical studies/trainings, consultations. The total credit value of the master programme is 120 credits. The annual workload of the programme should equal to 60 credits with 30 credits per a semester.

Modules

The modules (disciplines) are equivalent to 648 study hours (204 contact hours, 444 self-study hours, 18 credit units) for the basic part, 864 study hours (270 contact hours, 594 self-study hours, 24 credit units) for the variable core part and 648 study hours (216 contact hours, 432 self-study hours, 18 credit units) for the electives. For each discipline and practice the form of interim assessment is specified by semesters.

The **basic part** consists of the following core modules:

1. Biostatistics
2. Public health and its determinants
3. Health promotion and health education
4. Information technology

The core disciplines in the **variable component** are as follows:

5. Demography
6. Management
7. Project and process analysis
8. Epidemiology
9. Healthcare organisation

⁶ Cf. <https://sechenov.ru/eng/education-study/postgraduate/master-programs/mph/programme.php> (accessed 28 August 2017)

Elective disciplines are:

1. Global public health
or
Law and ethics in public health
2. Foreign language for professional communication
or
Communication in medicine
3. Corporate social responsibility
or
Disease prevention
4. Human resource management
or
Environment protection
5. Leadership and decision-making
or
Setting priorities and health policy options
6. Healthcare marketing
or
Health in specific populations

№	Structural elements	Split by semestres		Study Hours										Split by years and semesters				
				Credit units	Total	Contact hours					Self-study			1st year		2nd year		3rd year
		Exams / Assessments of practical skills	Pass/fail exams			Total	Exams	lectures	laboratory classes	Practice				lectures	Seminars, practice	Credit units	lectures	Seminars, practice
1	2	3	4	5	6	7	8	9	10	11	14	15	16	17	18	19	20	
1 Basic Part																		
1.	E.1 Biostatistics			1	3	108	36		8		28	72	8	28	3			
2.	E.2 Public Health and its determinants	2		9	324	96	6	18		72	228	10	40	5	8	32	4	
3.	E.3 Health Promotion and health education		2	3	108	36		6		30	72	4	20	2	2	10	1	
4.	E.4 Information technology		2	3	108	36		6		30	72				6	30	3	
	TOTAL			18	648	204	6	26		166	444	14	94	9	12	72	9	

Tab. 2: Disciplines (modules) – basic part

The modules' objectives are described as follows:

1. *Biostatistics, 3 credits:*

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should know:

- basic definitions, principles and methods of biostatistics, field of application of statistics in solution of public health and health care problems;
- basics of analytical statistics;
- basic statistical concepts;
- basics of descriptive statistics;
- basic concepts of probability, random variation and commonly used statistical probability distributions;

- principles for determining cause-effect relations in public health and health care.

In the course students develop **skills** that they are afterwards able to:

- work with different information sources;
- understand basic research designs used in public health;
- set goals and objectives of a research project; plan, organise and conduct statistical monitoring according to the assigned tasks;
- plan a survey, analyse and interpret its results;
- assess the interconnection between biological, behavioural, social-economic factors, environmental and health factors, as well as social and medical interventions and health;
- apply common statistical methods for inference;
- apply descriptive techniques commonly used to summarise public health data
- analyse in a critical manner any statistical information in professional information sources and in scientific literature from the standpoint of evidence based medicine

2. Public health and its determinants, 9 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- theoretical, philosophical and conceptual foundations of public health;
- historical and geographical trends in the development of public health;
- the level and trends of main population health indicators in different countries;
- the determinants of health and illness, particularly in relation to social, behavioural, environmental and political contexts;
- health and social inequalities as determinants and consequences of health status and experience;
- basic concepts, principles and methods of health risk estimation;
- global issues of public health;
- global impact of non-communicable diseases and key concepts of non-communicable disease prevention and control;
- the contributions of different sectors, institutions and professions to public health;
- public health ethics, rights and accountabilities.

In the course students develop **skills** that they are afterwards able to:

- produce forecasts for the development of health status of populations and population groups;
- identify the major known determinants of non-communicable diseases and their distribution by country, community, and key demographic characteristics and perform risk assessment associated with components of the environment;
- identify and examine the role of cultural, social, ethnic, religious, spiritual, and behavioural factors in determining disease prevention and health promoting behaviour;
- apply systematic approaches to develop, implement, and evaluate programmes to non-communicable diseases prevention

3. Health promotion and health education, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- the historic context for the developments in health education and health promotion;
- principles of health education and health promotion;
- social theories, concepts, and models used in health education practice;
- recent trends in health education and health promotion;
- factors that affect health education process.

In the course students develop **skills** that they are afterwards able to:

- examine health issues addressed through health education and health promotion;
- identify principles of learning, theories, and models as they apply to health education and health promotion;
- develop the skills necessary for assessment, planning, implementing, and evaluating health education and health promotion programmes for different populations;
- develop critical and creative thinking to design and describe a health promotion strategy, using standard public health tools;
- describe the major approaches to the promotion of health, including the underlying theories and procedures used in evaluating them.

4. Information technology, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- basic mathematical models of decision making;
- basic concepts and modern principles of work with information, as well as understanding of corporate information systems and databases;
- theory and conceptual base for healthcare information technology;
- applications of current and developing health IT applications;
- health information systems;
- health information technology for economic and clinical health;
- regulations, policies and procedures related to the confidentiality, privacy, and security on all levels of health-related information and infrastructures.

In the course students develop **skills** that they are afterwards able to:

- use information technology to solve management problems;
- process empirical and measurement data;
- use mathematical, statistical and quantitative methods for solving typical organisational and management problems;
- use software to work with business information and fundamentals of internet based technology;
- discuss a basic understanding of information technology concepts needed to support healthcare information systems in terms of database, networks, standards, and security;
- explain the organisational and cultural aspects of incorporating information technology systems into a healthcare organisation;
- illustrate healthcare information systems and the value they can bring to healthcare organisations, its providers and to the patients they serve.

5. Demography, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- basic concepts, principles and methods of demography as a science, field of application of demographic analysis towards public health and health care problem solving;
- definition and content of basic demographic determinants;
- modern approaches to the study of medical and demographic situation and integral health indicators;
- medical and demographic characteristics of public health both in Russia and abroad;
- modern computational and analytical procedures of basic demographic determinants;
- fundamentals of modern demographic policy and forecasting.

In the course students develop **skills** that they are afterwards able to:

- analyse the medical and demographic situation in a territory;
- determine factors affecting the medical and demographic situation;
- identify priority demographic challenges for a territory;
- assess the contribution of the demographic situation in the solution of public health problems.

6. Management, 6 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- principles, functions and management problems in a particular health care organisation or several organisations through the interaction of public health services;
- modern personnel management technologies in a health care organisation aimed at staff development;
- relationship between the members of working party and the management personnel within the ongoing organisational changes;
- legislative, regulatory and legal documents regulating the activities of public health services, health care organisation, accounts and records;
- factors affecting the improvement of the efficiency and effectiveness of the working party and particular health care organisation as a whole or several organisations through the interaction of public health services.

In the course students develop **skills** that they are afterwards able to:

- demonstrate skills of organisation of their work, identification and formulation of goals and objectives related to the implementation of professional functions, skills of organisation of presenters' work on a scientific basis;
- analyse in a critical manner problems of motivating people under particular health care organisation or several organisations through the interaction of public health services;
- demonstrate skills to motivate human behaviour to creative activity;
- analyse the relationship between the members of working party and the management personnel within the ongoing organisational changes;

- analyse the main factors affecting the improvement of the efficiency and effectiveness of the working party and particular health care organisation as a whole or several organisations through the interaction of public health services;
- demonstrate skills of creative thinking and managerial decisions development to improve the efficiency of a health care organisation and/or several organisations through the interaction of public health services, the implementation of innovation in the organisation;
- demonstrate skills of determining the need for changes in the organisation, drawing up a programme of innovation and development of an action plan for their implementation;
- demonstrate skills in working with the legislative, regulatory and legal documents regulating the activities of public health services, health care organisation, accounts and records, record keeping skills in the management of the organisation's activities;
- demonstrate skills of monitoring the implementation of made management decisions and skills of quality assessment of implemented actions;
- identify the needs for changes in the organisation, make a programme of innovation and develop an action plan for their implementation.

7. Project and process analysis, 6 credits

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know:**

- basic concepts of project management in a health care organisation;
- the scope and content of a chosen project;
- methods of analysis of required material, financial, personnel and other resources, sources of their obtaining and effective use;
- definition types of project management in a health care organisation.

In the course students develop **skills** that they are afterwards able to:

- develop an effective project under consideration of resource availability and economic circumstances;
- apply modern methods and models in the process of project management in a health care organisation;
- think in a consistent manner, creatively; give an economic assessment of implemented organisational reforms in an organisation, in the country and abroad; find innovations, new solutions to project management;
- read and understand the scientific, analytical, statistical data on project management issues, work independently with literature, write essays, research notes on the topical issues of project planning in a health care organisation.
- assess the project efficiency in a health care organisation;
- work in a team.

8. Epidemiology, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know:**

- the essence of the main terms and concepts of epidemiology;
- major aspects of the history of epidemiology;

- characteristics of modelling different types of epidemiological studies, their comparative characteristics (strengths and shortcomings, potential errors and methods of their compensation), methods of data analysis and presentation;
- principles for determining cause-effect relations in public health and health care;
- principles of evidence based epidemiology and medicine based on facts;
- field of application of epidemiological methods and approaches in medicine and health care;
- the concept of epidemiological surveillance.

In the course students develop **skills** that they are afterwards able to:

- identify key sources of data for epidemiologic purposes;
- plan epidemiological studies, analyse and interpret the results of epidemiological studies;
- calculate basic epidemiology measures;
- assess the degree of results evidence of epidemiological studies;
- assess the interconnection between biological, behavioural, social-economic factors, environmental and health factors, as well as social and medical interventions and health;
- define causality and judge cause-effect relationship;
- apply the results of epidemiological studies in the development of prevention programmes and activities, in health care policy making, evidence based selection of new medical technologies for their later use in health care;
- develop critical thinking and a culture of research leading to evidence based solutions that will address public health problems.

9. Healthcare organisation, 6 credits

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- main principles for the organization of health systems;
- principles of organisation and financing of primary care, specialised, emergency, palliative care in relation to the delineation of authorities;
- principles of health care delivery to patients suffering from socially important diseases;
- principles of medical care quality evaluation;
- legal and ethical issues in healthcare;
- methods to assess the effectiveness of health care system and its components.

In the course students develop **skills** that they are afterwards able to:

- demonstrate skills in working with the legislative, regulatory and legal documents regulating the activities of public health services, health care organisation, accounts and records, record keeping skills in the management of the organisation's activities;
- evaluate the effectiveness of a health care system and its components and the quality of medical care;
- perform analysis of a programme, an institution or a procedure;
- develop and describe a public health strategy.

Electives:

10. Alternative 1: Global public health, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- the major determinants of global health;
- key concepts such as globalisation, health policy, global public goods and global health governance;
- demographic and epidemiological criteria of health;
- key actors in the global health system.

In the course students develop **skills** that they are afterwards able to:

- describe the current demographic and epidemiological patterns globally;
- cite a range of examples of global issues in terms of their impacts on human health;
- describe the main challenges for responding effectively to global health challenges through improved global health governance and effective health policies;
- independently identify and apply information systems, reports, and research materials to be able to compile, to analyse, and to draw conclusions.

10. Alternative 2: Law and ethics in public health, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- ethical issues in the field of public health and health management;
- different ethical frameworks applicable to public health;
- links between ethics and the law;
- international legal requirements relating to rights and responsibilities of patients, professionals and institutions;
- legal concepts of consent, competence, and substitute decision making.

In the course students develop **skills** that they are afterwards able to:

- describe the current demographic and epidemiological patterns globally;
- cite a range of examples of global issues in terms of their impacts on human health;
- describe the main challenges for responding effectively to global health challenges through improved global health governance and effective health policies;
- independently identify and apply information systems, reports, and research materials to be able to compile, to analyse, and to draw conclusions.

11. Alternative 1: Foreign language for professional communication, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- lexical and grammatical features of business and professional communication in a foreign language;
- business and scientific lexis, grammatical structures to the extent required for communication and obtaining information from foreign sources.

In the course students develop **skills** that they are afterwards able to:

- use a foreign language as an instrument for information and communication activities and self-education;
- use a foreign language as an instrument for business and professional communication.

11. Alternative 2: Communication in medicine, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- ethic norms of business-like relations;
- fundamentals of business communication;
- principles and methods of organising business-like communications;
- essence and control methods of organisational culture;
- origin principles and methods to manage conflicts in the organisation;
- the main types of communication in public health and its categories;
- the factors to increase communicative adequacy of the population;
- the methods and the stages to plan communicative programmes in public health;
- the forms and the methods of the work with mass media;
- the main principles to carry out awareness campaigns and take awareness actions;
- the principles to spread a healthy lifestyle in different groups of the population.

In the course students develop **skills** that they are afterwards able to:

- develop business-like contacts: to organise public speeches, to hold talks and conferences, to carry out business correspondence and electronic communication;
- organise command and personal interaction to resolve management issues;
- organise talks, including with the use of modern means of communication;
- diagnose issues of the moral psychological climate in the company;
- work out managerial decisions aimed at resolving them;
- diagnose conflicts in the company and working out measures to prevent and resolve them, including with the use of modern means of communication;
- make an analysis of potential targeted groups for communicative programmes;
- pilot the targeted audience by using the “focus group” method and the method of “in-depth interview”;
- set the tasks, the final goal and the subgoal of a communicative programme, to choose the targeted audience;
- work out the ideas of message, communication channels and plans of action for targeted communicative programmes;
- organise mass protests aimed at forming healthy lifestyle of the population;
- use the methods to work with mass media on health protection and health promotion;
- use the strategy on the targeted formation of the people's healthy lifestyle based on awareness and outreach technologies;
- spread the idea of a healthy lifestyle in different groups of the population, working out, implementing and determining the effectiveness of communicative programmes.

12. Alternative 1: Corporate social responsibility, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- the basics of genesis of the concept of corporate social responsibility (CSR), the role and the place of business ethics in the CSR system;
- the types of managerial decisions and the methods of adopting them;
- the major directions of CSR integration in the theory and practice of strategic management;
- the principles of development and the laws of functioning of a health care organisation.

In the course students develop the following **skills**:

- awareness of identifying, analysing and prioritising the expectations of a health care organisation's concerned parties with the position of the CSR concept;
- awareness of diagnosing ethic problems in a health care organisation and using the basic models to take ethic managerial decisions;
- awareness of setting the goals and formulating the tasks related to the implementation of professional functions;
- skills of holistic analysis of the society's problems;
- economic methods of analysis of the behaviour of consumers, producers, owners of resources and the state;
- methods to implement the basic managerial functions (decision-making, organisation, motivation and control);
- methods to form and maintain ethic climate in a health care organisation.

12. Alternative 2: Disease prevention, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- essence of the main terms and concepts of epidemiology and prevention;
- principles for determining cause-effect relations in public health and health care;
- principles of evidence based epidemiology;
- roles and responsibilities of health related agencies for disease prevention and control at local, state, and federal levels;
- epidemiology and prevention of communicable diseases (HIV/AIDS, hepatitis, tuberculosis) and non-communicable diseases (cancer, heart diseases, COPD, diabetes);
- global strategies for the prevention and control of communicable and non-communicable diseases.

In the course students develop the **skills** that they are afterwards able to:

- assess the interconnection between biological, behavioural, social-economic factors, environmental and health factors, as well as social and medical interventions and health;
- apply the results of epidemiological studies in the development of prevention programmes and activities, in health care policy making, evidence based selection of new medical technologies for their later use in health care;
- create a personal disease prevention plan;
- evaluate the efficiency of preventive measures/programmes.

Tab. 3: Disciplines (modules) of variable component (core and electives)

13. Alternative 1: Human resource management, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- main approaches to human resource strategy development and implementation;
- different forms and methods of HR functions, such as resource planning, recruitment and selection, training and development, and assessment;
- various determinants that influence the choice of specific methods of human resource management implementation;
- legal foundations of human resource management;
- requirements and assessment of medical personnel;
- the concept of personnel policy.

In the course students develop **skills** that they are afterwards able to:

- analyse local personnel within the concrete health care organization and at the level of interaction between institutions and organisations being in charge of public health protection and their future requirements;
- work out a programme to meet future medical personnel requirements of the concrete organisation and at the level of interaction between institutions and organisations being in charge of public health protection and their future requirements;
- analyse a candidate for the appointment and to select candidates for vacant appointments;
- analyse personnel deployment in the organisation on the scientific base;
- manage quickly and effectively personnel's engagement and control its adaptation;
- analyse problems of labour discipline in the team and put forth measures to maintain discipline;
- assess effectively personnel both within the concrete health care organisation and at the level of interaction between institutions and organisations being in charge of public health protection and their future requirements;
- determine the requirements in training and developing personnel within the concrete health care organisation and at the level of interaction between institutions and organisations being in charge of public health protection and nominate candidates in leaders' reserve.

13. Alternative 2: Environment protection, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- direct and indirect human, ecological and safety effects of major environmental and occupational agents;
- genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards;
- federal and state regulatory programmes, guidelines and authorities that control environmental health issues;
- current environmental risk assessment methods.

In the course students develop **skills** that they are afterwards able to:

- describe the existing situations and remedies in different countries;
- use environmental risk assessment methods;

- specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety;
- discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.

14. Alternative 1: Leadership and decision-making, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know:**

- the key concepts of leadership theory and the key differences between management and leadership and their relevance to health promotion and public health practice;
- the relationship between the members of the team and the leaders in the context of organisational changes; offer the best solutions for the implementation of the changes;
- theoretical approaches to leadership;
- approaches to decision-making.

In the course students develop **skills** that they are afterwards able to:

- demonstrate communication and team working skills in relation to particular organisation and cooperation between establishments and organisations related to health protection;
- critically analyse the complexities of leader's and organisation's leadership in the field of health promotion and public health practice;
- critically analyse the problems of motivation of the staff and the population in the context of cooperation between establishments, organisations and agencies related to health protection;
- develop critical self-leadership skills and leadership style, team member's leadership skills;
- encourage creative problem-solving and decision-making in complex environments and in the context of cooperation between establishments and organisations related to health protection;
- demonstrate skills of managerial decisions development to improve the efficiency of a health care organisation and/or several organisations through the interaction of public health services, the implementation of innovation in the organisation;
- demonstrate skills of monitoring the implementation of made management decisions and skills of quality assessment of implemented actions.

14. Alternative 2: Setting priorities and health policy options, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know:**

- basic theories and concepts within the field of health policy;
- the political framework and the obligations, the WHO recommendations on political measures in preventing non-communicable diseases (NCD);
- priority actions taken by the healthcare system to fight non-communicable diseases: to control sales and use of tobacco, to reduce drinking, to reduce the use of salt, to improve food and physical activity, efficient drugs and technologies;
- reforms in healthcare;
- best practice in European countries, innovation and policy to remove barriers in healthcare system,

- relationship between human rights, welfare policies and health policies;
- methods for evaluation of the healthcare reforms.

In the course students develop **skills** that they are afterwards able to:

- analyse the policy issues and problems;
- use key provisions of WHO strategic documents to determine the priorities in healthcare and to choose policy variants;
- strictly formulate effective measures taken by the healthcare system to NCDs prevention;
- justify and provide the priorities to NCDs prevention while creating a healthcare strategy at the present stage;
- study the key barriers in healthcare to implement NCD prevention policy.

15. Alternative 1: Healthcare marketing, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should have the following **knowledge and understanding**:

- a broad based understanding of the uniqueness of health-care industry;
- how to segment the market based on multiple variables relevant to this sector;
- ways of enhancing the quality of service and increasing the satisfaction of multiple stakeholders.

In the course students develop **skills** that they are afterwards able to:

- assess and attend to the evolving needs of the customers and patients;
- explore opportunities in the area of medical tourism;
- consider future trends and how they will affect service providers and patients.

15. Alternative 2: Health in specific populations, 3 credits:

The aim of the course is to provide students with the following knowledge and skills.

After the course, students should **know**:

- the level and trends of main population health indicators in different population groups;
- the determinants of health and illness, particularly in relation to social, behavioural, environmental and political contexts;
- health and social inequalities as determinants and consequences of health status and experience.

In the course students develop **skills** that they are afterwards able to:

- produce forecasts for the development of health status of population groups;
- identify the major known determinants of health and diseases in different population groups;
- identify and examine the role of cultural, social, ethnic, religious, spiritual, and behavioural factors in determining disease prevention and health promoting behaviour in different population groups.

Practices

Nº	Structural elements	Exams / Assessments of practical skills Pass/fail exams	Split by semesters		Credit units	Study Hours		Split by years and semesters				
			Total	Contact hours		1st year		2nd year				
						22H	19H	20H	0H			
1	2	3	4	5	6	7	17	20	23	26		
1 B Variative component Practice												
16.	B.1Research practice	1		6	216	144	6					
	Total			6	216	144	6					
Work placement												
17.	B.1Research work	4		36	1.296	864	3	3	15	15		
18.	B.2Professional practice	3		3	108	72			3			
19.	B.3Project practice	4		3	108	72				3		
20.	B.4Pre-diploma practice	4		6	216	144				6		
	Total			48	1.728	1.152	3	3	18	24		
	Total Unit 2			54	1.944	1.296	9	3	18	24		

Tab. 4: Unit 2: practice

16./17./19. Research Project, 45 credits

The aim of this part of study is to form an own research project from the beginning: by formulation of a research problem, design the research procedure design, construction of the instrument for data collection, selection of the sample, collection of data, processing of data, and writing the research report.

The learning objective is to **understand and conduct a research project** related to population health. Students should

- solidify knowledge and skills received in studying master's courses;
- study and master contemporary methodology of a research work;
- train contemporary methods of collection, analysis and processing of scientific information;
- form skills for planning, organising and carrying out a research and practice work in the field of public health and to form skills of analytical description of the results of a research and practice work and interpretation of obtained results;
- train skills of critical analysis of scientific information in professional information sources and in scientific literature from the point of view of evidence-based medicine;
- acquire skills of constructive participation in professional scientific communication, in organizing and carrying out a research and practice work;
- prepare and do a graduation qualification work (master thesis).

18./20. Professional Practice, 12 credits

The aim of the course is to provide students with the following knowledge and skills. After the course, students should **know:**

- scientific and technical aspects to improve public health and their application in practice;
- the principles of organisation and functioning of different medical and preventive treatment facilities;
- technology of assessment and analysis of the activities of organisations on the bases of training;
- methodology of assessment of the population's health condition, the epidemiological situation, the environment, professional environment, planning and the events to protect health and the environment, to improve the population's health, organisation and management in the field of public healthcare;
- the structure and the nature of activities of healthcare organisations, medical insurance and other components of health protection, their role in health protection and promotion; their mission, goals and tasks.

In the course students develop **skills** that they are afterwards able to:

- mark out key features of healthcare;
- use technologies of assessment and analysis of the activities of the organisation;
- analyse the activities of healthcare organizations, medical insurance institutions and other components of the health protection system;
- analyse the continuity and interrelation between different elements of the health protection system of the population (examples based on organisational practices);
- participate in assessing the population's health condition, the epidemiological situation, the environment, professional environment, planning and the events to protect health and the environment, to improve the population's health, organisation and management in the field of public healthcare;
- plan and organise educative activities in state and non-state institutions (public lectures, reports, educative activities with risk groups) and apply them practically.

State final examination (cf. also criterion 3)

The final assessment counts 6 credits and is conducted in the form of a defending of a graduation qualification work (master thesis).

Assessment

Structure and intended learning outcomes

The expert team assesses the curriculum as well structured and logical. The subjects and modules are well figured out and cover the relevant content and competences to meet the programme's defined objectives. In the view of the experts, the course arrangement generally considers the competences later needed.

The structure of the study programme is well organised and allows the students to follow a well-arranged schedule in their studies. The students' workload in the programme seems to be high but – according to the students the expert group could talk to – it also seems to be manageable. However, the workload has to be critically observed as the majority of student work part or full-time whilst studying. Furthermore, the experts had the impression that in some modules the level of detail of the intended learning outcomes' description does not correlate with expected workload and awarded credits.

The experts found it worth to mention the different weighting of core subjects between the master programme “Public Health” and the recommendations by APHEA. APHEA recommends⁷ the following core subject areas:

- Introduction to public health (about 2 % of the whole programme’s credit);
- Methods in public health (about 15 % of the whole programme’s credit);
- Population health and its determinants (about 15 % of the whole programme’s credit);
- Health policy, economics, and management (about 14 % of the whole programme’s credit);
- Health education and promotion (about 14 % of the whole programme’s credit);
- Cross-disciplinary themes (mandatory and/or elective, about 18 % of the whole programme’s credit);
- Internship, project, thesis (about 20 % of the whole programme’s credit).

If MSMU intends to address more future students from abroad to the master programme “Public Health”, the most significant different weightings should be reconciled on the longer term, esp. in the field of methods.

Core subject domains to be included in MPH Curricula as required by APHEA

Core Subject Areas	Curriculum Content	ECTS* Credit Ranges**
Introduction	Introduction to public health	2
Methods in public health	Epidemiological methods, biostatistical methods, qualitative research methods, survey methods	18-20
Population health and its determinants	Environmental sciences (including physical, chemical and biological factors), communicable and non-communicable disease, occupational health, social and behavioural sciences, health risk assessment, health inequalities along social gradient	18-20
Health policy, economics, and management	Economics, healthcare systems planning, organisation and management, health policy, financing health services, health programme evaluation, health targets	16-18
Health education and promotion	Health promotion, health education, health protection and regulation, disease prevention	16-18
Cross-disciplinary themes (mandatory and/or elective courses)	Biology for public health, law, ethics, ageing, nutrition, maternal and child health, mental health, demography, IT use, health informatics, leadership and decision-making, social psychology, global public health, marketing, communication and advocacy, health anthropology, human rights, programme planning and development, public health genomics, technology assessment	21-23
Internship/final project resulting in thesis/dissertation/memoire	Supervised by faculty (full time and/or adjunct)	24-26

* European Credit Transfer and Accumulation System (or equivalent).

** The subject areas and credit ranges above are recommended; the accreditation process will assess the credit division among subject areas for a given programme.

Tab. 5: APHEA Eligibility Criteria

⁷ Source: Otok et al., 2011: “European Accreditation of Public Health Education”. Public Health Reviews, Vol. 33, No. 1, 30-38

Mechanisms for providing knowledge / application of scientific methods

Different types of teaching methods are adopted in accordance to the intended learning outcomes. The experts appreciate the obvious flexibility, the high proportion of self-study and the consultation offers by the staff. Students' own projects from the beginning of study result in the acquisition of profound knowledge and work skills.

Learning experience

According to its tradition, MSMU considers excellent teaching on the basis of excellent research the university's main strength. The experts note that this is well met in the master programme "Public Health": By learning in small groups and in direct contact to teachers the university makes great efforts to enhance a successful learning experience of their students.

The experts especially appreciate the self-image of the teachers to be more learning supporters than instructors.

Students expressed their satisfaction with the study environment in the programme and at MSMU as a whole. They strongly appreciate the good learning atmosphere and a staff always open to consultation and help.

Areas for improvement

In the experts' view, the student workload is rather high, especially in the first semester due to the students' different backgrounds.

The study process seems to be flexible to some extend when faced with students who are mostly working full-time. This could be still improved. For instance, it could be considered the possibility of an extension from two to three years for full-time working students, maybe also with additional elective subjects.

Recommendations

The rich variety of the Russian civic society should be addressed more thoroughly.

The balance between single modules' workload and credits awarded should be regularly checked.

The international orientation of the curriculum should be further developed. In the long term, the core content should be harmonised with the recommendations of the European Agency for Public Health Education Accreditation (APHEA).

There should be a formal system to involve alumni and public health professionals in curriculum (re)design so that their practical experience could become considered.

The fragmentation of the programme with its two generic routes "management" and "public health" should be reconsidered by reducing the gap between them.

3.3 Student assessment

The third criterion focuses on the organisation of student assessments. The expert team has to check how the assessment of intended learning outcomes is organised and whether the amount and requirements of assessments are adequate. They have to decide whether the requirements of the thesis reflect the level of the degree.

Overall, it is looked at whether the assessment criteria are transparent and used in a consistent way. It is also checked if the staff undertaking assessments is adequately qualified. Last not least it should be verified that examination regulations exist and that they provide clear and fair regulations for student absence, illness and other mitigating conditions.

Current status

Organisation of student performance evaluation

In the study programme “Public Health” assessment occurs as formative, interim and final (state) knowledge assessment. Interim assessment is conducted in the form of a pass-fail exam upon finishing a discipline (module) and practice.

At the end of the first semester students pass four pass/fail exams, at the end of the second semester three exams and five pass/fail exams, at the end of the third semester one exam and two pass/fail exams. The fourth semester ends with the master thesis defence.

For each assessment the university has defined indicators and criteria of assessment of competences formation at various stages, assessment scales and procedures: The programme implicates different types of assessments according to the trained skills:

- tests (multiple choice)
- case studies and individual projects
- short answer questions
- essays
- business games
- individual and group presentations, etc.

Types of assessments for each module are combined to assess both knowledge and practical skills.

Knowledge assessments are conducted according to a plan in specially allocated premises in prearranged time. Examinations are conducted in classrooms.

The final (state) assessment is conducted in the form of a defending of a graduation qualification work (master thesis) which is defined “a scientific work with integral internal structure, extended research-based author’s arguments, as well as logical structure of the document aimed at solving the goal and fulfilling the tasks of the research”⁸.

Procedures of thesis preparation and defence are prescribed by the regulations on the master thesis.

Assessment results in disciplines (modules) and practices of the programme are provided in the diploma supplement.

⁸ Cf. Regulations on the master's thesis approved by the decision of the Council of the Center for Masters Programs;
protocol No. 4 of December 5, 2013

Assessment criteria

Each student is obligatorily informed about all assessment criteria before each exam, pass/fail exam, as well as individual or group tasks. The assessment criteria are published on the university website together with examinations agenda and regulations on absence, illness and other mitigating consequences.

The criteria for the several types of assessment are described as follows:

- *Testing:* The “pass” result is given upon not less than 60 % of correct answers;
- *Pass/Fail exams:*
 - “pass” result is received by a student who shows systematic and deep knowledge, skills and abilities required for solving the case study, who has accomplished the basic literature and got acquainted with some additional recommended by the faculty;
 - “fail” result is received by a student who shows lack of knowledge in basic learning material and makes fundamental mistakes while solving the case study.
- *Exams use the following assessment criteria:*
 - mark “excellent” - when answering, the student has demonstrated deep knowledge, skills, and mastering in essence of questions and tasks of the control measure upon condition of independent, sequential, correct, and literate exposition of the learning material;
 - mark “good” - when answering, the student has demonstrated the knowledge, skills, and mastering in essence of questions and tasks of the control measure, with some inaccuracies and minor mistakes;
 - mark “satisfactory” - when answering, the student has demonstrated the knowledge, skills, and mastering in essence of questions and tasks of the control measure, with inaccuracies, and some essential mistakes.

Student regulations

The regulation documents are published at the university website. For valid reasons it is possible to postpone or repeat parts of the examination.

Assessment

The expert team appreciates the organisation and transparency of assessment in the master programme. The amount and requirements of assessments with regard to the intended learning outcomes seem to be appropriate. They are fully in-line with international practice.

Defined assessment criteria exist and are transparent for students as well as for staff.

The students the experts talked with were well aware of the assessment criteria, they know what is expected and they know whom to contact in the case of problems or questions. The student centred learning approach provides nearly optimal preparation to assessments.

According to the interviews made during the site visit, the staff undertaking the assessments is adequately qualified.

All examination regulations are available online. There are clear and objective regulations for student absence, illness and other mitigating circumstances.

A wide range of assessment methods and tasks is used.

Areas for improvement

The university could develop the regular student evaluation of processes related to the study programme towards examination as well as administration, teaching staff etc.

The feedback quality on assessment during the study could be continuously monitored and improved. Similar to the offered further teaching qualification to staff, the university could build up offers for qualifying for assessment.

Recommendations

The amount of exams and evaluation should be reconsidered.

The university should develop regular measures to improve staff qualification in assessment.

3.4 Organisation of the study programme

Furthermore, the implementation of the programme has to be looked at. The expert team checks the appropriateness of entry qualifications and the regulations for the recognition of qualifications (i.e. Lisbon Convention). It has to be reviewed whether the organisation of the study process allows the programme to be carried out in such a way that the intended learning outcomes will be achieved and whether the organisation of the study process also takes the diversity of students and their needs into account. It is looked at how the implementation of the programme is managed (roles and responsibilities) and even whether the workload of the programme is adequate with respect to the necessity to reach the intended learning outcomes in the scheduled time frame. The organisation of the student life cycle (i.e. all (organisational) relationships between the student and the institution from enrolment to graduation) is also part of this criterion. The experts check whether the care services and student advisory services are suitable and – in case of a cooperation with internal and external partners – how the cooperation is organised.

Current status

Entry qualifications

All information about the admission procedure is published on the university website. Students who have either a bachelor or specialist degree are able to apply to the programme depending on their entrance examination results. There are no restrictions of the applicants' professional background. The entrance examinations are computer based and conducted every year in June or July. The final admission is decided in August by the Admission Committee of the University⁹ and the decision is published by decree on the university website.

Currently, the university provides a maximum of 40 state-funded study places a year. Besides, up to 40 more paying students can be accepted after they have successfully passed the entrance examinations.

⁹ Chair of the Admission Committee is the University Rector. The Admission Committee may also include representatives of the state authorities of the Russian Federation, medical organisations, professional public organisations.

Applicants can submit additional information about their individual achievements to be considered (e.g. recommendations of other universities or scientific organisations, publications, inventions). These individual achievements are taken into account in order of priority as follows:

1. publications in scientific journals indexed in the Scopus¹⁰ prepared in collaboration with employee(s) of MSMU;
2. publications in scientific journals indexed in the Scopus or Web of Science¹¹;
3. the winner or the prize-winner of the All-Russian student competition;
4. higher education diploma with honours;
5. diploma (certificate) for participation in research work or project activities of international level;
6. diploma (certificate) for participation in research work or project activities of national level.

Recognition of prior learning

The programme does not take into consideration a student's prior performance when admitting to the university. Entrance examinations have to be passed. Once being admitted to the university, a student has the possibility to individually apply for a separate discipline (module) recognition. According to their prior experience or qualification (e.g. secondary professional or higher degree), students can apply for an individual curriculum, including the opportunity of accelerated education.

Study organisation

Study process is split by study periods: academic years, semesters (2 semesters per 1 academic year), and duration of modules. The academic year starts on 1 September.

Studies are organised by different types of classes that are defined by the curriculum (see also criterion 2): As already described, the programme consists of a mandatory basic part and a variable component part. Since the basic component part should ensure the formation of competences, the variable component is aimed at the expansion and/or deepening of competences, as well as the formation of additional competences.

Before the beginning of studies, the university forms a schedule of classes in accordance with the curriculum and calendar plan. Students learn by lectures, seminars, practical trainings, and self-studies. Distance learning and e-learning elements are also implemented. The group size depends on the number of students; maximum group size is 25 students. The amount of lectures and seminars is specified in the master programme during its regular (re-)approval procedure (see criterion 1).

The total credit value of the master programme is 120 credits (ECTS). The annual workload of the programme therefore equals to 60 credits with 30 credits per a semester. Students' workload is 54 hours per week which includes all types of in-class work and self-studies in both core and optional disciplines. The academic in-class workload equals to 36 hours per week (for all types of in-class work an academic hour equals to 45 minutes) that corresponds to 1 credit unit. For self-studies students can use the university library and several computer classes. Besides, the university offers regular consultation possibilities with teachers via Skype, e-mail, etc.

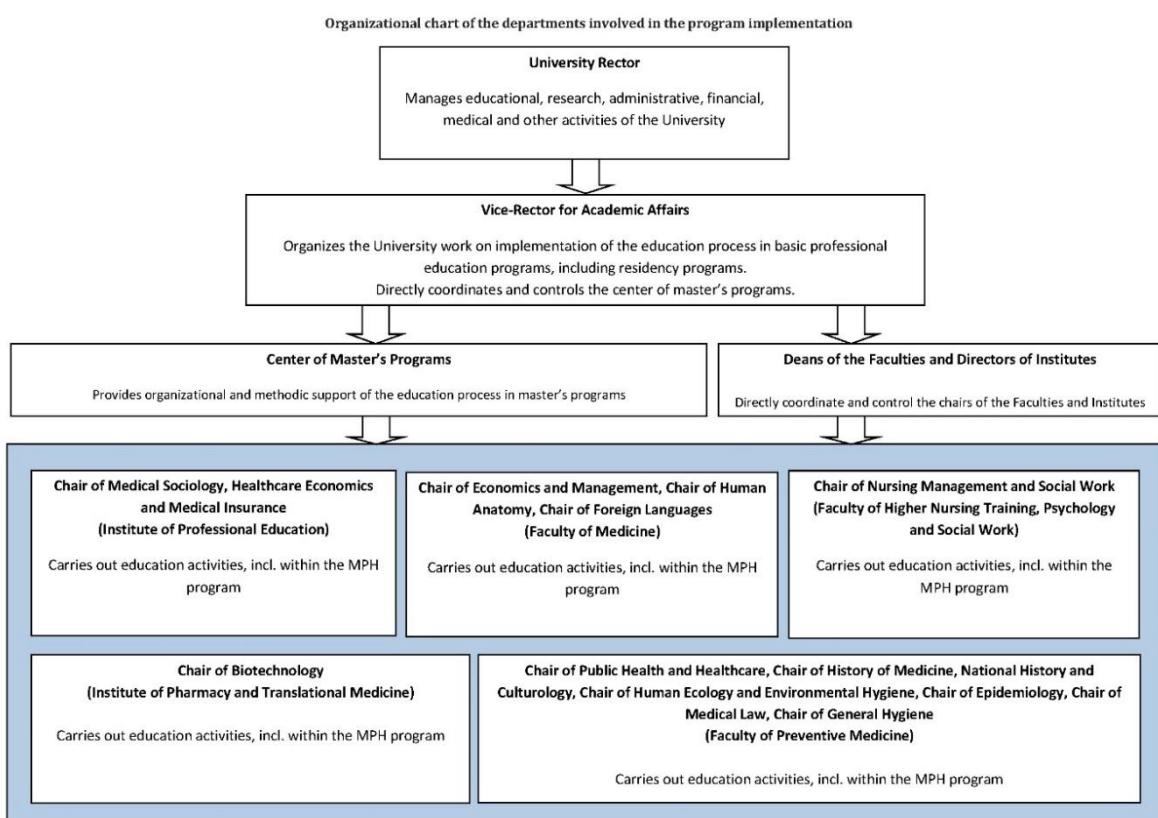
¹⁰ Scopus, www.elsevier.com (accessed 28 August 2017) is the largest abstract and citation database of peer-reviewed literature: scientific journals, books, and conference proceedings.

¹¹ www.wokinfo.com (accessed 28 August 2017).

At university level, the education process is organised by the Center of Master's Programs which registers students, observes their performance and organises their study process in collaboration with the relevant chairs of faculties and institutes. At the chair level, the process is organized by a head of the chair, the chair staff member who is responsible for the programme, and teachers.

Currently, 25 persons are involved in teaching and in the organisational management of the programme.

There are elected student representatives at the university who offer consultation and support to students. The representatives may also communicate problems identified in study programmes to the university administration.



Tab. 6: Organisational chart (Source: Self-assessment report of MSMU)

The MSMU annually reconsiders the education programme according to recent developments in science and technology (see criterion 1). Any changes or updates have to be approved by the Academic Council. The programme cooperates – upon agreements – with external medical organisations as well as with internal university departments (clinical centre, university hospitals) which provide bases for practical studies and research activities for the programme students.

Assessment

According to the expert team, the study process is well organised and clear. The roles, obligations and responsibilities in the management are clearly defined and appropri-

ately structured, people involved the experts could talk to are highly motivated and professional. Besides, the university has established methods and means for student involvement, both in giving feedback and in decision-making.

In the view of the experts, the admission regulations are sensible. Having heard the students, the expert team believes that the workload of the programmes is manageable but high and should be continuously and carefully observed.

The experts appreciate the opportunity of a more individualised student curriculum that takes into account students' different backgrounds and their current personal situation. A practice of recognition of qualifications can be observed but should also be further developed.

The experts note that there is excellent communication between students and teachers: learning groups are small, there seem to be lots of formal as well as informal contacts between teachers and students. The students the expert team could interview were very positive against the good organisation and atmosphere of the study process – even noting that the workload and the density of assessment are high.

Students are held to cooperate and work together in the programme. Nevertheless, there seems to be no formalised exchange on the several research projects and the final thesis among the students. It seems that in this case most depends on own initiatives of students and their own social networks.

Areas for improvement

The university could implement regular and credited colloquiums for student research projects and the master theses in progress. These colloquiums should partly be reserved for discussion and feedback among students and partly be open to the whole university to promote a general and interdisciplinary exchange of ideas.

Recommendations

The actual adequacy of workload should be regularly checked.

The study organisation should further take into account the work life balance of students and staff. This matter should be made subject of the programme, too.

If the university wants to address further students from abroad a practice of recognition of academic and professional experiences should be implemented already in the admission procedure.

The accessibility for physically handicapped persons should be further improved.

3.5 Resources

Central to the criterion “resources” is whether there are appropriate resource endowment and deployment in the involved faculties. The experts check the existence of sustainable funding and financial management, whether the staff are adequate in qualification and number to ensure the intended learning outcomes, which strategies and processes for the staff recruiting and staff development are used and whether amount and quality of facilities and equipment allow the provision of the programme (library, laboratories, teaching rooms, IT equipment), facilities and equipment are in accordance

with the institutional strategy. It is looked at whether the amount and quality of the resources provided are adequate to reach the objectives of each programme.

Current status

Funding and financial management

The master programme “Public Health” is financed out of federal budget resources by direct governmental payments, together with tuition fees which are established and approved by the University Academic Council. Currently, the number of funded study places is limited to 40 places. Furthermore students have to pay tuition fees of 230,000 RUB (about 3,300 EUR) in the first year, 211,244 RUB (about 3,050 EUR) in the second year.

Adequacy of staff and hiring process

As already described in criterion 1, there are 25 academic staff members teaching in the programme, 22 as full-time employees, two of them part-time internal employees of the university. One is a visiting professor from the Netherlands.

The work is coordinated by the programme director (Head of the Center of Master’s Programs). Other functions are distributed among employees: implementation of the programme, teaching and methodical activities, etc. All staff members participate in research activities in their fields of knowledge and link it with teaching. Besides, further qualification and improvement of teaching methods play an important role at MSMU.

Facilities

In-class studies are located at the Chair of Public Health and Healthcare of the Faculty of Preventive Medicine. The chair has one lecture hall, rooms for seminars, a computer classroom, a teachers’ room, as well as back offices for storing teaching equipment and archives. The chair provides personal computers, projectors and internet equipment for studies.

For professional practices and research work the university provides a list of own hospitals (over 20), as well as a list of external medical organisations being partners of the university.

Furthermore, the university provides to students several facilities for their professional and personal development such as sports facilities, scientific associations, etc.

Library

The university library consists of three million copies (more than 1.5 million items) of national and international medical literature (including research works, translations, theses, abstracts, deposited manuscripts, etc.). The library maintains an electronic database of medical data and health called “Russian Medicine” which covers more than 80 % of all published and unpublished materials in the field.

The database is fully accessible via the Internet. In cooperation with the US National Medical Library, MSMU Library is implementing a Russian-English version of the thesaurus indexing medical publications, used as information retrieval language in the “Russian Medicine” database.

The library also provides access to Scopus and Web of Science databases.

There are several work places for students in the library. During the whole period of study every student is also granted individual unlimited access to the e-library systems and an e-learning platform.

Assessment

Financial management and funding

Since the university directly gets financed by the government there seem to be no financial difficulties. In the view of the experts, the financial management is professional. The financial endowment of the study programme is appropriate. The annual adjustment of the amount of study places happens under consideration of costs.

Adequacy of staff and hiring process

The staff involved in the study programmes is, according to the expert team, appropriate to provide high quality education to its students and to develop research. The administrative staff is very professional. Altogether, the experts appreciated the dynamic and motivated staff members, both academic and administrative.

In the view of the experts, number and qualification of academic staff (full-time and part-time) are adequate to ensure the intended learning outcomes. However as mentioned above, the sociological expertise and qualitative methodology expertise of staff seems not fully sufficient (cf. criterion 1).

The search and tenure procedures of the university seem to the expert team to fulfil academic standards and ensure the selection of academics based on an academic decision. The experts appreciate the opportunities provided to staff to improve their teaching skills. They explicitly approve the mandatory character of teaching skill development.

Facilities

The facilities of the university are appropriate for sustaining the teaching and the research activities needed. The equipment the experts saw during the site visit was all modern and up-to-date.

The technical equipment, which the experts saw during the site visit, allows a high quality of teaching. The library provides access to relevant literature and journals. The experts appreciate the high level of digitalisation in the library and the bright and open atmosphere. However, the actual number of work places in the library appears to be too little.

Areas for improvement

The staff recruitment procedure happens without involvement of students. In the view of the experts there would be no harm in trying to involve the student union (which is active already at MSMU) so that students' views and learning experiences could become considered, too.

Recommendations

The university should establish more work places for students with tables and sockets across the whole campus. It should be considered if there would be also a possibility to dedicate lecture rooms on the campus for student work rooms. Overall, in the library and in other buildings, the number of work spaces should be at least 13 %, measured by the number of students.¹²

3.6 Quality assurance

The criterion “quality assurance” focuses on the internal and external mechanisms used by the institution to monitor and improve the quality of the study programme: how the study programme is designed and implemented and how its improvement is organised.

The experts check the quality assurance concept of the programme and what kind of quality assurance processes and instruments for programmes are implemented, which indicators are used to monitor the progress in achieving its objectives and how the institution collects, analyses and uses relevant information about its activities. Moreover, the experts look at whether quality assurance is used regularly and systematically for quality enhancement, whether the quality feedback loops are closed and how the persons responsible for the programme systematically collect, analyse and use relevant information. It is also checked how stakeholders (students, teachers, administration, employers) are involved in quality assurance and whether relevant programme information for students and prospective students is provided.

Current status

University quality assurance and management

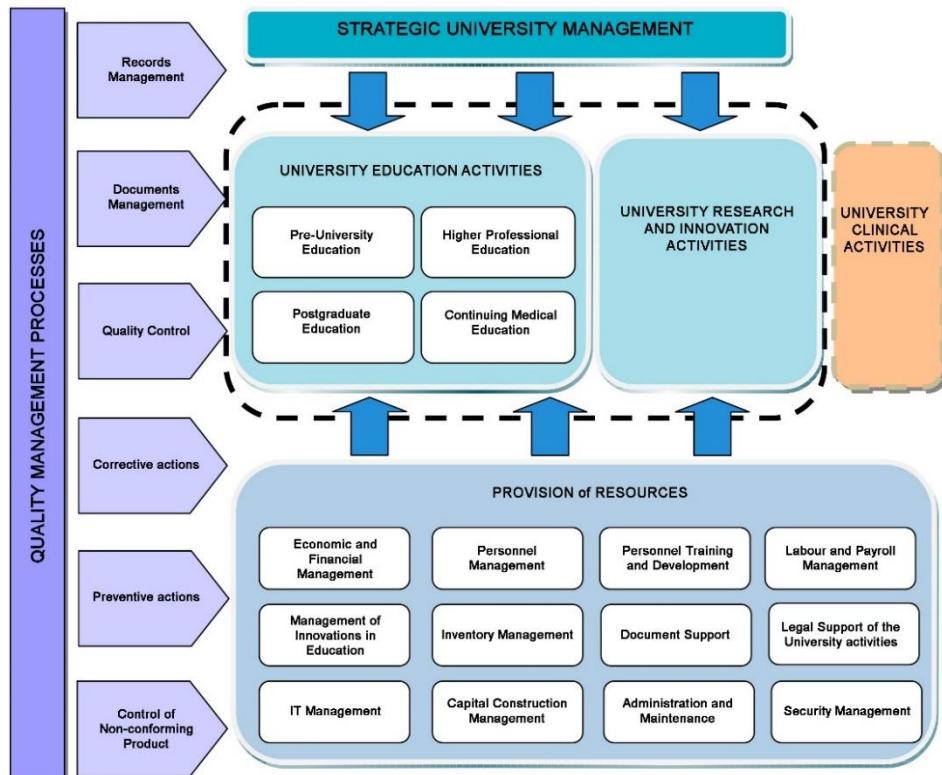
Since 2007, the university quality management system has repeatedly passed external audit processes. In August 2016 the university's ISO certification (ISO 9001:2008 “Quality Management System. Requirements”) was reconfirmed.

MSMU claims to provide its full educational portfolio connected closely to research and based on leading international practice. To ensure high quality of its study programmes the university has built up a hierarchy of responsible persons (“management hierarchy”):

- each university department has a quality representative. They report regularly to the head of the department and to the First Vice Rector – Vice Rector for Innovation and International Affairs who is the university's quality management representative;
- the quality management representative reports directly to the university management;

¹² According to a study by the German HIS Hochschul-Informations-System GmbH, universities should provide work place for students in an amount of altogether 13 % based on the number of students, 10 % at the library, 3 % across the whole campus. For MSMU, this would mean about 3,000 places in the libraries and additional 900 places across the campus. (Cf. Vogel / Wöisch: Orte des Selbststudiums. HIS Forum Hochschule 7/2013, online at http://www.dzhw.eu/pdf/pub_fh/fh-201307.pdf, accessed on 28 August 2017.)

- the university management (consisting of the Rector, the Academic Council and the Vice-Rectors) take all reports on quality into account and decide about necessary changes.



Tab. 7: Role of quality management in the university system (Source: MSMU)

All university institutions are held not only to improve continuously the competence, qualifications and training of students but also to improve constantly the methodological, methodical, material, technical and information bases of the university itself. According to this aim, all university departments prepare annual progress reports on their improvement. These reports are reviewed during the extended rector's meeting on the analysis of the quality management system of the university.

Besides, there are scheduled internal (March-April, November-December) and unscheduled internal audits of the university departments during the year.

The basic principles of the quality management system (QMS) are written down and published (in Russian):

- "The University Policy"
- "The objectives of the quality of education, research, innovation and medical activities at the university in the years 2014-2016"
- "Indicators of quality processes in the years 2014-2016"
- "Plan to achieve the quality objectives of the educational activities, research, innovation and medical activities at the university in the years 2014-2016"
- "University quality guide"

According to recent changings (e.g. rebranding of the university), all QMS documents are in the process of (re)approval with the university management. As soon as this process has finished, they will be translated into English and published on the university website.

The university tries to involve all participants of the education process into QMS, as well as external experts and employers by means of surveys (questioning), independent expert evaluation of the education programme, and inclusion of employers' representatives in the commission of the final (state) examination.

According to the self-assessment report, the university has set the following quality objectives:

- provision of the full cycle of educational programmes for the most talented students from around the world to lead in creation and implementation of effective multi-disciplinary models and methodologies of medical education;
- meeting the needs of the students' intellectual, cultural and moral development by means of higher, additional professional education in the chosen field of activity;
- constant improvement of the methodological, methodical, material, technical and information bases of the university.

Since 2006 all departments prepare annual progress reports that are reviewed and discussed at the extended rector's meeting.

Quality assurance instruments

The university regularly conducts surveys among students, employees and external clients.

The students' learning progress is electronically recorded and under constant observation by the head of the study programme. The monitoring system allows to obtain objective data on all dynamics of educational processes, etc. This annually updated data shall create an information basis for the improvement and adjustment of educational, research and medical diagnostic activities of the university. On department level, surveys among students are conducted at least once per semester.

On course level, each course is evaluated by the students at the end of semester in the form of a survey.

The university monitors students' success as one element in judging the appropriateness of teaching methods.

The rector annually holds discussion meetings open to all students on their study experiences and their proposals for improvement.

Measures taken

Necessary changes, updates or adjustments of parts of the study programme can be made on the basis of evaluation surveys as well as under consideration of individual assessment of knowledge and achievements. All Changes have to be approved by the university management.

Assessment

The expert team observed a rigorous quality assurance system on the basis of formalised processes. The quality assurance concept seems to be appropriate to assure that

the learning outcomes of the study programme are achieved and students graduate. Since the drop-out rate is low the system seems to work.

The experts note that the university quality system is actually documented only in Russian language. The experts appreciate that MSMU has already started the translation of these documents. Especially since MSMU conducts the master programme in English language, all relevant documents have to be translated into English. This would also strengthen the internationality of the study programme and help targeting new students from abroad.

In the view of the experts, effectiveness, regularity and systematic character of the quality assurance system cannot be denied. The monitoring system is highly sophisticated and obviously has effects on improving the quality of teaching. The experts appreciate the regular meetings between the rector and the students. They also esteem the method of focus group discussion on course level.

Nevertheless, the system appears as basically top-down and hierarchy oriented where participative elements are just in their beginning. The experts would welcome to further develop those participative approach that would bring different views together to improve the system as a whole.

The university monitors its processes by collecting and analysing data widely and constantly. The anonymity of collected data seems to be assured. However, the experts would insist on more consciousness in the handling of personal data.

The experts state that feedback loops are missing in some cases: Some students indicated that they had given feedback that had been acted upon and others indicated that they had given feedback but did not know the outcome. It would be very important to close all the feedback loops.

Areas for improvement

Surveys' results could be more discussed than reported. Students and graduates could be better involved into the programme development process.

Condition

All relevant documents about the programme quality management have to be translated into English and published online.

Recommendations

The experts encourage the university in strengthening participative elements within the quality management process which has already started.

Especially, students' involvement into quality assurance processes should be further improved. Feedback loops should be closed, feedback discussions with students at the end of each course and each semester would give students a clear signal that their opinions are seriously taken into consideration. To guarantee a free and collegial atmosphere these discussions should be explicitly have no consequences either on teacher contracts or students' assessment rates.

It should also be considered how to involve alumni into the quality management process.

4. Final Assessment

Overall assessment

In the experts' view, the master programme "Public Health" shows a clearly defined profile. The programme considers public needs and the special conditions of the Russian health system and also national and international practice. The objectives as well as the learning outcomes are described in detail. The intended learning outcomes are concise, clear and aligned with content and they correspond to the level of awarded qualification.

The connection to the academic and professional requirements of the subject could be improved by more qualitative research to grasp perspectives of professional, patients and citizens on questions of health and care. The sociological dimension of the subject could be strengthened according to international practices. In the view of the experts the international academic standards of public health are by and large met. However, the experts would recommend to take greater initiative at considering recent efforts made by the international scientific community in standardisation of the subject content. For instance, the core subject areas of the programme should closer correspond to those defined by the European Agency for Public Health Education Accreditation (APHEA).

The experts especially appreciate the involvement of external partners, e.g. Moscow municipality. The strengthening of connections to national as well as to international NGOs could increase work possibilities both for students or graduates and for staff – esp. the latter to collect new professional and also international experience.

The curriculum and the study process are clearly structured and appropriate to reach the intended learning outcomes. The wide scope together with the two sub-directions of the programme that allow to focus either on the health care management or on more general public health are seen critically by the experts. Although the experts appreciate the general openness of access possibilities for students from very different study backgrounds, it appears to be a great challenge to bring them all on a similar level within the first semester. At least, the workload involved seems to be immense.

There is a stable connection between teaching and research in the study programme. Scientific methods in theory and practice are provided on a high level. Research based training can also be observed.

In the view of the experts it is quite reasonable that the students choose their research field and their supervisor during the first semester.

Students are offered several support services. The roles and responsibilities in the management are clearly and appropriately structured, staff involved are highly motivated and professional. The experts especially appreciate the self-image of the teachers to be more learning supporters than instructors. Students expressed their satisfaction with the study environment in the programme and at MSMU as a whole. They strongly appreciate the good learning atmosphere and a staff always open to consultation and help.

Nevertheless, the student workload according to some of the module descriptions is rather high and should be monitored if not reconsidered.

The experts appreciate that the university offers different opportunities to teaching staff to improve teaching methods. Obviously, a variety of teaching methods is used successfully.

All examination regulations are available online. There are clear and objective regulations for student absence, illness and other mitigating circumstances.

The expert team appreciates the organisation and transparency of assessment in the programme. A wide range of assessment tasks is used, defined assessment criteria exist and are transparent for students as well as for staff. In the view of the experts, the amount and requirements of assessments with regard to the intended learning outcomes are appropriate. They are fully in-line with international practice. According to the experts, the staff undertaking the assessments is also adequately qualified.

The experts appreciate the opportunity of an individual student curriculum that takes into account students' diversity. Besides, the experts note that there is excellent communication between students and teachers: learning groups are small, there seem to be lots of formal as well as in-formal contacts between teachers and students.

Since the university gets financed directly by the Russian government there seem to be no financial difficulties. In the view of the experts, financial management is professional.

The facilities of the university are appropriate for sustaining sufficient teaching and research activities. The technical equipment, which the experts saw during the site visit, allows high quality of teaching. The library provides access to relevant literature and journals. The experts appreciate the high level of digitalisation in the library and the bright and open atmosphere. However, the actual number of work places in the library appears to be too little (as on campus at all).

The expert team observed a rigorous quality assurance system on the basis of formalised processes. The quality assurance concept seems to be appropriate to assure that the learning outcomes of the study programme are achieved and students graduate. Since the drop-out rate is low the system seems to work.

In the view of the experts, effectiveness, regularity and systematic character of the quality assurance system cannot be denied. The university monitors its processes by collecting and analysing data widely and constantly. This monitoring system is highly sophisticated and obviously has effects on improving the quality of teaching.

Nevertheless, the quality system appears as basically top-down and hierarchy oriented where participative elements are just in their beginning. The experts appreciate the regular meetings between the rector and the students. They also esteem the method of focus group discussion on course level. The experts would welcome to further develop those participative approaches that would bring more different views together to improve the system as a whole.

Overall, the expert team assesses the master programme "Public Health" as solid. The academic standards of the study programme are met.

Results of the assessment

According to the expert team, the master programme "Public Health" meets **evalag's** criteria for international programme accreditation. Therefore, the team recommends it for accreditation and recommends awarding the **evalag** label for international programme accreditation.

Assessment grades

No	Assessment criteria	Assessment by the experts
1	Programme profile <i>Condition:</i> Both thematic focuses of the programme – public health and health care management – must be reflected in the title of the study programme or at least in the graduation certificate.	B
2	Curriculum	A
3	Student assessment	A
4	Organisation of the study programme	A
5	Resources	A
6	Quality assurance <i>Condition:</i> All relevant documents about the programme quality management have to be translated into English and published online.	B

Assessment levels

Level	Assessment	Description
A	Passed.	The programme fulfils or exceeds all criteria. All activities are in line with the profile and objectives of the programme and provided at a high academic level.
B	Passed subject to conditions	The programme does not fulfil some relevant criteria. However, the institution should be able to remedy the shortcomings within nine months after the assessment.
C	Suspension of the accreditation procedure	The programme does not fulfil relevant criteria, but it is likely, that it will be able to remedy the shortcomings within 18 months after the assessment. The HEI may apply for a resumption of the accreditation procedure.
D	Failed	The programme does not fulfil relevant criteria, and is not expected to be able to meet all assessment criteria within 18 months' time.

5. Statement of MSMU and modifications

The experts' recommendations (R) and conditions (C) are in *italics*. Modifications made by the experts after the statement of the university are in ***bold italics***.

Programme profile

- *(C) Both thematic focuses of the programme – public health and health care management – must be reflected in the title of the study programme or at least in the graduation certificate.*

Core and Elective Modules/Disciplines within the Curriculum cover all competences necessary for graduation of the Master of Public Health. In the end of the second year, students acquire knowledge for graduation with MPH degree thus reaching common professional standard under individual learning trajectories. It is important that these trajectories cannot be regarded as the Program profile.

The experts decide to change the condition into a modified recommendation.

- *(R) International standards of public health study programmes should be more and continuously observed and reflected.*
- *(R) The exchange with other higher education institutions providing public health study programmes should be intensified.*
- *(R) The possibilities for international work experiences of staff should be increased beyond short-term stays. Teachers should also be encouraged by incentives for international exchange.*

For the purpose of improving the quality of provided education services and their compliance with the international standards of public health study programs, Sechenov University implements exchange study programs with partner universities for students (including individually designed internships) as well as continuing education programs for teachers in the field required for improvement.

This year, our University became a part of the Erasmus + Capacity building project "Improving Healthcare Outcomes in Chronic Disease".

The Project provides for the modules and short courses for students and teachers, trainings for trainers and advanced programs for public health teachers under individual career development plans.

- *(R) Due to the growing importance of public health specialists the number of study places should be further increased.*

With a wide range of education programs and services provided and limited resources, Sechenov University has few opportunities to immediately increase the number of places in the Program. The Program administration works hard to prioritize the MPH program in the University education portfolio in the next 3 years to conform fully to the growing importance of public health specialists meet the needs of relevant employers.

- *(R) Sociological aspects and aspects regarding population health including gender and minority perspectives and health inequalities should be considered more deeply against the discussion in the international scientific community.*

With the internationalization of the program, the sociological aspects and aspects regarding population health including gender and minority perspectives and health inequalities against the discussion in the international scientific community will be included in the Program modules. They can be also discussed within a variety of round tables and conferences.

Curriculum

- *(R) The rich variety of the Russian civic society should be addressed more thoroughly.*

Within everyday studies, students of the Program are dealing with study cases covering public health aspects of the global community, as well as the rich variety of the Russian multinational, multicultural and multi-religious society.

- *(R) The balance between single modules' workload and credits awarded should be regularly checked.*

We annually check and update the Curriculum in order to balance and improve it according to the Russian legislation and international standards.

- *(R) The international orientation of the curriculum should be further developed. In the long term, the core content should be harmonised with the recommendations of the European Agency for Public Health Education Accreditation (APHEA).*

During annual reviews of the Curriculum and work programs of the disciplines we certainly take into account the latest APHEA recommendations, including those for the core learning areas and competences, but FULL compliance to the APHEA standards is now impossible due to the Russian education standards.

The tendency to narrow the gap between the Russian education system and international standards will, over time, maximize the harmonization of our MPH program with the APHEA recommendations.

- *(R) There should be a formal system to involve alumni and public health professionals in curriculum (re)design so that their practical experience could become considered.*

We have a procedure for reviewing educational programs and curricula by graduates and the professional community. Annually, the Center of Master's Programs asks graduates of the program working in the public health field and being potential employers for future graduates of the program to review and evaluate the current curriculum and program regulations with respect to the compliance of these documents with the requirements of the Federal State Education Standards and the needs of employers.

In the view of this additional information, the experts decide to refrain from the recommendation.

- *(R) The fragmentation of the programme with its two generic routes "management" and "public health" should be reconsidered by reducing the difference gap between them.*

We agree that there shouldn't be any difference gap between the two education pathways "management" and "public health".

Core elements of the program provide the required minimum of competences for the MPH graduate.

The two pathways are the pools of thematic modules which can be chosen in any combination according to the individual learning trajectory and cannot be regarded as the program profile.

They are developed with regard to students' different background and experience at the stage of admission and to provide them with opportunity to improve their qualification according to their individual professional interests and intended learning outcomes.

Student assessment

- *(R) The number of exams and evaluation should be reconsidered.*

Taking into account different students' background, we consider exams within the Program as an instrument for regular monitoring of the students' knowledge. That allows to achieve high-quality learning outcomes.

But we regularly review types of examination to make it less stressful for students.

- *(R) The university should develop regular measures to improve staff qualification in assessment.*

The University regularly provides new opportunities for staff to improve their qualification, incl. that in assessment.

Once per 3 years teachers attend the course in Psycho-pedagogic basics of higher medical and pharmaceutical training which includes a module aimed to improve staff qualification in assessment.

Participation in the new Erasmus + Capacity building project "Improving Healthcare Outcomes in Chronic Disease" will allow our staff to take part in the training-for-trainers courses.

Sechenov University is a member of several international professional associations (AMEE, AMSE, etc.) which usually provide training seminars for members' staff.

Organisation of the study programme

- *(R) The actual adequacy of workload should be regularly checked.*
- *(R) The study organisation should further take into account the work life balance of students and staff.*
- *(R) Work life balance of students and staff should be made subject of the programme.*

We annually update the Curriculum of the Program and check the adequacy of workload in accordance with the current Russian standards, as well as feedbacks from our students, graduates and employers.

- *(R) If the university wants to address further students from abroad a practice of recognition of academic and professional experiences should be implemented already in the admission procedure.*

As a part of the admission procedure all students are obliged to provide legalized documents confirming of their previous education. Recognition of prior learning is officially conducted by the Russian National Information Center (<http://nic.gov.ru/en/proc/nic>) which is a government body for foreign education evaluation.

Regardless of previous experience, each applicant passes entrance examinations, which results in enrollment for training.

Upon enrolment to the University, each student can apply to the Attestation Commission for partial transfer of previously obtained credits.

- *(R) The accessibility for physically handicapped persons should be further improved.*

There are constantly upgrading and improving opportunities (facilities) at the University for training people with physical disabilities.

Such students are also given opportunity to study on an individual schedule.

Organization of the career guidance and employment of graduates with disabilities is provided personally by the Vice-rector for academic affairs.

Volunteers from the Sechenov University Volunteer Center provide support for students with disabilities during the admission process.

Resources

- *(R) The university should establish more work places for students with tables and sockets across the whole campus.*
- *(R) The possibility to dedicate lecture rooms on the campus for student work rooms should be considered.*

At each department involved in the implementation of the MPH educational process, there is a room for self-preparation of students with computers and Internet access. In addition, students are given the opportunity to work in the reading rooms of the library and use its electronic resources.

The University plans to introduce new electronic library technologies, reading rooms equipped with additional computers or tablets.

In addition, free wi-fi access is planned to be provided in all teaching buildings and dormitories.

In November 2017, a new hostel with 1200 places in the Ochakovo district of Moscow will be opened for students and staff of the University. It will also include training classes and a library.

Quality assurance

- *(C) All relevant documents about the programme quality management have to be translated into English and published online.*

All relevant documents about the program quality management will be published online on the English version of the University website by October 1, 2017.

Since the documents are meanwhile published online, the experts decide to refrain from the condition.

- (R) *The experts encourage the university in strengthening participative elements within the quality management process which has already started.*

The University QMS is aimed at involving all stakeholders (students and their parents, employers, staff, alumni, etc.) in the quality management process as respondents and assessment experts.

- (R) *Students' involvement into quality assurance processes should be further improved. Feedback loops should be closed, feedback discussions with students at the end of each course and each semester would give students a clear signal that their opinions are taken into consideration seriously.*

Annually, students are informed about the implemented changes made with regard to the previously conducted questioning of students (their considerations and suggestions).

- (R) *To guarantee a free and cooperative atmosphere discussions on the quality of study should be explicitly have no consequences either on teacher contracts or students' assessment rates.*

The questioning is conducted anonymously and is not connected with the contracts of the teachers, nor with the students' assessments.

Implementation of the system of mediators between students and academic staff is planned to be performed at the University in the closest future.

- (R) *It should be considered how to involve alumni into the quality management process.*

Alumni are one of the key elements in the quality management process.

Within a minimum of 2 years upon graduation the University conducts follow-up surveys of alumni aimed at evaluation of their satisfaction and demand for the knowledge acquired and its applicability in practice.

Besides, graduates are involved in the state final assessment; are present at the defenses of master's theses; participate in students' knowledge assessments.

According to the additional explanations above, the experts decide to refrain from the recommendation.

6. Accreditation decision of the evalag Accreditation Commission

At its meeting on 6 October 2017, the **evalag** Accreditation Commission discussed the experts' recommendations in view of the statement of the university.

Finally, the commission unanimously decided to accredit the master study programme "Public Health" at I.M. Sechenov First Moscow State Medical University with the following recommendations (R):

Programme profile

- R 1** According to the different profiles – public health and health care management – which the students can specialise in, MSMU should consider to name these explicitly in the graduation certificate in order to help students to clarify their profile in application procedures.
- R 2** International standards of public health study programmes should be continuously observed and reflected.
- R 3** The exchange with other higher education institutions providing public health study programmes should be further intensified.
- R 4** The possibilities for international work experiences of staff should be increased beyond short-term stays. Teachers should also be encouraged by incentives for international exchange.
- R 5** Sociological aspects and aspects regarding population health including gender and minority perspectives and health inequalities should be considered more deeply against the background of the discussion in the international scientific community.

Curriculum

- R 6** The diversity of the Russian civic society should be addressed more thoroughly in the curriculum.
- R 7** The balance between single modules' workload and credits awarded should be regularly checked.
- R 8** The international orientation of the curriculum should be further developed. In the long term, the core content should be harmonised with the recommendations of the European Agency for Public Health Education Accreditation (AP-HEA).
- R 9** The fragmentation of the programme with its two generic routes "management" and "public health" should be reconsidered by reducing the differences between them.

Student assessment

- R 10** The amount of exams and evaluation should be reconsidered in order to be reduced.
- R 11** The university should develop regular measures to improve staff qualification in assessment.

Organisation of the study programme

- R 12** The actual adequacy of workload of students and staff should be regularly checked.
- R 13** To attract more students from abroad a practice of recognition of academic and professional experiences should be implemented already in the admission procedure.
- R 14** The accessibility for physically handicapped persons should be further improved.

Resources

- R 15** The university should provide an appropriate infrastructure of work places for students (e.g. tables and sockets across the whole campus, lecture rooms dedicated to student work, ...).

Quality assurance

- R 16** The experts encourage the university to strengthen participative elements within the quality management process which has already started.
- R 17** Students' involvement into quality assurance processes should be further improved. Feedback loops should be closed, feedback discussions with students at the end of each course and each semester would give students a clear signal that their opinions are seriously taken into consideration.
- R 18** In discussions on the quality of study a free and cooperative atmosphere should be encouraged.

Annex

Annex 1: Site visit schedule

Tuesday 15th of August - Arrival of expert panel and preparations

18:00	Internal meeting of expert panel, review of site visit plan
20:00	Dinner at the Hotel

Wednesday 16th of August - First day of site visit

8:30-9:30	Internal meeting of expert panel Going from the Hotel to the University Campus
10:00-10:15	Welcoming by representatives of the MSMU
10:15-11:15	Meeting with Vice-Rector for Academic Affairs Director of the Center of Master's Programme
11:15-12:30	Meeting with Director of the Center of Master's Programme Heads of departments involved in the programme
12:30-14:00	Lunch at University Cafe
14:00-15:30	Campus Tour: Hospital, Library
15:30-17:00	Meeting with faculty members (teachers)
17:00-18:30	Internal meeting of expert panel: review of first day
19:00	Dinner with representatives of the MSMU

Thursday 17th of August - Second day of site visit

9:00-10:15	Meeting with students
10:15-10:30	Break
10:30-11:15	Meeting with Student Administration and Support Services
11:15-12:00	Meeting with Quality Management
12:00-13:15	Lunch
13:15-14:30	Internal meeting of expert panel
14:30-15:00	Closing meeting with representatives of the MSMU and of the study programme
15:00	Departure of expert panel

Annex 2: Profiles of expert panel

Prof. Dr. Susanne Kümpers (Germany)



Susanne Kümpers studied Educational Sciences at the University in Aachen where she graduated in 1982. After working several years as a consultant and supervisor in health and social care services she completed an MPH at the University in Maastricht. She received her doctorate from the University in Maastricht with a doctoral thesis related to health management in 2005. After work experience as a senior researcher at the Social Science Research Center Berlin (WZB) Susanne joined the University of Applied Science Fulda in 2012 becoming Professor for Qualitative Health Research, Social Health Inequalities and Public Health Strategies. Currently she heads the Master's Degree Programme in Public Health.

Susanne's academic interests and publications are in the area of health and social inequalities, prevention and care as well as healthcare policy for an ageing society. Susanne is member of the board of the German Public Health Association (DGPH) and of the board of the Section IV (Social Gerontology and Working with the Elderly) of the German Society of Gerontology and Geriatrics (DGGS).

Prof. Dr. Dr. PH Timo Ulrichs (Germany)



Timo Ulrichs studied Medicine in Marburg and Berlin. At the Max Planck Institute for Infection Biology (MPIIB) in Berlin Timo dealt with immunological questions of tuberculosis. He continued this work as a Postdoc in Boston and New York. Afterwards he worked at the MPIIB and the Charité, where he completed his specialist training as a microbiologist and infection epidemiologist. Since 2006 he has been working as a lecturer at the Federal Ministry of Health. At the same time he gained his doctorate in Public Health at the University of Bielefeld. Currently he is Director of the Bachelor's Degree Programme "Internationale Not- und Katastrophenhilfe" (=International emergency aid/ disaster relief) at the Akkon University for Applied Sciences.

Since 2001 Timo has been active in scientific cooperation projects in Eastern Europe, especially in Russia, Georgia and the Republic of Moldova. These projects formed the basis for the establishment of the Koch Metchnikoff Forum (KMF) in 2006, a non-governmental organisation that promotes the scientific partnership with Eastern Europe.

Susanne Worrack (Germany)



Susanne Worrack holds a diploma of Social Science from the Justus-Liebig-University in Gießen. Currently she is studying Health Care Management at the University of Applied Science in Jena.

Besides, she works as a research assistant at the Institute of psychosocial medicine and psychotherapy at the University Hospital in Jena.

Susanne's work focuses on the psychosocial medicine and psychotherapy. During the last few years she conducted research and published articles as co-author on topics related to health care and mental and physical health.

Adrian Stan (Romania)



In 2016 Adrian Stan obtained a DDS degree from the University of Medicine and Pharmacy in Romania. Currently he is doing his doctorate.

As a member of the Quality Assurance Pool of the European Student Organisation (ESU) Adrian took part in several national and international evaluation and accreditation procedures.

Besides, he is student representative in the Faculty of Dental Medicine Council and in the University Senate as well as a member of the Department of Quality Assurance. He has attended the Quality Assurance in Higher Education training and the training session which provided reviewers with the necessary knowledge and guidance on the use of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and of the ENQA Agency.