

Federal State Educational Institution of Higher Education  
"Professor V.F. Voino-Yasenetsky Krasnoyarsk State Medical University"  
at the Russian Federation Ministry of Health

ADAPTED MAIN PROFESSIONAL  
EDUCATIONAL PROGRAM OF  
HIGHER EDUCATION

on the specialty 31.05.03 Stomatology (for realization with use of intermediary  
language (English)

level of the higher education – a specialist programme

qualification – dentist

form of education – full-time

Federal State Budgetary Educational Institution of Higher Education  
«Prof. V.F. Voyno-Yasenetsky Krasnoyarsk State Medical University»  
of the Ministry of Healthcare of the Russian Federation  
FSBEI HE Prof. V.F. Voyno-Yasenetsky KrasSMU MOH Russia

APPROVED BY  
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named after prof.  
V.F. Voyno-Yasenetsky  
Russian Ministry of Health  
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**Adapted main professional educational program of the higher education in the specialty 31.05.03 Stomatology**

Developers:

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Approved at the meeting of the Academic Council of the Faculty (minutes No. 6 dated "5" 04 2023)

Approved at the meeting of the Central Coordinating Methodological Council (protocol No. 8 dated "22" 04 2023)

"Prof. V.F. Voyno-Yasenetsky Krasnoyarsk State Medical University" at the Russian Federation Ministry of Health (protocol No. 5 dated 17.05, 2023)

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## I. SCOPE

1.1. This Adapted Basic Professional Educational Program of Higher Education 31.05.03 Dentistry (hereinafter referred to as AMVHEP), implemented at "Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University" at the Russian Federation Ministry of Health (hereinafter referred to as the University) is a system of documents developed and approved by an educational organization taking into account the requirements of the labor market on the basis of the Federal State Educational Standard for the relevant area of training (specialty) of higher education (hereinafter referred to as the Federal State Educational Standard of Higher Education) and adapted for training persons with disabilities, taking into account the peculiarities of their psychophysical development, individual capabilities and, if necessary, providing correction of developmental disorders and social adaptation of these persons.

1.2. Under the special conditions for obtaining higher education in AMVHEP by students with disabilities are understood the conditions for training such students, including the use of special educational programs and methods of training and education, special textbooks, teaching aids and didactic materials, special technical means of teaching collective and individual use, provision of services of an assistant (assistant) providing students with the necessary technical assistance, conducting group and individual remedial classes, providing access to the buildings of organizations and other conditions without which it is impossible or difficult to master educational programs for students with disabilities.

1.3. This AMVHEP regulates: purpose, scope, content, planned results, organizational and methodological conditions and includes:

- curriculum containing attestation forms (Appendix 1);
- calendar training schedule (Appendix 2);
- distribution of competencies (Appendix 3);
- work programs of disciplines (modules) (Appendix 4);
- work programs of practices (Appendix 5);
- assessment tools (in electronic form posted on the official website of the university - [www.krasgmu.ru](http://www.krasgmu.ru)) (Appendix 6)
- the program of the State Final Certification (Appendix 7);
- a working program of education in the specialty 31.05.03 Dentistry (Appendix 8);
- other methodological materials developed by the departments (Appendix 9).

1.4. AMVHEP is mandatory for use by the administration of the University, faculty involved in the implementation of educational programs for training persons with disabilities, and students belonging to the category of persons with disabilities.



1.5. This AMVHEP is in constant open access for faculty, students and other interested parties in electronic form on the University website.

## **II. NORMATIVE DOCUMENTS**

- Federal Law of December 29, 2012 N 273-FZ "On Education in the Russian Federation".
- Order of the Ministry of Education and Science of the Russian Federation of February 9, 2016 No. 96 "On approval of the federal state educational standard of higher education in the specialty 05.31.03 Dentistry ( specialist level )"
- Order of the Ministry of Labor and Social Protection of the Russian Federation dated May 10, 2016 No. 227n "On approval of the professional standard "Dentist";
- Order of the Ministry of Education and Science of Russia dated April 5, 2017 No. 301 "On approval of the procedure for organizing and implementing educational activities in educational programs of higher education - bachelor's programs, specialist's programs , master's programs".
- Order of the Ministry of Health of Russia dated 03.09.2013 No. 620n "On Approval of the Procedure for Organizing and Conducting Practical Training of Students in Professional Educational Programs of Medical Education, Pharmaceutical Education".
- Order of the Ministry of Education and Science of Russia No. 855, Ministry of Education of Russia No. 390 of 08/05/2020 "On the practical training of students ".
- Order of the Ministry of Education and Science of the Russian Federation No. 636 dated June 29, 2015 "On Approval of the Procedure for Conducting State Final Attestation in Educational Programs of Higher Education – Bachelor's Programs, Specialist's Programs and Master's Programs".
- Order of the Ministry of Health and Social Development of the Russian Federation dated January 11, 2011 No. 1n "On Approval of the Unified Qualification Handbook for the Positions of Managers, Specialists and Employees, section "Qualification Characteristics of the Positions of Managers and Specialists of Higher Professional and Additional Professional Education".
- Charter of the "Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University" at the Russian Federation Ministry of Health.
- Other normative and local acts regulating the implementation of educational programs of higher education.

## **III. LIST OF ABBREVIATIONS**

AMVHEP - adapted basic professional educational program of higher education;

SFC- State Final Certification;

CU - credit unit;

GCC - general cultural competence;  
GPC - general professional competence;  
PC - professional competence;  
QMS - quality management system;

University - Federal State Educational Institution of Higher Education "Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University" at the Russian Federation Ministry of Health;

FSESHE- Federal State Educational Standard of Higher Education.

#### **IV. GENERAL PROVISIONS**

4.1. The goal of AMVHEP is to provide educational services of the highest quality, competitive both in the Russian and international labor markets, to train specialists with high moral qualities and the necessary competencies that meet the requirements of the qualification characteristics of the Federal State Educational Standard of Higher Education, and are able to fully implement them in the course of their professional activities. .

4.2. Education according to AMVHEP is carried out in a full-time mode on the basis of complete secondary education.

4.3. The volume of the specialist's program is 300 credit units (hereinafter referred to as CU), regardless of the form of study, the educational technologies used, the implementation of the specialist's program using the network form, the implementation of the specialist's program according to an individual curriculum, including accelerated learning.

4.4. The term to obtain education under the specialist's program (regardless of the educational technologies used):

- is 5 years, including holidays provided after passing the state final certification;

- can be increased at the request of disabled people or people with disabilities studying according to their individual curriculum by no more than 1 year.

The volume of the specialist's program is 300 credit units (hereinafter - CU), regardless of the educational technologies used, the implementation of the specialist's program using the network form, the implementation of the specialist's program according to the individual curriculum.

the specialist's program implemented in one academic year is no more than 75 CU, regardless of the educational technologies used, the implementation of the specialist's program using the network form, the implementation of the specialist's program according to an individual curriculum (with the exception of accelerated learning).



4.5. When implementing the specialist's program , e-learning and distance learning technologies are used.

4.6. When teaching people with disabilities, e-learning and distance learning technologies provide for the possibility of receiving and transmitting information in forms accessible to them.

4.7. The implementation of AMVHEP is possible using the network form.

4.8. AMVHEP is implemented in the state language of the Russian Federation - Russian and the intermediary language (English).

## **V. \_ CHARACTERISTICS OF THE PROFESSIONAL ACTIVITIES OF GRADUATES WHO HAVE MASTERED AOEP**

5.1. The field of professional activity of graduates who have mastered AMVHEP includes protecting the health of citizens by ensuring the provision of medical care in accordance with established requirements and standards in the field of healthcare.

5.2. The objects of professional activity of graduates who have mastered AMVHEP are:

- individuals (hereinafter - patients);
- population;
- a set of tools and technologies provided for in the provision of dental care and aimed at creating conditions for protecting the health of citizens.

5.3. Types of professional activities for which graduates who have mastered AOPOP are preparing:

- preventive;
- diagnostic;
- medical;
- rehabilitation;
- psychological and pedagogical;
- organizational and managerial;
- research.

5.4. A graduate who has mastered AMVHEP, in accordance with the types of professional activities that AMVHEP is focused on, is ready to solve the following professional tasks:

### **preventive activities:**

- prevention of the occurrence of diseases among the population by carrying out preventive and anti-epidemiological measures;
- participation in the conduct of preventive medical examinations, clinical examination, dispensary observation;

- collection and medical-statistical analysis of information on the indicators of dental morbidity of various age and sex groups of the population and its impact on their health;

**diagnostic activity:**

- diagnostics of dental diseases and pathological conditions of patients;
- diagnosis of emergency conditions;
- examination of temporary disability and participation in other types of medical examination;

**medical activities:**

- provision of dental care on an outpatient basis and in a day hospital;
- participation in the provision of medical care in emergency situations, including medical evacuation;
- rehabilitation activities:
- participation in medical rehabilitation and sanatorium treatment of patients with dental diseases;

**psychological and pedagogical activity:**

- formation of motivation among the population, patients and members of their families, aimed at maintaining and strengthening their health and the health of others;
- teaching patients about the basic hygiene measures of a health-improving nature, which contribute to the prevention of the occurrence of dental diseases and health promotion;

**organizational and managerial activities:**

- application of the basic principles of organizing the provision of dental care in medical organizations and their structural divisions;
- the labor activity of employees in medical organizations of the dental profile ;
- maintaining documentation in the field of their professional activities;
- organization of medical examination;
- participation in the organization of the assessment of the quality of dental care for patients;
- compliance with the basic information security requirements;

**research activities:**

- analysis of scientific literature and official statistical reviews, participation in statistical analysis and public presentation of the results;
- participation in solving individual research and scientific-applied tasks in the field of health care and medical sciences for diagnosis, treatment, medical rehabilitation and prevention.



## VI. PLANNED RESULTS OF DEVELOPMENT OF AOPOP

6.1. As a result of the development of AMVHEP, the graduate will form general cultural, general professional and professional competencies.

6.2. A graduate who has mastered AMVHEP will have the following general cultural competencies:

- the ability to abstract thinking, analysis, synthesis (GCC-1);
- the ability to use the foundations of philosophical knowledge to form a worldview position (GCC-2);
- the ability to analyze the main stages and patterns of the historical development of society in order to form a civic position (GCC-3);
- the ability to act in non-standard situations, to bear social and ethical responsibility for the decisions made (GCC-4);
- readiness for self-development, self-realization, self-education, use of creative potential (GCC-5);
- the ability to use the methods and means of physical culture to ensure a full-fledged social and professional activity (GCC-6);
- willingness to use first aid techniques, methods of protection in emergency situations (GCC-7);
- willingness to work in a team, tolerantly perceive social, ethnic, confessional and cultural differences (GCC-8).

6.3. A graduate who has mastered AMVHEP will have the following general professional competencies:

- willingness to solve standard tasks of professional activity using information, bibliographic resources, medical and biological terminology, information and communication technologies and taking into account the basic requirements of information security (GPC-1);
- readiness for communication in oral and written forms in Russian and foreign languages to solve the problems of professional activity (GPC-2);
- the ability to use the basics of economic and legal knowledge in professional activities (GPC-3);
- the ability and willingness to implement ethical and deontological principles in professional activities (GPC-4);
- the ability and willingness to analyze the results of their own activities to prevent professional errors (GPC-5);
- readiness to maintain medical records (GPC-6);
- readiness to use the basic physical, chemical, mathematical and other natural science concepts and methods in solving professional problems (GPC-7);
- readiness for the medical use of drugs and other substances and their combinations in solving professional problems (GPC-8);
- the ability to assess morphofunctional, physiological conditions and pathological processes in the human body to solve professional problems (GPC-9);

- readiness to ensure the organization of patient care and the provision of primary pre-medical health care (GPC-10);
- readiness for the use of medical devices provided for by the procedures for providing medical care to patients with dental diseases (GPC-11).

6.4. A graduate who has mastered the AMVHEP will have professional competencies:

**preventive activities:**

- the ability and readiness to implement a set of measures aimed at maintaining and strengthening health and including the formation of a healthy lifestyle, prevention of the occurrence and (or) spread of dental diseases, their early diagnosis, identification of the causes and conditions for their occurrence and development, as well as aimed at elimination of the harmful effects of environmental factors on human health (PC-1);
- the ability and readiness to conduct preventive medical examinations, medical examinations and dispensary observation of patients with dental pathology (PC-2);
- the ability and readiness to carry out anti-epidemic measures, organize the protection of the population in foci of especially dangerous infections, in case of deterioration of the radiation situation, natural disasters and other emergencies (PC-3);
- the ability and readiness to use social and hygienic methods for collecting and medical and statistical analysis of information on dental morbidity (PC-4);

**diagnostic activity:**

- readiness to collect and analyze patient complaints, his medical history, examination results, laboratory, instrumental, patho-anatomical and other studies in order to recognize the condition or establish the presence or absence of a dental disease (PC-5);
- the ability to determine the main pathological conditions, symptoms, syndromes of dental diseases, nosological forms in patients in accordance with the International Statistical Classification of Diseases and Related Health Problems, X viewing (PC-6);
- readiness to conduct an examination of temporary disability, participate in the medical and social examination, ascertaining the biological death of a person (PC-7);

**medical activities:**

- the ability to determine the tactics of managing patients with various dental diseases (PC-8);
- readiness to manage and treat patients with dental diseases on an outpatient basis and in a day hospital (PC-9);
- readiness to participate in the provision of medical care in emergency situations, including participation in medical evacuation (PC-10);

**rehabilitation activities:**



- willingness to determine the need for the use of natural healing factors, drug, non-drug therapy and other methods in patients with dental diseases in need of medical rehabilitation and spa treatment (PC-11);

**psychological and pedagogical activity:**

- readiness to train the population in basic hygienic measures of a health-improving nature, self-control skills of basic physiological indicators that contribute to the preservation and promotion of health, and the prevention of dental diseases (PC-12);

- readiness for educational activities to eliminate risk factors and the formation of healthy lifestyle skills (PC-13);

**organizational and managerial activities:**

- the ability to apply the basic principles of organization and management in the field of protecting the health of citizens, in medical organizations and their structural divisions (PC-14);

- willingness to participate in assessing the quality of dental care using the main medical and statistical indicators (PC-15);

- the ability to organize medical care in emergency situations, including medical evacuation (PC-16);

**research activities:**

- readiness for the analysis and public presentation of medical information based on evidence-based medicine (PC-17);

- ability to participate in scientific research (PC-18);

- readiness to participate in the introduction of new methods and techniques aimed at protecting public health (PC-19).

6.5. All general cultural, general professional and professional competencies related to the types of professional activities that the AEEP is focused on are included in the set of required results for the development of the AEEP.

## **VII . VOLUME, CONTENT OF AOPOP**

7.1. The structure of the AMVHEP includes a mandatory part (basic) and a part formed by participants in educational relations (variable).

7.2. AMVHEP consists of the following blocks:

- Block 1 "Disciplines (modules)", which includes disciplines (modules) related to the basic part of the program and disciplines (modules) related to its variable part.

- Block 2 "Practices, including research work (R&D)", which is fully related to the basic part of the program.



- Block 3 "State final certification", which is fully related to the basic part of the program and ends with the assignment of qualifications specified in the list of specialties and areas of higher education, approved by the Ministry of Education and Science of the Russian Federation.

	Structure of the BRI	Volume OPOP in GEF VO (in WE)	Volume BRI (in WE)
Block 1	Disciplines (modules)	270 - 276	274
	Basic part	231 - 237	235
	Variable part	39	39
Block 2	Practices, including research work (R&D)	21 - 27	23
	Basic part	21 - 27	23
Block 3	State final certification	3	3
Scope of the specialist's program		300	300

7.3. Disciplines (modules) and practices related to the basic part of the AMVHEP are mandatory for students to master. A set of disciplines (modules) and practices related to the basic part of the AMVHEP is defined in the curriculum in the amount established by the Federal State Educational Standard of Higher Education .

7.4. Disciplines (modules) in philosophy, history, foreign language, life safety are implemented within the framework of the basic part of Block 1 of the AMVHEP. The volume, content and procedure for the implementation of disciplines (modules) is defined in the curriculum and work programs of the relevant disciplines.

7.5. Disciplines (modules) in physical culture and sports are implemented within the framework of:

- the basic part of Block 1 "Disciplines (modules)" in the amount of 72 academic hours (2 LU) in full-time education;

– elective disciplines (modules) in the amount of 328 academic hours. The specified academic hours are obligatory for mastering and are not translated into WE.

7.6. The set of disciplines (modules) related to the variable part of the AMVHEP is defined in the scope established by the Federal State Educational Standard of Higher Education . After the student chooses a set of relevant disciplines (modules), it becomes mandatory for the student to master.

7.7. Block 2 "Practices, including research work (R&D)" includes educational and production practices.

**Types and names of educational practice:**

1. Practice in obtaining primary professional skills and abilities, including primary skills and abilities of research activities (Basics of Clinical Nursing);
2. Clinical practice (Assistant to the ward and procedural nurse).

Method of conducting educational practice:  
stationary.

**Types and names of industrial practice:**

1. Practice for obtaining professional skills and professional experience (Assistant to a dentist (hygienist));
2. Clinical practice (Assistant dentist (surgeon)), clinical practice (Assistant dentist (therapist)), clinical practice (Assistant dentist (orthopedist)), clinical practice (Assistant dentist (child));
3. Research work.

Ways of conducting industrial practice:  
stationary;  
visiting.

The choice of places for internships for persons with disabilities is made taking into account the state of health of students and accessibility requirements.

7.8. Block 3 "State final certification" includes preparation for passing and passing the state exam.

7.9. Implementation of practical training for students, carried out in accordance with the Procedure for organizing and conducting practical training for students in professional educational programs of medical education, pharmaceutical education, approved by order of the Ministry of Health of the Russian Federation (Order of the Ministry of Health of the Russian Federation dated September 3, 2013 N 620n "On approval of the Procedure organizing and conducting practical training for students in professional educational programs of medical education, pharmaceutical education, as well as state final certification, is not allowed using e-learning, distance learning technologies, except as provided for by Federal Law No. 164-FZ of 08.06 . amendments to Articles 71.1 and 108 of the Federal Law "On Education in the Russian Federation".

7.10. In the event of the occurrence of cases provided for by the Federal Law of June 8, 2020 N 164-FZ "On Amendments to Articles 71.1 and 108 of the Federal Law "On Education in the Russian Federation", it is possible to conduct a state final certification using e-learning and (or) distance learning technologies, without direct interaction between the teacher and the student.

7.11. When mastering AMVHEP, students are provided with the opportunity to master elective disciplines, including special conditions for people with disabilities



and persons with disabilities, in the amount of at least 30 percent of the variable part of Block 1 "Disciplines (modules)".

7.12. The number of hours allotted for lecture-type classes, in general, for Block 1 "Disciplines (modules)" is no more than 30 percent of the total number of classroom hours allotted for the implementation of this Block.

## **VIII . ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF AMVHEP**

8.1. The University has a material and technical base, material and technical support for educational activities (premises and equipment) for the implementation of the specialist's program in Block 1 "Disciplines (modules)" and Block 3 "State Final Attestation" in accordance with the curriculum.

8.2. Each student during the entire period of study is provided with individual unlimited access to the electronic information and educational environment of the University from any point where there is access to the information and telecommunication network "Internet" (hereinafter referred to as the "Internet"), both on the territory of the University and outside of her.

8.3. The electronic information and educational environment of the University provides:

- access to curricula, work programs of disciplines (modules), practice programs, electronic educational publications and electronic educational resources specified in the work programs of disciplines (modules), practice programs;
- the formation of an electronic portfolio of the student, including the preservation of his works and marks for these works;
- fixing the course of the educational process, the results of intermediate certification and the results of mastering the main educational program;
- conducting all types of classes, procedures for assessing learning outcomes, the implementation of which is provided for using e-learning, distance learning technologies;
- interaction between participants in the educational process, including synchronous and (or) asynchronous interaction via the Internet.

8.4. The qualifications of executives and scientific and pedagogical workers who ensure the implementation of the AMVHEP correspond to the qualification characteristics established in the Unified Qualification Directory for the Positions of Managers, Specialists and Employees, the section "Qualification Characteristics of the Positions of Managers and Specialists of Higher Professional and Additional Professional Education", approved by order of the Ministry of Health and Social Development of the Russian Federation of January 11, 2011 No. 1n, and the



professional standard approved by the Order of the Ministry of Labor and Social Protection of the Russian Federation of September 8, 2015 No. 608n "On Approval of the Professional Standard "Teacher of Vocational Training, Vocational Education and Additional Professional Education".

8.5. The implementation of the AMVHEP is provided by the management and scientific and pedagogical employees of the organization, as well as persons involved in the implementation of the specialist's program on other conditions.

8.6. The share of the University's teaching staff participating in the implementation of the specialist's program, and persons involved by the University in the implementation of the specialist's program on other conditions (based on the number of positions to be replaced, reduced to integer values), conducting scientific, educational and methodological and (or) practical work corresponding to the profile of the taught discipline (module) is more than 70 percent.

8.7. The share of University teaching staff participating in the implementation of the specialist's program, and persons involved by the University in the implementation of the specialist's program on other conditions (based on the number of positions to be replaced, reduced to integer values), who are managers and (or) employees of other organizations engaged in labor activities in professional field corresponding to the professional activity for which graduates are preparing (and have at least 3 years of work experience in this professional field) is more than 10 percent.

8.8. The share of University teaching staff and persons involved in the educational activities of the University on other terms (based on the number of replacement positions reduced to integer values) with an academic degree (including an academic degree obtained in a foreign country and recognized in the Russian Federation) and (or) an academic title (including an academic title obtained in a foreign state and recognized in the Russian Federation) is more than 65 percent.

8.9. To ensure the pedagogical conditions for the implementation of the AOPPP, the University systematically carries out activities aimed at the professional and personal growth of the teacher, which allows the development of the human resources potential of the University on the basis of continuous self-education.

8.10. The professional development of the teaching staff, which ensures the implementation of the AMVHEP, is carried out in the following areas:

Advanced training in the profile of the discipline being taught.

Psychology and pedagogy. Within the framework of this direction, teachers undergo advanced training in the following programs:

- "Development of teacher's pedagogical competence in modern medical education";
- "Development of professional and personal qualities of a teacher in the context of digitalization of medical education";



- "School of a young teacher". Training under this program provides psychological and pedagogical support, methodological assistance to novice teachers, creates conditions for the professional and personal growth of a young teacher whose teaching experience is no more than 5 years.

- "Teacher of the higher school". This professional retraining program is aimed at improving and developing the professional pedagogical competencies of students who do not have a pedagogical education.

Information and communication technologies in education.

Providing first aid to teachers.

Accessible environment for people with disabilities.

All programs of the above courses are of an oversubject nature, which allows a modern teacher of higher education to form the necessary competencies that help to bring the content of the discipline taught, the teaching technologies used and the methods for assessing the quality of students' learning relative to each other into line.

In order to take into account the characteristics of persons with disabilities, the advanced training program "Accessible Environment for Disabled Persons with Disabilities" was implemented.

8.11. To intensify the research and methodological activities of teachers at the University, the scientific and educational center "Pedagogy" was organized, which initiates research in pedagogical areas at a high scientific level and the use of scientific research results in the process of advanced training of teachers of the University implementing the AMVHEP. An important place in this process is occupied not only by advanced training courses, but also by seminars and conferences held annually at the University, dedicated to the formulation and solution of topical issues of pedagogy in medical education.

8.12. The University annually holds scientific and practical events on topical pedagogical topics. Since 1993, the traditional annual conference from the series "University Pedagogy" has been held. More than 500 representatives of Russian medical universities and a number of leading foreign universities take part in the conference every year. Since 2012, the All-Russian Scientific and Practical Conference "Pedagogy and Medicine in the Service of Man" has been held.

8.13. Special (adaptive) organizational and pedagogical conditions for the implementation of AMVHEP for the education of disabled people and persons with disabilities are determined by their special educational needs.

8.14. In the case of the implementation of the program in the network form, the requirements for the implementation of the program are provided by a set of resources of material and technical, educational and methodological support provided by the University and other organizations participating in the implementation of the program in the network form.

Table - Special (adaptive) organizational and pedagogical conditions for the implementation of AMVHEP for the training of people with disabilities and people with disabilities

Category of persons with disabilities	Special Educational Needs	Staffing	Additional Logistics	Features of current control and certification
<p>persons with hearing loss</p>	<p>The structure of special educational needs of deaf and hard of hearing persons includes:</p> <ul style="list-style-type: none"> <li>• shifting the focus to visual means of presenting educational material;</li> <li>• the presence of a system of tasks that ensure the systematization of verbal material, its schematization, translation into tables, diagrams, reference texts, a glossary;</li> <li>• the presence of visual support of the studied material (structural-logical diagrams, tables, graphs, concentrating and summarizing information, reference notes, handouts);</li> <li>• increasing the share of specific material and observing the principle from simple to complex when explaining the material;</li> <li>• the presence of a clear system and algorithm for organizing independent work, and checking tasks with mandatory adjustment and assistance;</li> <li>• ensuring the practice of advanced reading, when students get acquainted with the material in advance and highlight unfamiliar and incomprehensible words and fragments;</li> <li>• ensuring continuous certification of students through the introduction of a preliminary, current, intermediate system of knowledge control with its application at each lesson;</li> </ul>	<p>For the training of persons with various nosologies, employees from among the teaching staff who are familiar with the psychophysical characteristics of a particular category of students are involved. Teaching staff are obliged to take into account the individual capabilities and health status of a student with a disability or a person with disabilities when organizing the educational process.</p>	<ol style="list-style-type: none"> <li>1. Induction system</li> <li>2. Receiver for connecting devices</li> </ol>	<p>- at the request of the student, assignments can be completed in writing;</p> <p>- the availability of sound-amplifying equipment for collective use is ensured, if necessary, the student is provided with sound-amplifying equipment for individual use;</p> <p>- if necessary, the student is given additional time to prepare a response to the test;</p> <p>- if necessary, during the current and intermediate certification, persons with disabilities are allowed to resort to the help of an assistant (assistants), who</p>



	<ul style="list-style-type: none"> <li>• a clear indication and observance of the deadlines for the implementation of current and intermediate control;</li> <li>• activation of visual representations of the studied object;</li> <li>• inclusion of students in group activities;</li> <li>• providing a system of tasks that form the ability to present and defend the results of their work;</li> <li>• combination in the classroom of all types of speech activity (speaking, listening, reading, writing) based on the visual perception of the speaker's face.</li> </ul>			<p>provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics.</p>
<p>persons with visual impairment</p>	<p>The structure of special educational needs of blind and visually impaired persons includes:</p> <ul style="list-style-type: none"> <li>• dosing of training loads;</li> <li>• dividing complex, voluminous educational material into logical parts in order to facilitate the assimilation of this material by a blind student;</li> <li>• the use of an algorithm for examining subjects, assimilation of certain educational material;</li> <li>• the orientation of the educational material on the personal interest (motivation) of a student with visual impairment;</li> <li>• the opportunity to use in the classroom special software and special equipment provided to disabled people through the Federal Insurance Service (FSS) and which allows compensating for visual impairment;</li> </ul>	<p>For the training of persons with various nosologies, employees from among the teaching staff who are familiar with the psychophysical characteristics of a particular category of students are involved. Teaching staff are obliged to take into account the individual capabilities and health status of a student with a disability or a</p>	<ol style="list-style-type: none"> <li>1. Scanning and reading machine SARA C E ;</li> <li>2. Specialized software : JAWS screen access ;</li> <li>3. Braille keyboard sticker;</li> <li>4. Braille printer (relief dot);</li> <li>5. Receiver for connecting devices.</li> </ol>	<p><b>For the blind:</b></p> <ul style="list-style-type: none"> <li>- assignments and other methodological materials are drawn up in Braille or in the form of an electronic document available for non-visual access programs, or read out by an assistant;</li> <li>- Written tasks are performed by the student on paper in Braille or on a computer with specialized software for</li> </ul>

- provision of educational content in a text electronic format, which allows converting flat-printed information into an auditory form and an embossed electronic form;
- providing an opportunity for pre-course familiarization with the content of the academic discipline;
- use of a clear and enlarged font and graphic objects in multimedia presentations;
- use of the "magnifier", "spotlight" tools when working with an interactive whiteboard;
- voicing of visual information presented to students during classes;
- provision of handouts duplicating the information displayed on the screen;
- the presence of signatures and descriptions for all drawings and other graphic objects used in the learning process, which makes it possible to translate a written text into an auditory one;
- provision of a special speech mode of teaching: lectures are read loudly, legibly, distinctly, with pauses between semantic blocks of information, intonation, repetition, emphasis are provided;
- minimizing outside noise and providing a quiet auditory environment;
- the ability to record educational information by students in a form convenient for them (auditory, audiovisual, in the form of notes in a pre-prepared text);
- use in the process of teaching not only visual, but also other sensory modalities (auditory, tactile, vestibular), activating the process of sensory substitution;
- increasing the share of social stimulation methods

person with disabilities when organizing the educational process.

the blind, or dictated to an assistant;  
 - if necessary, the student is provided with a set of writing utensils and paper for writing in Braille, a computer with specialized software for the blind;  
 - if necessary, the student is given additional time to prepare a response to the test;  
 - if necessary, during the current and intermediate certification, persons with disabilities are allowed to resort to the help of an assistant (assistants), who provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics.  
**For the visually impaired:**  
 - assignments and other materials are printed in



<p>persons with disorders of the musculoskeletal system</p>	<p>(paying attention, appealing to time limits, contact types of work, group tasks, etc.) in practical and laboratory classes;</p> <ul style="list-style-type: none"> <li>• minimization of tasks that require active use of visual memory and visual attention;</li> <li>• application of a phased control system, current and intermediate; weekly monitoring of the fulfillment of tasks for independent work, which contributes to the continuous certification of students.</li> </ul>			<p>large font;  - Uniform illumination of at least 300 lux is provided ;  - if necessary, students are provided with magnifying devices, it is allowed to use magnifying devices available to the student;  - if necessary, the student is given additional time to prepare a response to the test;  - if necessary, during the current and intermediate certification, persons with disabilities are allowed to resort to the help of an assistant (assistants), who provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics.  - written tasks are performed by students on a computer with specialized software,</p>
	<p>The structure of special educational needs of persons with NODA includes:</p> <ul style="list-style-type: none"> <li>• the ability to use special software and special equipment provided to disabled people through the</li> </ul>	<p>For the training of persons with various nosologies, employees from among the</p>	<ol style="list-style-type: none"> <li>1. Specialized table ;</li> <li>2. Specialized computer equipment (programmable large</li> </ol>	

<p>persons with somatic diseases</p>	<p>FSS and allowing them to compensate for a motor impairment;</p> <ul style="list-style-type: none"> <li>flexibility in managing the learning process;</li> <li>use of all sensory modalities;</li> <li>providing an opportunity for pre-course familiarization with the content of the academic discipline;</li> <li>the use of additional learning tools for better memorization and repetition;</li> <li>reliance on certain and precise concepts;</li> <li>use to illustrate specific examples;</li> <li>the use of questions to monitor the understanding of students with NODA of the studied material;</li> <li>division of the studied material into small logical blocks;</li> <li>increasing the proportion of specific material and observing the principle from simple to complex when explaining the material;</li> <li>the presence of a clear system and algorithm for organizing independent work and checking assignments with mandatory adjustments and comments in the student's personal account on the corporate educational portal;</li> <li>an increase in the share of social stimulation methods (paying attention, appealing to time limits, contact types of work, group tasks, etc.) in the classroom.</li> </ul>	<p>teaching staff who are familiar with the psychophysical characteristics of a particular category of students are involved. Teaching staff are obliged to take into account the individual capabilities and health status of a student with a disability or a person with disabilities when organizing the educational process.</p>	<p>adaptive keyboard , head computer mouse, computer joystick); 2. Receiver for connecting devices.</p>	<p>with specialized keyboards or dictated assistant - if the nature of the task allows, it is possible to carry out current and intermediate certification orally (at the request of the student); - if necessary, the student is given additional time to prepare a response to the test; - if necessary, during the current and intermediate certification, persons with disabilities are allowed to resort to the help of an assistant (assistants), who provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics. - current and intermediate certification is</p>
<p>persons with somatic diseases</p>	<p>The structure of special educational needs of persons with somatic diseases includes:</p> <ul style="list-style-type: none"> <li>normalization of the psycho-emotional and</li> </ul>	<p>For the training of persons with various nosologies, employees</p>	<p>For students with disabilities with somatic diseases,</p>	<p>For students with disabilities with somatic diseases, certification is</p>



	<p>functional state of students;</p> <ul style="list-style-type: none"> <li>• increase in physical performance;</li> <li>• relieving fatigue and increasing the adaptive capacity of students;</li> <li>• using a visual teaching method;</li> <li>• differentiation of tasks according to the degree of complexity, taking into account the capabilities of students;</li> </ul> <p>ensuring optimal spatial and temporal organization of the educational environment.</p>	<p>from among the teaching staff who are familiar with the psychophysical characteristics of a particular category of students are involved. Teaching staff are obliged to take into account the individual capabilities and health status of a student with a disability or a person with disabilities when organizing the educational process.</p>	<p>whose musculoskeletal functions and sensory organs are not affected, it is often enough to increase the degree of consideration of ergonomic requirements for educational materials so that a student with disabilities can choose the font size and type when viewing the received material on the screen, remove or move pictures, etc., change the colors used in the design of text, adjust the degree of brightness and contrast.</p>	<p>established taking into account the individual psychophysical characteristics of students with somatic diseases;</p> <ul style="list-style-type: none"> <li>- if necessary, the student is given additional time to prepare a response to the test;</li> <li>- if necessary, during the current and intermediate certification, persons with disabilities are allowed to resort to the help of an assistant (assistants), who provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics.</li> </ul>
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## **IX . MATERIAL AND TECHNICAL AND EDUCATIONAL AND METHODOLOGICAL SUPPORT OF AMVHEP**

9.1. Special premises are classrooms for conducting training sessions provided for by the program of the specialist , equipped with equipment and technical teaching aids, the composition of which is determined in the work programs of disciplines (modules).

9.2. Premises for independent work of students are equipped with computers with the ability to connect to the Internet and provide access to the electronic information and educational environment of the University.

9.3. The University is provided with the necessary set of licensed and freely distributed software, including domestic production (the composition is defined in the work programs of disciplines (modules) and is subject to update if necessary) .

9.4. For conducting lecture-type classes, there are sets of demonstration equipment and teaching and visual aids that provide thematic illustrations corresponding to exemplary programs of disciplines (modules), working curricula of disciplines (modules).

9.5. The list of logistics used to implement the program includes laboratories equipped with laboratory equipment, depending on the degree of its complexity.

9.6. The library fund of the university is equipped with printed publications at the rate of at least 0.25 copies of each of the publications specified in the work programs of disciplines (modules), practice programs, per one student from among persons simultaneously mastering the relevant discipline (module), undergoing appropriate practice .

9.7. Electronic library systems (electronic library) and electronic information and educational environment provide simultaneous access to more than 25 percent of students in the program.

9.8. Students are provided with access (remote access), including in the case of using e-learning, distance learning technologies, to modern professional databases and information reference systems, the composition of which is defined in the work programs of disciplines (modules) and is subject to updating (if necessary).

9.9 . The material and technical equipment implemented within the framework of AOPOR is presented in the following paragraphs of the work programs of the disciplines:

9.9.1. Material and technical equipment of the disciplines (modules) implemented within the framework of AMVHEP R:

- a list of basic literature necessary for mastering the discipline;
- a list of additional literature necessary for mastering the discipline;
- map of the list of information technologies used in the discipline;



- the material and technical base of the discipline, necessary for the implementation of the educational process in the discipline.

9.9.2. The material and technical equipment of the training practices implemented

within the framework of the AMVHEP is presented in the following paragraphs of the work programs of the training practices:

- Main literature;
- additional literature, list of information technologies;
- map of the list of information technologies used in the practice;
- the material and technical base necessary for the implementation of the educational process in practice.

9.9.3. The material and technical equipment of the production practices implemented

within the framework of AMVHEP is presented in the following paragraphs of the work programs of production practices:

- Main literature;
- additional literature, list of information technologies;
- map of the list of information technologies used in the practice;
- the material and technical base necessary for the implementation of the educational process in practice.

9.10. For students from among persons with disabilities, there is sufficient provision of printed and electronic educational resources in forms adapted to their disabilities.

9.11. Financial support for the implementation of the AMVHEP is carried out in the amount not lower than the basic standard costs established by the Ministry of Education and Science of the Russian Federation for the provision of public services in the field of education for a given level of education and direction of training, taking into account adjustment factors that take into account the specifics of educational programs in accordance with the Methodology for determining the standard costs for provision of public services for the implementation of educational programs of higher education in specialties (training areas) and enlarged groups of specialties (training areas), approved by order of the Ministry of Education and Science of the Russian Federation of October 30, 2015 N 1272 (registered by the Ministry of Justice of the Russian Federation on November 30, 2015 ., registration N 39898).

## **X . CHARACTERISTICS OF THE SOCIO-CULTURAL ENVIRONMENT OF THE UNIVERSITY PROVIDING THE DEVELOPMENT OF GENERAL CULTURAL (SOCIO-PERSONAL) COMPETENCES OF GRADUATES**

10.1. The management of educational work at the university is carried out by the rector through vice-rectors and heads of departments.

The vice-rector for educational work and youth policy carries out educational work through the dean of the faculty. In addition, the Vice-Rector for Educational, Educational Work and Youth Policy heads the Council for Educational, Anti-Terrorist, Anti-Drug and Anti-Corruption Work, which coordinates efforts in fulfilling the strategic tasks of educational work and youth policy of the KrasSMU. The Council includes 30 university employees (vice-rectors, deans, responsible for directions). Council meetings are scheduled. At the meetings, in accordance with the approved plan, issues of educational, anti-terrorist, anti-drug and anti-corruption nature were considered.

The vice-rector for administrative and economic work provides conditions and carries out leisure educational work through student councils of hostels.

The vice-rector for scientific work carries out educational work through the REC "Youth Science" and student scientific circles of the departments.

The vice-rector for medical work carries out educational work through the prevention of diseases and the promotion of a healthy lifestyle.

The head of the department for educational, extracurricular and social work carries out extracurricular educational work at KrasSMU through the sports club "Medic", the student sports club "Medic", the council of curators of KrasSMU and through youth student organizations - the student council of KrasSMU, the headquarters of student teams of KrasSMU, the council of hostels, student council of the College of Pharmacy. Youth organizations are included in the line of management of educational work and youth policy only functionally, tk. they have their own local regulations that determine their activities and their own management bodies.

10.2. Work is underway to form an active citizenship among students, to preserve and increase moral, cultural and scientific values in the conditions of modern life.

10.3. Educational work with students is organized through the implementation of the organizational structure of the department for educational, extracurricular and social work and the youth policy of the University.

10.4. Educational work with students is built in three main areas:

- classroom and extracurricular educational work consists in the formation of general cultural competencies among students;



– leisure educational work includes curatorial work aimed at the adaptation of 1st year students to higher medical education, the formation of a corporate culture and a healthy lifestyle;

- the development of student self-government consists in the formation of an initiative, independent, responsible social activity of students, aimed at solving important issues of the life of student youth, developing their social activity.

10.5. Work on the organization of sports education for students and the organization of sports events during extracurricular time is carried out through the joint work of the structural divisions of the University of the Sports Club "Medic" and the Department of Physical Education.

10.6. As part of the sports education of students at the University, sports sections are constantly functioning:

- volleyball (male);
- volleyball (women);
- speed skating;
- swimming;
- basketball (women);
- football (male);
- cross-country skiing;
- sports tourism;
- football (women);
- kettlebell lifting;
- basketball (male);
- athletics;
- sports orientation;
- table tennis;
- chess;
- cheerleading ;
- Fudokan Karate.

10.7. Annual sports events held at the University:

- Spartakiad of first-year students of KrasSMU;
- Spartakiad of specialties of KrasSMU;
- Spartakiad among the dormitories of the KrasSMU;
- Spartakiad of the faculty and staff of the KrasSMU.

10.8. Infrastructure for the organization of sports work:

Own sports facilities of KrasSMU:

- Stadium "University" (capacity - 1000 seats) ;
- Ski base of KrasSMU (capacity - 150 people) ;
- Sports hall (capacity - 100 people) ;

- Gym on the balcony of the sports hall of the main building of the KrasSMU (capacity - 30 people) ;
- Gyms of dormitories of KrasSMU No. 2; 3; 4; 5 (capacity - 20 people each) ;
- Tennis hall on the second floor of the recreation area in front of the gym ( capacity – 20 people);
- Football field (800 m2); running track (3200 m2); basketball court (420 m2); volleyball court (162 m2); gym (40 m2); tennis hall (40 m2);
- Swimming pool with 6 lanes of 25 meters.

Leased sports facilities:

- Athletics arena of the Central Stadium (Otdyha Island).

10.9. For the purpose of creative self-realization of students at the university, 10 creative teams work. The direction of the team, the qualifications of the leader and the number of participants are presented in the table:

<b>No. p / p</b>	<b>Name</b>	<b>Direction</b>
1.	dance group	Modern dance
2.	Folk Song Ensemble "Toast"	folk vocal
3.	vocal group	pop vocal
4.	Vocal studio of pop vocals	pop vocal
5.	Instrumental music	pop vocal
6.	Ballroom dance studio	ballroom dancing
7.	Folk Dance Ensemble	Folk dances
8.	STEM	theatre studio
9.	Ensemble of folk dance "Lezginka"	Folk dance
10.	KVN teams	KVN

10.10. The infrastructure for organizing amateur art activities of the University has its own and rents the necessary rehearsal facilities:

Own premises:

- Dance halls (80.5 sq.m. ) ;
- instrumental studio (19.1 sq.m. );
- Stage of the assembly hall of the KrasSMU (70.5 sq.m. ) ;
- The scene of the assembly hall (25 sq.m. ) farm college.

Leased premises:

- Dance hall (120 sq.m. ) Dance hall of TC " Komsomoll " ;
- Dance halls (132 sq.m. ) of the Palace of Culture "Railwaymen".



10.11. All student self-government bodies are provided with separate premises, office equipment, Internet access, telephones, and furniture. The coordination of the activities of youth organizations at the university with the activities of the university administration is carried out by the department for educational work and youth policy.

10.12. During the semester, students have the opportunity to record the results of their extracurricular activities on the university website in the form of a personal rating. The verification of the reliability of achievements is carried out by the heads of youth organizations in accordance with the profile of their activities and the heads of the specialized departments of the university.

10.13. The priority areas of activity of the Student Council of KrasSMU are:

- Volunteer movement of the Student Council of KrasSMU;
- Commission on the quality of education of the student council of the KrasSMU;
- Student sports club "Medic" of the Student Council of KrasSMU;
- Student councils of faculties;
- Student councils of hostels.

10.14. In order to ensure the unity of education and upbringing, to create optimal conditions for the adaptation of junior students to the system of higher professional education at the Federal State Educational Institution of Higher Education "Prof. V.F. Voino-Yasenetsky Krasnoyarsk State Medical University" at the Russian Federation Ministry of Health, a teacher-curator (hereinafter referred to as the Curator) is assigned to each academic group of 1st year students. Group supervision is an integral part of the educational process at the University.

There are 1.8 groups per curator. Thus, more than 50% of curators supervise 2 groups each.

Curator's work consists of 2 main stages. The first stage in the period of active adaptation of students. The program "50 days" is being implemented, each curator spends 9 curatorial hours. The main part of the work (November-June), 9 hours of the curator on mandatory topics.

Activities are carried out within the framework of additional topics in the following areas: professional, cultural, aesthetic, patriotic education, as well as crime prevention activities.

Curators of groups are united in the Council of Curators to resolve issues of organization and content of educational activities. To optimize work with students, curators visit a psychological center, the head of which teaches them to conduct psychological trainings aimed at faster and more successful adaptation of students to new living conditions, study, behavior in society, living in a hostel, etc.

## **XI . MONITORING AND EVALUATION OF THE RESULTS OF THE DEVELOPMENT OF AOPOS**

11.1. Control of the results of the development of AOPEP is carried out during the current, intermediate and state final certification of students.

For the implementation of measures for the intermediate and state final certification of disabled people and persons with disabilities, graduating departments form funds of assessment tools adapted for such students and allowing them to assess the achievement of learning outcomes and the level of formation of all competencies declared in the educational program .

The form of intermediate and state final certification for students with disabilities and persons with disabilities is established taking into account individual psychophysical characteristics (orally, in writing on paper, in writing on a computer, in the form of testing, etc.). When persons with disabilities and persons with disabilities apply to the chairman of the state examination commission, they are given additional time to prepare an answer to the test or exam.

For graduates from among the disabled and persons with disabilities, the state final certification (hereinafter referred to as the State Final Certification) is carried out by the University, taking into account the characteristics of the psychophysical development, individual capabilities and health status of such graduates.

11.2. When conducting the state final certification, the following general requirements are met:

- carrying out the state final certification for the disabled in the same classroom together with students who are not disabled, if this does not create difficulties for the disabled and other students when passing the state final certification;

- the presence in the audience of an assistant (assistants) who provides students with disabilities with the necessary technical assistance, taking into account their individual characteristics (take a workplace, move around, read and complete the assignment, communicate with the chairman and members of the state examination committee);

- use of technical means necessary for students with disabilities when passing the state final certification, taking into account their individual characteristics;

- ensuring the possibility of unhindered access for students with disabilities to the classroom, toilet and other premises, as well as their stay in these premises (the presence of ramps, handrails, widened doorways, elevators, in the absence of elevators, the audience should be located on the first floor, the presence of special chairs and other devices ).

11.3. To control the results of the development of AMVHEP, funds of evaluation tools are used, which are stored in printed and (or) electronic form on the official website of the university [www.krasgmu.ru](http://www.krasgmu.ru) in the sections "Electronic



Methodological Complex of a Discipline" and / or "Electronic Library System " Colibris ".

11.4. Evaluation of the results of mastering the disciplines (modules), practices and in general AMVHEP is carried out by grading - "excellent", "good", "satisfactory", "unsatisfactory", "passed", "failed".