



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Autonomous Educational Institution of Higher Education  
**"Far Eastern Federal University"**  
(FEFU)



APPROVE  
Director of the Institute of Life  
Sciences and Biomedicine  
(Schools)

Yu.S.Khotimchenko

Full name

December 21, 2021

**BASIC PROFESSIONAL EDUCATIONAL  
HIGHER EDUCATION PROGRAM**

Master's Program 32.04.01 Public Health

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Name of the educational program (profile, focus)  
Leadership and governance in public health

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Graduate Qualification: Master

Full-time form of education

Normative period for mastering the program 2 years

Starting year of preparation: 2022

Vladivostok  
2021

**APPROVAL SHEET**  
basic professional educational program

The main professional educational program of higher education (OPOP HE) was compiled in accordance with the requirements of the Federal State Educational Standard 32.04.01 Public Health, approved by order of the Ministry of Education and Science of the Russian Federation (Ministry of Science and Higher Education of the Russian Federation) dated 31.05.2017 No. 485.

Reviewed and approved at the meeting of the Board of Directors of the Institute of Life Sciences and Biomedicine (School) on December 21, 2021 (Minutes No. 2).

Considered and approved at the meeting of the FEFU CC on January 27, 2022 (Minutes No. 01-22).

Head of the OPOP



Yu.S. Khotimchenko, director of the  
Institute of Life Sciences and  
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## Content

### Abstract of the main professional educational program

1. Documents regulating the organization and content of the educational process

1.1. Calendar schedule of the educational process (KUG)

1.2. Curriculum (CU)

1.3. Collection of annotations of the work programs of disciplines (aRPD)

1.4. Work programs of disciplines (RPD)

1.5. Collection of work programs of practices

1.6. State Final Attestation Program

1.7. Working program of education (for undergraduate programs, specialist programs)

1.8. Calendar plan of educational work (for undergraduate programs, specialist programs)

2. Actual resource support for the implementation of the BRI

2.1. Information about the staffing of the OBOR

2.2. Information about the availability of the electronic information and educational environment of FEFU

2.3. Information about the material and technical, educational and methodological support of the OBOR program

2.4. Financial conditions for the implementation of the educational program

2.5. Conditions for the application of the mechanism for assessing the quality of educational activities and training students in the educational program

Applications:

## Abstract of the main professional educational program

### 1. General provisions

The main professional educational program (OPEP) is a master's program implemented by the federal state autonomous educational institution of higher education "Far Eastern Federal University" in the field of study 32.04.01 Public health labor market based on the educational standard of May 31, 2017 No. 485.

The focus of the OBOR is focused on:

- the area (areas) of professional activity and (or) the sphere (areas) of professional activity of graduates, to which the program is oriented;
- type (types) of tasks and tasks of professional activity of graduates;
- on the objects of professional activity of graduates or area (areas) of knowledge.

The orientation of the program determines the subject-thematic content, the prevailing types of educational activities of the student and the requirements for the results of mastering the BEP. Qualification awarded to graduates of the educational program: master.

BEP is a complex of the main characteristics of education (volume, content, planned results), organizational and pedagogical conditions, certification forms, which is presented as a general characteristic of the main professional educational program, curriculum, calendar curriculum, work programs of disciplines (modules), practices , GIA programs, including assessment tools and methodological materials, information about the actual resource provision of the educational process.

## 2. Regulatory framework for the development of BRI

The regulatory legal framework for the development of the BRI consists of:

- Federal Law of 29.12.2012 No. 273-FZ "On Education in the Russian Federation";
- federal state educational standard of higher education or an educational standard independently established by FEFU;
- order 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 Education and Science of Russia dated November 19, 2013 No. 1258 (as amended on August 17, 2020) "On Approval of the Procedure for Organization and Implementation of Educational Activities in Educational Programs of Higher Education - Residency Programs";
- order of the Ministry of Education and Science of the Russian Federation dated August 23, 2017 No. 816 "Procedure for the use by organizations engaged in educational activities of e-learning, distance learning technologies in the implementation of educational programs";
- order of the Ministry of Education and Science of the Russian Federation dated June 29, 2015 No. 636 "On approval of the procedure for conducting state final certification for educational programs of higher education - bachelor's programs, specialist's programs, master's programs";
- order Ministry of Education and Science of Russia and Ministry of Education of Russia dated 08/05/2020 No. 885/390 "On the practical training of students";
- professional standards approved by orders of the Ministry of Labor and Social Protection of the Russian Federation;
- order of Rosobrnadzor dated 14.08.2020 No. 831 "On Approval of the Requirements for the Structure of the Official Website of an Educational Organization on the Internet Information and Telecommunication Network and the Information Presentation Format" (registered with the Ministry of Justice of Russia on November 12, 2020 No. 60867);
- Order of the Ministry of Education and Science of Russia No. 882, Ministry of Education of Russia No. 391 dated 08/05/2020 "On the organization and implementation of educational activities in the network form of implementation of educational programs" (together with the Procedure for the organization and implementation of educational activities in the network form of implementation of educational programs);

- regulatory documents of the Ministry of Science and Higher Education of the Russian Federation (Ministry of Education and Science of the Russian Federation), Federal Service for Supervision in Education and Science;
- Charter and local regulations and documents of FEFU.

### 3. Terms, definitions, designations, abbreviations

- IN**- higher education;
- GSP**- issuing structural unit;
- GIA** -state final certification;
- DOT**– distance educational technologies;
- HIA**– limited health opportunities;
- OPK**– general professional competences;
- OPOP (OP)**– the main professional educational program;
- OS VO FEFU**- the educational standard of higher education, independently established by FEFU;
- OTP**- generalized labor function;
- PC**– professional competencies;
- POOP**– approximate basic educational program;
- PSK**– professionally specialized competencies;
- RPD** -work program of the discipline.
- SPK**– special professional competencies;
- UK** -universal competencies;
- Code of Criminal Procedure**– universal professional competencies;
- GEF VO**- federal state educational standard of higher education.

#### 4. Goals and objectives of the main professional educational program

The social significance (mission) of the OBEP VO in the direction of preparation 32.04.01 "Public Health", the master's program "Organization and Management of Medical and Pharmaceutical Activities" is to train highly professional specialists who are able to improve the work to improve the organization of the healthcare system in order to meet the economic needs of the region. region, aimed at providing quality medical care to the population of Primorsky Krai.

The purpose of the master's program: to prepare a specialist with the necessary competencies to assess public health and the factors that determine it; systems that ensure the preservation, strengthening and restoration of public health; organizational, medical and management technologies in medical and pharmaceutical activities; health care development trends in foreign countries and in Russia.

Objectives of the master's program: to provide methodological support for the implementation of the FOS in this area of training and, on this basis, to develop personal qualities in masters; to form general cultural and professional competencies in accordance with the requirements of the FOS HE in this area of training; provide comprehensive training of highly qualified specialists with fundamental knowledge in the main disciplines of public health - epidemiology, statistics, psychology, computer science, management, health policy and economics, medical law; possessing practical skills in the use of information technology tools, quantitative and qualitative research methods; with skills in data analysis and interpretation, critical thinking, strategic management, etc.

Features of the educational program - focus on meeting the needs of the region; use of modern educational and information technologies in the educational process; ensuring the possibility of choosing individual educational trajectories; in-depth language training.

Types of tasks of professional activity of graduates:

- organizational and managerial
- research

#### 5. The labor intensity of the OBOR in the direction of training

120 z.u.

#### 6. Areas of professional activity

Areas of professional activity and (or) areas of professional activity in which graduates who have mastered the Master's program can carry out professional activities:

- education and science,
- health care.

## 7. Objects of professional activity

Objects of professional activity of graduates or area (areas) of knowledge:

- objects of professional activity are established when determining the direction of the educational program.

The most significant objects of professional activity are determined based on the analysis of section II "Description of labor functions included in the professional standard (functional map of the type of professional activity)" and section III "Characteristics of generalized labor functions".

(In the Federal State Educational Standard of Higher Education, this characteristic of professional activity was defined in section 4.2 "Objects of professional activity").

Area of professional activity (according to the Register of the Ministry of Labor)	Types of tasks of professional activity	Tasks of professional activity	Objects of professional activity (or areas of expertise)
01 Education and science	scientific - research	Organize and conduct scientific research on an urgent problem of public health and healthcare, publicly present and publish the results of scientific research	population; a set of tools and technologies aimed at managing medical - social, environmental factors affecting health and quality of life; processes of interaction between organizations operating in the field of healthcare and public health; areas of legislation in the field of organization of the health care system in order to ensure public health
02 Healthcare (in the field of ensuring the sanitary and epidemiological welfare of the population, consumer protection, preventive medicine)	scientific - research	Organize and conduct scientific research on an urgent problem of public health and healthcare, publicly present and publish the results of scientific research	population; a set of tools and technologies aimed at managing medical - social, environmental factors affecting health and quality of life; processes of interaction between organizations operating in the field of healthcare and public health; areas of



			legislation in the field of organization of the health care system in order to ensure public health
	organizational managerial	- Carry out activities for effective management and administration (management) in the field of public health and health - Plan and implement intersectoral programs and activities for disease prevention and public health promotion - Assess and analyze the state of public health, its determinants, risk factors and factors that contribute to strengthening health - Interact and communicate with representatives of various organizations and population groups on public health and health issues - Organize the development and implementation of strategies and technologies for public health promotion and disease prevention - Organize and conduct events, aimed at forming a motivated attitude of the population to the preservation and promotion of health	population; a set of tools and technologies aimed at managing medical - social, environmental factors affecting health and quality of life; processes of interaction between organizations operating in the field of healthcare and public health; areas of legislation in the field of organization of the health care system in order to ensure public health

## 8. Requirements for the results of the development of the OPOP

As a result of mastering the OBEP HE, the graduate should form universal, general professional and professional competencies.

The set of competencies established by the educational

Universal competencies of graduates and indicators of their achievement:

<b>Name of the category (group) of universal competencies</b>	<b>Code and name of the graduate's universal competence</b>	<b>Code and name of the indicator of achievement of universal competence</b>	<b>Learning Outcomes by disciplines (modules), practices</b>
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Systems and critical thinking	UK-1 Able to carry out a critical analysis of problem situations based on a systematic approach, develop an action strategy	UK-1.1 Knows the basics of planning and organizing measures to ensure the protection of public health based on a systematic approach, followed by the development of an action strategy to overcome problem situations UK-1.2 Knows how to properly justify the implementation of measures to ensure the protection of public health, draw up official medical documents, resolve problem situations based on a systematic approach, develop an action strategy 1.3 Has the ability to formulate the tasks of planning and organizing measures to ensure the protection of public health by conducting a critical analysis of problem situations in a medical organization based on a systematic approach, followed by the development of an action strategy	
Development and implementation of projects	UK-2 Able to manage a project at all stages of its life cycle	UK-2.1 Carries out scientific research using modern ideas UK-2.2 Able to independently lead a team of authors in scientific professional activities UK-2.3 Knows the main points of the leader's work, team work, issues of modern law in medical practice	

<p>Teamwork Leadership</p>	<p>and UK-3 Able to organize and manage the work of the team, developing a team strategy to achieve the goal</p>	<p>UK-3.1 Knows the main provisions and norms of the leading branches of law to protect the professional activities of medical workers UK-3.2 Able to solve practical problems in the formation of a culture of professional communication between a doctor and patients, colleagues and the management of a medical organization UK-3.3 Has the skills to prepare proposals on certain issues of improving moral standards in the activities of medical organizations</p>	
<p>Communication</p>	<p>UK-4 Able to use modern communication technologies, including in a foreign language(s), for academic and professional interaction</p>	<p>UK-4.1 Ability to use/apply learned technical terms and grammatical structures to work with original texts of an academic and professional nature UK-4.2 The ability to lexically correctly, competently, logically and consistently generate oral and written statements in situations of academic and professional interaction UK-4.3 The ability to form and defend one's own judgments and scientific positions in a foreign language in situations of academic and professional interaction UK-4.4 Participates personally in the organization of free scientific and professional communication and in a foreign language environment</p>	

		<p>UK-4.5 Uses knowledge of a foreign language for scientific and professional communication for academic and professional interaction</p> <p>UK-4.6 Owns methods of organizing public events to get acquainted with information on health problems in foreign literature with colleagues in a foreign language environment</p>	
Intercultural interaction	UK-5 Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	<p>UK-5.1 Knows the principles of organizing public events to solve the problems of professional activity in the process of intercultural interaction</p> <p>UK-5.2 Able to personally participate in public events with the ability to solve problems on IT technologies in the process of intercultural interaction</p> <p>UK-5.3 Owns methods of organizing public events to solve the problems of professional activity, including in the process of intercultural interaction</p>	
Self-organization and self-development (including health protection)	UK-6 Is able to determine and implement the priorities of their own activities and ways to improve it based on self-assessment	<p>UK-6.1 Knows the basics of scientific research with an explanation of the technology of their own activities</p> <p>UK-6.2 Knows how to justify the priorities of their own activities</p> <p>UK-6.3 Owns ways to formulate goals, objectives of their own activities and ways to improve it based on self-assessment</p>	

General professional competencies of graduates and indicators of their achievement:

Name of the category (group) of general professional competencies	Code and name of general professional competence	Code and name of the indicator of achievement of general professional competence	Learning outcomes by disciplines (modules), practices
Scientific and organizational activities	GPC-1 Ability to prepare and apply scientific, research and production, design, organizational, managerial and regulatory documentation in the healthcare system	<p>GPC-1.1 Knows the basics of applying scientific, research and production, design, organizational, managerial and regulatory documentation</p> <p>GPC-1.2 Knows how to use scientific, research and production, design, organizational, managerial and regulatory documentation in the healthcare system</p> <p>GPC-1.3 Owns methods of organizing work on the use of scientific and production, design, organizational, managerial and regulatory documentation in the healthcare system</p>	Know .. Be able to ...
Information Security	GPC-2 The ability to use information technology in professional activities, to comply with the basic requirements of information security	<p>GPC-2.1 Knows and is able to explain the use of information technology</p> <p>GPC-2.2 Knows how to justify the criteria for evaluating IT technologies in practice</p> <p>GPC-2.3 Has the ability to formulate and explain the need for the use of information technology in the work of medical organizations in compliance with the basic requirements of information security</p>	
Management	GPC-3 Ability to implement management	GPC-3.1 Knows the basic concepts of	

	<p>principles in professional activities</p>	<p>research processes in medicine for the implementation of management principles in professional activities          GPC-3.2 Knows how to substantiate the criteria for assessing the implementation of management principles in professional activities          GPC-3.3 Owns the methods of collecting, processing, analyzing information and presenting them to assess the quality of medical care in the implementation of management principles in professional activities</p>	
<p>Biostatistics</p>	<p>GPC-4 The ability to apply modern methods of collecting and processing information, to conduct statistical analysis and interpret results, to study, analyze, evaluate trends, to predict the development of events in the state of population health</p>	<p>GPC-4.1 Knows the basics of computer technology in the collection, storage, analysis and transmission of information on predicting the development of events in the state of population health          GPC-4.2 Is able to apply computer technologies in the collection, storage, analysis and transmission of information on predicting the development of events in the state of population health          GPC-4.3 Has the skills to prepare organizational and management documentation in a medical organization for predicting the development of events in the state of population health of the population; possesses methods of</p>	

		multivariate statistics and methods of biological information processing for solving professional problems	
Organization of public events	GPC-5 Ability to organize public events to solve the problems of professional activity, including with international partners	<p>GPC-5.1 Knows the principles of organizing public events with the ability to solve problems in IT technologies with international partners</p> <p>GPC-5.2 Able to take personal part in public events with the ability to solve problems in IT technologies with international partners</p> <p>GPC-5.3 Owns methods of organizing public events to solve the problems of professional activity, including with international partners</p>	
First aid	GPC-6 Ability to organize patient care and provide first pre-hospital medical care in emergency conditions in emergency situations, epidemics, in centers of mass destruction	<p>GPC-6.1 Knows the methods of organizing patient care and providing first pre-hospital medical care in emergency conditions in the centers of mass destruction</p> <p>GPC-6.2 Able to organize patient care and provision of first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction</p> <p>GPC-6.3 Owns the methods of planning and organizing activities for organizing patient care and providing first pre-medical health care in emergency conditions in emergency situations, epidemics, in centers of mass destruction</p>	

Professional competencies of graduates and indicators of their achievement:

Code and name of professional competence	PS code (if PS is available) or reference to other grounds	Labor function code (if there is a PS)	Competence achievement indicators
Type of tasks of professional activity: research			
PC-1 Ability to calculate, evaluate and analyze indicators characterizing the activities of a medical organization, and indicators characterizing the state of public health			PC-1.1 Knows the principles of collecting and processing information PC-1.2 Can create a data matrix, code the material PC-1.3 Owns statistical methods of data processing, including using information and analytical systems and the information and telecommunications network "Internet"
Type of tasks of professional activity: organizational and managerial			
PC-2 Ability to prepare presentation materials, information and analytical materials, information about the activities of a medical organization or its divisions, conducting organizational and methodological activities in a medical organization			PC-2.1 Knows how to organize, manage, plan medical activities PC-2.2 Able to carry out organizational and methodological work in the divisions of a medical organization PC-2.3 Possesses management skills to conduct organizational and methodological activities in a medical organization
PC-3 The ability to organize, plan and control the activities of a structural unit of a medical organization			PC-3.1 Knows the standards of medical care PC-3.2 Able to assess the resources of a medical organization and implement a quality management system PC-3.3 Possesses the necessary skills for compiling reporting documentation, evaluating the activities of a healthcare institution
PC-4 The ability to analyze and evaluate the performance of a			PC-4.1 Knows the methodology for a comprehensive



<p>medical organization, manage the resources of a medical organization, develop and implement a quality management system in a medical organization, prepare a rationale for the volume of medical care in accordance with the resources of a medical organization and the needs of the population</p>			<p>assessment of the performance of a medical organization  PC-4.2 Able to develop and select the best areas for the activities of a medical organization  PC-4.3 Possesses the skills of a systematic approach when developing development plans</p>
<p>PC-5 The ability to assess the effectiveness of the activities of a medical organization, develop and select optimal management decisions, develop a business plan for the development of a medical organization, use a process approach in managing a medical organization, use technological maps of the processes of a medical organization</p>			<p>PC-5.1 Knows the methods of planning a medical organization  PC-5.2 Able to draw up a plan for a medical organization, develop business planning and investment projects  PC-5.3 Proficient in planning, developing business planning and investment projects</p>
<p>PC-6 Ability to develop plans and programs, form a system of indicators for the activities of a medical organization, evaluate the effectiveness of a medical organization, develop options for management decisions and assess the risks associated with their implementation</p>			<p>PC-6.1 Knows the features of the formation of a system of indicators of a medical organization  PC-6.2 Is able to evaluate the effectiveness of the medical organization, taking into account the formed system of indicators  PC-6.3 Has the skills to form performance indicators, evaluate their effectiveness, as well as the ability to develop management decisions with an assessment of the risks associated with their implementation</p>

## 9. Specific Features of OPOP

The relevance of the educational program Leadership and governance in public health (a program in English for foreign citizens):

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Training of specialists of the highest category to solve new types of tasks of professional organizational, managerial and research activities in the field of the healthcare system in order to ensure public health in the following areas:

- improvement of public health based on forecasting and scientific prevention;
- organization and management in the field of public health and practical work in governmental, municipal and non-governmental organizations;
- reduction of morbidity and mortality of the population of people;
- quality of life management (including for various chronic diseases);
- human ecology, creation of ecological test-systems and biochemical diagnostics, biostatistics, ecological risks of various abiotic nature to which health is exposed;
- toxicology, physiology and biochemistry of the impact of environmental stress factors.
- combating the spread of especially dangerous infections, clinical, infectious and molecular epidemiology;
- psychology of behavior and prevention of behavioral anomalies;
- support of professional activity and professional health.

Students under the program "Leadership and governance in public health (program in English for foreign citizens)" will acquire general cultural, general professional and professional competencies, which will be formed as a result of mastering the methodology of scientific research in health care; information technologies in healthcare; biostatistics and analysis of medical information; modern issues of epidemiology; health care priorities in ensuring the health of the population of the Far East region; organization of medical and preventive care to the population; sociology of medicine, human ecology and quality of life; health technology assessments; system analysis and management in health care; social insurance and quality of medical care; economics, management and marketing in healthcare; legal issues in medicine;

During the preparation, undergraduates will get acquainted with the main areas of fundamental, applied and information-analytical research on the impact of social conditions and lifestyle on the health of the population; implementation of a

healthy lifestyle, hygienic education and upbringing; influence of habitat quality on the spread of respiratory diseases; systems "environment - human health"; medical and ecological processes of health.

The program is aimed at developing competencies for assessing public health and the factors that determine it; on the development of systems that ensure the preservation, strengthening and restoration of public health; possession of organizational, medical and management technologies; evaluation of trends in healthcare development in Russia and in foreign countries.

## 10. Structure and content of the BRI

Structure and scope of the program 120 credits

Program structure		Program scope and its blocks in z.e.
Block 1	Disciplines (modules)	63 z.u.
	Mandatory part:	26 z.u.
	Part of the OBOR formed by participants in educational relations	37 z.u.
Block 2	Practice	
	Mandatory part	- z.e.
	Part of the OBOR formed by participants in educational relations	51 z.u.
Block 3	State final certification:	6 credits
	Preparation for passing and passing the state exam (if any)	- z.e.
	Implementation and defense of the final qualifying work	6 credits
The scope of the bachelor's / master's / specialist's program		_____c.u

Disciplines (modules), practices of the mandatory part ensure the formation of the necessary general professional competencies in students, as well as universal and professional ones (if any).

The disciplines (modules), practices of the mandatory part include:

- foreign language for special purposes
- Health Research Methodology
- Providing emergency medical care
- Healthcare Management and Marketing
- biostatistics
- information technology in healthcare
- Health of the region's population and health priorities

Disciplines (modules), practices of the part formed by the participants in educational relations ensure the formation of universal and professional competencies among students.

The disciplines (modules), practices of the part formed by the participants in educational relations include:

- Sociology of medicine, human ecology and quality of life
- Social and hygienic significance of the most important non-infectious and infectious diseases
- health technology assessment
- bioinformatics
- Current issues of epidemiology
- Research Workshop: Comparative Analysis of Health Systems
- Health Economics
- Health care in foreign countries. International cooperation in the field of health
- Medical Cybernetics
- Systems analysis and management in healthcare
- Elective disciplines B1.V.DV.2
- Social Security Issues
- Social insurance and the quality of health care
- Elective disciplines B1.V.DV.3
- Legal issues in medicine
- Problems of organizing medical and preventive care for the population
- Elective disciplines B1.V.DV.4
- Preventive direction in modern medicine
- business planning in healthcare
- Elective disciplines B1.V.DV.5
- Assessment of the quality of medical care
- Standardization and management of health care

The volume of the compulsory part, excluding the volume of the state final certification, is 21.7% of the total volume of the program (established taking into account the requirements of the Federal State Educational Standard of Higher Education, in accordance with the curriculum).

## 11. Features of the organization of the educational process on the educational program for the disabled and people with disabilities

FEFU implements an organizational model of inclusive education - ensuring equal access to education for all students, taking into account various special educational needs and individual abilities of students. The model allows persons with disabilities to use education as the most effective mechanism for personal development and raising their social status. In order to create conditions for ensuring inclusive education for people with disabilities and persons with disabilities, the structural divisions of FEFU perform the following tasks:

- The Department for Work with Applicants organizes career guidance among potential applicants, including people with disabilities and persons with disabilities: open days, career guidance testing, webinars for graduates of schools, vocational education institutions, consultations for this category of students and their parents on issues admission and training, prepares advertising and information materials, organizes interaction with educational organizations;

- schools, together with the Department of Career and Scholarship Programs, support inclusive education for people with disabilities, address issues of development and maintenance of the information technology base for inclusive education, elements of distance learning for people with disabilities, create a barrier-free environment, collect information about people with disabilities and people with disabilities, ensure their systematic accounting at the stages of admission, training, employment;

- the organization for the socialization and adaptation of students with disabilities "KIT" ensures the adaptation of people with disabilities and persons with disabilities to the conditions and regime of educational activities, takes measures to create a socio-cultural tolerant environment necessary for the formation of a civil, legal and professional position of complicity, the readiness of all members of the team to communication and cooperation, to the ability to tolerate social, personal and cultural differences.

The content of higher education in educational programs and the conditions for organizing training for persons with disabilities are determined by an adapted educational program, and for disabled people also in accordance with an individual rehabilitation program, which is being developed by the Federal Institution of Medical and Social Expertise. An adapted educational program is developed in the presence of a statement from the student (parents, legal representatives) and medical indications. Training in educational programs for disabled people and students with disabilities is carried out taking into account the peculiarities of psychophysical development, individual capabilities and health status. The choice of teaching methods in each individual case is determined by the objectives of the training, the content of the training, the level of professional training of teachers,

FEFU provides students with disabilities and disabled people with the opportunity to master specialized adaptation disciplines included in the variable part of the BEP. Teachers whose courses require the performance of certain specific actions that are a problem or an action that is impossible for students who have difficulty with movement or speech are required to take into account these features and offer disabled people and people with disabilities alternative methods of consolidating the material being studied. Timely informing teachers about disabled people and people with disabilities in a particular group is carried out by a responsible person, established by order of the school director.

In the reading rooms of the FEFU Scientific Library, workplaces for people with disabilities are equipped with Braille displays and printers; equipped with portable devices for reading flat-printed texts, scanning and reading machines, a video enlarger with the ability to regulate color spectra; magnifying electronic loupes and ultrasonic markers.

If necessary, for disabled people and persons with disabilities, individual curricula and individual training schedules can be developed. The term for obtaining higher education when studying according to an individual curriculum for people with disabilities and persons with disabilities, if desired, can be increased, but not more than for a year.

When sending a disabled person and a student with disabilities to an organization or enterprise to undergo the practice provided for by the curriculum, FEFU coordinates with the organization (enterprise) the conditions and types of work, taking into account the recommendations of the Federal Institute of Medical and Social Expertise and an individual program for the rehabilitation of the disabled person. If necessary, for internships, special jobs can be created in accordance with the nature of the violations, as well as taking into account the professional type of activity and the nature of the work performed by the student with a disability labor functions.

For the implementation of ongoing monitoring of academic performance, intermediate and final certification of disabled people and persons with disabilities, assessment funds are used that are adapted for such students and allow assessing their 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.).

# **1. Documents regulating the organization and content of the educational process**

## **1.1. Calendar schedule of the educational process**

The calendar schedule of the educational process in the direction of training 32.04.01 Public health, "Leadership and governance in public health (program in English for foreign citizens)" establishes the sequence and duration of theoretical training, examination sessions, practices, state final certification, vacations. The schedule was developed in accordance with the requirements of the educational standard, the recommendations of the exemplary BEP (if necessary) and is drawn up in the form determined by the Department for the Organization of Educational Activities ("Methodological recommendations for the development of curricula for educational programs of higher education - bachelor's programs, specialist's programs, master's programs implemented by at FEFU in the 20\_\_-20\_\_ academic year, and the calendar academic schedule"), agreed and approved along with the curriculum. The summary calendar study schedule of the educational process is presented in Appendix 1 to the Educational Program.

## **1.2. Syllabus**

The curriculum for the educational program in the field of study 32.04.01 Public health, "Leadership and governance in public health (program in English for foreign citizens)" is drawn up in accordance with the requirements for the structure of the BEL, formulated in the relevant section of the educational standard for the field of study, in the form determined by the Department for Organization of Educational Activities, and in accordance with the form developed by LLC "Laboratory MMIS" (Shakhty), approved by the decision of the Academic Council of FEFU, agreed by the school (branch) administration, the Department of Organization of Educational Activities and approved by the Vice-Rector for UVR. The curriculum contains a list of disciplines (modules), practices, certification tests for the state final certification of students, other types of educational activities, indicating their volume in credit units, sequence and distribution by periods of study. The curriculum highlights the amount of work of students in interaction with the teacher (by type of training) and independent work of students. For each discipline (module) and practice, a form of intermediate certification of students is indicated, as well as some forms of current control: specific forms are indicated (term papers / projects, tests, etc.) The content of the OBEP curriculum is determined by the educational standard, on the basis of which program.

The form of the title page of the curriculum is presented in Appendix 2 to the Educational Program:

- according to the EP implemented independently;
- according to the EP implemented in the network form;
- according to the EP implemented in English.

### **1.3. Collection of annotations of work programs of disciplines**

A collection of annotations of the work programs of disciplines (modules) is presented in Appendix 3 to the Educational Program.

### **1.4. Work programs of disciplines**

Work programs are developed for all disciplines (modules) of the curriculum.

The structure of the RPD includes the following sections:

- title page;
- annotation;
- the structure and content of the theoretical and practical parts of the course, indicating the amount of hours in the form of practical training (if any), providing for the participation of students in the performance of individual elements of work related to future professional activities, in accordance with the curriculum;
- educational and methodological support for independent work of students;
- learning outcomes, which should be correlated with the indicators of achievement of competencies established in the educational program;
- monitoring the achievement of the course goals (assessment funds for conducting intermediate certification of students in the discipline; description of assessment tools for ongoing monitoring);
- a list of educational literature and information support of the discipline (a list of basic and additional educational literature, resources of the information and telecommunication network "Internet");
- methodical instructions for mastering the discipline;
- list of information technologies and software;
- material and technical support of discipline;
- Funds of appraisal funds.

Funds of assessment tools for conducting intermediate certification of students in the discipline (module) are an integral part of the RAP, which includes:

- description of indicators of achievement of competencies, description of assessment scales;



- a list of control tasks or other materials necessary to assess knowledge, skills and (or) experience;

- a description of the procedure for assessing knowledge, skills and (or) experience.

The work programs also include a description of the forms of current control by discipline.

RAP in the field of study 032.04.01 Public health, "Leadership and governance in public health (program in English for foreign citizens)" are compiled taking into account the latest achievements in the field of health and reflect the current level of development of science and practice.

Work programs of disciplines (modules) are presented in Appendix 4 to the Educational Program.

### **1.5. Collection of work programs of practices**

The curriculum of the FEFU OPOP in the field of study 32.04.01 Public health, "Leadership and governance in public health (program in English for foreign citizens)" provides for the following types and types of practices: the name, form and methods of conducting, purpose, a brief description of each of the types of practice provided by the BRI.

The work programs of practices have been developed in accordance with the Regulations on the Practice of Students Mastering Educational Programs of Higher Education - Master's Programs in FEFU Schools (approved by order of the rector of 14.05.2018 No. 12-13-870), order of the Ministry of Education and Science of Russia and the Ministry of Education of Russia of 05.08.2020 885/390 "On the practical training of students" and include:

- indication of the type, type of practice, method and form (forms) of its implementation;

- a list of planned learning outcomes during internship, correlated with the planned results of mastering the educational program;

- indication of the place of practice in the structure of the educational program;

- an indication of the amount of practice in credit units and its duration in weeks or in academic / astronomical hours;

- an indication of the volume of hours in the form of practical training, which provides for the participation of students in the performance of individual elements of work related to future professional activities, in accordance with the curriculum;

- the content of practice, including practical training;

- indication of reporting forms for practice;
- a fund of assessment tools for conducting intermediate certification of students in practice;
- a list of educational literature and resources of the information and telecommunication network "Internet" necessary for the practice;
- a list of information technologies used in the practice, including a list of software and information reference systems (if necessary);
- description of the material and technical base necessary for the practice.

Practice work programs and related documents (contracts with employers, a detailed description of the practice base, etc.) are presented in Appendix 5 to the Educational Program.

### **1.6. State Final Attestation Program**

The state final certification of a FEFU graduate in the field of study 32.04.01 Public health, "Leadership and governance in public health (a program in English for foreign citizens)" is mandatory and is carried out after mastering the main professional educational program in full.

The state final certification includes the defense of the final qualifying work, unless otherwise provided by the standard. In cases stipulated by the standard, by decision of the academic council of the FEFU school, a state exam may also be included in the state final certification. List of specific forms of GIA for the implemented EP HE is annually approved by the FEFU Academic Council on the proposal of the academic councils of schools (councils of branches) of FEFU.

The program of the state final certification was developed in accordance with the Regulations on the state final certification for educational programs of higher education - bachelor's, specialist's, master's programs of FEFU, approved by order of the rector of 05/24/2019 No. 12-13-1039.

The program of the state final certification includes a fund of assessment tools for the state final certification, and also determines the requirements for the content, volume and structure of final qualifying works; requirements for the content and procedure of the state exam (if any).

The fund of assessment funds for the state final certification includes:

- a list of competencies that students should master as a result of mastering the educational program;
- description of indicators of achievement of competencies, assessment scale;
- description of the results of mastering the educational program;

- standard control tasks or other materials necessary to evaluate the results of mastering the educational program;
- methodological materials that determine the procedures for evaluating the results of mastering the educational program.

The program of the state final certification is presented in Appendix 6 to the Educational Program.

### **1.7. Calendar plan of educational work**

The calendar plan of educational work for the educational program is developed in accordance with the approximate calendar plan of educational work for the current year (network disk "Accreditation: / BASE OPOP for 2022-2023 academic year").

## **2. Actual resource support for the implementation of the BRI**

### **2.1. Information about the staffing of the OBOR**

Personnel support for the implementation of the educational program meets the requirements of the Federal State Educational Standard. Information is posted on the FEFU website in the section "Information about the educational organization", subsection "Guidelines. Pedagogical (scientific and pedagogical) staff", link to the site:<https://www.dvfu.ru/sveden/employees/>.

### **2.2. Information about the availability of the electronic information and educational environment of FEFU**

The student during the entire period of study is provided with individual unlimited access to the FEFU electronic information and educational environment from any point where there is access to the Internet information and telecommunication network, both on the territory of FEFU and outside it. The conditions for the functioning of the electronic information and educational environment can be created using the resources of other organizations.

The FEFU electronic information and educational environment 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.

The electronic information and educational environment of FEFU is additionally provided with a fixation of the course of the educational process, the results of intermediate certification and the results of mastering the educational program.

Implementation of the educational program using e-learning, distance learning technologies:

- conducting training sessions, 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, through the information and telecommunications network "Internet".

The functioning of the electronic information and educational environment is ensured by appropriate means of information and communication technologies and the qualifications of employees using and supporting it. The functioning of the

electronic information and educational environment complies with the legislation of the Russian Federation.

### **2.3 Information about the material and technical and educational and methodological support**

The premises are classrooms for conducting training sessions, equipped with equipment and teaching aids, the composition of which is determined in the work programs of the disciplines (modules).

Premises for independent work of students are equipped with computer equipment with the ability to connect to the information and telecommunications network "Internet" and provide access to the electronic information and educational environment of FEFU.

It is allowed to replace the equipment with its virtual analogues.

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

Information about the material and technical support of the OBEP, including information about the availability of equipped classrooms, facilities for conducting practical classes and independent work of students with a list of basic equipment, objects of physical culture and sports, software, is presented in the work programs of disciplines.

### **2.4 Financial conditions for the implementation of the educational program**

Financial support for the implementation of the educational program is carried out in an amount not lower than the values of the basic cost standards for the provision of public services for the implementation of educational programs of higher education and the values of adjusting coefficients for the basic cost standards determined by the Ministry of Science and Higher Education of the Russian Federation.

## **2.5. Conditions for the application of the mechanism for assessing the quality of educational activities and training students in the educational program**

The quality of educational activities and training of students under this program is determined within the framework of the system of internal and external evaluation.

In order to improve the educational program, an internal assessment of the quality of educational activities and training of students is carried out with the involvement of employers and their associations. Also, within the framework of the internal system for assessing the quality of educational activities, students are given the opportunity to evaluate the conditions, content, organization and quality of the educational process.

An external assessment of the quality of educational activities in the educational program is carried out as part of the state accreditation procedure in order to confirm the compliance of educational activities in the OBOR with the requirements of the Federal State Educational Standards of Higher Education / OS of FEFU.

External assessment is carried out within the framework of professional and public accreditation conducted by employers, their associations, as well as organizations authorized by them, including foreign organizations, in order to recognize the quality and level of training of graduates, compliance with the requirements of professional standards (if any), labor market requirements for specialists of the relevant profile.

