

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

## ADAPTED MAIN PROFESSIONAL EDUCATIONAL PROGRAM OF THE HIGHER EDUCATION

on the specialty 31.05.03 Stomatology  
profile Clinical Stomatology with a Course in Intercultural Communication  
(for realization with use of intermediary language (English))  
level of higher education - specialist  
qualification - dentist  
form of study - full-time  
AMVHEP execution period - 5 years  
volume of AMVHEP - 300 credit units  
entrance requirements and conditions for admission to master the program- in  
accordance with the Admission Procedure

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

APPROVED BY

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named after prof.

V.F. Voyno-Yasenetsky

Russian Ministry of Health

doctor of medicine,

A.V. Protopopov



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**Adapted main professional educational program of the higher education  
in the specialty 31.05.03 Stomatology  
profile Clinical Stomatology with a Course in Intercultural Communication  
(for realization with use of intermediary language (English))**

Developers:

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Approved at a meeting of the academic council of the faculty (minutes No. 6  
dated "5" 04 2023)

Approved at the meeting of the Central Committee of the Commission for  
International Relations (Minutes No. 8 dated "27" 04 2023)

Approved by the Academic Council of the Krasnoyarsk State Medical University.  
prof. V.F. Voyno-Yasenetsky Ministry of Health of Russia (protocol No. 5 dated  
"17" 05 2023)

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## I. SCOPE

1.1. This Adapted Basic Professional Educational Program of Higher Education 05/31/03 Dentistry (hereinafter referred to as AMVHEP), implemented at "Prof. V.F. Voyno-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. REGULATORY DOCUMENTS**

- Federal Law No. 273-FZ of December 29, 2012 “On Education in the Russian Federation”.
- Order of the Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020 No. 984 “On Approval of the Federal State Educational Standard of Higher Education - Specialist in the Specialty 31.05.03 Dentistry”;
- 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. Voyno-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;  
UC – universal 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 aim of the 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

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 according to AOPOP (regardless of the educational technologies used):

- is 5 years, including holidays provided after passing the state final certification. The volume of the specialist's program implemented in one academic year is no more than 70 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, and with accelerated learning - no more than 80 CU;

- when studying according to an individual curriculum for disabled people and people with disabilities, it can be increased at their request by no more than 1 year.

The specific term for obtaining education and the volume of the specialist's program implemented in one academic year according to an individual plan are determined by the University within the time limits established by this paragraph.

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 field of professional activity of graduates who have mastered AMVHEP includes:

- 01 Education and science (in the field of scientific research);
- 02 Health care (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient and polyclinic institutions of the municipal health care system and medical and preventive institutions providing primary health care to the population);
- 07 Administrative, managerial and office activities (in the field of healthcare organizations).

Graduates can carry out professional activities in other areas of professional activity and (or) areas of professional activity, provided that their level of education and acquired competencies meet the requirements for the qualification of an employee.

5.3. Types of professional activities for which graduates who have mastered the specialist's program are preparing :

- medical;
- organizational and managerial;
- research;
- pedagogical.

5.4. The generalized labor function for which graduates who master AMVHEP are preparing:

- provision of primary health care to the adult population on an outpatient basis that does not provide for round-the-clock medical supervision and treatment, including at home when a medical worker is called.

5.5. Labor functions for which graduates mastering AMVHEP are preparing:



- provision of medical care to the patient in urgent and emergency forms;
- examination of the patient in order to establish a diagnosis;
- prescribing treatment and monitoring its effectiveness and safety;
- implementation and control of the effectiveness of the patient's medical rehabilitation, including the implementation of individual programs for the rehabilitation or habilitation of disabled people, assessment of the patient's ability to work;
- carrying out and monitoring the effectiveness of measures to prevent and promote a healthy lifestyle and sanitary and hygienic education of the population;
- maintaining medical records and organizing the activities of the nursing staff at the disposal.

## **VI . PLANNED RESULTS OF DEVELOPMENT OF AOPOP**

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

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

- the ability to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy (UC-1);
- the ability to manage a project at all stages of its life cycle (UC-2);
- the ability to organize and manage the work of the team, developing a team strategy to achieve the goal (UC-3);
- the ability to apply modern communication technologies, including in a foreign language ( s ), for academic and professional interaction (UC-4);
- the ability to analyze and take into account the diversity of cultures in the process of intercultural interaction (UC-5);
- the ability to determine and implement the priorities of one's own activity and ways to improve it on the basis of self-assessment and lifelong education (UC-6);
- the ability to maintain the proper level of physical fitness to ensure full-fledged social and professional activities (UC-7);
- the ability to create and maintain safe living conditions in everyday life and in professional activities to preserve the natural environment, ensure the sustainable development of society, including in the event of a threat and the occurrence of emergencies and military conflicts (UC-8);
- the ability to use basic defectological knowledge in the social and professional spheres (UC-9);
- the ability to make informed economic decisions in various areas of life (UC-10);
- ability to form the intolerant attitude to manifestations of extremism, terrorism, corrupt behavior (UC-11).



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

- the ability to implement moral and legal norms, ethical and deontological principles in professional activities (GPC-1);
- the ability to analyze the results of their own activities to prevent professional errors (GPC-2);
- the ability to counteract the use of doping in sports and the fight against it (GPC-3);
- the ability to conduct sanitary and hygienic education of the population and monitor the effectiveness of prevention measures, the formation of a healthy lifestyle (GPC-4);
- the ability to conduct a patient examination in order to establish a diagnosis in solving professional problems (GPC-5);
- the ability to prescribe, monitor the effectiveness and safety of non-drug and drug treatment in solving professional problems (GPC-6);
- the ability to organize work and make professional decisions in emergency situations, in emergency situations, epidemics and in areas of mass destruction (GPC-7);
- the ability to use the basic physical, chemical, mathematical and natural science concepts and methods 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);
- the ability to organize the work of junior and middle medical personnel for patient care (GPC-10);
- the ability to implement the principles of quality management in professional activities (GPC-11);
- the ability to implement and monitor the effectiveness of medical rehabilitation of a dental patient (GPC-12);
- the ability to understand the principles of operation of modern information technologies and use them to solve problems of professional activity (GPC-13).

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

- the ability to carry out diagnostics in children and adults with dental diseases, to establish a diagnosis (PC-1);
- the ability to prescribe and conduct treatment for children and adults with dental diseases, control its effectiveness and safety (PC-2);
- the ability to provide emergency and emergency medical care to children and adults with dental diseases (PC-3);
- the ability to conduct sanitary and hygienic education among the population and control its effectiveness, to take measures to prevent dental diseases in children and adults, including preventive examinations and dispensary observation (PC-4);
- the ability to conduct medical examinations in relation to children and adults with dental diseases (PC-5);

- the ability to analyze and publicly present medical information based on evidence-based medicine, to participate in scientific research, to introduce new methods and techniques aimed at protecting public health (PC-6);
- the ability to analyze medical and statistical information, maintain medical records, organize the activities of medical personnel (PC-7);

6.5. Requirements for learning outcomes in individual disciplines (modules), practices are established in the work programs of disciplines (modules) and practices.

## VII . VOLUME, CONTENT OF AOPOP

7.1. AMVHEP consists of the following blocks:

- Block 1 "Disciplines (modules)", which includes disciplines related to the mandatory part of the program, and disciplines related to the part formed by participants in educational relations;
- Block 2 "Practice", which includes educational and production practices;
- Block 3 "State final certification", which ends with the qualification "dentist".

	Structure of the BRI	Volume OPOP in GEF VO (in WE)	Volume BRI (in WE)
Block 1	Disciplines (modules)	at least 270	270
Block 2	Practices, including research work (R&D)	at least 24	27
Block 3	State final certification	3	3
Scope of the specialist's program		300	300

7.2. The obligatory part of the specialist's program includes disciplines (modules) and practices that ensure the formation of general professional competencies determined by the Federal State Educational Standard of Higher Education . The set of disciplines and practices related to the mandatory part of the AMVHEP are defined in the curriculum, which is approved by the Academic Council of the University.

7.3. Disciplines (modules) in philosophy, history (history of Russia, general history), foreign language, life safety are implemented within the mandatory part of Block 1 "Disciplines (modules)" of the AMVHEP.

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



- Block 1 "Disciplines (modules)" in the amount of at least 2 CU;
- elective disciplines (modules) in the amount of at least 328 academic hours, which are mandatory for mastering, are not transferred to EE and are not included in the scope of the specialist's program .

7.5. For people with disabilities and people with disabilities, the University establishes a special procedure for mastering disciplines (modules) in physical culture and sports, taking into account their state of health.

7.6. The disciplines related to the part of the AMVHEP formed by the participants in educational relations are defined in the curriculum, which is approved by the Academic Council of the University.

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

#### **Types and names of educational practice:**

1. Practice for obtaining primary professional skills in the positions of nursing staff (Fundamentals of Clinical Nursing);
2. Research work (obtaining primary skills of research work);
3. Practice in obtaining primary professional skills in the positions of nursing staff (Assistant to the ward and procedural nurse);
4. Familiarization practice (Fundamentals of assisting a dentist).

Method of conducting educational practice:

- stationary.

#### **Types and names of industrial practice:**

1. Practice for obtaining professional skills and professional experience (in preventive dentistry);
2. Practice for obtaining professional skills and professional experience (in surgical dentistry);
3. Practice for obtaining professional skills and professional experience (in therapeutic dentistry);
4. Practice for obtaining professional skills and experience of professional activity (in orthopedic dentistry);
5. Research work;
6. Practice for obtaining professional skills and professional experience (in pediatric dentistry);
7. Clinical practice (in general practice dentistry).

Ways of conducting industrial practice:

- stationary;
- exit.

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

7.9. When teaching people with disabilities according to an individual plan, the period of mastering AMVHEP can be increased, but not more than 1 year compared to the period of education for the corresponding form of education.

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

7.11. 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".

7.12. 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.

7.13 When mastering a program of a specialist, students are provided with the opportunity to master elective disciplines (modules) and optional disciplines (modules). Optional disciplines (modules) are not included in the scope of the specialist's program .

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

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. 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
persons with hearing loss	<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>	<p>1. Induction system 2. Receiver for connecting devices</p>	<ul style="list-style-type: none"> <li>- at the request of the student, assignments can be completed in writing;</li> <li>- the availability of sound-amplifying equipment for collective use is ensured, if necessary, the student is provided with sound-amplifying equipment for individual use;</li> <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</li> </ul>



	<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>			provides (provides) necessary technical assistance to students with disabilities, taking into account their individual characteristics.
persons with visual impairment	<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>	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	<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>

	<ul style="list-style-type: none"> <li>• provision of educational content in a text electronic format, which allows converting flat-printed information into an auditory form and an embossed electronic form;</li> <li>• providing an opportunity for pre-course familiarization with the content of the academic discipline;</li> <li>• use of a clear and enlarged font and graphic objects in multimedia presentations;</li> <li>• use of the "magnifier", "spotlight" tools when working with an interactive whiteboard;</li> <li>• voicing of visual information presented to students during classes;</li> <li>• provision of handouts duplicating the information displayed on the screen;</li> <li>• 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;</li> <li>• 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;</li> <li>• minimizing outside noise and providing a quiet auditory environment;</li> <li>• 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);</li> <li>• use in the process of teaching not only visual, but also other sensory modalities (auditory, tactile, vestibular), activating the process of sensory substitution;</li> <li>• increasing the share of social stimulation methods</li> </ul>	<p>person with disabilities when organizing the educational process.</p>	<p>the blind, or dictated to an assistant;</p> <ul style="list-style-type: none"> <li>- 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;</li> <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> <p><b>For the visually impaired:</b></p> <ul style="list-style-type: none"> <li>- assignments and other materials are printed in</li> </ul>
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	<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;</p> <ul style="list-style-type: none"><li>- Uniform illumination of at least 300 lux is provided ;</li><li>- if necessary, students are provided with magnifying devices, it is allowed to use magnifying devices available to the student;</li><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><li>- written tasks are performed by students on a computer with specialized software,</li></ul>
persons with disorders of the musculoskeletal system	<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>	For the training of persons with various nosologies, employees from among the	1. Specialized table ; 2. Specialized computer equipment (programmable large	

<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);</p> <p>2. Receiver for connecting devices.</p>	<p>with specialized keyboards or dictated assistant</p> <ul style="list-style-type: none"> <li>- if the nature of the task allows, it is possible to carry out current and intermediate certification orally (at the request of the student);</li> <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>
<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>	<ul style="list-style-type: none"> <li>- current and intermediate certification is</li> </ul>



	<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 AMVHEP 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:

- 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:

No. p / p	Name	Direction
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 the 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. Voyno-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".