



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the External Expert Commission
on the evaluation of the
Educational Program 221 DENTISTRY
(the second (Master's) level of higher education)
for compliance with the criteria of the IAAR Standards of International
Accreditation of Master's Programmes in Medical and Pharmaceutical
Education Abroad
Poltava State Medical University
from 31 May–02 June 2022

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
EXTERNAL EXPERT COMMISSION**

*Addressed to the
IAAR Accreditation Council*



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Poltava

“02” June 2022

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AA – accreditation assessment
 AC – Admission Committee
 AI – academic integrity
 AL – active learning
 ASFUDS – Association pour la synergie franco-ukrainienne dans le domaine de la santé
 ATS – academic teaching staff
 BSG – body of student government/ bodies of student government
 CERF – Common European Framework of Reference for Languages
 CM – control measures
 CME – continuing medical education
 CMU – Cabinet of Ministers of Ukraine
 CPD – continuing professional development
 CQAHEEA – Council for quality assurance of higher education and educational activities
 CTE – comprehensive test exam
 DHCPSRA – Department of Health care of the Poltava State Regional Administration
 DMEHWY – Department of Management of Educational and Humanitarian Work with Youth
 EA – educational activity
 EAPJ – electronic academic performance journal
 EAS – educational achievements of students
 EC – educational component/educational components
 ECTS – European Credit Transfer and Accumulating System
 EDPR – educational process
 EE – educational environment
 EIT – external independent testing
 EMDEQ – educational and methodical department for ensuring the education quality
 EP – educational programme
 EQF – European Qualifications Framework
 ES/RS – extra scores / reward scores
 ESG 2015 – Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
 FDI – World Dental Federation
 FLO – final learning outcomes
 FMC – final module control
 GC – general competence/ general competences
 GTC – general training cycle
 HCI – health care institution/ health care institutions
 HCS – health care system /health care systems
 HE – higher education
 HEI – higher education institution
 IAAR – Independent Agency for Accreditation and Rating
 ICT – information-communication technologies
 IET – individual educational trajectory
 IMEDSCOP – International Medical Students Conference in Poltava
 IQASHE – Internal Quality Assurance System for Higher Education
 ITE – integrated test exam

LO – learning outcomes
 LU – law of Ukraine
 MCU – Magna Charta Universitatum
 MEO –medical education organization/medical education organizations
 MESU – Ministry of Education and Science of Ukraine
 MHU – Ministry of Health of Ukraine
 MS – main stakeholders
 MTS – material and technical support
 NAQA –National Agency for Higher Education Quality Assurance
 NQF– National Qualifications Framework
 OC – obligatory component/ obligatory components
 OMI – Open Medical Institute
 OSCE –Objective Structured Clinical Examination
 PA – program accreditation
 PC – public contract
 PCR – phantom classroom
 PG – project group
 PRTC – practical training cycle
 PS – practical studies
 PS – practical skills
 PT – practical training
 PTC – professional training cycle
 QAS – quality assurance system
 RI GIBDPP – Research Institute of Genetic and Immunological Basis for Development of Pathology and Pharmacogenetics
 SC – selective components
 SCR– simulation center
 S-cycle – specialization cycle
 SPC – special competence/ special competences
 SR – scientific research
 SRG – student research group/ student research groups
 SRS – student research society
 SRW – scientific-research work
 SS – soft skills
 SSN – students with special needs
 TAT– thematic advanced training
 TEST– examination session
 TQM –Total Quality Management
 USEDE – Unified State Electronic Database on Education
 USQE – Unified State Qualifying Exam
 WC – weighting coefficient
 WFME/AMSE – World Federation for Medical Education / Association of Medical Schools in Europe
 WG – working group
 WHO –World Health Organization

(II) INTRODUCTION

In accordance with the Order No. 72-22-OD as of 25.03.2022 of the Independent Agency for Accreditation and Rating (hereinafter referred to as IAAR), from May 31 to June 02, 2022, the External Expert Commission (EEC) conducted program accreditation of the educational program 221 DENTISTRY according to the criteria of the IAAR Standards for International Accreditation of Master's Programmes in Medical and Pharmaceutical Education Abroad (based on WFME / AMSE standards) at Poltava State Medical University.

The report of the External Expert Commission contains the assessment of the compliance of the operation with the criteria for IAAR International Programme Accreditation, recommendations of the EEC for further improvement of the parameters of the specialized profile of the educational programme 221 DENTISTRY.

EEC Composition:

IAAR expert, EEC Chairman – Konrad Juszkiewicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Amsterdam, Netherlands);

IAAR expert – Oleg Valentinovich Solomon, Doctor of Medical Sciences, Nicolae Testemitanu State University of Medicine and Pharmacy (Chisinau, Republic of Moldova);

IAAR expert – Jardemaliyeva Nurzhamal Zhenisovna, Ph.D., Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarov (Almaty, Republic of Kazakhstan);

IAAR expert, employer – Zalapko Natalia Sergeievna, “Lumi-dent” Dental Clinic (Kyiv, Ukraine);

IAAR expert, student – Ilya Viktorovich Taranenko, 4th year student of the Faculty of Dentistry, Dnipro State Medical University (Dnipro, Ukraine);

IAAR expert, student – Lobanova Anna Vladimirovna, 4th year student of the Faculty of Medicine, International European University (Kyiv, Ukraine);

IAAR Coordinator – Alisa Satbekovna Dzhakenova, Ph.D., Head of Medical Projects of the Agency (Nur-Sultan, Republic of Kazakhstan).

(III) GENERAL INFORMATION ABOUT EDUCATION ORGANIZATION

PSMU is one of the oldest leading medical universities in Ukraine, which has its own history, stages of formation and development. Outstanding doctors M.A. Dudchenko, Ye.A. Vorobiov, R.P. Liulka, A.M. Dykyi, A.F. Yermalynskiy, I.A. Frenkel, V.A. Delva, A. Kh. Shamanov, T.G. Osetynskiy, N.S. Khailo, S.A. Vaindrukh, A.I. Shulga, M.F. Mazuryk, O.N. Liulka worked at the University. The outstanding representatives of the University – M.S. Skrypnikov, T.V. Zolotariova, Yu.P. Kostylenko, E.H. Bromberg, A.P. Gasiuk, I.A. Zhutaiev were at the origins of the Ukrainian morphological school. The pharmacological school was developed by A.I. Cherkes, O.N. Voskresenskiy, V. M. Bobyriov. L.M. Tarasenko, O.I. Tsebrzhynskiy continued developing the scientific school of Biochemistry created by P.P. Bachynskiy. Scientists-physiologists O.M. Fugol, V.P. Mishchenko contributed to the further development of the Physiology school, founded by V.Ya. Danylevskiy. The preventive medicine school was developed by V.I. Sannyk, A.A. Lagutin.

Outstanding dentists Ye.M. Gofung, L.P. Hryhorieva, Z.G. Shepshelvych, P.T. Maksymenko, M.B. Fabrykant worked at the University.

Currently, PSMU trains Master's students at four faculties: Faculty of Dentistry, Medical Faculty No. 1, Medical Faculty No. 2, International Faculty; postgraduate education is provided on the basis of the Educational and Scientific Institute of Postgraduate Education; training for the University admission is carried out at the department for the preparation of citizens of Ukraine, functioning on the basis of the Educational and Scientific Center for Training of Foreign Citizens. On the basis of the Educational and Scientific Medical Institute, students are trained on EP "Public Health" (the second level of HE), as well as on EP Paramedic and EP Nursing Care, implemented at the first level of HE. Professional Medical and Pharmaceutical College is a part of this structural unit, which provides training on EP Nursing Care, EP Pharmacy, EP Prosthetic Dentistry.

PSMU has a university clinic – the educational, scientific and medical "Dental Center" (hereinafter – Dental Center), the Scientific and Methodical Center for Primary Prevention of Dental Diseases in Children of the Poltava region, the Regional Scientific and Practical Center of Diseases of the Oral Mucosa, on the basis of which the leading teachers of clinical departments provide highly qualified multidisciplinary consultative, therapeutic and preventive dental care to the population of the city and region, and students can work out and improve their PS. The state-of-the-art Simulation Center was opened in 2019.

Research Institute GIBDPP is a modern structural subdivision of PSMU which provides the fundamental scientific research.

PSMU has its own specialized journals (<https://u.to/h70fHA>), one of which is included in the Web of Science database, where ATS and students can present their scientific achievements.

The newspaper "The Doctor's Tribune" (original name – "Trybuna likaria") (<https://u.to/iTlhHA>) which is a source of up-to-date information about the University life has been published for many years.

The University academic staff includes 7 Honored Workers of Science and Technology of Ukraine, 23 Academicians and 1 Corresponding Member, 11 Honored Doctors of Ukraine, 1 Honored Innovator of Ukraine, 1 Honored Health Worker of Ukraine, 7 Laureates of State Prizes of Ukraine.

The achievements of the University are presented by numerous international and national awards, as well as high ratings. Thus, in 2021, the international rating agency U-Multirank presented the 8th annual university ranking, which included about 2,000 HEIs from 97 countries. PSMU participated in this ranking for the first time and entered the top 79 Ukrainian HEIs.

In “Consolidated Ranking of Higher Education Institution of Ukraine”, PSMU is consistently high-rated: 2018 – ranked 31 (<https://u.to/k0NSGQ>), 2019 – ranked 29 (<https://u.to/NscgHA>), 2020 – ranked 27 (<https://u.to/MmYhHA>), 2021 – ranked 31 (<https://u.to/k0NSGQ>).

PSMU is one of the recognized leaders in HE, as evidenced by the numerous awards received annually at international, national and regional exhibitions (<https://u.to/kL0fHA>).

The University is actively represented in international organizations and steadily adheres to the fundamental European academic values and principles: in 2018, PSMU became a signatory of the MCU, and, in 2021, its updated version – MCU-2020 (<https://u.to/mb0fHA>; <https://u.to/b7cgHA>).

PSMU was the first MEO, which back in 2015 successfully passed the independent certification, annually confirmed. It indicates that the provision of educational services at all levels of HE, training of scientific and pedagogical personnel, as well as the provision of the educational services in the field of postgraduate education (training of doctors in internship programme and professional advancement) comply with the requirements of the international standard ISO 9001:2015 "Quality management systems. Requirements" (ISTU 180 9001:2015 "Quality management systems. Requirements", IDT) (<https://u.to/370fHA>).

In 2020, the University joined the International Consortium, which includes 16 medical universities and HCI of Belgium, Great Britain, Ireland, Spain, Italy, the Netherlands, Germany; partnership agreements have been concluded with more than 20 foreign MEO, various foundations and medical organizations (<https://u.to/570fHA>).

Consortium “Capacity Building in the Field of Higher Education” was established within the Erasmus + project framework, PSMU concluded the agreement with the University of Santiago de Compostela (Santiago de Compostela, Spain) and continued cooperation with the University of Paul Sabatier (Toulouse, France) and Aristotle University (Thessaloniki, Greece).

PSMU actively participates in the international academic mobility program Erasmus +, the program “Teaching and Learning Excellence”, implemented by the Institute of the Higher Education of the National Academy of Pedagogical Sciences of Ukraine in partnership with the British Council in Ukraine, Advance HE (Great Britain) with the support of the Ministry of Education and Science and NAQA, Ukrainian-Swiss project “Development of Medical Education”, the project of American Councils for International Education “Initiative of Academic Integrity and Quality of Education”, implemented jointly with the Ministry of Education and Science of Ukraine and NAQA, EU Framework Programs Horizon 2020, Horizon Europe 2021 – 2027.

IQASHE PSMU is formed on the basis of the requirements of the national legislation in accordance with ESG 2015. EMDEQ is the coordination center determining the institutional framework for quality (<https://u.to/8L0fHA>).

The University has developed the Quality Assurance Policy for the Higher Education and Educational Activities of Poltava State Medical University (hereinafter – Quality Assurance Policy for HE and educational activities) (<https://u.to/B74fHA>). The level of strategic quality management includes the Supervisory Board and the Academic Council.

The University level is represented by CQAHEEA (<https://u.to/Dr4fHA>), which is the advisory body and center for HE quality assurance.

At the basic level, IQASHE is represented by the units responsible for the quality of EP implementation, their compliance with the mission and strategy of the University, as well as the needs of MS.

(IV) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the Visit Programme of the Expert Commission for International Program Accreditation of PSMU.

In order to coordinate the work of the EEC, the introductory meeting was held on 30.05.2022, during which powers were distributed among the members of the Commission, the schedule of the visit

was specified, an agreement was reached on the choice of methods of expertise.

In order to obtain objective information on evaluating the activities of the university, the EEC members used such methods as visual inspection in the video-stream format, interviewing employees of various structural units, teachers, students, graduates and employers, survey of the academic staff, students.

Meetings of the EEC with the target groups were held in accordance with the revised Visit Programme, in compliance with the established time period. On the part of the University staff, the presence of all persons indicated in the Visit Programme was ensured.

In accordance with the requirements of the Standards, in order to obtain objective information about the quality of the educational program of the educational organization, the HEI's development and the entire infrastructure of PSMU, to clarify the content of the self-assessment report, meetings were held: with the Rector, Vice-Rectors, Deans, Heads of Departments, academic staff, students, graduates, employers; teachers and students were interviewed and surveyed

According to the program of the EEC visit, an on-line tour of the University, the Department of Anatomy, the Department of Prosthetic and Therapeutic Propaedeutics was conducted.

The results of the survey of teachers revealed that 100% of respondents were satisfied with the content of the educational program, opportunities for continuous development of potential, advanced training, the ability to actively apply their own teaching methods in the educational process. All respondents stated that the library had the necessary scientific and educational literature. 86% of respondents considered it difficult to combine teaching with scientific activities. Many respondents are satisfied with the support of the administration both in relation to the development of new educational programs and motivational approaches. In general, the vast majority of respondents answered positive the all the questions of the questionnaire and believe that this is an actively developing university with large opportunities for growth and conditions for both faculty and staff, as well as students.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation according to IAAR standards has not previously been carried out.

(VI) COMPLIANCE WITH THE STANDARDS OF THE PROGRAMME ACCREDITATION

6.1 Standard 1. "Mission and Outcomes"

Evidence

The University carries out its activities on the basis of the Statute, local regulations, strategic development plan, developed in accordance with regulatory and strategic documents.

The mission of the EP Dentistry correlates with the mission, vision, key values of the University (<https://u.to/s74fHA>) and the main provisions of the project "National Health Reform Strategy" (<https://u.to/K7ggHA>). The mission of the EP Dentistry includes preservation and improvement of the dental health of the population by provision prime services that comply modern professional and ethical standards and the latest achievements in the field of health care based on the formation of highly qualified clinicians committed to their professional duty, able to learn throughout their lives, carry out scientific research and to introduce innovations into practical activities.

The university actively introduces innovative technologies into the learning process, which allows developing broader competencies than the minimum required. For example, the faculty members of the Department of Oral Surgery have developed a computer program that forms the skills of choosing

treatment tactics, clarifying diagnosis, compiling treatment algorithm, and quickly finding solution in a specific clinical situation. Wide range of competencies can be formed in students due to several incoming and outgoing parameters. For example, SC40 “Modern principles of diagnosis and treatment of dysontogenic pathology of the maxillofacial region” integrates and significantly expands the competencies formed during the study of OC29, OC32 - OC34, the formation of 3D models with artificial gum to study the spectrum of suturing. At the Department of Propaedeutics of Prosthetic Dentistry, a laboratory has been created for photometric analysis of patients and different shapes and pits-and-fissures of teeth. Computer modeling of dentures, 3D scanning and 3D modeling of functional and aesthetic correction of congenital pathologies of the maxillofacial region, study of manifestations of diseases of internal organs in the oral cavity, diseases of the mandibular and temporomandibular joints, malignant diseases of the oral cavity are widely used at the Departments of the dental profile.

The first stage is provided after the 5th semester (except for force majeure circumstances regulated by special directive documents of the Ministry of Health and the Ministry of Education and Science) in the form of ITE "Krok 1" (in the specialty "Dentistry"), which assesses the level of professional competence in medical and biological (fundamental) disciplines.

The second stage of the USQE is provided after the end of the 10th semester in the form of ITE "Krok 2. Dentistry", which assesses the level of professional competence in professionally oriented (clinical) disciplines. The second component of this stage is OSCE, regulated by the Regulations on the procedure of conduction of objective structured clinical examination (OSCE) of Poltava State Medical University (hereinafter referred to as Regulations on the procedure of conduction of OSCE) and assesses the readiness of the graduate to conduct professional activities in accordance with the demonstration of practical (clinical) components of professional competence on a real object or on a model. OSCE is conducted by the examination committee in accordance with the Regulations on the procedure for creating and organizing the work of the examination committee for certification of students at Poltava State Medical University.

Analytical part

Integration of EC is provided both vertically and horizontally. All academic disciplines of the EP are closely interrelated. Interdisciplinary communication is clearly traced in the syllabuses. The integrated model is expressed in the vertical and horizontal integration of disciplines, the creation of modules, the introduction of innovative teaching methods (PBL, CBL, TBL, DET, etc.), which is confirmed by the electronic documents submitted on Google CD, focus group meetings). In order to form a holistic worldview and integrate knowledge of basic and specialized disciplines, innovative lectures “Binary Lecture” are held. Vertical integration of disciplines is also implemented through the creation of modules of the university component, where general and basic disciplines are combined: the module

“Management and Marketing in Dentistry”, integrating the discipline of Philosophy, and the Latin language. Horizontal integration of the disciplines is implemented through the development of modules by disciplines of one course. For example, when studying OC7 “Biological and Bioorganic Chemistry”, considerable attention is paid to the biochemistry of hard tissues of teeth, the chemical composition of dental calculus and the relationship between biochemical processes and the state of saliva in the regions with a high content of fluoride in water, which include the Poltava region. The presence in the EP Dentistry the OC14 “Hygiene and Ecology”, OC25 “Social Medicine, Public Health and the Basics of Evidence-Based Medicine”, OC26 “Prevention of Dental Diseases” provides students for the study of various systems of state policy in the field of public health, modern trends, paradigms and advanced achievements in the field of public health organization, details the structure of the function and principles of work of domestic and foreign HCS, takes into account its normative aspects based on the postulates of evidence-based medicine, providing students with knowledge and skills in the field of prevention of dental diseases.

In order to enhance patient care, preserve, improve and restore the dental health of the population, the EP Dentistry provides for a wide range of the OC and SC, which contributes to the vectoring of the value system in the direction of the need and importance of the knowledge gained as the basis for solving problems in healthcare and improving public health. Starting from the second year of study, students not only study the theoretical foundations of patient care, but also have the opportunity to form and demonstrate them both at the PRTC (OC43 - 46) and in the process of studying propaedeutic disciplines (OC15 - 17) with further study disciplines that ensure that students have professional skills specific to the future dentist (OC26 -34, OC39.2).

Strengths/Best Practices

A strong position on this standard is the provision on patient care, which requires an effective and compassionate approach in solving public health problems and health promotion issues.

EEC Recommendations

- to bring the mission of the educational program Dentistry to the public attention of stakeholders and the health sector. ***Due by the beginning of the 2022-2023 academic year.***

- to collect and provide the evidence base, in the form of normative acts, that the stated mission is based on the opinion/proposals of other relevant stakeholders. ***Due by: on a regular basis.***

Conclusions of the EEC on the criteria: strong positions - 1, satisfactory - 21, suggest improvement - 2, unsatisfactory - 0.

6.2 Standard 2 “Educational Program”

Evidence

The EP Dentistry is represented by the profile of the program, which indicates the form of study, the standard period for EP mastering, the qualifications assigned to graduates, the requirements for the university entrant, the language of studying, the purpose and uniqueness of the EP. The EP also presents a description of the future professional activities of graduates, opportunities for further education, defines the types of educational activities, and describes the CM. In EP, in order to determine the requirements for its development, program competencies are formulated: integral, GC, SC, which the student must acquire. An important section of EP is the final learning outcomes that the graduate must achieve. The base of the EP content is grounded on the EC – OC and SC), which are balanced clearly and integrated vertically and horizontally.

The implementation of EP is realized by the using of a mixed education system – tape and cycle. The tape system provides the simultaneous and sequential study of several EC and is used to study the GTC disciplines, some EC of PTC, and SC. The cycle system is used in senior courses, it allows study disciplines consistently in the form of cycles following each other during the semester, and contributes to a more profound and better mastery of professional (special) competencies.

EP Dentistry is structured and characterized by the logic and interconnectedness of the EC, a pragmatic combination of theory and practice. Consequently, the EP is represented by biomedical disciplines studied over 1– 5 semesters (Annex 4.1) and is the basis for further successful study of the disciplines of PTC and PRTC.

In logical unity with medical and biological disciplines, disciplines are presented that form a block of behavioral and social sciences, which provide students with knowledge, skills, methods necessary to understand the socio-economic, demographic, socio-cultural factors of the spread of diseases, their prevention and treatment, and the study of the consequences of health problems.

The study of social disciplines ensures the formation of behavioral norms, adherence to medical and social practice aimed at maintaining and strengthening health and including the promotion of a healthy lifestyle, the rejection of bad habits, the prevention of the spread of diseases, their timely diagnosis, the search for the causes of occurrence and development, the ability to make the algorithm of a set of measures to eliminate and prevent the negative impact of the environment on human health.

The main emphasis in the EP is made on teaching the theory about practice relating to clinical sciences, the formation of PS and professionally significant qualities of students: OC13 – OC41, OC43 – 46.

The practical activity of the student takes place under the supervision / tutoring of a teacher or a highly qualified doctor of a dental clinic / office (if there is a license to conduct this kind of activity), who supervises the practical training course. Teachers not only take into account the result of the performance of professional duties by students, but also compliance with ethical and deontological norms, bioethical principles in the real conditions of the clinic and dental appointment. Clinical skills are also improved in PCR, university laboratories, clinical bases of PSMU, university clinic.

Clinical training includes the PC “at the dental chair”, providing for work with the patient (with informed consent) and further discussion in the academic group under the teacher’s tutoring: the clinical symptoms of the disease are consistently analyzed, possible variants of the clinical course are worked out, a preliminary diagnosis is established, diagnostic tactics are developed, the results of laboratory and instrumental tests are analyzed. Clinical decision making is constantly being improved by studying disciplines that contribute to the formation of PS, clinical thinking, decision-making skills.

In real conditions of studying in clinical bases the students participate in the clinical appointment of patients, in ward rounds, for example, at the Department of Oral and Maxillofacial Surgery, dental conferences, attend doctors’ councils, participate in reports and discussions in clinic, in order to improve knowledge and practical skills in the field of diagnostics, treatment, and prevention of dental diseases. Clinical thinking and the ability to make the right decisions are mastered by analyzing specific clinical cases.

The module-block structure of clinical disciplines studying in Dentistry allows students to observe patients at different stages of the course and treatment of diseases; performing of surgical interventions; and subsequent rehabilitation measures.

The University guarantees and provides access to the resources necessary for the planning and implementation of teaching methods. EP Dentistry provides ATS with the empowerment of their participation in the development of new approaches to teaching, which is regulated by the Regulation on IQASHE. Students are also guaranteed the opportunity to individually choose different teaching methods that best suit their individual needs and preferences.

Analytical part

EP Dentistry provides the formation of students' theoretical knowledge, practical skills, and thinking regarding the various roles of graduates. For example, the widespread use of the “Learning through Research” method is the foundation for continuing education of graduates in educational and scientific programs. The presence of OC25 and EC34 “Management and Marketing in Dentistry” can serve as a prerequisite for obtaining the second higher education in the field of knowledge 07 Management and Administration, specialty 073 Management.

The content of EP Dentistry as a whole, and OC and SC are regularly reviewed and updated in the specified order and in accordance with the changing needs of MS, society and HCS, both national and foreign one. The changes are approved by the Academic Council, reflected in EP, and implemented in the EDPR.

For students in EP Dentistry, OC25 “Social medicine, public health and the basics of evidence-based medicine” is provided, SC10, SC12, SC21, SC22, SC28, SC35 are offered. Students receive wide access to clinical and practical experience from the point of view of evidence-based medicine in the

PTC disciplines: OC13, OC21 - OC24, OC35 - OC40, the dental profile is directly presented in OC15 - OC17, OC26 - OC34), as well as the PRTC ones (OC43 - OC46).

A combination of theory and practice, fundamental theoretical training with its applied nature is considered. Thus, theoretical training is provided when studying the GTC OC (OC4 – OC9, OC11, OC12).

Under the supervision of a teacher that is one of the forms of “accompanying training”, students conduct clinical appointment of dental patients, can be present in operating rooms for surgical interventions, thereby gaining clinical and practical experience according to the chosen speciality in dentistry. Clinical tasks are necessarily solved at the PS, clinical reviews are carried out in the context of the principles of evidence-based medicine. Solving clinical problems contributes to the development of logical thinking, develops the student's ability to analyze and synthesize the acquired information, the ability to diagnose and determine the method of treatment on the basis of the clinical data obtained.

The formation of PS occurs throughout the entire period of training. To ensure the practical orientation of training in the EP Dentistry, all practical trainings are assigned in the PRTC (OC43 – OC46) in the amount of 19 ECTS credits. This approach, combined with the study of propaedeutic dental disciplines that provide for work in PCR (OC 15 - OC 17), as well as specialized HCI when mastering specialized dental EC (OC27 - OC34, OC41), general medical EC (OC21 - OC24, OC35 - OC40) allows to enhance the students' formed PS and is aimed at preventing medical errors in real clinical practice.

In EP Dentistry, a balance is observed between theoretical study and professional development. Training in EP Dentistry is integrated with the GTS, PTS, PRTC synergy, which contributes to the consolidation of theoretical knowledge and the attainment of PS, ensuring the professional development of the students.

Starting from the second year, during the practical training, the knowledge and skills acquired during theoretical courses are consolidated, and conditions are created for the formation of special (professional) competencies and their development in real conditions of HCI, ensuring the continuity and consistency of practical training. At the same time, at each subsequent course, the level of PS, as well as the student's independence, increases in the direction from the purposefully teacher's control to work under the tutoring and to pre-autonomous performance of the PS.

PSMU makes effective use of the capabilities of the HCS. Practical trainings are assigned in the PRTC: OC43 – OC46 (19 ECTS credits). Their conducting is regulated by the Regulation on the organization and conduct of practical training of students of Poltava State Medical University (hereinafter referred to as the Regulation on the organization and conduct of practical training).

Strengths/Best Practices

The strong positions of this standard are:

- familiarization of students with evidence-based medicine as a result of wide access to relevant clinical/practical experience in the chosen field of medicine.
- compliance of the EP content with the changing conditions and needs of the society and the public health system.
- the synergy of practice and theory in the process of learning, which is confirmed by the principles of the academic process.
- evident integration between theoretical study and professional development.
- guaranteed integration of study and professional training, including through the on-the-job training.
- effectively organized use of the capabilities of the public health system for training purposes, including in terms of ensuring practical training in the workplace.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 6, satisfactory - 31, suggest improvement - 0, unsatisfactory - 0.

6.3 Standard 3 “Assessments of Students”***Evidence***

All information related to the organization of the CM, evaluation criteria, appeal of the results is publicly available in syllabuses, is brought to the attention of students at the Departments, and is also presented on the information stands.

Incoming control is carried out at the beginning of the study of a new academic discipline in order to determine the readiness of students to learn it.

Current control is carried out at each practical / seminar lesson, as well as during the practical training. The assessment under the current control is integrative (all types of student work are evaluated both in preparation for the lesson and during the lesson) and is set according to the criteria that students are familiar with at the beginning of the study of the relevant discipline. Depending on the EC, the current control can be carried out in the form of an oral survey, solving situational problems, testing, assessing the performance of medical manipulations on phantoms, assessing the work of students with patients at clinical bases, written control, etc. Grades are announced to students and shown in the EAPJ.

Three cycles of training, namely, GTC, PTC, PRTC, provided for in EP Dentistry, as well as the presence of a cycle of elective choice, contribute to integrated study. Integration of EC is provided both vertically and horizontally. Teaching that are constructed taking into account the principle of concentricism, provides logical consistency and continuity in study, and the presence of EC contributes to the in-depth study of a particular course. For example, OC16 “Propaedeutics of prosthetic dentistry” precedes the study of OC30 “Prosthetic dentistry”, and SC32 “Modern technologies for the use of fixed orthodontic techniques” and SC33 “Surgical preparation of the oral cavity for prosthetics” contribute to the deepening of knowledge and improvement of students' PS. In addition, Module 2 is provided in OC30 “Practical training in prosthetic dentistry”.

OC3 “Latin and Medical Terminology” is a prerequisite for studying OC10 “Foreign Language for Professional Use”, provides acquisition of the terminological component of OC4 “Medical biology”, OC8 “Human anatomy”, OC12 “Microbiology, virology and immunology”, OC18 “Pathomorphology”, OC19 “Pathophysiology”, OC20 “Pharmacology”, OC27 “Therapeutic dentistry”, etc.

The list of semester examinations is approved by the Order of the Rector before the beginning of each academic year. The purpose of the semester exam is to check the level of student's attainment the program material in the discipline, the ability to use the acquired knowledge, skills, other competencies for the successful implementation of further educational or professional activities. Timely, specific, constructive and objective feedback from the students, first of all, is provided through the widespread introduction of facilitative and student-centred approaches into the educational process in EP Dentistry. An equally important and informative indicator of feedback are regular student questionnaires using digital technologies conducted by EMDEQ, BSG and DMEHWY. Questionnaires are usually comprehensive and cover a wide range of issues related to the quality of teaching disciplines, transparency of EAS assessment procedures, the ratio between the volume of contact classes and independent work, etc., the degree of satisfaction with the MTS, the psychological safety of the educational environment. The results of the surveys are publicly available to the MS, analyzed by the profile unit, at meetings of the Academic Council, Rector's Office, WG, Council for Quality, etc. Based

on the processing of respondents' answers, appropriate recommendations and management decisions are made.

Analytical part

During the visit, the experts carried out a detailed analysis of the EP to be accredited. A wide range of methods and formats of assessment are used to assess EAS: oral questioning, solving situational problems, assessing the performance of manipulations, written control, testing. The practice of evaluating projects is also common. ES / RS of students within the discipline can be added for the performance of additional individual tasks, for special success in studying this discipline (participation in Student Olympiads in the discipline), active participation in the work of the SRG.

The final semester control (exams, FMC) of the LO in EC, as a rule, is carried out in a mixed format, including an assessment of the student's performance of test tasks and an oral answer. The tests used in the final controls are test tasks used by the Center for Testing the Professional Competence of Specialists with Higher Education in the field of study "Medicine" and "Pharmacy" under the Ministry of Health of Ukraine" during the ITE "Krok-1", "Krok-2" or similar, created by the ATS of the University.

Test tasks are valid, reliable, correctly formulated, placed in an open university-wide database of test tasks and 24/7 are available to students for independent work.

EP Dentistry provides for a combination of theoretical training with compulsory PT, carried out in the process of entire study in EP. Preclinical training (propaedeutic courses) is carried out at OC13, OC15 -OC17, proper clinical at OC21 -OC24, OC26 -OC36, OC38 - OC40, accounting for 119.5 credits of ECTS. Also, the EP provides with OC 41 "Training of reserve officers in the field of study "Health. Specialty Dentistry" in the amount of 3 credits of ECTS and 4 practical trainings (OC43 – OC46) – 19 credits of ECTS. In general, 62.9% of the total number of credits are provided for clinical training in the EP.

Strengths/Best Practices

A strong position of this standard is the integration of theoretical and practical courses, which are confirmed in EP Dentistry, carried out in the process of the entire cycle of training.

EEC Recommendations

- To develop and implement practical methods that stimulate the involvement of students in the process of integrated training in EP Dentistry. ***Due by: on a regular basis.***

Conclusions of the EEC on the criteria: strong positions - 1, satisfactory - 17, suggest improvement - 1, unsatisfactory - 0.

6.4 Standard 4 "Students"

Evidence

PSMU implements an admission policy according to the University's mission. The basis for announcing the admission to study in EP "Dentistry" is the presence of permits for implementing educational activities (<https://u.to/mbYgHA>), as well as the NAQA certificate of EP "Dentistry" accreditation No. 2430 dated 10/05/2021 (<https://u.to/O7sgHA>).

The activities of the AC of PSMU are managed following Regulations on the Admissions Committee of the Poltava State Medical University (hereinafter referred to as the Regulations on the Admissions Committee), which are publicly available on the University's official website (<https://u.to/RLsgHA>).

All information regarding the admission of Ukrainian citizens for studying is updated annually and is publicly available on PSMU's official website (<https://u.to/8rwfHA>).

Interviewing persons eligible for admission based on the interview results is performed in accordance with the relevant local regulatory document (<https://u.to/SrsgHA>).

Competitive selection is based on a competitive score calculated in accordance with the Rules for Admission to Poltava State Medical University in 2022 (hereinafter referred to as the Admission Rules) (<https://u.to/8rwfHA>). The admission rules and requirements for applicants consider the EP specifics. They are reviewed annually, taking into account society's social and professional needs. As a result of the competitive selection, applicants with the highest rating scores are recommended for admission to the SF places for each tender proposal, taking into account the priorities indicated by them in the application. The remaining applicants compete for places at the expense of individuals / legal entities.

Ranking lists of applicants are publicly available (<https://u.to/WrsgHA>). Orders for admission are issued by the Rector based on AC decision, are formed in the USEDE, and presented on the University's website (<https://u.to/XbsgHA>).

The specifics of organizing the admission and training of foreigners and stateless persons at the University and developing the mechanism for issuing their invitations to study are managed following the Regulations on the Admission of Foreign Citizens and Stateless Persons to Study at Poltava State Medical University (<https://u.to/TrsgHA>).

The students are admitted to the University without any restrictions on racial, religious, political, gender, ethnic, and other grounds.

The moment the IET is formed marks the start of students' planning their future careers. According to the Regulations on the Procedure for Developing IET (<https://u.to/Ib4fHA>), the student consciously chooses those SC which would be the most helpful in career building.

As part of professional counselling and future career planning, specialized dental departments organize and conduct a number of events aimed at guiding students in their careers and improving their practical skills. For example, the Department of Therapeutic Dentistry holds and manages "Expert – 2020" and "Expert – 2021", the professional skills competition for the best aesthetic restoration. The event "Healthy Gums Mean a Beautiful Smile" is being held as part of the European Gum Health Day initiated by the European Federation of Periodontists. Professional skills competitions are held as part of the "Profession" program.

The University actively attracts healthcare representatives and clinicians with practical experience to ensure students' high-quality practical training in the EP Dentistry during external part-time work. This practice allows students to receive specific practical advice, identify and understand the prospects for their future work and professional development, acquire knowledge, and improve their PS.

Analytical part

The admission is carried out strictly within the licensed volume, which is distributed between domestic and foreign students, taking into account the admission rates of past years, the MTS of the University and the academic potential (Part 2 of Article 32 of the Law "On Higher Education" as of 01.07.14 No. 1556-VII). The licensed volume of PSMU for the EP Dentistry is 620 places (<https://u.to/mbYgHA>), which is fully provided by the material, technical, social and educational infrastructure.

PSMU regularly reviews the admission policy in order to attract the most motivated, profession-oriented youth to enter the University, which, in turn, should provide society with qualified medical personnel. At the end of each admission campaign, the University sends its proposals to the Ministry of Education and Science in order to optimize its implementation. The revision of the admission policy includes, among other things, the selection of weighting coefficients for competitive subjects.

PSMU has a system of social, psychological, professional, financial, individual, medical support for students. Counseling and support are carried out “vertically” and “horizontally”. “Vertical” support is carried out at the level of the Rector, First Vice-Rector for Research and Education, Vice-Rectors for different activity types, Deans, Heads of the Departments and other structural units, including the Psychological Service operating under the DMEHWY Support (<https://u.to/arwgHA>), the Student (<https://u.to/cLwgHA>) and Educational (<https://u.to/fbwgHA>) Ombudsman Service, the Student Parliament (<https://u.to/gbwgHA>).

Strengths / Best Practices

There are no strengths under this standard.

EEC Recommendations.

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 0, satisfactory - 29, suggest improvements - 0, unsatisfactory - 0.

6.5 Standard 5 “Academic Staff/Teachers”

Evidence

The formation of academic staff of proper quality, balanced in all respects, is the object of constant attention and control by PSMU administration and in accordance with the LU “On Higher Education”. When concluding contracts with academic staff, work experience, skill level and professional training are necessarily taken into account; compliance of the academic degree and academic title with the profile of the department/discipline; results of the rating assessment of professional activity; report on the work done for the previous tenure; achievements in the professional activity over the past 5 years; availability of publications in peer-reviewed specialized journals, as well as publications included in the Scopus and Web of Science databases; the results of advanced training and traineeship in other HEIs of Ukraine and abroad; the availability of textbooks, manuals, etc., published in large numbers in specialized publishing houses, confirming the qualifications and positive experience of teachers; proficiency in English at a level not lower than B2 in accordance with CERF, confirmed by the Certificate; compliance with the norms of professional ethics and anti-corruption legislation and AI. Feedback from students regarding the quality of teaching disciplines is also taken into account.

The University is filled with academic staff in accordance with the current legislation of Ukraine.

To support young teachers, the mentoring institute is operating, the activity of which is regulated by the “Regulations on the functioning of the mentoring institute at Poltava State Medical University” (<https://u.to/Vb8gHA>). The practice of conducting seminars on pedagogical skills is common. The Head of the Department, Professors and experienced Associate Professors provide mentoring support to young teachers if necessary.

“On the approval of the standards for the number of students (cadets), PhD students (adjuncts), post-doctoral students, PhD applicants, trainees, interns, clinical residents for one full-time position of a scientific and pedagogical worker in higher education institutions of the III and IV levels of accreditation and higher education institutions of postgraduate education of the state ownership”.

Analytical part

The policy of PSMU in the field of personnel training is balanced and provides for the rational distribution of the time budget for the implementation of teaching, methodological, scientific and other

functions provided for by the legislation of Ukraine, the Statute of PSMU (<https://u.to/gL8fHA>), the Contract, job descriptions and is regulated by the Regulation on working hours).

The University supports the level of academic staff both by training young scientific and pedagogical staff in doctoral and post-doctoral programmes, and by creating conditions for career growth of academic staff. Assigning the academic title of Associate Professor and Professor is regulated by the current legislation of Ukraine, namely, the Order of the Ministry of Education and Science No.13 as of 14.01.2016 “On Approval of the procedure for assigning academic titles of scientific and scientific-pedagogical staff” (<https://u.to/iIopHA>) with amendments and addenda provided by the Order of the Ministry of Education and Science No.322 as of 17.03.2021 “On Amendments to the Order of awarding academic titles to scientific and scientific-pedagogical staff” (<https://u.to/04opHA>), as well as the local regulatory document.

In case of non-performance or improper performance of job duties regulated by the Contract and/or job descriptions, the teacher is responsible in accordance with current legislation - Article 40 and Article 41 of the Labor Code of Ukraine, as well as paragraph 5.3, paragraph. 5.4 of the Contract and job descriptions.

Strengths/Best Practices

A strong position on this standard is the responsibility of the academic staff in terms of its involvement in postgraduate education.

EEC Recommendations

To develop and implement the mechanisms with regard to the ratio of “teacher-student” depending on the various components of the educational program and taking into account the features of the educational program, which would contribute to the optimization of the EP Dentistry. ***Due by: on a regular basis.***

Conclusions of the EEC on the criteria: strong positions - 1, satisfactory - 11, suggest improvement - 1, unsatisfactory - 0.

6.6 Standard 6. “Educational Environment and Resources”

Evidence

The EP Dentistry provides the development of students’ PS aimed at solving complex specific tasks in the field of dentistry, including the ability and readiness to perform medical and dental manipulations, treat common diseases of the oral and maxillofacial organs and tissues, determine tactics and methods for providing emergency dental care, organize and conduct screening studies.

PSMU provides students with the sufficient MTS (<https://u.to/M78fHA>). Training takes place in the PSMU buildings, as well as at the clinical Departments located at the HCI in accordance with concluded contracts (<https://u.to/87kgHA>) and equipped with the all required infrastructure.

Classes are held in 7 lecture halls equipped with the state-of-the-art multimedia equipment, 178 classrooms for group learning, computer classes.

Computer classes are equipped with licensed operating systems and Microsoft software application packages, as well as package-based software of other manufacturers. The computer class of the Department of Foreign Languages with Latin Language and Medical Terminology is equipped with the licensed innovative product Nibelung, creating an interactive environment for learning foreign languages (Appendix 10).

To advance the attainment of the different practical skills by the PSMU students the diagnostic centers have been put into operation: the Scientific and Methodological Center for the Primary

Prevention of Children Dental Diseases in Poltava Regions, the Regional Scientific and Practical Center of Oral Mucosa Diseases, etc.

Students have the opportunity to carry out research projects at the educational and research morphological laboratory, research centers, educational diagnostic centers, the Research Institute GIBDPP, the experimental biological clinic (vivarium), the university clinic, etc. The research methodology acquisition is fostered and improved over the entire course of the EP Dentistry. Targeted mastering the basic statistical research methods in EP Dentistry is ensured by provision of the OC25 “Social medicine, public health and the foundations of evidence-based medicine”. In addition, SC6 “Academic Writing”, SC10 “Modern Scientific Research Methodology”, SC22 “Integrative Course: Current Achievements in Theoretical Medicine”, SC28 “Biostatistics and Clinical Epidemiology”, SC35 “Integrative Course: Theoretical Foundations of Clinical Dentistry” are provided.

The EP Dentistry does not imply writing and defense of Master's Theses, therefore, the subject of a student's research is determined individually, depending on the specific interests and the abilities to conduct research at the Departments and other structural units of the University, and is implemented as a component of the IET through the participation in the Student Scientific Groups and Student Scientific Society.

Analytical part

The EP Dentistry provides the development of students' PS aimed at solving complex specific tasks in the field of dentistry, including the ability and readiness to perform medical and dental manipulations, treat common oral diseases, including in the maxillofacial area, determine tactics and methods for providing emergency dental care, organize and conduct screening studies.

The University provides the necessary resources to provide students in EP Dentistry with adequate practical experience. The choice of the educational environment is made with regard to the interests and proposals of the MS. The educational environment of the University directly reflects the trends in the development of dental specialties in the labor market, ensuring the implementation of the mission of the EP. PSMU actively cooperates with HCI, with which cooperation agreements have been concluded (<https://u.to/87kgHA>). PSMU provides all components of the educational environment, and not just the academic one.

To enhance hands-on clinical experience, students are provided with access to patients: the interaction is regulated by the legislation and the informed consent of patients. Acquisition of PS, the performance of dental manipulations by students is guided and supervised by the teachers and staff members of the HCI. Students are involved in performing various procedures and manipulations in scheduled and emergency care, acting as dental assistants in various fields of dentistry. Some techniques are studied theoretically with the possibility of observing the course of the procedure.

Students are involved in the study and discussions about the variety of clinical cases depending on the studied EC, they pass through regular monitoring of knowledge and skills in collecting medical information about the patient and analyzing clinical findings, making diagnosis and defining the preliminary, clinical, final and differential diagnoses, planning and conducting activities on the prevention of diseases of the oral and maxillofacial organs and tissues, developing the process of provision of medical dental care, determining the treatment approaches, plan, types and principles as well as the process of treatment of specific dental pathology at a particular HCI (<https://u.to/87kgHA>).

Students also have access to teaching aids, educational literature, videos on manipulation techniques, required simulators, a sufficient number of consumables.

Strengths/Best Practices

There are no strengths under this standard.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 0, satisfactory - 27, suggest improvements - 0, unsatisfactory - 0.

6.7 Standard 7. “Assessment of the Educational Programme”

Evidence

The procedure for monitoring, revising and updating the EP at PSMU is regulated and described in the Regulation on Educational Programs (<https://u.to/Zr8fHA>), according to which the EP is monitored by the WG, created by the Rector’s Order; Department for Academic Affairs; EMDEQ. The collection of MS feedback is carried out in accordance with the scheduled plans for EP monitoring (<https://u.to/lcEgHA>; <https://u.to/mcEgHA>; <https://u.to/osEgHA>) drawn up by the EMDEQ together with BSG.

Achievement of the FLO is the subject of constant attention from all structures involved in the implementation of EP Dentistry. Problems related to the achievement of FLO are monitored at all levels: the Department, Dean’s Offices, academic councils of the faculties, the Academic Council.

A prerequisite for the evaluation of EP is the presence of feedback and anticipatory mechanisms, which provide information about the educational process both at a particular point in time and in dynamics. Mechanisms of anticipatory connection promote forecasting of changes and take into account these forecasts when improving / modernizing EP. Such form of feedback is a necessary component of the IQASHE. According to the results of feedback, plans of corrective actions are developed and approved, and all recommendations and proposals are transferred to the guarantor of EP and, in coordination with MIP, are submitted for consideration of the Academic Council.

EP Dentistry was developed and approved on the basis of clear criteria: compliance of the goals and content of the EP with the mission, visa and basic principles of the strategic development of the University; consideration of trends in the development of the specialty and labor market monitoring at the regional, national and international levels; consideration of opinions and suggestions of MIP; thorough analysis of existing similar domestic and foreign programs, considering their weaknesses and strengths; compliance with the AI when creating EP; ensuring access to EP and recognition of ER; ensuring transparency and publicity of the development, discussion, revisions, updates, and approval of the EP.

Analytical part

To assess the EP, PSMU applies mechanisms aimed at EP and EC, including the EP model, its structure, content, annual update of the SC. The main mechanisms are: questionnaires, surveys, interviews (students, academic staff, employers), discussion of the EP with the guarantor and the academic staff at the public meetings, analysis of the achieved LO, assessment of the EP for compliance with the quality criteria of the EP, etc. The comprehensive questionnaires proposed to the MS include thematic blocks that comprehensively assess the EP (<https://u.to/nb4fHA>).

Based on the analysis of students’ performance in specific disciplines, the Departments plan to conduct additional tutorials before the CM, during the correctional weeks, as well as on a regular basis on specially scheduled days, which focus on topics that cause difficulty in acquisition; in addition, the Departments publish educational and teaching aids, the purpose of which is to facilitate students’ attainment of certain topics, improve academic performance.

Strengths/Best Practices

A strong position on this standard is the principles of selection and students, based on the analysis of the performance of students in disciplines.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 1, satisfactory - 21, suggest improvement - 0, unsatisfactory - 0.

6.8 Standard 8 “Management and Administration”***Evidence***

Educational activities at PSMU are carried out in accordance with the permits of the Ministry of Education and Science of Ukraine (Order of the Ministry of Education and Science of Ukraine No. 236-П as of 27.11.2021) (<https://u.to/mbYgHA>). PSMU guarantees that admission to study in the EP Dentistry is transparent and open in accordance with the Admission Rules, which are developed annually on the basis of the admission conditions approved by the Orders of the Ministry of Education and Science. The procedure provides: appointment of the Rector of PSMU as the Chairman of the AC; approval of the admission rules by the Academic Council. All information is publicly available on the University’s website (<https://u.to/UcIgHA>).

EP Dentistry is implemented in accordance with the rules for its assessment, which are regulated by the Regulations on the IQASHE (<https://u.to/cAgHA>). The EP, as well as its annual revision and changes / additions, are put into effect by the decision of the Academic Council (<https://u.to/ZcIgHA>). The EP is updated on the basis of the proposals of the MS, as well as the results of EAS monitoring, including the results of the first and second stages of the USQE.

It is proved by evidence that all elements of the quality management system (organization - distribution of powers, responsibilities, management decisions, relationships) processes, resources, documents), as well as: the provision of educational services related to obtaining a HE at the level of qualification conditions for a professional junior bachelor, junior specialist, bachelor, specialist, master, doctor of philosophy, including foreign citizens; training of scientific and pedagogical personnel; the provision of educational services in the system of postgraduate education (training of doctors in internship and advanced training) meet the requirements of the international standard ISO 9001:2015 “Quality management systems. Requirements” (State Standard of Ukraine 180 9001:2015 “Quality management systems. Requirements”).

EP allows to achieve the expected FLO due to the balance of the obligatory and selective EC, which form the established GC and SPC for students. EP Dentistry contains 24 FLO, which are achieved through the optimally chosen forms and methods of learning and teaching, the use of the state-of-the-art ICT, a balanced combination of theoretical study with PT, the formation of students’ SS, the availability of the advanced MTS, a safe educational environment.

The rating assessment methodology includes a system of balanced factors, which are summarized by relevant indicators that determine the human resources potential and the quality of training of students, the quality of educational, scientific, international activities, the financial assessment of innovative activities, the level of representation on the Internet and the media.

Analytical part

The FLO declared in the EP Dentistry are harmonized with the Standard, and also contain a unique FLO that is not available in other EPs that train students in the field of knowledge 22 Health, specialty 221 “Dentistry”. In accordance with the work plans of the Academic Council, Councils of Medical Faculties No.1 and No. 2, International Faculty, where the EP Dentistry is implemented, cyclic methodical committees, Departments, information regarding the implementation of the mission of the

EP, as well as the achievement of FLO in EP are regularly reported. Management decisions are made based on the information received.

The University guarantees that at the end of the EP Dentistry, the student, having successfully passed all the control measures and final certification provided for in the EP, receives a European diploma of HE (second master's level) and a Supplement to the diploma.

According to the Regulations on Educational Programs (<https://u.to/Zr8fHA>), the EP Dentistry project (<https://u.to/LsMgHA>), as well as the EP itself and all information related to its implementation are posted on the official website to ensure transparency educational activities of the University and the provision of relevant information to the MS (<https://u.to/pL4fHA>).

PSMU is responsible for entering comprehensive and reliable information about the study program into the information system, as well as permanently maintaining the information provided on the official website of the University, up to date.

Strengths/Best Practices

The development and implementation of dental education programmes in cooperation with all stakeholders.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 1, satisfactory - 23, suggest improvement - 0, unsatisfactory - 0.

6.9 Standard 9 “Constant Update”

Evidence

The update process of PSMU is based on prospective research and analysis of the results of the own research, as well as considering the literature on medical education. In this regard, the annual update of the EP is carried out taking into account the development of science, technology, culture, economics, technology, the social sphere, the needs of the labor market and the best world practices based on the current legislation of Ukraine and in accordance with the Strategy and the Strategic Plan. Regular updating of the concept of educational activities within the framework of the EP is based on the comments and suggestions of the MS.

When updating the EP, the opinion of students who study in the EP, as well as the first graduates of the EP Dentistry (<https://u.to/lbwgHA>; <https://u.to/OrwgHA>).

PSMU allocates resources for the continuous improvement of the quality of EP Dentistry. Modern equipment is being purchased: electron microscopes with field visualization on a wide screen; computer 3-D-system “Virtual Patient”, equipped with interactive screens with an indication system that provides interaction with images of the human body, which are obtained by computer or magnetic resonance imaging; multimedia kits with the ability to demonstrate videos and presentations to students. In 2021, computer anatomical tables with digital 3-D visualization SECTRA (SECTRA Table) were purchased for the departments of anatomical profile. Phantoms with an FSPR-S-2Sh mask, equipment for 14 student workstations SD-02 and a teacher's workplace SD-E1 from Frasco (Germany) were purchased for the PCR. An important direction in the future development of the EP is to improve access to electronic databases of modern educational, scientific and methodological literature, periodicals, including the international information platforms Web of Science, EBSCO Publishing, the digital library of peer-reviewed journals JSTOR (USA), bibliographic and abstract database Scopus data.

Analytical part

PSMU directs the renewal process to improve the quality indicators of graduates' FLO in accordance with the documented needs of the environment and the labor market, maintaining the relevance of the content of the EP. It is also planned to regularly review the catalog of variable disciplines in order to form the SS of students. Changes also include the expansion of the range of ALT and the maximum harmonization of summative and formative assessment.

An important direction in the future development of the EP is to improve access to electronic databases of modern educational, scientific and methodological literature, periodicals, including the international information platforms Web of Science, EBSCO Publishing, the digital library of peer-reviewed journals JSTOR (USA), bibliographic and abstract database Scopus data.

Strengths/Best Practices

There are no strengths under this standard.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: strong positions - 0, satisfactory - 15, suggest improvement - 0, unsatisfactory - 0.

(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD**1. Standard "Mission and Outcomes"**

Provision on patient care, which requires an effective and compassionate approach in solving public health problems and health promotion issues.

2. Standard "Educational Program"

Familiarization of students with evidence-based medicine as a result of wide access to relevant clinical/practical experience in the chosen field of medicine.

Compliance of the EP content with the changing conditions and needs of the society and the public health system.

The synergy of practice and theory in the process of learning, which is confirmed by the principles of the academic process, where a combination of theory and practice, fundamental theoretical training with its applied nature is provided

Evident integration between theoretical study and professional development.

Guaranteed integration of study and professional training, including through the on-the-job training.

Effectively organized use of the capabilities of the public health system for training purposes, including in terms of ensuring practical training in the workplace.

3. Standard "Assessments of Students"

The integration of theoretical and practical courses, which are confirmed in EP Dentistry, carried out in the process of the entire cycle of training.

4. Standard "Students"

No strengths have been identified under this standard.

5. Standard “Academic Staff/Teachers”

The responsibility of the academic staff in terms of its involvement in postgraduate education.

6. Standard “Educational Environment and Resources”

No strengths have been identified under this standard.

7. Standard “Assessment of the Educational Programme”

The principles of selection of students, based on the analysis of the performance of students in the disciplines.

8. Standard “Management and Administration”

The development and implementation of dental education programmes in cooperation with all stakeholders.

9. Standard “Constant Update”

No strengths have been identified under this standard.

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

1. Standard “Mission and Outcomes”

To bring the mission of the educational program Dentistry to the public attention of stakeholders and the health sector. *Due by the beginning of the 2022-2023 academic year.*

To collect and provide the evidence base, in the form of normative acts, that the stated mission is based on the opinion/proposals of other relevant stakeholders. *Due by: on a regular basis*

2. Standard “Educational Program”

There are no recommendations for this standard.

3. Standard “Assessments of Students”

To develop and implement practical methods that stimulate the involvement of students in the process of integrated training in EP Dentistry. *Due by: on a regular basis.*

4. Standard “Students”

There are no recommendations for this standard.

5. Standard “Academic Staff/Teachers”

To develop and implement the mechanisms with regard to the ratio of “teacher-student” depending on the various components of the educational program and taking into account the features of the educational program, which would contribute to the optimization of the EP Dentistry. *Due by: on a regular basis.*

6. Standard “Educational Environment and Resources”

There are no recommendations for this standard.

7. Standard “Assessment of the Educational Programme”

There are no recommendations for this standard

8. Standard “Management and Administration”

There are no recommendations for this standard.

9. Standard “Constant Update”

There are no recommendations for this standard.

(IX) REVIEW OF RECOMMENDATIONS ON THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

The recommendations focus on improving work on the introduction of innovations, scientific and technological developments, elements of fundamental or applied research in the educational program, which will allow maintaining the educational process at a high level as part of integration into the world community

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The members of the EEC came to a unanimous opinion that the educational program 221 DENTISTRY (second (Master’s) level of higher education) of Poltava State Medical University should be **accredited for a period of 5 years.**

Annex 1. Assessment table “Parameters of Program Accreditation”

No	No	Criteria No	CRITERIA FOR ASSESSMENT	Position of educational organization			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1. 1.1	“MISSION AND OUTCOMES” Mission definition				
1	1	1.1.1	The medical educational organization should determine the mission of the educational programme of the postgraduate level		+		
2	2	1.1.2	The medical education organization should bring the mission of the postgraduate educational programme to the attention of stakeholders and the health sector.			+	
			The medical education organization should determine a training programme that allows to prepare a specialist at the level of postgraduate		+		

			medical education:				
3	3	1.1.3	competent in any field of medicine, including all types of medical practice, management and health organization		+		
4	4	1.1.4	able to work at a high professional level.		+		
5	5	1.1.5	able to work unattended, independently and in a team, if necessary.		+		
6	6	1.1.6	with a commitment to lifelong learning, including a professional responsibility to maintain knowledge and skills through performance assessment, auditing, self-study and recognized activities in <i>CPD / CME</i> .				
7	7	1.1.7	The medical education organization should ensure that the mission covers consideration of the health needs of the community or society, the needs of the health care system and other aspects of social responsibility, if necessary		+		
			Medical education organization should be encouraged:		+		
8	8	1.1.8	innovation in the educational process, allowing the development of broader competencies than the minimum necessary.		+		
9	9	1.1.9	improving patient care that is necessary, effective and compassionate in addressing health problems and promoting health.	+			
10	10	1.1.10	organization and conduct of scientific research of students of the postgraduate level.		+		
		1.2	Participation in the formulation of the mission				
11	11	1.2.1	Medical education organization should ensure that the main stakeholders are involved in the development of the educational programme mission		+		
2	12	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				
13	13	1.3.1	The medical education organization should have a training process that is based on recognized basic and postgraduate medical education and helps to strengthen the professionalism of the student		+		
14	14	1.3.2	The medical education organization should ensure that the training process will promote professional autonomy to enable the graduate to act in the best interests of the patient and society.		+		
		1.4	Final learning outcomes				
			The medical education organization should determine the expected learning outcomes that students should achieve in learning outcomes in relation to:				
15	15	1.4.1	their achievements at the postgraduate level in terms of knowledge, skills and thinking;		+		
16	16	1.4.2	appropriate foundation for a future career in the chosen field of medicine;		+		
17	17	1.4.3	future roles in the health sector;		+		
18	18	1.4.4	commitment and skills in the implementation of continuing education;		+		
19	19	1.4.5	community health needs, health system needs and other aspects of social responsibility;		+		
20	20	1.4.6	professional behavior		+		
			The medical education organization should determine:				
21	21	1.4.7	general and specific to the specialty (discipline) components of educational results that are required to be achieved by students.		+		

22	22	1.4.8	appropriate behavior towards undergraduates and other students, teachers, patients and their relatives in accordance with the proper norms of behavior.		+		
23	23	1.4.9	The medical education organization should determine educational results based on the results obtained at the level of basic medical education.		+		
			Total	1	21	2	
		2	EDUCATIONAL PROGRAM				
		2.1	Teaching approach				
			The medical education organization should:				
24	1	2.1.1	define an educational programme based on the results of existing basic medical education		+		
25	2	2.1.2	organize a teaching approach in a systematic and transparent manner.		+		
26	3	2.1.3	describe the general and discipline / specialty-specific components of training.		+		
27	4	2.1.4	use teaching and learning methods that are suitable for both practice and theory		+		
28	5	2.1.5	identify the <i>teaching and learning</i> methods used that encourage, prepare and support students to take responsibility for their learning process.		+		
29	6	2.1.6	ensure that the educational programme is implemented in accordance with the principles of equality.		+		
			The medical education organization should:				
30	7	2.1.7	have a system / procedure and guide the student through mentoring and regular assessment and feedback.		+		
31	8	2.1.8	increase the degree of self-responsibility of the student as skills, knowledge and experience improve.		+		
		2.2	Scientific method				
			The medical education organization should:				
32	9	2.2.1	teach students the principles of scientific methodology in accordance with the level of postgraduate education and provide evidence that the student achieves knowledge and understanding of the scientific base and methods of the chosen field of medicine;		+		
33	10	2.2.2	provide evidence that the student is exposed to evidence-based medicine as a result of wide access to relevant clinical / practical experience in the chosen field of medicine	+			
			The medical education organization should:				
34	11	2.2.3	include formal teachings on critical appraisal of literature and scientific evidence in the EP.		+		
35	12	2.2.4	provide the student with access to scientific activities		+		
36	13	2.2.5	in the educational program to correct and change the content of scientific developments.		+		
		2.3	Learning content				
			The medical education organization should include in the learning process the practice and theory about:				
		2.3.1	biomedical, clinical, behavioral and social sciences.		+		
		2.3.2	clinical solutions.		+		
		2.3.3	communication skills.		+		
37	14	2.3.4	medical ethics.		+		
38	15	2.3.5	public health.		+		
39	16	2.3.6	medical jurisprudence;		+		
40	17	2.3.7	management disciplines;		+		

41	18	2.3.8	organize an educational program with appropriate attention to patient safety.		+		
			The medical educational organization should adjust and make changes in the educational program for:				
42	19	2.3.9	ensuring the development of knowledge, skills and thinking of the various roles of the graduate;		+		
43	20	2.3.10	correspondence of the content of the EP to the changing conditions and needs of society and the health care system.	+			
		2.4	The structure of the educational programme, composition and duration				
			The medical education organization should :				
44	21	2.4.1	describe the content, volume and sequence of courses and other elements of the educational programme		+		
45	22	2.4.2	define required and optional components		+		
46	23	2.4.3	combine practice and theory in the learning process;	+			
47	24	2.4.4	ensure compliance with national legislation.		+		
			The medical education organization should be included in the educational programme:				
48	25	2.4.5	take into account the results of basic medical education in relation to the choice of the field of medicine		+		
49	26	2.4.6	requirements for the performance of various roles in the health care system for the future graduate		+		
		2.5	Relationship between education and health practice				
			The medical education organization should :				
50	27	2.5.1	describe and respect the integration between theoretical training and professional development.	+			
51	28	2.5.2	Ensure the integration of training and professional training, including through on-the-job training.	+			
			The medical education organization should be included in the educational programme:				
52	29	2.5.3	effectively organize the use of the capabilities of the health care system for training purposes, including in terms of providing practice in the workplace.	+			
53	30	2.5.4	ensure that such training is optional and not subject to the requirements for the provision of medical services.		+		
		2.6	Learning management				
			The medical education organization should :				
54	31	2.6.1	define responsibilities and authorities for organizing, coordinating, managing and evaluating the individual learning environment and learning process.		+		
55	32	2.6.2	include in the planning and development of the educational programme proper representation from teaching staff, students and other relevant stakeholders.		+		
			Medical education organization should be included in the educational programme:				
56	33	2.6.3	guarantee a variety of learning locations.		+		
57	34	2.6.4	coordinate multiple training locations to obtain appropriate access to different aspects of the chosen field of medicine		+		

58	35	2.6.5	have access to the resources needed to plan and implement teaching methods.		+		
59	36	2.6.6	have access to the resources needed to plan and implement student assessment.		+		
60	37	2.6.7	have access to the resources needed to plan and innovate the training programme.		+		
			Total	6	31		
		3	STANDARD “ASSESSMENT OF STUDENTS”				
		3.1	Assessment methods				
			The medical education organization should:				
61	1	3.1.1	present the process of evaluating students in EP		+		
62	2	3.1.2	define, approve, and publish the <i>principles, methods, and practices used to evaluate students, including the number of exams and other tests, maintaining a balance between written and oral exams, using criteria-based and reasoning-based assessment methods, and special exams (OSCE or Mini-clinical exam)</i> and define criteria for establishing passing scores, grades, and the number of allowed retakes;		+		
63	3	3.1.3	ensure that the assessment covers knowledge, skills, and attitudes to learning;		+		
64	4	3.1.4	use a wide range of assessment methods and formats depending on the “ <i>utility assessment</i> ”, which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format;		+		
65	5	3.1.5	formulate criteria for passing exams or other types of assessment, including the number of allowed retakes;		+		
66	6	3.1.6	use assessment methods that provide formative teaching methods and constructive feedback.		+		
			Medical education organizations should:				
67	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;		+		
68	8	3.1.8	implement new assessment methods in accordance with the need;		+		
69	9	3.1.9	use the system to appeal the evaluation results.		+		
70	10	3.1.10	<i>encourage a process of external review of assessment methods;</i>		+		
71	11	3.1.11	<i>use a system for appealing assessment results;</i>		+		
72	12	3.1.12	<i>if necessary, organize a “different opinion”, change of teaching staff or additional training</i>		+		
		3.2	Relationship between assessment and learning				
			A medical education organization should use the principles, methods and practices of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships that:				
73	13	3.2.1	clearly comparable to teaching methods, teaching and learning outcomes;		+		
74	14	3.2.2	ensure that students achieve the final learning outcomes;		+		
75	15	3.2.3	contribute to the training of students;		+		
76	16	3.2.4	determine the adequacy of training. provide an appropriate balance between formative and summative assessment to guide learning and measure the student’s <i>academic progress, which requires establishing rules for assessing progress and their relation to the assessment process.</i>		+		
			Medical education organizations should:				

77	17	3.2.5	<i>use principles, methods and practices that encourage integrated learning;</i>			+	
78	18	3.2.6	encourage integration with practice, including clinical practice;	+			
79	19	3.2.7	ensure the provision of timely, specific, constructive and fair feedback to undergraduates based on the results of the assessment.		+		
			Total	1	17	1	
		4.	STANDARD “STUDENTS”				
		4.1	Admission and selection policy				
			The medical education organization should:				
80	1	4.1.1	define and implement an <i>admissions policy</i> based on the mission of the organization and including a <i>clearly defined position on the student selection process;</i>		+		
81	2	4.1.2	Ensure a balance between <i>learning opportunities and student acceptance</i>		+		
83	3	4.1.3	formulate and implement policy / rules for the selection of students according to the established criteria		+		
84	4	4.1.4	have a <i>policy</i> and implement the <i>practice of admitting students with disabilities in accordance with applicable laws and regulations of the country;</i>		+		
85	5	4.1.5	have a policy of transferring students from other programmes and medical education organizations;		+		
86	6	4.1.6	include medical professional organizations in the policy development and student selection process.		+		
			The medical education organization should:				
87	7	4.1.7	guarantee the transparency of the selection procedure;		+		
88	8	4.1.8	ensure transparent admission to all qualified graduates of basic medical education		+		
89	9	4.1.9	consider, as part of its selection procedure, the specific opportunities of potential students in order to improve the learning outcome in the chosen field of medicine.		+		
90	10	4.1.10	enable an appeal mechanism on admission decisions		+		
91	11	4.1.11	periodically review admission policies based on relevant social and professional evidence to meet the health needs of the community and society.		+		
		4.2	Number of students				
92	12	4.2.1	The medical education organization should determine the number of accepted students in accordance with the material and technical capabilities and capabilities at all stages of education and training.		+		
			The medical education organization should:				
93	13	4.2.2	periodically review the number and contingent of enrolled students in consultation with <i>relevant stakeholders responsible for planning and developing human resources in the health sector.</i>		+		
94	14	4.2.3	adapt the number of potential professionals to the available information on the public health needs of the community.		+		
95	15	4.2.4	Regulate the number of potential students, considering available information about the number of qualified candidates;		+		
96	16	4.2.5	Regulate the number of potential students considering available information about national and international labor market.		+		
97	17	4.2.6	Regulate the number of potential students, considering the inherent unpredictability of the exact workforce needs of specialists in various fields of medicine.		+		
		4.3	Counseling and support for students				
			The medical education organization should:				

98	18	4.3.1	have the system of <i>academic counseling</i> of the students.		+		
99	19	4.3.2	offer support program for the students aimed at social, <i>financial and personal needs, which includes support for social and personal problems and events, health problems and financial issues, access to health care, immunization programs and health insurance, and financial assistance services in the form of financial aid, scholarships and loans;</i>		+		
100	20	4.3.3	allocate resources to support students;		+		
101	21	4.3.4	provide confidentiality regarding counseling and support.		+		
102	22	4.3.5	offer professional orientation and career planning.		+		
			A medical education organization should provide counseling that:				
103	23	4.3.6	based on monitoring and controlling the progress of the student, including the analysis of unintentional events		+		
104	24	4.3.7	provide support in the event of professional crisis		+		
		4.4	Student representation				
			The medical education organization should determine and implement a <i>policy of student representation and their respective participation:</i>				
105	25	4.4.1	in the development of the EP;		+		
106	26	4.4.2	in the management of the EP;		+		
107	27	4.4.3	evaluation of the educational programme;		+		
108	28	4.4.4	planning conditions for students.		+		
109	29	4.4.5	The medical education organization should encourage students to participate in making decisions about the processes, conditions and rules of learning		+		
			Total			29	
		5.	STANDARD “ACADEMIC STAFF / TEACHERS”				
		5.1	Personnel selection policy				
			The medical education organization should define and implement a <i>selection and staff admission policy</i> that:				
110	1	5.1.1	takes into account the necessary work experience;		+		
111	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merit of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		+		
112	3	5.1.3	defines their responsibilities;		+		
113	4	5.1.4	defines the responsibilities of training, including the balance between teaching, research and other functions		+		
114	5	5.1.5	<i>take into account the mission of the EP</i>		+		
115	6	5.1.6	determine the responsibility of the academic staff in terms of its participation in postgraduate education;		+		
116	7	5.1.7	determine the level of remuneration for participation in postgraduate education;		+		
117	8	5.1.8	ensure that instructors have practical experience in the relevant field;		+		
118	9	5.1.9	ensure that faculty members in specialized fields are approved for appropriate periods of study, if necessary.		+		
		5.2	Employee commitment and development				
			The medical education organization should:				
119	10	5.2.1	ensure that students and teachers have sufficient time for teaching, counseling and self-study.		+		
			The medical education organization should:				
120	11	5.2.2	take into account the ratio of “teacher-student” depending on the various components of the educational programme and taking into account the peculiarities of the educational programme;			+	
121	12	5.2.3	develop and implement a policy to support employees, including self-training and further professional development;		+		

122	13	5.2.4	evaluate and acknowledge the scientific and academic achievements of teachers.		+		
			Total	1	11	1	
		6.	STANDARD “EDUCATIONAL ENVIRONMENT AND RESOURCES”				
		6.1	Material and technical base				
			The medical education organization should provide students with:				
123	1	6.1.1	a sufficient material and technical base to ensure adequate implementation of the educational programme, space and opportunities for practical and theoretical research;		+		
124	2	6.2.2	access to up-to-date professional literature;		+		
125	3	6.1.3	adequate information and communication technologies;		+		
126	4	6.1.4	modern equipment for teaching practical methods.		+		
			The medical education organization should:				
127	5	6.1.5	improve the learning environment by regularly updating, expanding and strengthening the material and technical base and equipment to maintain the appropriate quality of education at the postgraduate level.		+		
		6.2	Educational environment				
			The medical education organization should provide the necessary resources for the acquisition of adequate practical experience by students, including the following:				
128	6	6.2.1	selection and approval of the educational environment;		+		
129	7	6.2.2	having access to sufficient clinical / practice tools / facilities to provide training;		+		
130	8	6.2.3	a sufficient number of patients, where necessary;		+		
131	9	6.2.4	appropriate diverse clinical cases to achieve the goals and objectives of training;		+		
132	10	6.2.5	organization of training in such a way as to provide the student with a wide experience in the chosen field of medicine.		+		
			When choosing a learning environment, a medical education organization should:				
133	11	6.2.6	guarantee the number of patients and the corresponding varied clinical cases, allowing for clinical experience in all aspects of the chosen specialty, including training in organization and management in the field of health care and disease prevention		+		
134	12	6.2.7	teaching at a university clinic, as well as teaching at other relevant clinics / institutions and community facilities / locations, as appropriate.		+		
		6.3	Information Technology				
135	13	6.3.1	The medical education organization should determine and implement a policy that is aimed at the effective use and assessment of appropriate information and communication technologies in the educational programme.		+		
			The medical education organization should provide teachers and students with opportunities and encourage them to use information and communication technologies:				
136	14	6.3.2	for self-study;		+		
137	15	6.3.3	access to health information resources and relevant patient data;		+		
138	16	6.3.4	patient management;		+		
139	17	6.3.5	work in the health care system to provide medical care.		+		
		6.4	Medical and scientific research				
			The medical education organization should:				
140	18	6.4.1	introduce the methodology of scientific medical research into the educational programme.		+		

			The medical education organization should:				
141	19	6.4.2	encourage students to participate in medical scientific research on the state and quality of health of the population and the health care system		+		
142	20	6.4.3	provide access to research facilities and activities in training locations		+		
		6.5	Expertise in Education				
			The medical education organization should:				
143	21	6.5.1	develop and implement a policy on the use of expertise at the stage of planning, implementation and evaluation of training for a specific educational programme.		+		
			The medical education organization should:				
144	22	6.5.2	have <i>access to educational expertise</i> , where necessary, and conduct expertise that examines the processes, practices and issues of medical education and may involve physicians with experience in research in medical education, psychologists and sociologists in education, or experts from other nationalities and international institutions.		+		
145	23	6.5.3	promote the aspirations and interests of employees in research in medical education.		+		
		6.6	Exchange in education				
			The medical education organization should define and implement <i>a policy for:</i>				
146	24	6.6.1	the availability of individual training opportunities in other educational institutions of the appropriate level within or outside the country;		+		
147	25	6.6.2	<i>transfer and offset of educational loans and learning outcomes.</i>		+		
			The medical education organization should:				
148	26	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;		+		
149	27	6.6.4	establish links with relevant national and international bodies in order to facilitate exchange and mutual recognition of learning elements.		+		
			Total		27		
		7.	ASSESSMENT OF THE EDUCATIONAL PROGRAMME				
		7.1	Monitoring, control and evaluation mechanisms of the programme				
			The medical education organization should:				
150	1	7.1.1	have a process and outcome monitoring programme that includes the collection and analysis of data on key aspects of the educational programme to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, and the collection of data is part of the administrative procedures in connection with admission trainees, trainee assessment and completion of training.		+		
151	2	7.1.2	collect and analyze feedback on the quality of the educational programme from teachers;		+		
152	3	7.1.3	collect and analyze feedback on the quality of the educational program from students;		+		
			The medical education organization should establish and apply mechanisms for evaluating the educational programme, which:				
153	4	7.1.4	are aimed at the educational programme and its main components, including the model of the educational programme, the structure, content and duration of the educational programme, and the use of compulsory and elective parts;		+		
154	5	7.1.5	are aimed at the progress of the student;		+		

155	6	7.1.6	identify and address issues that include insufficient achievement of expected learning outcomes;		+		
156	7	7.1.7	will assume that the information received on the final learning outcomes, including the identified shortcomings and problems, will be used as feedback for the implementation of measures and corrective action plans, to improve the educational programme and curriculum of disciplines;		+		
157	8	7.1.8	involve key stakeholders in evaluating curriculum processes and outcomes.		+		
			The medical education organization should periodically conduct a comprehensive <i>assessment of the educational programme</i> , aimed at:				
158	9	7.1.9	organizational and financial context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical education organization;		+		
159	10	7.1.10	learning outcomes that will be measured by national exam results, international exams, career choices and further learning outcomes;		+		
160	11	7.1.11	make the assessment process and results transparent to all stakeholders.		+		
		7.2	Educational achievements of students				
			The medical education organization should analyze the educational achievements of students, regarding:				
161	12	7.2.1	<i>the mission of postgraduate education and the final learning outcomes</i> of the educational programme, which includes information on the average length of study, academic performance points, the frequency of passing and failing in exams, cases of successful completion and expulsion, student reports on the learning conditions on the courses passed, on the time spent to study those of interest areas including optional components;		+		
162	13	7.2.2	educational program.		+		
			The medical education organization should analyze the educational achievements of students in relation to:				
163	14	7.2.3	postgraduate missions;		+		
164	15	7.2.4	the level of training / qualification at the time of admission to the medical education organization.		+		
			The medical organization of education should use the analysis of the educational achievements of students to provide feedback to the structural units responsible for:				
165	16	7.2.5	selection of students;		+		
166	17	7.2.6	planning the educational program;		+		
167	18	7.2.7	counseling of students.		+		
		7.3	Approval and control of the educational environment				
			The medical education institution must provide evidence that the entire educational programme has been approved by the competent authority on the basis of:				
168	19	7.3.1	<i>clearly defined criteria</i> ;		+		
169	20	7.3.2	programme evaluation;		+		
170	21	7.3.3.	the ability of the authorities to grant or withdraw recognition of the educational environment or theoretical courses (licensing, accreditation, etc.).		+		
			The medical education organization should :				
171	22	7.3.4	develop and implement a monitoring system for the educational environment and other educational facilities, including site visits and other appropriate means, resources.		+		
			Total		1	21	
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				

			The medical education organization should ensure that the educational programme is implemented in accordance with the rules regarding:				
172	1	8.1.1	student admissions;		+		
173	2	8.1.2	structure and content		+		
174	3	8.1.3	process		+		
175	4	8.1.4	<i>evaluation</i>		+		
176	5	8.1.5	intended results		+		
177	6	8.1.6	The medical education organization should document the completion of training by issuing degrees, diplomas, certificates or other official certificates of qualifications provided as the basis for official recognition of a specialist in the chosen field of medicine.		+		
			The medical education organization should guarantee a continuous assessment of:				
178	7	8.1.7	educational programmes for various types of postgraduate medical education		+		
179	8	8.1.8	institutes/faculties/departments and other educational structures implementing the learning process		+		
180	9	8.1.9	teachers.		+		
181	10	8.1.10	The medical education organization should be responsible for quality development programmes.		+		
			A medical education organization should guarantee:				
182	11	8.1.11	the application of procedures for checking the outcomes and competencies of graduates for use by both national and international bodies		+		
183	12	8.1.12	transparency of the work of management structures and their decisions.		+		
		8.2	Academic leadership				
184	13	8.2.1	Medical education organization should clearly define the responsibility of the academic leadership in relation to the development and management of the educational programme.		+		
			The medical education organization should periodically assess the academic leadership regarding the achievement of:				
185	14	8.2.2	mission of the postgraduate educational programme		+		
186	15	8.2.3	final learning outcomes for this educational programme.		+		
		8.3	Funding and resource allocation				
			The medical education organization should :				
187	16	8.3.1	determine the responsibility and authority for managing the budget of the educational programme;		+		
			The medical education organization should manage the budget in such a way as to comply with:				
188	17	8.3.2	mission and results of the educational programme;		+		
189	18	8.3.3	ensuring the functional responsibilities of the academic staff and students.		+		
		8.4	Administrative staff and management				
			The medical education organization should have an <i>appropriate administrative staff, including their number and composition in accordance with qualifications</i> , in order to:				
190	19	8.4.1	ensure the implementation of the educational programme and related activities;		+		
191	20	8.4.2	ensure proper management and allocation of resources.		+		
			The medical education organization should :				
192	21	8.4.3	develop and implement an internal management quality assurance programme that includes consideration of needs for improvement;		+		
193	22	8.4.4	regularly review and review management to improve quality		+		
		8.5	Requirements and provisions				

194	23	8.5.1	The medical education organization should comply with national legislation regarding the number and types of recognized medical specialties for which approved curricula are developed.		+		
195	24	8.5.2	The medical education organization should identify approved postgraduate medical education programmes in collaboration with all stakeholders.	+			
			Total	1	23		
		9.	CONSTANT UPDATE				
			The medical education organization as a dynamic and socially responsible institution should :				
196	1	9.1.1	initiate procedures to regularly review and update the structure, functions and quality of the postgraduate medical education programme system;		+		
197	2	9.1.2	document and fix deficiencies.		+		
198	3	9.1.3	allocate resources for continuous improvement		+		
			The medical education organization should :				
199	4	9.1.4	base the updating process on prospective studies and analyzes and on the results of your own research, assessment and medical education literature;		+		
200	5	9.1.5	ensure that the renewal and restructuring process results in a revision of postgraduate education policies and practices in line with past experiences, current activities and future prospects.		+		
201	6	9.1.6	direct the renewal process to adapt the mission statement and end results to the scientific, socio-economic and cultural development of society.		+		
202	7	9.1.7	direct the renewal process towards modifying graduate learning outcomes in line with the documented needs of the environment and the labor market, including clinical skills, public health training and participation in patient care, in accordance with the responsibilities entrusted to graduates after graduation from MEO.		+		
203	8	9.1.8	direct the renewal process towards adapting instructional approaches and teaching methods to ensure their appropriateness and relevance;		+		
204	9	9.1.9	direct the renewal process to adjust the structure, content and duration of the educational programme and their relationship in accordance with advances in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status / structure of population morbidity and socio-economic and cultural conditions, and the process the adjustments will ensure that new relevant knowledge, concepts and methods are incorporated and those outdated ones eliminated.		+		
205	10	9.1.10	direct the renewal process towards the development of assessment principles and methods, and methods of administration and number of examinations in accordance with changes in learning outcomes and teaching and learning methods.		+		
206	11	9.1.11	direct the renewal process towards adapting student recruitment policies and selection methods for students, taking into account changing expectations and circumstances, human resource needs, changes in the postgraduate education system and the needs of the educational programme.		+		
207	12	9.1.12	direct the renewal process to adapt recruitment and academic staffing policies to meet changing needs.		+		
208	13	9.1.13	direct the renewal process towards updating educational resources in accordance with changing needs, such as enrollment, number and profile of academic staff, curriculum and modern teaching methods.		+		

209	14	9.1.14	direct the updating process to improve the monitoring, control and evaluation of the educational programme.		+		
210	15	9.1.15	Direct the renewal process towards improving the organizational structure and management principles to ensure effective operation in the face of changing circumstances and needs of postgraduate education, and, in the future, to meet the interests of various groups of stakeholders.		+		
			<i>Total</i>		15		
			TOTAL	11	195	4	

