



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of work of the External Expert Commission for assessment
for compliance with the requirements of the Standards for International
Accreditation of Medical Educational Organizations Abroad
(based on WFME/AMSE standards)
Ministry of Health of Ukraine
Odessa National Medical University

October 20-22, 2021

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to
Accreditation Council
of IAAR*



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Contents

(I) SYMBOLS AND ABBREVIATIONS3

(II) INTRODUCTION3

(III) REPRESENTATION OF THE EDUCATION ORGANIZATION4

(IV) PREVIOUS ACCREDITATION4

(V) DESCRIPTION OF THE EEC VISIT4

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS5

6.1. Standard "MISSION AND OUTCOMES" 5

6.2. Standard "EDUCATIONAL PROGRAM" 8

6.3 Standard "ASSESSMENT OF STUDENTS" 10

6.4. Standard "STUDENTS" 13

6.5. Standard "ACADEMIC STAFF/FACULTY" 15

6.6. Standard "EDUCATIONAL RESOURCES" 16

6.7. Standard "PROGRAM EVALUATION" 18

6.8. Standard "GOVERNANCE AND ADMINISTRATION" 21

6.9. Standard "CONTINUOUS RENEWAL" 22

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD25

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD25

(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION28

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL28

Appendix 1. Evaluation table "PARAMETERS OF INSTITUTIONAL PROFILE"29

Appendix 2. PROGRAM OF THE VISIT TO THE ORGANIZATION OF EDUCATION45

Appendix 3. RESULTS OF THE ACADEMIC STAFF QUESTIONNAIRE45

Appendix 4. RESULTS OF THE STUDENT QUESTIONNAIRE45

(I) SYMBOLS AND ABBREVIATIONS

ECTS - European Credit Transfer Accumulation System
CMU - Cabinet of Ministers of Ukraine
MH of Ukraine - Ministry of Health of Ukraine
MES of Ukraine - Ministry of Education and Science of Ukraine
NAQAHE - National Agency for Quality Assurance in Higher Education
EIC ITTICE - Education-Industrial Complex of Innovative Teaching Technologies
Informatization and Continuous Education ONMedU
ONMedU - Odessa National Medical University
EP - Educational program
OSCE - Objective Structured Clinical Exam
CGSE - complete general secondary education
PLO - program learning outcomes
SSS - Student Scientific Society
FPE - Faculty of Postgraduate Education

(II) INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating No. 128-21-ОД dated 23/09/2021, on October 20-22, 2021, the External Expert Commission evaluated the compliance of the educational organization of the Ministry of Health of Ukraine, Odessa National Medical University, with the standards of international institutional accreditation of medical educational organizations abroad (based on WFME/AMSE standards) (approved under No. 68-18/1-ОД dated 25/05/2018).

The report of the External Expert Commission (EEC) contains the evaluation of compliance of the organization of education (hereinafter - EO) with the international standards of the IAAR, the recommendations of the EEC for the further improvement of EO, and the profile parameters of EO.

EEC members:

The Chairman of the commission – Turdalieva Botagoz Saitovna, Doctor of Medical Sciences, Chair of the IAAR Expert Council (the Republic of Kazakhstan)

Foreign IAAR Expert - Kanushina Marina Alekseevna, PhD, MBA, "AC Institute of International Education", (the Czech Republic)

Foreign IAAR Expert – Krotkova Elena Nikolaevna, Rector of the Grodno State Medical University (the Republic of Belarus)

Foreign IAAR Expert - Baskakova Irina Valentinovna, candidate of medical sciences, associate professor, Kazakh National Medical University. S.D. Asfendiyarov (the Republic of Kazakhstan)

National IAAR Expert – Georgiyants Victoria Akopovna, Doctor of Pharmacy, Professor, National Pharmaceutical University (Ukraine)

IAAR employer – Kozlov Vadim Vladislavovich, chief physician of the Harmonia Zdorovya clinic, candidate of medical sciences, associate professor, honored doctor of Ukraine, urologist, andrologist, sexologist of the highest category (Ukraine)

IAAR student – Shibovskaya Lydia Nikolaevna, 4th-year student of the educational program “222 – Medicine”, International European University (Ukraine)

IAAR Observer – Saidulaeva Malika Akhyadovna, IAAR Project Manager (Nur-Sultan)

(III) REPRESENTATION OF THE EDUCATION ORGANIZATION

Odessa National Medical University of the Ministry of Health of Ukraine has a rich history, starting from the moment of its foundation in 1900 on the basis of Medical Faculty of Novorossiyskiy University. In 1920, the medical faculty was transformed into the Medical Academy, and in 1921 - into the Medical Institute named after N.I. Pirogov, which became the leading university in the south of the country. By the Resolution of the Cabinet of Ministers of Ukraine No. 592 dated August 29, 1994, the status of a University was assigned (Odessa State Medical University), and in 2010, by the Decree of the President of Ukraine No. 862/2010 dated August 21, 2010, the status of a National University was granted.

The University carries out its activities in accordance with the Constitution of Ukraine dated 06.28.1996, the Laws of Ukraine "On Education" No. 2145-VIII dated 05.09.2017, "On Higher Education" No. 1556-VII dated 01.07.2014, "On Scientific and scientific and technical activities" No. 848-VIII dated November 26, 2015 and other regulatory legal acts, as well as on the basis of local regulatory legal acts, the main of which is the University Charter.

The University has a license for educational activities issued by the Ministry of Education and Science of Ukraine dated March 30, 2021 No. 37-1. The University carries out educational activities in the field of training specialists in the field of knowledge Healthcare (Resolution of the Cabinet of Ministers of Ukraine dated April 29, 2015 No. 266) in specialties 22 Medicine at two levels of higher education: the second (master's) level in specialties - 221 Dentistry, 222 Medicine, 226 Pharmacy, Industrial pharmacy; and the third (Doctor of Philosophy) level in specialties - 221 Dentistry, 222 Medicine, 226 Pharmacy, Industrial pharmacy, 228 Pediatrics; 05 Social and Behavioral Sciences in the specialty 053 Psychology at two levels of higher education: the first (bachelor's) and the second (master's). ONMedU provides pre-university training of students at the preparatory department (incl. foreign citizens), preliminary courses, and the two-year school Young Medic. ONMedU carries out postgraduate training of specialists: internship, clinical residency, postgraduate studies, doctoral studies, advanced training, specialization (license series AB No. 617403 dated 02/03/2012).

(IV) PREVIOUS ACCREDITATION

International institutional accreditation of ONMedU in accordance with the IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The visit of the External Expert Commission (hereinafter EEC) to ONMedU was organized October 20-22, 2021, on the basis of the visit schedule (Program) approved by the Director of NGO "IAAR" and agreed by the Rector of ONMedU.

To obtain objective information about the quality of the organization of education, the development of the university and infrastructure, and to clarify the content of the self-evaluation report, meetings were held: with the rector, vice-rectors, heads of structural divisions, the dean, heads of departments, teaching staff, students, and employers.

Based on the results of an anonymous online survey, one can notice the satisfaction of both teachers and students with the working and learning conditions at this university.

The work of the EEC was in a hybrid format; the commission got acquainted with university buildings and departments, the Central Research Laboratory, the Network Educational Center for High-Tech Medicine, scientific and medical library, and university clinics using the provided videos. To study the documentation of the faculties of ONMedU, the commission used links.

Following the program (Appendix No. 2), the members of EEC attended classes by the approved schedule. All inspected classrooms are equipped with the necessary modern means for different courses: projectors, projection screens, Internet access, and suitable furniture. The equipment complies with the types of activities and the standards and norms specific to medical education in all disciplines of the curriculum that require laboratory classes, equipment, and facilities to achieve the set goals.

Members of the EEC met online with representatives of university clinics, the Scientific and Medical Library, the Central Research Laboratory, students, who spoke about the requirements for students, the internship course, etc. The University Clinics are the leading multidisciplinary institutions that provide all types of medical care: emergency, outpatient, inpatient, and high-tech. Therefore, they are a full-fledged clinical base for students to study and acquire necessary skills.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Standard "MISSION AND OUTCOMES"

Evidence

The mission, quality policy, vision, and development strategy of the university are coordinated with each other and correspond to the available resources, as well as the education development strategy at ONMedU. The mission and vision are presented in the Strategic Development Concept of the Odessa National Medical University for the period up to 2025.

The current version of the ONMedU mission was developed by key stakeholders (administration, representatives of the joint student council, faculty, doctors, and scientists) and is as follows: improving the health of the population through the continuous training of medical workers and participation in leading medical research that affects the formation of clinical knowledge and medical practice. The presented version of the mission is based on integrating the main areas of university activity - education, science, and medicine.

The text of the mission is available in the ONMedU development program, used in information materials, news, posts on social networks.

The University is building its future taking into account dynamic socio-economic innovations, Ukraine's active entry into the global economic space, the emergence of new technologies in healthcare, manufacturing, education, and other areas of public life, the formation of an information community, which in the context of global problems significantly affects the development trends of society.

Thus, ONMedU:

- 1) guarantees the training of competent, responsible specialists with high professional ethics who strive for the development of society;
- 2) adheres to the principles of ethics and academic integrity in all aspects of the life of members of the academic community;
- 3) promotes excellence in education, research, and clinical practice;
- 4) seeks to promote creativity and innovation in all areas of activity;
- 5) provides for the participation of the academic community in the transparent and responsible management of its activities;
- 6) seeks to optimize the organizational structure, adhering to the principle of responsible and transparent allocation of resources;
- 7) contributes to the realization of the wishes of the academic community, guaranteeing opportunities for balanced professional and personal development;
- 8) provides social dialogue and promotion of the values of the medical professions in society.

In order to ensure accessibility for all stakeholders, the Concept of Strategic Development of ONMedU for the period up to 2025, the Concept of Educational Activities for 2020-2025, and Concepts of the Educational Process in various specialties are freely available on the official website of ONMedU.

The EPs at ONMedU were developed in accordance with the National Qualifications Framework of Ukraine. The levels of the National Qualifications Framework of Ukraine, including healthcare, comply with the European Qualifications Framework and the Recommendations of the Council of Europe 15.6/2017 of 22/06/2017 on the European Qualifications Framework for Lifelong Education, which gives the University graduate access to subsequent levels of medical education in other countries of the European space.

After completing their studies at university in the profile specialty 222 Medicine and passing the graduation certification procedure in the specialty 222 Medicine in the form of the Unified State Qualifying Examination (USQE), graduates are able to work as 1) an intern doctor; 2) a trainee doctor 3) a resident doctor.

A graduate of the program has the right to enroll in postgraduate education programs (internship, residency), where training is carried out according to the EP for training a doctor in a certain specialty (according to the list specified in Order of the Ministry of Health of Ukraine No. 81 dated 23/02/2005). In the future, specialists can be retrained to another medical specialty and perform related professional work, and can also enter the program for a Ph.D.

In accordance with the Law of Ukraine "On Higher Education" No. 1556-VII of 01/06/2014 (<https://zakon.rada.gov.ua/laws/show/1556-18#Text>), autonomy and self-government are one of the basic principles activities of a higher education institution in Ukraine (clause 1 of part one of article 32), ONMedU implements the right to institutional autonomy as follows - the University has the right to independently:

1) develop and implement educational and scientific programs within the licensed specialty (Existing national standards of higher education determine the scope of educational programs, competencies, program learning outcomes, and other positions, however, the University has the right to independently determine the mechanisms for achieving them and implement them within the boundaries implemented at the University educational programs. However, if there is no national standard for higher education, as in the case of EP 222 Medicine, the University has the right to develop EP within the framework of the current national legislation);

2) introduce specializations, determine their content and programs of academic disciplines;

3) determine the forms of training and organization of the educational process;

4) establish standards for the number of persons studying for one position of a scientific and pedagogical-scientific employee;

5) form and approve its own staffing table in accordance with the legislation of Ukraine; to hire pedagogical, scientific, scientific-pedagogical and other employees;

6) make a final decision on recognition, including establishing the equivalence of the degrees of bachelor, master, doctor of philosophy, doctor of science and academic titles of associate professor, professor obtained in foreign institutions of higher education when enrolling for training and/or for the position of scientific or scientific-pedagogical employee;

7) introduce rating assessment of educational, research, and innovative achievements of participants of the educational process;

8) provide additional educational and other services following the legislation of Ukraine;

9) award higher education degrees to candidates for higher education, who have successfully passed the certification procedure after completing their studies at the appropriate level of higher education in accordance with the legislation of Ukraine;

10) make decisions in accordance with current legislation on the awarding and withdrawal of Ph.D. degrees, independently create one-time specialized academic councils or one-time specialized councils for awarding the degree of Doctor of Arts

11) create, reorganize and liquidate their structural units;

12) carry out publishing activities, in particular, publish textbooks, teaching aids, and scientific papers, as well as develop its own printing base;

13) participate in the work of international organizations;

14) form on its basis innovative structures of various types (science and technology parks, business incubators, small businesses, etc.) based on a combination of interests of high-tech companies, science, education, business, and the state to implement innovative projects;

to exercise other rights that do not contradict the legislation of Ukraine.

Analysis

Analysis of the compliance of the activities of the ONMedU of the Ministry of Health of Ukraine with the requirements of the standard "Strategic development and quality assurance"

indicates the high responsibility of the administration and faculty in understanding the importance of strategic planning, as well as the targeted achievement of the goals and objectives of the strategic development program of the university. The development strategy of the university is based on the mission, vision, and policy of quality. The mission of the university is subject to a planned change, taking into account changes in the situation in the development of education and healthcare at the local and national levels.

The mission of ONMedU is to improve the health of the population through the continuous training of medical professionals and participation in leading medical research that influences the formation of clinical knowledge and medical practice.

The university creates high-quality educational programs that are implemented by competent teaching staff and provided by modern physical and technical resources of the university. Scientific activity is conducted by well-known Ukrainian university staff representing historically established scientific schools in well-equipped laboratories, vivariums, clinics, and research centers. Medical activities are carried out in university clinics providing practical training for students.

The mission, vision, quality policy, and development strategy of ONMedU of the Ministry of Health of Ukraine are available on the university website. However, during the interviews with employers, students, teaching staff, one can pay attention to the insufficient informing of representatives of the employer, student community, and teaching staff about the mission and vision of the university.

During interviews with target groups, the EEC revealed insufficient work to inform stakeholders about the activities of the university and discuss with them the introduction of changes and the development of the EP.

Also, the EEC revealed from interviews with students a low degree of interest in participating in scientific projects conducted at the departments of the university.

The university creates high-quality educational programs that are implemented by competent teaching staff and provided by modern physical and technical resources of the university. Scientific activity is conducted by well-known Ukrainian university staff representing historically established scientific schools in well-equipped laboratories, vivariums, clinics, and research centers. Medical activities are carried out in university clinics providing practical training for students.

The mission, vision, quality policy, and development strategy of ONMedU of the Ministry of Health of Ukraine are available on the university website. However, during the interviews with employers, students, teaching staff, one can pay attention to the insufficient informing of representatives of the employer, student community, and teaching staff about the mission and vision of the university.

During interviews with target groups, the EEC revealed a lack of work to inform stakeholders about the activities of the university and discuss with them the introduction of changes and the development of the EP.

Moreover, from interviews with students, the EEC revealed a lack of motivation in participating in scientific projects conducted at the Departments of the university.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

1.2.1. To communicate the mission, quality policy, and vision of the organization to key stakeholders, documenting the communication process. When revising the mission, developing or updating it, create a working group with the mandatory involvement of the main stakeholders (AS, students, administrative staff) to participate in this process. Term - 2022-2023 academic year and onwards on an ongoing basis.

Area for improvement:

1.2.2. In order to expand the participation of external stakeholders, when discussing the mission, both state structures of the healthcare system and professional associations, non-governmental and other organizations should be involved. Discuss the mission with external stakeholders, consider any proposals made by external stakeholders, and document the process. Term - 2022-2023 academic year and onwards on an ongoing basis.

1.4.4. To include measures to involve students in scientific research with monitoring and analysis of the process in the plans of the departments. Term - 01.01.2022 and onwards

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria according to the evaluation table "Parameters of the institutional and/or specialized profile" are as follows: strong positions - 0, satisfactory - 21, assuming improvement - 3, unsatisfactory - 0.

6.2. Standard "EDUCATIONAL PROGRAM"***Evidence***

In ONMedU, the educational process is carried out in 7 EPs: 221 Dentistry, 222 Medicine, 226 Pharmacy, Industrial Pharmacy; 221 Dentistry, 222 Medicine, 226 Pharmacy, Industrial Pharmacy, 228 Pediatrics.

The EPs were designed in accordance with the legal regulations: the Law of Ukraine "On Education" No. 2145-VIII dated 05/09/2017; Law of Ukraine "On Higher Education" No. 1556-VII dated July 1, 2014; Law of Ukraine "On Research and Technical Activities" No. 848-VIII dated November 26, 2015; the National Qualifications Framework, approved by the Resolution of the Cabinet of Ministers No. 1341 of November 23, 2011; Order of MES of Ukraine No. 977 "Regulations on Accreditation of Study Programs in Higher Education" dated July 11, 2019; ECTS User Guide (ed. 2015); Directory of Qualification Characteristics of Professions of Employees, the current Standards of higher education, approved by the MES of Ukraine. The model of medical EP is traditional and linear, including the disciplines of the social and humanitarian, fundamental, general clinical, and specialized clinical blocks, which are either compulsory disciplines or disciplines determined by the participants in the educational process. Teaching and learning methods in particular disciplines involve lectures, practical classes, laboratory classes, seminars, educational and practical training. In the context of the unfavorable sanitary and epidemiological situation regarding COVID-19, a significant part of classes is in the online format using modern educational technologies of communication. Teaching methods also involve independent work of students with the following assessment of its results; that forms students' understanding of their responsibility for mastering the educational program.

The educational program is updated annually according to the standards of science and practice in Ukraine. The development and updating of programs involve the participation of the university administration, faculty, and employers. Students can express their wishes for the program in questionnaires on satisfaction with mastering particular disciplines; other forms of participation in the development and updating of programs were not revealed, which was established by the results of communication with various participants in educational relations. At the same time, some students' questionnaires are found not to have been processed at the level of the dean's offices.

As a typical example, the educational program of a specialist consists of the following blocks:

Block 1 - Disciplines (modules) - includes disciplines (modules) of the compulsory part of the program and disciplines (modules) of its variables.

Block 2 - Practices, including research - in full refers to the compulsory part of the program.

Block 3 - State Final Certification - in full refers to the compulsory part of the program and ends with the assignment of a qualification indicated in the list of higher education specialties.

Electives - in full refers to the variable part of the program.

Educational program documentation includes:

- description of the professional EP;
- academic calendar;
- working curriculum;
- work programs of disciplines, practices, research work, State Final Certification;
- assessment materials.

In teaching, modern educational technologies are used, including simulation training. For students, textbooks are available in traditional paper and electronic forms.

The program for some students is provided in English using original teaching aids in English. For this, serious work was carried out with the teaching staff, aimed at their language skills improvement.

Analysis

The leadership of ONMedU conducts purposeful work to ensure that the development and updating of educational programs implemented at the university at all levels of training comply with the requirements of state education standards, the procedures for implementing educational programs of the appropriate level, the historical traditions of training healthcare professionals. However, modern world trends in teaching at a medical university are still not fully applied, but on the part of the teaching staff and the university management staff, there is an understanding of the need to switch to new teaching methods.

During the interviews of the teaching staff and in the self-evaluated report, instead of interactive teaching methods such as TBL, PBL, RBL, multimedia methods were presented - the use of ZOOM, etc. At the interviews with the deans, EEC revealed ignorance of modern approaches to teaching at a medical university.

Interviewing participants in educational relations highlighted the problems of students' participation in designing EPs, the insufficient content of the electronic information-educational environment of the university, the impossibility of customers of training to receive up-to-date information about the student's progress.

During the interviews at the structural divisions, EEC was informed that the catalog of elective disciplines was being developed. However, the students interviewed by EEC said about the possibility of building an individual trajectory in mastering EP using elective disciplines. Some of the students did not know at all what elective disciplines were and had no idea about the possibility of building an individual trajectory.

During the visit, the EEC did not receive confirmation that the teaching and learning methods based on the theory of teaching adults were used during the implementation of the EP.

During the interview, some of the students showed their unwillingness to participate in scientific projects and did not answer what scientific projects were currently being conducted by ONMedU.

The EEC also noted that the introduction of modern methods in EP was actively not carried out.

During the interview and analysis of the self-evaluation report, EEC revealed the following:

- Educational programs are not only in the national language but also in English.
- Relationships with medical organizations in the region were established, which allows for practical training of students.
- Own clinical bases (clinics) necessary to ensure high-quality practical training of students.
- The University controls the quality of mastering educational programs according to the established criteria and ensures constant monitoring and improvement of the educational services provided.

- The University creates conditions for students to effectively master the chosen educational program according to their interests and needs, providing this activity with appropriate resources (library, consulting, information).
- A student support service operates at the University.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

2.1.2. Train the teaching staff to implement and use active learning methods, including PBL (problem-based learning), CBL (clinical-based learning), TBL (team-based learning), RBL (research-based learning), a method of projects focused on the formation of a systematic approach to solving problems, the use of modern research methods, the analysis of research results and one's own practice, the development of self-education and self-improvement skills. (Term - 01/01/2022 and onwards)

Area for improvement:

2.1.5. To conduct training for teaching staff in addictology. When selecting methods in teaching, be based on the principles and methods in teaching and learning adults. (Term - 01/01/2022 and onwards)

2.2.3 Revise the plan of student research work with the active participation of students in research projects both within the university and at the international and national levels with the development of motivation and encouragement. (Term - 01/01/2022 and onwards)

2.4.2. - For adjustment of EP, make changes, obtained from scientific, technical, and clinical developments, to EP. (Term – from 01/09/2022 and onwards on an ongoing basis as part of the revision of EP.

2.7.3. Train teaching staff in innovative teaching methods and develop a system for assessing innovations in medical education for use in modifying EP.

2.6.4. Develop a catalog of elective disciplines and provide students with an opportunity to choose an individual trajectory, familiarize the teaching staff and students with the possibility of building the individual trajectory in mastering EP. (Term - 01/09/2022 and onwards)

2.7.4. Involve students and stakeholders in the discussion of EP through the inclusion and expansion of the composition of advisory bodies and structural divisions - on an ongoing basis

2.8.3. Use a feedback system to modify and improve EP annually and on an ongoing basis. (Term - by 01/09/2022)

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

The quantitative indicators of the criteria according to the evaluation table "Parameters of the institutional and/or specialized profile" are as follows: strong positions - 0, satisfactory - 37, assuming improvement - 5, unsatisfactory - 0.

6.3 Standard “ASSESSMENT OF STUDENTS”

Evidence

During the visit, EEC received confirmation of the description of the standard in the self-evaluation report, namely, the main regulatory document in ONMedU regulating the principles, methods, and procedure for assessing the results of students' educational activities is the Regulation on the organization of the educational process by applicants for higher education at the Odessa National Medical University ([Appendix 13 translation](#)), developed in accordance with the Laws of Ukraine "On Higher Education" No. 1556-VII of 01/07/2014 and "On Education", the Charter of the University, and other legal documents.

Assessment of knowledge, skills, and abilities of students takes place at the following levels: current assessment - in practical and final classes; intermediate certification - exams and tests taken at the end of the study of discipline; final state certification.

The current control of progress is carried out by teachers during classroom activities in the form of an oral or written survey (express control) at practical classes and interactive lectures, according to the results of which the student is allowed to the final control in the form of computer testing. Forms of current control are as follows: 1) oral questioning allows you to control not only knowledge but also verbal abilities, helps to correct speech errors; reproduction of the material, its better memorizing, active use of scientific concepts, which is impossible without their enough use in speech; 2) a written survey helps to find out the level of assimilation of the material in the absence of cheating; 3) the development of practical skills involves the assimilation of the necessary theoretical knowledge and the development of manual skills in practical classes, which are so necessary for a doctor in the future to solve professional problems.

Assessment of the progress of studying the topics of the discipline uses the traditional 4-point scale. At a practical (laboratory) lesson, students are asked at least once every 2-3 classes (no more than 75% of students) and at a seminar - at least once every 3-4 classes (no more than 50% of students).

At the end of each lesson, the teacher announces the grades to students and makes an appropriate entry in the Register of Student Attendance and Progress and the Record of Student Attendance and Progress. At the last practical class, the teacher provides students with information about their current academic performance and academic arrears (if any) and fills in the student's record book when completing the curriculum in the discipline. At the end of the course of the discipline, the current performance is calculated as an average current score. Forms of the current control and criteria for assessing the level of knowledge are determined by the relevant department in working curricula and syllabuses. The semester control in a particular discipline is carried out as a credit test, graded test, or exam determined by the working curriculum. The semester control and its terms are determined by the working curriculum of specialty and regulated by the Regulations.

The final score for practical training is integrated with the average national scale score obtained from each job profile, converted into rating points.

The final control includes semester control and student certification, which assess the learning outcomes at a certain educational level or some of its completed stages according to the national scale, the 200-point system, and the ECTS scale.

For the disciplines included in the integrated test exams Krok-1 and Krok-2, a mandatory component of the implementation of the curriculum is the final test control, which includes 50 test questions (30 minutes each), as an indicator of the students' assimilation of the acquired knowledge. No later than two weeks after the start of the semester, EIC ITTICE provides students with free access to the database of test items included in the final in all disciplines.

The final (computer) test control is passed at the last practical class of the discipline at EIC ITTICE according to the schedule approved by the Rector of the University. A student must give correct answers for at least 90% (45 questions).

A paper copy of the consolidated results of the test control in the discipline, signed by the head of EIC ITTICE, is sent to the department. The teacher files the Record into the Register of Student Attendance and Progress and marks the current progress for the last lesson in the discipline, converting the results according to the following scale:

In 2019, ONMedU developed an electronic system that provides an objective structured clinical exam using the "Standardized Patient" and "Virtual Patient" methods, which allows the student to select tasks randomly, and the teacher to evaluate the performance of this task by the electronic standardized checklist. In 2020, taking into account the challenges to higher education around the world associated with the spread of COVID-19 infection, the OSCE-2 electronic system was finalized by the employees of the OSCE Training and Exam Center and supplemented with a block for remote assessment of students. Communication with this type of control occurs

using the Microsoft Teams platform. Thanks to this system, in 2020, the OSCE was held remotely during the quarantine. This format has significantly reduced the duration of the final assessment.

Analysis

The EEC revealed that when assessing the level of mastering competencies, students do not use assessment materials (funds of assessment tools) included in the work programs of disciplines and guidelines with uniform established assessment criteria. CAB is not documented; assignments used in assessment (situational tasks, defense of the medical history, cases, creative problems, etc.) and assessment tests are non-verified; there is no specialist-testologist.

The main one in the university is the traditional 5-point assessment of students' progress. According to the self-evaluation report, the university does not fully use the point-rating system, but work is underway in this direction.

Interviewing participants in educational relations: the absence of students' electronic portfolios shows the impossibility of quickly obtaining information about the student's progress in an online format. Moreover, EEC has established that the examination of assessment materials for intermediate and state final certification is carried out at methodological commissions without the participation of employers. Although, the procedure for the final state certification itself is conducted with their active involvement. The interview with the teaching staff demonstrates a lack of understanding of the basics of credit technology, active learning methods, models, levels, and methods for assessing clinical competence.

The teaching staff did not demonstrate knowledge of algorithms for assessing the reliability and validity of assessment methods, the balance between formative and summative assessment, which also was not confirmed in the submitted materials, and the results of interviews with focus groups.

The expertise of assessment tools is carried out at the level of the university departments and is limited to internal reviews, as evidenced by the results of interviews with teaching staff and heads of departments.

Regulations on the modular score-rating and knowledge assessment system for students are applied partially in the junior years, whereas clinical disciplines are evaluated according to the five-point assessment system.

ONMedU has sufficient human and material resources to develop an assessment system that meets the requirements of international standards for doctor training.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

3.1.2. Revise the assessment system and use assessment tools, using which the teacher can obtain reliable information about the level of mastery of knowledge and the formation of skills and attitudes towards learning. Term – 01/07/2022 and onwards on an ongoing basis

3.1.3 Review the assessment system and identify a modern set of assessment tools (methods, formats) that have proved their specificity and accuracy. On an ongoing basis, conduct research on assessment methods for reliability, validity, impact on learning, continuity, and effectiveness. Term - 01/07/2022 and onwards on an ongoing basis

3.1.4. A local regulation should be developed to regulate the forms, methods, and procedures for obtaining and providing feedback from students based on the results of the assessment and the resolution of conflicts (if any). Term - by 01/09/2022

3.1.5. Place the information on assessment methods on the website; involve external stakeholders (representatives of other universities and practical healthcare institutions) in the expertise of assessment tools with process documentation. Term - by 01/09/2022 and onwards on an ongoing basis

3.2.4. In order to assess the student's academic progress, maintain an appropriate balance between formative and summative assessment in assessing knowledge - January 2022 and onwards on an ongoing basis

Area for improvement:

3.1.7. Define and implement a policy on the use of expertise in the development of teaching methods and the assessment of knowledge and skills before the beginning of the 2022-2023 academic year

3.1.8. It is necessary to introduce new assessment methods and optimize the student assessment system using methods focused on the degree of achievement of learning outcomes taking into account international practice. Term: 01/09/2022.

3.2.5. Revise the student assessment system by determining the optimal number of checks to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information and overload EP.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

The quantitative indicators of the criteria according to the evaluation table "Parameters of the Institutional and/or Specialized Profile" are as follows: strong positions - 0, satisfactory - 7, imply improvement - 8, unsatisfactory - 0.

6.4. Standard "STUDENTS"

Evidence

ONMedU implements a policy of admission and selection following standard procedures that meet the requirements of the Law of Ukraine "On Higher Education" and the Conditions for Admission to Ukrainian Universities, based on which the Rules for Admission to ONMedU are developed.

School leavers pass an external independent evaluation, based on which they are enrolled in ONMedU according to the competitive score in the relevant subjects from highest to lowest. The ONMedU Admissions Committee is the working body of ONMedU, provided for in the first part of Art. 38 of the Law of Ukraine "On Higher Education", is created to organize the admission of applicants. The admission committee works based on democracy, transparency, and openness in accordance with the legislation of Ukraine.

During the acceptance of documents and the organization of competition among applicants to the University, the admission committee of ONMedU is guided by the current regulatory documents governing the work of the University and the admission of applicants to higher educational institutions of Ukraine.

The admissions committee of ONMedU accepts certificates from the Ukrainian Center for Education Quality Assessment in Chemistry, Biology, Mathematics, Physics, and Ukrainian for participation in the competition for admission to the specialty chosen by the applicant on the basis of CGSE.

In ONMedU, the main criteria for admission to specialties 222 Medicine, 221 Dentistry, 226 Pharmacy, Industrial Pharmacy are the level of the applicant's knowledge and abilities.

The recommendation for enrollment is carried out by the Unified State Electronic Database on Education. The admission committee of ONMedU only provides technical support (checks the correctness of the entered data by applicants). Recommendations and orders for enrollment are printed by the admission committee from the Unified State Electronic Database on Education.

Admission of foreign citizens for studies is carried out in accordance with the order of MES of Ukraine "Some issues of organizing the recruitment and training (internship) of foreigners and stateless persons" dated November 1, 2013 No. 1541, Conditions of admission to Ukrainian

universities, the Rules of admission to ONMedU, and recommendations of diplomatic institutions and based on the license for conducting educational activities only for accredited EP.

Training of foreigners is carried out in a full-time (day) form. The organization of recruiting foreigners for training is carried out by ONMedU, a state enterprise authorized by MES of Ukraine, other business entities (residents) on the basis of agreements on the provision of services concluded with the university.

ONMedU enrolls students strictly within the licensed volume specified in the license for educational activities issued by the MES of Ukraine. The license volume is distributed between domestic and foreign students, necessarily taking into account the admission rates of past years, the material and technical indicators of the university, and its academic potential according to Part 2 of Art.32 of the Law "On Higher Education" dated 01/07/2014 No. 1556-VII.

Data on the distribution of the licensed volume are included in the Unified state electronic database of education (USEDE). Every year ONMedU submits competitive proposals to the Ministry of Health for obtaining places financed from the state budget following the Resolution of the CMU No. 306 04/15/2013. After the competitive selection of participants for the state order of MH of Ukraine, the University receives the corresponding number of budgetary places, which is also entered into USEDE. The rest of the licensed volume is for enrollment of students for training under a contract at the expense of individual and legal entities.

ONMedU also provides advice on employment issues. The responsible structural department is the Faculty of Postgraduate Education. This faculty annually monitors the employment process and generates a report on the employment. In 2020, a Commission on the Promotion of the Employment of Graduates was established. The main goal is career guidance among graduates and assistance in securing the 1st job). The commission monitored the demand for medical workers in the labor market; collaborated with potential employers to conduct internships and professional training for young doctors to provide 1st job; hired graduates. The deans provided information on the availability of vacancies in the Odesa, Mykolaiv, Kherson, Kirovograd, Zhytomyr, Volyn, Cherkasy regions; organized training on issues of employment and labor relations and the procedure for entering an internship.

Analysis

During the visit, the EEC did not get confirmation of the barrier-free environment described in the self-assessment report.

The University has organized a student support service and provides diverse opportunities to young people for their personal growth and development.

In the interview, despite the positive feedback about the university leadership and EP, the lack of activity of students in the management and development of EP was revealed.

Although academic mobility is present at the University, its possibilities should be expanded and actively used in different directions.

In general, the standard meets the criteria within the framework of the national policy and legislation of Ukraine.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

Absent

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 16; suggest improvements - 0; unsatisfactory - 0.

6.5. Standard “ACADEMIC STAFF/FACULTY”

Evidence

The personnel policy of ONMedU is regulated by the [Concept of Strategic Development of ONMedU for the Period up to 2025 \(Appendix 9 translation\)](#), the Constitution of Ukraine, laws of Ukraine, Decrees of the President of Ukraine, resolutions of the Verkhovna Rada of Ukraine and the CMU, orders of the MH of Ukraine, the MES of Ukraine, regulatory legal acts of state and local authorities, the Charter of ONMedU, the Collective Agreement for 2018-2022, as well as local regulations of the University.

The general rights and responsibility of scientific and pedagogical workers of medical institutions of higher education are under the current legislation of Ukraine: the Labor Code of Ukraine (<https://zakon.rada.gov.ua/laws/show/322-08#Text>), the laws of Ukraine On Education (<https://zakon.rada.gov.ua/laws/show/2145-19#Text>), On Higher Education (<https://zakon.rada.gov.ua/laws/show/1556-18#Text>), Fundamentals of Ukrainian legislation on health protection (<https://zakon.rada.gov.ua/laws/show/2801-12#Text>).

As of June 30, 2021, the academic staff of ONMedU consists of 1202 scientific and pedagogical employees of [60 departments](#) involved in the educational process for educational programs at ONMedU. Of the total number of teaching staff, 142 people have a doctoral degree, 562 people with a Ph.D., 110 professors, 288 senior researchers, one academician of the NAMS of Ukraine, three corresponding members of the NAMS of Ukraine, 21 Honored Workers of Science and Technology of Ukraine, 41 Honored Doctor of Ukraine, 2 Honored Inventors of Ukraine. The Procedure for competitive selection while filling vacancies of scientific and pedagogical workers and concluding labor agreements (contracts) of 2015 was adopted in a new edition in 2021 - Regulations on the Competitive and Personnel Selection Procedure for Scientific and Pedagogical Workers of Odessa National Medical University - were presented to EEC as an attachment to the self-report, however, during the interview, this information was not fully confirmed. According to the self-evaluation report, 42.3% of teaching staff do not have a scientific degree.

Analysis

Based on the study of the provisions and regulations provided in the electronic version, the ONMedU self-evaluation report, and on online observations and interviews with the academic staff, EEC made the following conclusions:

- Regulations on the rating of the teaching staff had just been started to develop, so at the time of the EEC visit, it was not possible to determine the rating.
- The activity of teaching staff in scientific work takes place only within the framework of intra-university grants. The involvement of AS in international scientific projects is low, so publication activity in peer-reviewed journals is low.
- During the interview, EEC revealed that AS did not know interactive methods in teaching well.
- EEC revealed low activity of AS in academic mobility, during interviews, the AS mentioned only Poland. No one answered the question about academic mobility in a remote format.
- The personnel policy of the university in the general part of the formation of the academic staff is based on the principles of competitiveness and fixed-term employment contracts on the basis of the current legislation of Ukraine and its specification at the level of local regulations.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

5.1.1. Approve the qualification requirements for the competitive selection of teaching staff for employment, which can establish the compliance of the academic staff with the goal of EP (part-time employees, full-time employees, the ratio between medical and non-medical teachers, as well as the balance between academic and non-academic employees). Term - 01/01/2022 and onwards

5.1.2. To introduce criteria for compliance with scientific and pedagogical standards for applicants in the qualification requirements, based on the ratio between pedagogical, scientific, and clinical qualifications. Term - 01/01/2022 and onwards

5.2.4. Develop a policy to control the knowledge of the teaching staff of the general content of EP, teaching methods, the possibility of integrating with other disciplines.

- Train AS in the methodology of designing digital classes to expand the modes of teaching (distance learning methods). Term - 01/01/2022 and onwards

- Continue work on Provision on the rating of AS, create the electronic portfolio of AS with open access for the public and students - by the start of the work of the admission committee in 2022

- Revise planning of academic mobility of AS, publication activity, participation in the scientific projects outside the university - by 01/03/2022

- Develop and approve the Program for AS development, including requirements for certification of scientific and pedagogical personnel, taking into account the mission and indicators of the strategic plan for the development of ONMedU - by 01/09/2022

- To implement the Program for the development of teaching staff, provide for a system of internal grants for training, conducting scientific research, advanced training of teaching staff not only within the university but also outside of Ukraine - by 09/01/2022

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 8; suggest improvements - 3; unsatisfactory - 0.

6.6. Standard "EDUCATIONAL RESOURCES"***Evidence***

ONMedU is a modern educational, scientific and treatment-diagnostic center with 59 departments providing training in EP, which are located in 8 educational and educational-administrative buildings, with a total area of 25,304.5 m²: Main educational building - 7206.8 m²; Anatomical body - 4482.8 m²; Sports complex - 3633.9 m²; Educational and administrative building (11 Pasteur St.) - 2496.6 m²; Academic building (1 Kniazheska St.) - 1148.6 m²; Educational and administrative building (2 Sofiyivska St.) - 2562.0 m²; Academic building (2a Pasteur St.) - 2022.6 m²; Academic building (13 Olhivivska St.) - 1751.2 m².

The information component of the educational process is provided by the Scientific Library with reading rooms (with a total area of 1207.8 m²) and the Student Library (with a computer and reading rooms, with a total area of 1212.9 m²). The library network unites about 50 computers, copying equipment, including scanners for digitizing rare and valuable items. All departments have modern projection systems, namely 153 multimedia mobile projectors, 10 large LCD panels, and 8 interactive whiteboards. Lectures are held in lecture halls of the University and classrooms of medical and preventive institutions.

Control over the use of classrooms is carried out by the educational department of ONMedU, taking into account the semester schedule and additional requests for various scientific and educational activities. Departments independently assess the state of the provision with material resources; plan calibration and service of equipment used; create an order for the necessary equipment, apparatus, etc. Assessment of the conformity of the material and technical

base to the needs is discussed at the appropriate levels of management of the University and included in the long- and short-term procurement plans, which take place following state procurement rules.

Clinical training of students is carried out by scientific and pedagogical workers of 45 clinical departments of the University and takes place at 55 medical sites for clinical training. Following Order of MH of Ukraine dated 05/06/1997, No. 174 "Regulations on the Clinical Healthcare Institution" (as amended by Order of MH of Ukraine dated 09/09/2013, No. 792), the University enters into cooperation agreements with municipal non-profit HC enterprises, institutes of the National Academy of Medical Sciences of Ukraine, departmental institutions, and private medical institutions.

The information provided in the report informed that "... according to the provisions of Strategic Concept of Information Modernization of the University, an electronic system for managing the quality of education of ONMedU was developed and implemented, which includes the systems of the Electronic Gradebook (progress sheets, lists of academic arrears, online exam system), the Rector's control (testing learners)." However, the platform was not demonstrated to EEC.

During interviews with students, EEC revealed the following: students did not use the library on their own to search for educational literature, references to literary sources used in EP were sent by the teacher. Also, students did not know where access to library resources was in the university system.

Analysis

EEC members stated that ONMedU, using internal and budgetary resources, provides the necessary resources for students to acquire adequate clinical experience, including a sufficient number and categories of patients, having a solid material and technical base, as well as long-term contractual relations on the use real estate with medical organizations.

University clinics are a full-fledged clinical base for students to study and acquire practical skills, multidisciplinary institutions. They provide all types of medical care: emergency, outpatient, inpatient, and high-tech.

EEC found that the university was interested in providing an appropriately safe environment for students and AS.

In the strategic plan until 2025, ONMedU plans development towards improving the quality of educational resources, although it does not indicate a calendar implementation plan.

At the same time, EEC revealed the absence of a policy of expertise and development of teaching methods and the assessment of knowledge and skills; experts in education from national and international institutions were not involved in the expertise.

During interviews with focus groups of teachers and students, EEC revealed a lack of activity in national and international academic mobility and the absence of the relevant program or provision. During the interview, a few students said that they independently sought financial opportunities or participated in international exchange programs that covered the expenses. For the national exchange programs, participation of AS and students was not announced.

During interviews with external stakeholders, EEC established the lack of awareness of internal stakeholders and the lack of funding for providing the regional and international exchange of AS, AMP, and students.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

6.5.1. The University should develop a policy and funding opportunities aimed at using resources in expertise and development of methods of teaching and assessing knowledge and skills, with the involvement of experts in education from national and international institutions – 01/02/2022 and onwards

6.5.2. Develop and implement a policy for assessing EP with the involvement of regional and international experts in medical education - by 01/05/2022

6.5.3. Develop a policy/procedures/regulations for the expertise for the methods of teaching and assessment of knowledge and skills and introduce them into an EP monitoring system on an ongoing basis. Term - by 01/05/2022

6.6.1. Develop and implement an exchange program - internal and external academic mobility of teaching staff at the national and international levels. Term - by 01/02/2022

Area for improvement;

6.5.4. In order to develop the employees' potential, involve both internal and external experts to conduct expertise in medical education with documentation of the process. Term - 01/01/2022 and onwards

6.5.5. Develop the expert activities of AS, train AS in expertise, and involve the university staff in conducting research in the field of medical education. Term - from 01/02/2022

6.5.6. Stimulate with available means by revising the system of incentives and encouragement for the participation of AS in research work in the field of medical education. Term - 01/01/2022 and onwards

6.6.3. Provide information to internal stakeholders, identify financial resources for the development of regional and international exchange of teaching staff, AMP, and students. Term - 01/02/2022 and onwards

6.6.4. When organizing exchange programs, observe the ethical principles of teaching staff, AMP, and students. Term - 01/02/2022 and onwards

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 21; suggest improvements - 9; unsatisfactory - 0.

6.7. Standard "PROGRAM EVALUATION"

Evidence

To assess the quality of educational services in ONMedU, the University constantly monitors and evaluates EP through internal and external audits and carries out external evaluations of student achievements. The purpose of monitoring is to assess student satisfaction with learning outcomes. Monitoring EP and the results of its development is under the Regulations on educational programs of Odessa National Medical University to identify compliance with the requirements of NQF and professional standards. Achievement of goals within the framework of the EP is monitored by the system of in-university control at four levels: the level of students, in the form of a questionnaires "Survey of ONMedU students on the quality of education, training and employment prospects" and "The Best Teacher." The questions of the questionnaires are updated accounting changes in methods and technology for the provision of educational services and the requests of employers and students. The survey results are analyzed and discussed at meetings of departments, academic councils of faculties, and the Academic Council of the University, and an action plan is composed to meet the needs of consumers and faculty.

The analysis of indicators is conducted annually, which makes it possible to develop preventive and corrective measures to improve the educational program. Mandatory review of the structure and content of the curriculum is carried out after introducing a new education standard at the request of program consumers. Based on the results of the evaluation of EP, the guarantor of EP, together with the educational department, dean's offices, and the educational and methodological department, conducts timely and reasonable updating of the educational program.

Within the framework of EP, the structure, volume, and content of the disciplines, including the variable part, the volume of contact work, the requirements for an applicant, the results of mastering the program by a graduate, and the list of the required competencies are assessed.

Student progress is evaluated according to the Regulations on the organization of the educational process on the credit technology of education based on the results of mastering credits of disciplines; reflected in the transcript in the form of points corresponding to the equivalent of the four-point national system and ECTS. The analysis of the intermediate certification for each semester (examination sessions, educational and practical training) is regularly discussed at the departments, in the dean's office, at the academic councils of faculties, and in the educational department.

Every month, the departments submit information about the current academic arrears of students to the dean's office, the dean of the faculties analyze and systematize the data obtained, identify problem students whom individual work is carried out with; if necessary, assistance in the form of individual consultation schedules is provided to them, as well as conversations with parents and compatriots. The results of intermediate certifications are recorded in the information and analytical materials of the departments and the University.

The overall results of mastering EP are evaluated based on graduation certification results, primary accreditation, employment of graduates, according to the proportion of those who continue their postgraduate studies. The system of monitoring and storing learning outcomes allows you to compare student data from admission to graduation and during postgraduate studies. Assessment of learning outcomes is carried out by monitoring the formation of competencies. After graduation, a survey of graduates is carried out with the aim of possible correction of the educational program.

The University provides the educational process with the necessary material and technical resources following the requirements for the training of competent specialists. A variety of simulation equipment and necessary laboratories are used, a simulation training center was created, equipped according to the main activities of the future graduate.

At all stages of the implementation of EP, students are consulted regarding their progress in disciplines by dean's office employees responsible for educational work (group curators) and representatives of student self-government of both faculties and University. There is a schedule of ongoing consultations in each department in all disciplines. The University provides an opportunity for counseling on adjusting the emotional state, adaptation problems, employment opportunities.

Analysis

The members of EEC noted the following: it was not possible to fully establish how the university controls the quality of mastering educational programs by students according to the established criteria and how it ensures constant monitoring and improvement of the educational services provided. The precise mechanism (regulations, orders, other documents) for regulating this process is absent.

The self-evaluation report provided information on the assessment of EP not confirmed during the EEC visit. The appendix provided information about the Regulations on educational programs.

During interviews with students, EEC did not receive a satisfying answer about the participation of students in the survey to assess the quality of EP.

From the side of the dean's office, EEC also received the information that the survey was not as regular as they would like; questionnaires were not analyzed.

The report noted the presence of attendance registers, but both electronic attendance registers and their working forms were not presented to EEC. EEC did not find it possible to evaluate the monitoring of students' attendance.

A discrepancy in the descriptive part of the self-evaluation report was also revealed: a university policy in EP assessment is absent.

At interviews with employers (the dental clinic and the city pharmacy), EEC got the information that they had recommended some changes to the profile EPs.

During the interviews, graduates and undergraduates mentioned the possibility to express their wish within the framework of changing EP, but no information was received on how the changes were going, the mechanisms, and feedback.

The interviews with focus groups confirmed that University was trying to create the conditions necessary for students to effectively master the chosen educational program according to their interests and needs; provide appropriate resources (library, consulting, information).

University has organized a student support service and provides diverse opportunities for the personal growth and development of young people. During the interviews, international students noted the care taken by the university during the adaptation. A wide range of clinical bases contributes to high-quality modern medical education. University has institutional autonomy, academic freedom, and resources for the development and implementation of procedures for external and internal evaluation of EP, which meets international standards for training physicians.

Strengths/best practice

In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

7.1.1. Develop a regulation/program for analyzing the results of assessing the student educational achievements, monitoring and reviewing EP on a regular basis. Term - 01/01/2022 and onwards

7.1.2. Evaluate the results of assessing the educational achievements of students, monitoring the implementation of EP; take these results into account when reviewing EP on a regular basis. Term - 01/05/2022 and onwards

7.1.3. In the regulation/monitoring program, provide for monitoring and evaluation of specialized components of EP, which include a description of the discipline and methods of teaching, training, clinical rotations, and assessment methods. The monitoring department should analyze the data with feedback and recommendations for modifying EP. Term - 01/02/2022 and onwards

7.1.5. In EP monitoring regulations/programs, include means for the constant monitoring of intermediate, final, and state exams, analysis of the achievability of learning outcomes for further improvement of EP and working curricula. 7.1.6. In the regulations/program for monitoring EP, provide for an assessment of resources, the learning environment, and the culture of the medical organization that affect the context of the educational program. Term - 01/01/2022 and onwards

7.1.7. In the program of EP regulations/monitoring, include measures for the constant analysis of the results of intermediate, final, and state exams. The monitoring department, when monitoring and analyzing EP, should focus on the special components of EP, which include a description of the discipline and methods of teaching, training, clinical rotations, and assessment. Term - January 2022 and onwards

7.2.1. Maintain constant feedback with students for informing about the process of mastering EP. Evaluate the results of the survey (questionnaires in English for international students) received from feedback and correct EP; determine the responsible structure and implement the feedback process (in English for international students). Term - 01/0/2022 and onwards on an ongoing basis.

7.2.2. Assess the educational achievements of students mastering EP. Analyze, make decisions on identified shortcomings, maintain documentation - have a documentary trace. Term - 01.01.2022 and onwards on an ongoing basis

7.4.1. Organize participation in the EP monitoring procedure of teaching staff and students. Term - January 2022 and onwards on an ongoing basis.

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 15; suggest improvements - 9; unsatisfactory - 0.

6.8. Standard "GOVERNANCE AND ADMINISTRATION"

Evidence

The organizational structure of ONMedU complies with the mission, goals, and objectives set out in the Concept of Strategic Development of ONMedU for the period up to 2025 and provides support for institutional integrity and efficient and reasonable use of resources, resulting in favorable conditions for the implementation of the educational process in all specialties and levels of training, research, economic, and other activities of the University.

In accordance with the Law of Ukraine On Higher Education No. 1556-VII dated July 1, 2014, ONMedU operates in conditions of institutional autonomy, including managerial and financial. However, the University is subordinate to MH of Ukraine.

In their daily activities, the University staff is guided by internal regulations, the rector's orders, orders of vice-rectors in the relevant areas within their competence, quality management procedures, and prescripts of the heads of structural divisions.

The rector, vice-rectors, and heads of structural subdivisions of the University bear administrative responsibility for the decisions made and the results of their implementation. The relations between the participants in the educational process are regulated by the Charter of ONMedU, the Internal Regulations of ONMedU, the Moral and Ethical Code of Persons Working and Studying at ONMedU, the Regulations on the competitive and personnel selection procedure for scientific and pedagogical workers of Odessa National Medical University, and other local regulations.

During an interview with AMP, EEC revealed low activity in recruitment for postgraduate school (few postgraduates), which entails a significant financial burden on the learning process. The international department showed low effectiveness in organizing the academic mobility of AS and students. At the interviews, they said they were independently engaged in searching the opportunities. Even if the opportunity to study remotely as part of academic mobility occurred, this was not organized either for the teaching staff or students, indicating the low efficiency of the international department.

EEC also established the lack of organization of training in educational expertise, which cannot help but affect the management of EP.

The minutes of the meetings mentioned in the report were not presented: discussions of EP, final results, and degree of satisfaction with external stakeholders and public health authorities of the countries from where international students come.

EEC did not determine the existence of standardization processes; the ISO certificate is of 2016, which cannot help but affect the management processes at the university.

The university has demonstrated an aspiration to AS development but has not provided specific resources and policy documents for pedagogical competencies development, and the system and regulations on staff selection have not been developed.

Analysis

The organizational structure of ONMedU complies with the mission, goals, and objectives set out in the Concept of Strategic Development of ONMedU for the period up to 2025 and provides support for institutional integrity and efficient and reasonable use of resources, resulting in favorable conditions for the implementation of the educational process in all specialties and levels of training, research, economic, and other activities of the University.

In accordance with the Law of Ukraine On Higher Education No. 1556-VII dated July 1, 2014, ONMedU operates in conditions of institutional autonomy, including managerial and financial. However, the University is subordinate to MH of Ukraine.

The management structure of ONMedU has an average level of flexibility and, if necessary, can be optimized, which entails the corresponding changes in the staffing table, but only within the established number of positions. The staffing table is approved by MH of Ukraine. The rights and responsibilities of officials are under the internal regulations and correspond to job descriptions developed and approved according to the established order. The powers, tasks, and responsibilities of the structural units of ONMedU correspond to the areas of their activities and are enshrined in the relevant provisions.

The members of EEC found that the management of the University was carried out at the national and institutional levels. The sole executive body of the University is the Rector, who carries out the current management of the University.

Analyzing compliance of the standard with the criteria required, EEC revealed that compliance was partial and incomplete. Some information from the self-evaluation was not confirmed in full. A lot of information was given in general terms. The described quality management system was not fully traceable during the EEC visit.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

8.2.1. Define the responsibilities of the academic leadership concerning the development and management of the educational program. Term - 01/01/2022 and onwards

8.4.2. Revise the staffing table of AMP to manage and allocate resources more effectively. Develop and implement a management selection policy based on a quality system. Term - 01/01/2022 and onwards

Area for improvement

8.1.4. Involve external stakeholders in the management structures of the university, including representatives of the Ministry of Education and Health, the healthcare sector, and the public on an ongoing basis. Term - 01/09/2022 and onwards

8.2.1. Develop and implement a policy on the periodic evaluation of academic leadership concerning the achievement of its mission and learning outcomes. Term - 01/09/2022 and onwards

8.3.4. Provide university departments (the dean's offices, institutes) with autonomy in distributing resources, including the possibility of remuneration of teaching staff. Term - 01/09/2022 and onwards

8.3.5. When allocating resources, consider scientific advances in medicine, public health issues, and their needs. Term - 01/09/2022 and on an ongoing basis

8.4.3. Introduce a process approach to managing the educational process of the university in QMS. Term - 01/01/2022 and onwards

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 10; suggest improvements - 7; unsatisfactory - 0.

6.9. Standard "CONTINUOUS RENEWAL"

Evidence

In the self-evaluation report, ONMedU declares that the assessment of the results and the quality of the University's activities is carried out at all structural levels, from teachers and departments to university-wide divisions and leadership, systematically and constantly. Based on

the analysis, the heads of structural educational units evaluate the work and plan activities for the next academic year. The results, aspects, and components of the work of structural units, as well as their achievements, are considered during the calendar and academic year.

When planning its activities, the University is guided by the national legislation in education and healthcare. The issues of reorganization, significant structural changes, creation of new departments and positions are considered and approved at the meetings of the Academic Council of the University. The adopted decisions are put into effect by the relevant order of the rector. Over the past three years, new positions have been introduced at ONMedU: Vice-Rector for Prospective Development of the University; Vice-Rector for Education Quality Assurance. New structural subdivisions were created: the USQE Training and Passing Center, which was reorganized into the Training and Production Complex of Innovative Learning Technologies, Informatization and Lifelong Education; the Education Quality Assurance Department; the Department of Simulation Medical Technologies; the educational and scientific laboratory of pathomorphology of the Department of Normal and Pathological Clinical Anatomy.

For the effective implementation of educational programs, improvement, and development of the activities of the University, ensuring the high quality of education, appropriate material, technical, and information resources are needed. Annually, at the meeting of the Academic Council of the University, the financial report for the past calendar year is considered, and the financial plan for the next calendar year is approved. The allocation of resources occurs in strict accordance with the current financial legislation. The university subdivisions formalize their needs as funding applications and submit documents for consideration to the relevant subdivisions of the administrative part, where they are processed and, depending on their nature, can be included in the plan.

The content of academic disciplines is regularly revised based on scientific achievements and modern medical practices, with the following updating of the educational and methodological support. Changes in the content of academic disciplines are made by AS based on the results of their research activities, participation in international and national scientific and scientific-practical conferences, seminars, symposiums, studying innovative experience, advanced training. In 2020, ONMedU organized 20 scientific events at various levels. Familiarization with the leading scientific achievements and practices is facilitated by public lectures and master classes conducted by visiting professors and honorary professors of the University. Scientific production enterprises (SPE) are actively involved in the development of innovative methods, technologies, and forms of medical practice, as evidenced by the number of patents and other intellectual property.

The opportunities of the ONMedU museums are widely used in the educational process. The University has three museums. The Anatomical Museum is one of the oldest professional museums in Ukraine. Created in 1900 on the initiative of Professor M.O. Batuev, the first head of the department of anatomy, the museum has more than three thousand exhibits from the most remote places of the world. There are approximately a hundred skulls and several dozen human skeletons - representatives of various nations and races, fragments of human bodies from the Egyptian pyramids and archaeological sites. From 1910 to the present, many exhibits have been made by students of the University. The museum's valuable collection is a sub-unit of the Department of Human Anatomy.

In 2020, the University developed and approved the Concept of educational activities of the Odessa National Medical University for the period until 2025 ([Appendix 10 translation](#)), in which, based on an analysis of the characteristics and development prospects of the Odessa region, the possibilities for the functioning of ONMedU, the problems facing the University in the field of education and medicine, goals, main tasks, principles of the educational activities of the University, as well as ways to implement them are determined.

For improving and optimizing the quality management system of education in ONMedU, the positions of Vice-Rector for Prospective Development of the University and Vice-Rector for Education Quality Assurance have been introduced; the Educational and Production Complex of

Innovative Technologies of Education, Informatization and Continuous Education, the Department of Education Quality Assurance were created.

In the future, ONMedU is planning to strengthen the organizational structure through administrative decentralization by enhancing the role of a department as a functional educational unit of the University. Deans will have their own development plans, budget, and administrative support. It is also planned to modernize the management approach at the University (key performance indicators, balance of powers and responsibilities of management, personnel reserve), create a center for psychological support of students in order to strengthen the preparation of students for independent life and professional self-development in the changing conditions of crisis and information chaos.

Analysis

After analyzing the relevant provisions and regulations, development programs, and reports on their implementation, during observations and interviews, EEC noted that the continuity of results and continuous monitoring of the implementation of the mission allows the University to position itself as a socially responsible institution at the regional, state, and international levels; to use the opportunities in the global market, to purposefully form zones of influence at the all-Ukrainian level, to direct efforts towards the development of the Odessa region, achieving socioeconomic effects.

The focus of the University's strategy is learning outcomes of graduate education and postgraduate training.

Despite the description of the process of continuous improvement presented in the self-evaluation report, EEC did not get any confirmation during the interviews with focus groups. For example, the university management could not answer many questions asked by EEC to confirm the information of the self-assessment report.

In general, the University shows a desire for renewal and compliance with international standards; for this, ONMedU has resources and is ready to carry out reforms within the framework of national legislation.

Strengths/best practice - In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

EEC recommendations

9.1.1. Initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and correct deficiencies. Term - 01/09/2022 and on an ongoing basis.

Area for improvement

9.1.3. Base the update process on prospective studies, analyses, and the results of the own research, evaluation, and medical education literature. Term - 01/09/2022 and onwards on an ongoing basis

9.1.5. Revise and adapt the mission based on changing society. Determine the revision deadlines and familiarize stakeholders with the terms of the mission revision. Deadline - by the end of 2021-2022 academic year

9.1.7. Adapt the models of educational programs and methodological approaches to ensure that they are appropriate and relevant and take into account modern theories in education, adult learning methodology, principles of active learning. Term - 01/03/2022 and onwards

9.1.8. Adjust EP based on achievements in the field of science and demographic changes. Term - 01/04/2022 and onwards

9.1.13. Plan the renewal process based on the comprehensive assessment of EP and improve the EP monitoring system. Term - 01/07/2022 and onwards

9.1.14. Improve the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs and, in the future, to meet the interests of various stakeholder groups. Term - 01/09/2022 and onwards on an ongoing basis

Conclusions of the EEC according to the criteria: (strong/satisfactory/suggest improvements/unsatisfactory)

In general, according to this Standard, the activity of the university meets the requirements of the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows: strong - 0, satisfactory - 7; suggest improvements - 7; unsatisfactory - 0.

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD

6.1 Standard "MISSION AND OUTCOMES"

This standard complies with the IAAR quality criteria.

6.2 Standard "EDUCATIONAL PROGRAM"

This standard complies with the IAAR quality criteria.

6.3 Standard "ASSESSMENT OF STUDENTS"

This standard complies with the IAAR quality criteria.

6.4 Standard "STUDENTS"

This standard complies with the IAAR quality criteria.

6.5 Standard "ACADEMIC STAFF/FACULTY"

This standard complies with the IAAR quality criteria.

6.6 Standard "EDUCATIONAL RESOURCES"

This standard complies with the IAAR quality criteria.

6.7 Standard "EDUCATIONAL PROGRAM EVALUATION"

This standard complies with the IAAR quality criteria.

6.8 Standard "GOVERNANCE AND ADMINISTRATION"

This standard complies with the IAAR quality criteria.

6.9 Standard "CONTINUOUS RENEWAL"

This standard complies with the IAAR quality criteria.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD

Standard "MISSION AND OUTCOMES"

- Communicate the mission, quality policy, and vision of the organization to key stakeholders, documenting the communication process. When revising the mission, developing or updating it, create a working group with the mandatory involvement of the main stakeholders (AS, students, administrative staff) to participate in this process. Term - 2022-2023 academic year and onwards on an ongoing basis

Standard “EDUCATIONAL PROGRAM”

- Train the teaching staff to implement and use active learning methods, including PBL (problem-based learning), CBL (clinical-based learning), TBL (team-based learning), RBL (research-based learning), a method of projects focused on the formation of a systematic approach to solving problems, the use of modern research methods, the analysis of research results and one's own practice, the development of self-education and self-improvement skills. Term - 01/01/2022 and onwards

Standard “ASSESSMENT OF STUDENTS”

- Revise the assessment system and use assessment tools, using which the teacher can obtain reliable information about the level of mastery of knowledge and the formation of skills and attitudes towards learning. Term – 01/07/2022 and onwards on an ongoing basis

- Review the assessment system and identify a modern set of assessment tools (methods, formats) that have proved their specificity and accuracy. On an ongoing basis, conduct research on assessment methods for reliability, validity, impact on learning, continuity, and effectiveness. Term - 01/07/2022 and onwards on an ongoing basis

- A local regulation should be developed to regulate the forms, methods, and procedures for obtaining and providing feedback from students based on the results of the assessment and the resolution of conflicts (if any). Term - by 01/09/2022

- Place the information on assessment methods on the website; involve external stakeholders (representatives of other universities and practical healthcare institutions) in the expertise of assessment tools with process documentation. Term - by 01/09/2022 and onwards on an ongoing basis

- In order to assess the student's academic progress, maintain an appropriate balance between formative and summative assessment in assessing knowledge - January 2022 and onwards on an ongoing basis

Standard "ACADEMIC STAFF/FACULTY"

- Approve the qualification requirements for the competitive selection of teaching staff for employment, which can establish the compliance of the academic staff with the goal of EP (part-time employees, full-time employees, the ratio between medical and non-medical teachers, as well as the balance between academic and non-academic employees). Term - 01/01/2022 and onwards

- To introduce criteria for compliance with scientific and pedagogical standards for applicants in the qualification requirements, based on the ratio between pedagogical, scientific, and clinical qualifications. Term - 01/01/2022 and onwards

- Develop a policy to control the knowledge of the teaching staff of the general content of EP, teaching methods, the possibility of integrating with other disciplines.

Standard "EDUCATIONAL RESOURCES"

- The University should develop a policy and funding opportunities aimed at using resources in expertise and development of methods of teaching and assessing knowledge and skills, with the involvement of experts in education from national and international institutions – 01/02/2022 and onwards

- Develop and implement a policy for assessing EP with the involvement of regional and international experts in medical education - by 01/05/2022

- Develop a policy/procedures/regulations for the expertise for the methods of teaching and assessment of knowledge and skills and introduce them into an EP monitoring system on an ongoing basis. Term - by 01/05/2022

- Develop and implement an exchange program - internal and external academic mobility of teaching staff at the national and international levels. Term - by 01/02/2022

Standard "EDUCATIONAL PROGRAM EVALUATION"

- Develop a regulation/program for analyzing the results of assessing the student educational achievements, monitoring and reviewing EP on a regular basis. Term - 01/01/2022 and onwards

- Evaluate the results of assessing the educational achievements of students, monitoring the implementation of EP; take these results into account when reviewing EP on a regular basis. Term - 01/05/2022 and onwards

- In the regulation/monitoring program, provide for monitoring and evaluation of specialized components of EP, which include a description of the discipline and methods of teaching, training, clinical rotations, and assessment methods. The monitoring department should analyze the data with feedback and recommendations for modifying EP. Term - 01/02/2022 and onwards

- In EP monitoring regulations/programs, include means for the constant monitoring of intermediate, final, and state exams, analysis of the achievability of learning outcomes for further improvement of EP and working curricula.7.1.6. In the regulations/program for monitoring EP, provide for an assessment of resources, the learning environment, and the culture of the medical organization that affect the context of the educational program. Term - 01/01/2022 and onwards

- In the program of EP regulations/monitoring, include measures for the constant analysis of the results of intermediate, final, and state exams. The monitoring department, when monitoring and analyzing EP, should focus on the special components of EP, which include a description of the discipline and methods of teaching, training, clinical rotations, and assessment. Term - January 2022 and onwards

- Maintain constant feedback with students for informing about the process of mastering EP. Evaluate the results of the survey (questionnaires in English for international students) received from feedback and correct EP; determine the responsible structure and implement the feedback process (in English for international students). Term - 01.01.2022 and onwards on an ongoing basis.

- Assess the educational achievements of students mastering EP. Analyze, make decisions on identified shortcomings, maintain documentation - have a documentary trace. Term - 01.01.2022 and onwards on an ongoing basis

- Organize participation in the EP monitoring procedure of teaching staff and students. Term - January 2022 and onwards on an ongoing basis.

Standard "GOVERNANCE AND ADMINISTRATION"

- Define the responsibilities of the academic leadership concerning the development and management of the educational program. Term - from 01/01/2022

- Revise the staffing table of AMP to manage and allocate resources more effectively. Develop and implement a management selection policy based on a quality system. Term - 01/01/2022 and onwards

Standard "CONTINUOUS RENEWAL"

- Initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and function, document and correct deficiencies. Term - 01/09/2022 and on an ongoing basis.

(IX) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF THE EDUCATIONAL INSTITUTION

1. Communicate to all stakeholders the mission, quality policy, and vision of the organization.
2. Develop a mechanism for the participation of students in the development and evaluation of the quality of educational programs.
3. Include representatives of students and employers in the collegiate governing bodies of the university.
4. Provide the opportunity for international students to get acquainted with foreign textbooks, guidelines, clinical guidelines; adapt EPs for international students to the requirements of their potential employers and health authorities of their countries to ensure them the possibility of medical practice outside Ukraine.
5. Define and implement the policy for expertise in the development of teaching methods and assessment of knowledge and skills.
6. To develop the academic mobility of students and teachers.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1. Evaluation table "PARAMETERS OF INSTITUTIONAL PROFILE"

No.	No.	Criterion No.	CRITERIA FOR EVALUATION	Position of the educational organization			
				Strong	Satisfactory	Assumes improvement	Unsatisfactory
		1.	"MISSION AND OUTCOMES"				
		1.1	Statement of mission				
1	1	1.1.1	The medical education organization should define its mission and communicate to stakeholders and the healthcare sector		+		
			The mission statement should contain the objectives and educational strategy to prepare a competent physician at the level of basic medical education:				
2	2	1.1.2	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	able to fulfill the role and functions of a doctor in accordance with the established requirements of the healthcare sector		+		
4	4	1.1.4	prepared for postgraduate education		+		
5	5	1.1.5	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance evaluation, auditing, learning from one's own practice and recognized activities in the CPD/CME		+		
6	6	1.1.6	Medical education organization should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects major international health issues.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The medical education organization must ensure that key stakeholders are involved in the development of the mission.			+	
9	9	1.2.2	The medical education organization should ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders			+	
		1.3	Institutional autonomy and academic freedom				
			The medical education organization should have institutional autonomy to develop and implement a policy for which the administration and faculty are responsible for:				

10	10	1.3.1	development and compilation of an educational program;		+		
11	11	1.3.2	use of allocated resources necessary for the implementation of the educational program.		+		
			medical education organization should guarantee academic freedom to its staff and students:				
12	12	1.3.3	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of issues in medicine ;		+		
12	12	1.3.4	the possibility of using the results of new research to improve the study of specific disciplines/issues without expanding the educational program.		+		
		1.4	Learning Outcomes				
			The medical education organization must define the expected learning outcomes that students should exhibit upon completion, regarding:				
13	13	1.4.1	their achievements at the basic level in terms of knowledge, skills and abilities;		+		
14	14	1.4.2	an appropriate basis for a future career in any branch of medicine;		+		
15	15	1.4.3	their future roles in the health sector;		+		
16	16	1.4.4	their subsequent postgraduate training;		+		
17	17	1.4.5	their commitment to lifelong learning;		+		
18	18	1.4.6	medical needs of the health of society, the needs of the healthcare system and other aspects of social responsibility.		+		
19	19	1.4.7	The medical education organization must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with the proper standards of conduct.		+		
20	20	1.4.8	The medical education organization should determine and coordinate the relationship of the final learning outcomes required upon completion with those required in postgraduate education		+		
21	21	1.4.9	The medical education organization should determine the results of the involvement of students in research in medicine			+	
22	22	1.4.10	The medical education organization should pay attention to global health outcomes;		+		
23	23	1.4.11	medical education organization should use the results of graduate competency assessment as a feedback tool to improve the educational program.		+		
			Total		20	3	
		2	EDUCATIONAL PROGRAM				
		2.1	Curriculum models and instructional methods				
24	1	2.1.1	The medical education organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases; a model based on a modular or spiral design.		+		
25	2	2.1.2	The medical education organization must define teaching and learning methods used that encourage, prepare and support students to take responsibility for their own learning process.			+	

26	3	2.1.3	The medical education organization must ensure that the educational program develops students' abilities for lifelong learning .		+		
27	4	2.1.4	The medical education organization must ensure that the educational program is implemented in accordance with the principles of equality .		+		
28	5	2.1.5	Medical education organization should use teaching and learning methods based on contemporary adult learning theory			+	
		2.2	Scientific method				
			The medical education organization must teach students throughout the entire program of study the following:				
29	6	2.2.1	principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7	2.2.2	scientific research methods in medicine;		+		
31	8	2.2.3	evidence-based medicine,		+		
32	9		which require the appropriate competence of teachers and will be a mandatory part of the educational program.				
33	10		The medical education organization should include elements of scientific research in the educational program for the formation of scientific thinking and the application of scientific research methods		+		
34	11		The medical education organization should promote the involvement of students in conducting or participating in research projects.			+	
		2.3	Basic Biomedical Sciences				
			The medical education organization must determine and include in the educational program:				
35	12	2.3.1	achievement of basic biomedical sciences to form students' understanding of scientific knowledge		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge .		+		
			The medical education organization should adjust and introduce new achievements of biomedical sciences in the educational program for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of society and the health care system.				
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical education organization must determine and include in the educational program the achievement of:				
39	16		behavioral sciences;		+		
40	17		social sciences;		+		
41	18		medical ethics;		+		
42	19		medical law, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural contexts of the causes, distribution and consequences of medical health problems, as well as knowledge of the national healthcare system and		+		

			the rights of the patient, which will contribute to the analysis of public health issues, effective communication, clinical decision making and ethical practice				
		2.4.2	The medical education organization should adjust and introduce new achievements in the educational program behavioral and social sciences and also medical ethics for :				
43	20		scientific, technological and clinical developments;			+	
44	21		current and expected needs of society and the health system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical education organization should define and implement the achievements of clinical sciences in the educational program and ensure that students				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to assume the appropriate responsibility, including activities related to strengthening health, disease prevention and patient care ;		+		
47	24	2.5.2	conduct a reasonable portion (one-third) of the program in scheduled contacts with patients, considering the purpose, their appropriate number and sufficient training at the appropriate clinical sites;		+		
48	25	2.5.3	work on health promotion and prevention .		+		
49	26	2.5.4	The medical education organization should set a certain amount of time for teaching the main clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics .				
50	27	2.5.5	The medical education institution should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical sites.		+		
			The medical education organization should adjust and introduce new achievements of clinical sciences in the educational program for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of society and the health care system.		+		
53	30	2.5.8	The medical education institution should ensure that each student has early contact with real patients , including his gradual participation in patient care, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical sites.		+		
54	31	2.5.9	The medical education organization should structure the various components of clinical skills training according to the specific stage of the training program .		+		

		2.6	Curriculum structure, composition and duration				
55	32	2.6.1	The medical education organization must describe the content, scope and sequence of courses and other elements of the educational program in order to ensure that an appropriate balance is maintained between the basic biomedical, behavioral and social and clinical disciplines .		+		
			The medical education organization follows in the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of the clinical sciences with the core biomedical and behavioral and social sciences;		+		
58	35	2.6.4	provide the opportunity for variable content (electives) and determine the balance between the compulsory and elective part of the educational program, including the combination of compulsory elements and electives or special elective components ;		+		
59	36	2.6.5	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices .		+		
		2.7	Program management				
60	37	2.7.1	The medical education organization must determine the structural unit responsible for educational programs, which, under the direction of the academic leadership, is responsible and has the authority to plan and implement the educational program, including the allocation of resources for the planning and implementation of teaching and learning methods, student assessment and evaluation of the educational program and courses of study to ensure that learning outcomes are achieved.		+		
61	38	2.7.2	The medical education organization must guarantee representation from teachers and students in the structural unit responsible for educational programs .		+		
62	39	2.7.3	medical education organization should , through the structural unit responsible for educational programs, plan and implement innovations in the educational program.			+	
63	40	2.7.4	The medical education organization should include representatives from other relevant stakeholders in the structural unit of the medical education organization responsible for educational programs, including other participants in the educational process, representatives from clinical sites, graduates of medical education organizations, healthcare professionals involved in the learning process or others. lecturers of the faculties of the university .		+		
		2.8	Linkage with medical practice and health sector				
64	41	2.8.1	The medical education organization should provide		+		

			an operational link between the educational program and the subsequent stages of professional training (internship, specialization, CPD/CME) or practice, which the student will start upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements of the educational program and their relationship at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to/from the health sector and the participation of faculty and students in the work of a team of specialists in the provision of health care				
			The medical education organization should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the peculiarities of the conditions in which graduates will have to work and, accordingly, modify the educational program		+		
66	43	2.8.3	considers the modification of the educational program on the basis of feedback from the public and society as a whole .		+		
			Total		37	5	
		3.	STUDENT ASSESSMENT				
		3.1	Assessment Methods				
			The medical education organization must :				
67	1	3.1.1	define, approve and publish the principles, methods and practices used for student assessment, including the number of examinations and other tests, maintaining a balance between written and oral examinations, the use of assessment methods based on criteria and reasoning, and special examinations (OSCE or Mini Clinical exam), as well as to determine the criteria for establishing passing scores, grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes towards learning;			+	
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "value assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;			+	
70	4	3.1.4	ensure that assessment methods and results avoid conflicts of interest;			+	
71	5	3.1.5	ensure that the evaluation process and methods are open (available) for review by external experts;			+	
72	6	3.1.6	use a system for appealing the results of the evaluation.		+		
			The medical education organization should :				
73	7	3.1.7	document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;			+	
74	8	3.1.8	introduce new methods of assessment in			+	

			accordance with the need ;				
75	9	3.1.9	use the system to appeal the results of the evaluation.		+		
		3.2	Relation between assessment and learning				
			The medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and assessment of knowledge, skills, professional values of relationships that :				
76	10	3.2.1	clearly commensurate with learning methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve learning outcomes;		+		
78	12	3.2.3	promote student learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to guide learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.			+	
			The medical education organization should:				
80	14	3.2.5	regulate the number and nature of reviews of various elements of the educational program in order to promote the acquisition of knowledge and integrated learning, and to avoid negative impact on the learning process and eliminate the need to study excessive amounts of information and overload the educational program;			+	
81	15	3.2.6	Ensure that timely, specific, constructive and fair feedback is provided to students based on assessment results.		+		
			Total		7	8	
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization must :				
82	1	4.1.1	define and implement an admissions policy, including a clearly defined policy for the student selection process ;		+		
83	2	4.1.2	have policies and implement practices admission of students with disabilities in accordance with the current laws and regulations of the country ;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other programs and medical education organizations.		+		
			The medical education organization should:				
85	4	4.1.4	to establish the relationship between the selection of students and the mission of the medical education organization, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	review admission policy periodically, based on relevant input from the public and professionals, in order to meet public health needs and society at large, including consideration of student recruitment based on gender, ethnicity and language, and the potential need for special admissions policies for students from low-income		+		

			families and national minorities;				
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student intake				
88	7	4.2.1	The medical education organization must determine the number of students admitted in accordance with physical resources at all stages of education and training, and make a decision on the student intake, which implies the need to regulate national requirements for health workforce, in the case when the medical education organizations do not control the number of students intake; should demonstrate responsibility by explaining all the relationships, paying attention to the consequences of the decisions made (imbalance between student intake and physical resources and academic potential of the university).		+		
89	8	4.2.2	The medical education institution should periodically review the number and cohort of accepted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, also with experts and organizations on global aspects of human resources for health (such as insufficiency and uneven distribution human resources health care, the migration of doctors, the opening of new medical schools) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	Student counseling and support				
			The medical education organization must:				
90	1	4.3.1	have a system of academic counseling for students, which includes issues related to the choice of electives, preparation for postgraduate education, professional career planning, appointment of academic mentors for some students or small groups of students;		+		
91	2	4.3.2	offer a student support program focused on social, financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, access to medical care, immunization programs and health insurance, and financial assistance services in the form of financial assistance, scholarships and loans;		+		
92	3	4.3.3	allocate resources to support students;		+		
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The medical education organization should provide counseling that:				
94	5	4.3.5	based on monitoring student progress and focused on the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and professional career planning.		+		

		4.4	Student representation				
96	7	4.4.1	The medical education organization must define and implement a policy for student representation and their appropriate participation in the development, management and evaluation of the educational program, and other matters relevant to students .		+		
97	8	4.4.2	The medical education organization should assist and support student activities and student organizations, including providing technical and financial support to student organizations.		+		
			Total		16	0	
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The medical education organization must define and implement an employee selection and admission policy that:				
98	1	5.1.1	determines their category, responsibilities and balance of academic staff/teachers in basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including the proper balance between medical and non-medical teachers, full-time and part-time teachers, as well as the balance between academic and non-academic staff;			+	
99	2	5.1.2	contains criteria for scientific, pedagogical and clinical merit of applicants , including a proper balance between pedagogical, scientific and clinical qualifications;			+	
100	3	5.1.3	defines and monitors the responsibilities of academic staff/faculties in the basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			In the selection and recruitment policy, medical education organization should take into account the criteria such as:				
101	4	5.1.4	attitude to their mission, the significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
102	5	5.1.5	economic opportunities that take into account the institutional conditions for the financing of employees and the efficient use of resources.		+		
		5.2	Staff policy and development				
			A medical education organization must determine and implement a policy for the activities and development of employees, which:				
104	6	5.2.1	allows you to maintain a balance between teaching, scientific and service functions, which include setting the time for each type of activity, taking into account the needs of the medical education organization and the professional qualifications of teachers;		+		
105	7	5.2.2	guarantees recognition on merit of academic		+		

			activity, with an appropriate emphasis on teaching, research and clinical qualifications and is carried out in the form of awards, promotions and/or remuneration;				
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	guarantees sufficient knowledge of each employee of the educational program that includes knowledge about teaching/learning methods and the general content of the educational program and other disciplines and subject areas to stimulate cooperation and integration;			+	
108	10	5.2.5	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired ones, but also teachers drawn from hospitals and clinics.				
			The medical education organization should:				
109	11	5.2.6	take into account the “teacher-student” ratio depending on the various components of the educational program;		+		
110	12	5.2.7	develop and implement employee promotion policies.		+		
			Total		9	3	
		6.	EDUCATIONAL RESOURCES				
		6.1	Physical resources				
			The medical education organization must:				
111	1	6.1.1	have sufficient physical resources for teachers and students to ensure adequate implementation of the educational program;		+		
112	2	6.1.2	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, observing safety rules in the laboratory and when using equipment.		+		
113	3	6.1.3	The medical education organization should improve the learning environment for students through regular renewal, expansion and strengthening of the material and technical base, which should correspond to the development in teaching practice.		+		
		6.2	Clinical Training Resources				
			The medical education institution must provide the necessary resources for students to acquire adequate clinical experience, including sufficient		+		
114	4	6.2.1	number and categories of patients;		+		
115	5	6.2.2	number and categories of clinical sites , which include clinics, outpatient services (including PHC), primary health care facilities, health centers and other community healthcare facilities, and clinical skills centers/laboratories that allow for clinical training, using the capabilities of clinical sites and ensure rotation in the main clinical disciplines;		+		
116	6	6.2.3	observation of students' clinical practice .		+		
117	7	6.2.4	The medical education organization should study		+		

			and assess , adapt, and improve clinical training resources to meet the needs of the population, which will include suitability and quality for clinical training programs regarding clinical sites, equipment, numbers and categories of patients and clinical practice, supervision as a supervisor, and administration.				
		6.3	Information Technology				
118	8	6.3.1	The medical education organization must define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies. in the educational program.		+		
119	9	6.3.2	The medical education organization must provide access to network or other electronic media		+		
			medical education organization should provide teachers and students with opportunities to use information and communication technologies for:				
120	10	6.3.3	self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	patient management;		+		
123	13	6.3.6	work in the healthcare system.		+		
124	14	6.3.7	Medical education organization should optimize student access to relevant patient data and health information systems.				
		6.4	Medical research and scientific achievements				
			The medical education organization must :				
125	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for the educational program;		+		
126	16	6.4.2	define and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical education organization;		+		
128	18	6.4.4	use medical research as the basis for the curriculum		+		
			The medical education organization should ensure that the relationship between research and education:				
129	19	6.4.5	Is taken into account in teaching;		+		
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and its development.		+		
		6.5	Educational expertise				
			The medical education organization must :				
131	21	6.5.1	have access to educational expertise, where appropriate, and conduct expertise that examines the processes, practices, and issues of medical education and may involve physicians with experience in medical education research, educational psychologists and sociologists, or the involvement of experts from other national and international institutions			+	
			A medical education organization must define and implement a policy on educational expertise:				
132	22	6.5.2	in the development of an educational program;			+	

133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical education organization should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education to develop the capacity of employees;			+	
135	25	6.5.5	give due attention to the development of expertise in education assessment and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;			+	
136	26	6.5.6	to promote the desire and interests of employees in conducting research in medical education.			+	
		6.6	Educational exchanges				
			The medical education organization must define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels with other medical universities;			+	
138	28	6.6.2	transfer and offset of educational loans, which includes consideration of the limits of the volume of the educational program that can be transferred from other educational institutions and which may be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational institutions and the use of a transparent system of credit units and flexible course requirements.			+	
			The medical education organization should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;			+	
140	30	6.6.4	ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students, and in compliance with ethical principles.			+	
			Total			21	9
		7.	EDUCATIONAL PROGRAMME EVALUATION				
		7.1	Program monitoring and evaluation mechanisms				
			The medical education organization should				
141	1	7.1.1	have a program monitoring processes and results, including the collection and analysis of data on key aspects of the educational program in order to ensure that the educational process is carried out in an appropriate way and to identify any areas requiring intervention, as well as data collection is part of the administrative procedures in connection with the admission of students, student assessment and completion of training.			+	
142	2	7.1.2	ensure that relevant assessment results influence the curriculum			+	
			The medical education organization must establish and apply mechanisms for the evaluation of the educational program that:				

143	3	7.1.3	are aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of compulsory and elective parts;			+	
144	4	7.1.4	focused on student progress;			+	
145	5	7.1.5	identify and address issues that include underachievement of expected learning outcomes and will assume that information received on learning outcomes, including gaps and problems identified, will be used as feedback for activities and corrective action plans to improve learning programs and curricula of disciplines;			+	
			A medical education organization should periodically conduct a comprehensive assessment of the educational program aimed at:				
146	6	7.1.6	on the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;			+	
147	7	7.1.7	on special components of the educational program, which include description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;			+	
148	8	7.1.8	on overall outcomes, which will be measured by national exam results, international exams, career choices and postgraduate learning outcomes;			+	
149	9	7.1.9	Medical education organization should rely on social responsibility/accountability.			+	
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical education organization must systematically collect, analyze and provide feedback to teachers and students, which includes information about the process and products of the educational program, and also includes information about bad practices or inappropriate behavior of teachers or students, with and/or legal consequences.			+	
151	11	7.2.2	The medical education organization should use the results of the feedback to improve the educational program.			+	
		7.3	Student academic performance				
			The medical education organization should analyze the educational achievements of students relatively:				
152	12	7.3.1	its mission and the learning outcomes of the educational program, which includes information on the average duration of study, academic scores, frequency of passing and failing exams, cases of successful completion and expulsion, student reports on the learning conditions in the courses taken, on the time spent studying areas of interest, including elective components, as well as interviews with students on repeat courses, and interviews with students who leave the program of study;			+	
153	13	7.3.2	educational program;			+	

154	14	7.3.3.	provision of resources.		+		
			The medical education organization should analyze student learning achievements regarding:				
155	15	7.3.4	their prior experiences and conditions including social, economic, cultural conditions;		+		
156	sixteen	7.3.5	the level of training at the time of admission to a medical educational institution.		+		
			medical education organization should use the analysis of students' educational achievements to provide feedback to structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	educational program planning;		+		
159	19	7.3.8	student counseling.		+		
		7.4	Stakeholder Engagement				
			The medical education organization should , in its monitoring program and activities for the evaluation of the educational program, involve:				
160	20	7.4.1	teaching staff and students;			+	
161	21	7.4.2	its administration and management.		+		
			The medical education organization should for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized bodies for education and health, professional organizations, as well as those responsible for postgraduate education:				
162	22	7.4.3	provide access to the results of the evaluation of the course and the educational program;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total		15	9	
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Governance				
165	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is part or a branch of the university.		+		
			medical education organization should determine structural divisions in its management structures with the establishment of the responsibility of each structural division and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	other stakeholders, including representatives of MES and MH of Ukraine, the health sector and the public.			+	
169	5	8.1.5	The medical education organization should ensure the transparency of the management system and the decisions made, which are published in bulletins, posted on the website of the university, included in the protocols for review and execution.		+		
		8.2	Academic leadership				
170	6	8.2.1	The medical education organization must clearly			+	

			define the responsibility of the academic leadership in relation to the development and management of the educational program.				
171	7	8.2.2	The medical education organization should periodically assess academic leadership regarding the achievement of their mission and learning outcomes.			+	
		8.3	Educational budget and resource allocation				
			The medical organization of education should:				
172	8	8.3.1	have clear terms of reference and authority to provide the educational program with resources, including a target budget for education;			+	
173	9	8.3.2	allocate resources necessary for the implementation of the educational program and distribute educational resources in accordance with their needs.			+	
174	10	8.3.3	The system of financing the medical organization of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.			+	
			medical education organization should:				
175	11	8.3.4	provide sufficient autonomy in the distribution of resources, including adequate remuneration of teachers in order to achieve the final learning outcomes;				+
176	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and public health problems and their needs.				+
		8.4	Administrative staff and management				
			A medical education organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
177	13	8.4.1	ensure the implementation of the educational program and related activities;			+	
178	14	8.4.2	ensure proper management and allocation of resources.				+
179	15	8.4.3	medical education institution should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and review.				+
		8.5	Interaction with health sector				
180	16	8.5.1	medical education organization should have a constructive interaction with the health sector, with the related health sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.			+	
181	17	8.5.2	medical education institution should give official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements with the definition of the content and			+	

			forms of cooperation and/or the conclusion of a joint contract and the creation of a coordinating committee, and holding joint events.				
			Total		10	7	
		9.	CONTINUOUS RENEWAL				
			The medical organization of education should , as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competence, assessment and learning environment, structure and functions, document and eliminate deficiencies;			+	
183	2	9.1.2	allocate resources for continuous improvement.		+		
			The medical education organization should :				
184	3	9.1.3	base the update process on prospective studies and analyzes and on the results of their own research, evaluation and literature on medical education;			+	
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in line with past experience, current activities and future prospects; guide the upgrade process to the following questions.		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socioeconomic and cultural development of society.			+	
187	6	9.1.6	Modification of graduate learning outcomes in line with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of patient care in accordance with the responsibilities that are assigned to graduates after graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches to ensure that they are appropriate and relevant and takes into account modern theories in education, adult learning methodology, principles of active learning.			+	
189	8	9.1.8	Adjustment of the elements of the educational program and their relationship in accordance with advances in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and the state of health/morbidity of the population and socioeconomic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and deprecation of obsolete.			+	
190	9	9.1.9	Development of assessment principles, methods for conducting, and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
191	10	9.1.10	Adapt student intake policies and student selection methods to reflect changing expectations and circumstances, staffing needs, changes in the undergraduate education system, and curriculum needs.		+		

192	11	9.1.11	Adaptation of the recruitment policy and the formation of the academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as student enrollment, number and profile of academic staff, educational program.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the educational program.			+	
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs, and, in the long term, to meet the interests of various stakeholder groups.			+	
			Total		7	7	
			GRAND TOTAL		149	46	

[Appendix 2. PROGRAM OF THE VISIT TO THE ORGANIZATION OF EDUCATION](#)

[Appendix 3. RESULTS OF THE ACADEMIC STAFF QUESTIONNAIRE](#)

[Appendix 4. RESULTS OF THE STUDENT QUESTIONNAIRE](#)

