



«АККРЕДИТТЕУ 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 222 MEDICINE
(the second (Master's) level of higher education)
for compliance with the criteria of the IAAR Standards
for International Initial Program Accreditation (Ex-Ante)
Poltava State Medical University
from "31" May to "02" June 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed to the
IAAR Accreditation Council*



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(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
 M-centered approach – magstrand-centered approach
 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 222 "Medicine" according to the criteria of the IAAR Standards for International Initial Programme Accreditation (Ex-Ante) of Master's Programmes in Medical and Pharmaceutical Education Abroad (based on WFME / AMSE standards) at Poltava State Medical University of the Ministry of Health of Ukraine (PSMU).

The report of the External Expert Commission contains the assessment of the compliance of the educational program 222 "Medicine" with the criteria for IAAR International Accreditation of Master's programs, recommendations of the EEC for further improvement of the parameters of the specialized profile of the specified educational programme.

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 was founded in 1921 as the Faculty of Odontology at the Kharkiv Medical Academy in accordance with the Resolution of the Council of People's Commissars as of 01.10.1918 by the decision of the meeting of the Small Collegium of Ukrglavprofobra (Minutes No. 146 as of 08.11.1921). In the future, having undergone several reorganizations and renaming in 2021, it was established as "Poltava State Medical University" (the Order of the Cabinet of Ministers of Ukraine as of 09.12.2020 No. 1537 "On the Establishment of Poltava State Medical University", the Order of the Ministry of Health of Ukraine as of 02.02.2021 No. 164 "On the Establishment of Poltava State Medical University").

The University has the permanent license for the right to carry out educational activities, issued on the basis of the decision of the Ministry of Education and Science of Ukraine (issue decision: the Order of the Ministry of Education and Science of Ukraine as of 27.05.2021 No. 62-1).

The University also has a certificate of accreditation of the educational program 222 "Medicine", issued on 04.10.2021 No. 2243 by the National Agency for Higher Education Quality Assurance, valid until 01.07.2027

According to the international rating agency U-Multirank, in the 8th annual university ranking (2021), which included about 2,000 HEIs from 97 countries of the world, PSMU for the first time took part and was among the 79 best Ukrainian HEIs.

In the "Consolidated Ranking of Ukrainian Universities", PSMU consistently takes high places: 2018 – 31st place, 2019 – 29th place, 2020 – 27th place, 2021 – 31st place.

In 2020, the University joined the International Consortium, which includes 16 medical universities and HCIs in 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.

PSMU has its own specialized journals, one of which is included in the Web of Science database.

Currently, PSMU conducts training of the Master's degree students at four faculties: Medical Faculty No. 1, Medical Faculty No. 2, Faculty of Dentistry, 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.

(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, from May 31 to June 02, 2022 in an online format.

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. A total of 88 people took part in the meetings (Table 1).

Table 1 - Information on the number and categories of participants in the meetings

<i>Category of participants</i>	<i>Quantity</i>
Rector	1
Vice-Rectors	6
Deans	4
Heads of structural units	12
Heads of Departments	15
Teachers of Departments	20
Students	20
Graduates	-
Employers	10
Total	88

During the visual inspection of the university (via video conferencing on the ZOOM platform), the EEC visited the Dean's Office of the International Faculty, the Department for Academic Affairs, the Educational and Methodological Office, the Catering Center, the Department of Cultural and Educational Activities, the Department of the Student Scientific Society, the Simulation Center, the Student Parliament Office, the Psychological Support Office, University History Museum, Library.

On the second day of work (via video conferencing on the ZOOM platform), EEC visited the Department of Student Documentation, the Lecture Hall, the Museum of Rare Books, the Departments of: Histology, Cytology and Embryology; Human Anatomy; Clinical Anatomy and Operative Surgery; Pathological Anatomy, Foreign Languages with Latin. During the meeting, conversations were held with the main academic staff, representatives of clinics, students).

An anonymous online survey of students (79 people) and teachers (59 people) was conducted to analyze satisfaction with working conditions and study at PSMU.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

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

Alas, at present, a situation has arisen in the country when, being on the front line, teachers and students have wide access to the clinical and practical activities. As a consequence, there is an integration of theoretical training with professional development with the emphasis on the practical training at the workplace.

Based on the results of the program accreditation of the educational program 222 “Medicine”, the EEC considers that PSMU has:

1. Close communication and interoperability with practical health care on the implementation of the educational program 222 “Medicine”.
2. Prospects for strategic partnership with foreign TOP universities.
3. Highly-professional academic staff. Commitment to development, patriotism and corporate spirit.
4. Motivated, goal-and-result oriented students.
5. Academic Mobility Program.
6. Widespread use of student-centered approaches in teaching.

7. The system of motivation of the academic staff.
8. Sufficient material and technical base for the implementation of educational programme EP 222 “Medicine”.
9. No own university clinic.

(VI) COMPLIANCE WITH THE STANDARDS OF THE INITIAL PROGRAMME ACCREDITATION

6.1 Standard 1. “Mission and Outcomes”

Evidence

The mission of the EP Medicine correlates with the mission, vision, key values of the University and the main provisions of the project “National Health Reform Strategy”. The mission of the EP Medicine is to preserve and improve the health of an individual and society as a general matter by training doctors who are committed to their professional duty, proactive and open to changing healthcare paradigms, capable of diagnosing, treating and preventing diseases at a high level, conduct innovative basic and applied scientific research, implement the results in educational and clinical practice, promote a healthy lifestyle.

The mission of the EP Medicine is freely available for the healthcare sector and MS in Ukrainian and English and languages on which the EP is carried out training.

Education by EP Medicine provides preparation of students for CPD and CME. The key factor in the formation of professional responsibility is professional development, implemented in the conditions of formal (training by the EP), non-formal, as well as informal education. In the process of studying in the EP Medicine, Master’s students are trained who are able to work at a high professional level in accordance with the “Handbook of Qualification Characteristics of Workers’ Occupations. Issue 78. Health Care” (as amended on 10/25/2021).

PSMU guarantees that the mission of the EP Medicine is aimed at meeting the health needs of the society (diagnosis, treatment and prevention of coronary heart disease, stroke, chronic obstructive pulmonary disease, lower respiratory tract infections, cancer of the trachea, bronchi, lungs, intestinal infections, diabetes mellitus, kidney diseases, systemic diseases, COVID-19,) paradigm-changing national and foreign HCSs, as well as other aspects of social responsibility.

The desire to be competitive and in demand in the labor market, self-motivation, possession of the state-of-the-art methods of diagnosis, treatment and prevention of diseases, clinical thinking formed during the study of the CPPT, training, based on the principles of evidence-based medicine, formed in the process of studying all clinical disciplines and in depth when studying SC 19, as well as during the passage of the PRTC, the skills of ethical behavior and compliance with the provisions of the “Ethical Code of Ukrainian Doctor”, patient-oriented, adherence to professional codes – all this serves as the prerequisites for students to assess their own activities / practices, and recognized activities in the context of CPD in the future (in accordance with the “Regulations on the system of continuous professional development of health professionals”).

PSMU guarantees that the training process will contribute to the professional autonomy of a graduate, providing with the opportunity to act in the best interests of a patient and society.

Analytical part

Analyzing the compliance of the EP with the standards for international accreditation in accordance with the IAAR standards, it should be noted the compliance with the parameters of the “Mission and Outcomes” standard.

The training process in EP Medicine is based on recognized basic and postgraduate education and contributes to the strengthening of the professionalism of students. In accordance with the national legislative framework in the field of HE, as well as the Statute of Poltava State Medical University (hereinafter referred to as the Statute of PSMU), institutional autonomy and

academic freedom are fundamental for the implementation of the mission of PSMU. Within the framework of the current legislation, PSMU independently makes decisions on the organization of the EDPR, the forms and methods of study and assessment of students' LO, the formation of the IET of students, etc.

In accordance with Articles 9, 10 and 32 of the Law of Ukraine "On Higher Education", PSMU fully exercises its right to institutional freedom regarding the development of EP. The procedure for the development and implementation of the EP is regulated by the Regulation on Educational Programs.

PSMU operates in conditions of institutional autonomy, including financial one. The funds are distributed in accordance with the mission and needs of the EP, employees and students. Procurements to ensure the operation of all units is carried out at the request of the Heads of structural units (Departments). Planned procurements are included in the annual procurement plan. The annual plan and changes to it are published by the University in the electronic procurement system.

According to the criteria of the standard "Mission and Outcomes" in terms of determining the mission, the University has the Mission and brings it to the stakeholders by publishing it on the web site.

The mission is reflected in the Statute of PSMU and Strategy of PSMU for 2022-2027. However, during the visual inspection of the University (in the video stream format), the Mission was not represented anywhere (rooms, stands, banners). In addition, *members of the EEC have noted* that at the meetings with the focus-groups of students and academic staff on EP Medicine it was also revealed that not everyone knew the mission of the University, though, in general, they could formulate the mission of the EP in their own words. The focus-groups of employers and graduates at the meetings with members of the EEC replied that they were aware of the existence of the mission of the University and the EP, that they were published on the web site, but they themselves did not take part in its formation.

The material resources available at the University are used responsibly in order to adequately implement the fulfillment of the goals set by the mission. Members of the EEC note that the University gives great importance to the formation of students' proper behavior towards each other, teachers, colleagues, patients and their relatives.

Academic freedom is ensured by the academic staff through participation in the development and implementation of the EP. The academic staff of the University has the freedom to choose the ways and forms of organizing and conducting the classes, teaching methods, provided that the requirements of the academic plans and curricula are met. The final outcomes are aimed at achieving the competencies of students and are consistent with the mission and goal of the University.

Strengths/Best Practices

Strengths include:

- Introduction into the educational process the provision to improve patient care, which is necessary, effective and compassionate, given the current situation in the country, when teachers and students gain invaluable experience while being on the front line.

EEC Recommendations

- The University administration should more extensively inform about the Mission of the educational institution (media, banners, stands, etc.) in order to bring it to the competence of the academic staff and students and other stakeholders. *Due by the beginning of the 2022-2023 academic year.*
- The University administration is recommended to involve the main stakeholders more broadly in the development of the mission of the University. *Due by: on a regular basis.*

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

strong – 1

satisfactory – 19

suggest improvement – 3

unsatisfactory – 0

6.2 Standard “Educational Program”**Evidence**

Education according to EP Medicine is realized by an M-centered approach based on the principles of transparency, continuity, consistency and scientific character. All information regarding the regulatory foundation which regulates the implementation of EP, the structure of EP, the possibility of forming an IET, all types of supporting for students and other aspects are publicly available on the official website of PSMU.

The systematic and transparent approach to the education in EP is provided by the structural and logical scheme of EP, the curriculum, as well as the Development Strategy of EP Medicine. The total scope of EP Medicine for Master's degree is 360 ECTS credits, which is harmonized with the Standard. The educational components presented in EP are divided into two groups – OC and SC. The range of OC is 270 ECTS credits (OC 1 – OC 46) – 75% of the total range of the program. The range of SC (SC 1 – SC 48) is 90 ECTS credits – 25%. In accordance with the Law of Ukraine "On Higher Education", one ECTS credit is 30 hours of student workload (contact hours, any form of individual training). OC is divided into cycles – GTC, (81 ECTS credits), PTC (159 ECTS credits), and PRTC (30 ECTS credits).

Based on the fact that the profession of a doctor belongs to linguoactive professions, the EP presents language disciplines which form communication skills in the state and foreign languages, forming the foundations of terminological competence. The behavioral and social sciences presented in EP provide students with the knowledge, skills, and methods necessary to understanding the social and economic, demographic and cultural determinants of the causes, prevalence, and social consequences of problems with the health.

PSMU guarantees that EP Medicine is implemented in accordance with the principles of equality, regardless of gender, nationality, racial, religious and other characteristics. Throughout the entire period of study, students receive comprehensive support and assistance at various levels, which is represented by several directions: systematic provision of students with an assessment of various types of their activities, mentoring and counseling, feedback in the form of open meetings with the rector, faculty leadership, academic staff, employers, etc.

The scientific method and the principles of scientific methodology are an integral component that ensures the development of students' analytical, critical, and clinical thinking. In the process of studying, the students develop skills in working with scientific literature – preparing scientific publications, annotating and summarizing scientific sources, preparing presentations at scientific forums, processing grant applications and application forms.

The University's clinical bases, where EP is implemented, provide training based on the principles of evidence-based medicine.

Education according to OP Medicine provides the formation of students' skills of critical evaluation of literature and scientific data. The University provides with free access to scientific activity at the university, national and international levels to students. Students can implement their right to engage in scientific activity by choosing any department's SRG.

Correction and updating of the content for EP Medicine is implemented in accordance with the Quality Assurance Policy for higher education and educational activity.

EP Medicine is structured clearly, characterized by the logic and interconnectedness of the educational component, a pragmatic combination of theory and practice. Medicine provides the formation of students' theoretical knowledge, practical skills and thinking regarding the various

roles of graduates. The content of EP Medicine corresponds to the theoretical content of the subject area 22 Healthcare, specialty 222 “Medicine”, provides the students’ formation of skills to solve typical and complex specialized tasks in professional activity, scientific research, from the standpoint of evidence-based medicine, medical ethics and deontology, the development of communicative and other competencies necessary to perform professional duties. The main emphasis in the EP is made on teaching the theory of practice regarding the clinical sciences, the formation of practical skills and professionally significant qualities of students.

The University presented the content, scope and sequence of EP courses. With the increase in the course of study, the EP is aimed at overcoming the challenges of practical health care in the region.

Analytical part

During the visit, the experts carried out a detailed analysis of the accredited EP for compliance with the requirements of the contemporary education market, the principles and methods of organizing academic, research and educational processes focused on meeting the interests of students and all stakeholders in the educational process of the EP. The content and form of the EP, the decisions made by the EP administration are consistent with the strategic documents of the University and the legal documents of Ukraine. The University has at its disposal budgetary funding and is able to raise funds from the commercial activities of the University for the implementation, improvement and training of the academic staff within the framework of the EP.

Alas, at present, a situation has arisen in the country when, being on the front line, teachers and students can be familiar with the evidence-based medicine as a result of wide access to the clinic and practice. As a consequence, there is an integration of theoretical training with professional development with an enhanced provision of practical training at the workplace.

The educational program “Medicine” contains basic and major disciplines, obligatory and selective components. The EP provides for the formation of students’ theoretical knowledge, practical skills and thinking regarding the various roles of graduates. ***During the work of the EEC, it was revealed*** that the methodology of scientific research is taught to the Master’s students as the selective component.

According to the description of the standard, in the process of implementing the EP Medicine, various teaching and learning methods are used, both traditional and active and innovative, which are practice-oriented. However, ***members of the EEC note*** that in the course of interviewing the teachers, the issue of innovative methods used by them in their professional activities caused difficulties.

In addition, ***in the course of working with the documents of the University***, the experts revealed a difference in the duration of medical practice for Master’s students of the 5th year of study.

In all other respects, the standard “Educational Program” complies with the accreditation requirements for the EP.

Strengths/Best Practices

The strengths of this standard include:

- The ability of teachers and students to become familiar with evidence-based medicine as a result of wide access to the clinic and practical activities at the point of combat operations.
- For the above reasons, there is the possibility of adjusting the content of the EP according to changing conditions and the needs of society.
- Through integration with the clinic, it is possible to maintain a balance between theoretical training and professional development, including through on-the-job training.

EEC Recommendations

- In order to improve the quality of teaching on a regular basis, the academic staff of PSMU should apply innovative teaching methods taking into account the educational needs of students and the tasks of the discipline. ***Due by the beginning of the 2022-2023 academic year.***
- To improve the quality of the EP, its focus on the demands of the labor market, the University administration should ensure regular coordination of the EP with employers. ***Due by the beginning of the 2022-2023 academic year.***
- Promote professional certification of students and the introduction of research elements in the content of accredited educational programs. ***Due by the beginning of the 2022-2023 academic year.***
- The academic staff of PSMU, when compiling the duration of medical practice of Master's students of the 5th year of study, should indicate the year of admission of undergraduates in the title of the document. ***Due by the beginning of the 2022-2023 academic year.***

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

strong – 5

satisfactory – 32

suggests improvement – 2

unsatisfactory – 0

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

PSMU has defined, approved and published the principles, methods and practices used to assess the students (“Regulations on the organization of the educational process”, “Regulations on the organization and methodology for assessing the educational activities of higher education students at the Poltava State Medical University”, presented on the PSMU website in Ukrainian and English versions).

The student assessment process is based on the ESG 2015 (<https://u.to/5jtUGw>) as well as the local regulatory documents of PSMU (<https://u.to/cr0fHA>). In accordance with the local regulatory framework (<https://u.to/cr0fHA>), CM includes institutional control: the incoming, current, final control, CTE and final attestation in the form of USQE, including the PS control in the form of OSCE, regulated by the Regulation on the procedure for conducting OSCE.

Information regarding teaching and assessment methods is presented in syllabuses and are available on the web pages of the Departments for which one or another EC is assigned. The list of semester examinations is approved by the Order of the rector before the beginning of each academic year. The maximum number of examinations to be taken at the TEST cannot exceed four (the components of the first stage of the USQE and other examinations taken during the intersessional period are not taken into account). The time of self-preparation for the exam is at least 2 days (3 days to pass the first stage of the USQE, each component of the second stage of the USQE and the final attestation – 5 days). The total number of semester controls (exams and FMC) cannot exceed eight in one semester.

Semester exams at PSMU, as a rule, are held in a mixed form and involve at the first stage the solution of test tasks from the university base on the EAPJ platform. At the second stage, an oral answer to the examiner is provided. Every year, based on the survey of the MS, a comparative analysis of the results of departmental and external controls, assessment methods are reviewed and updated. For example, in 2021, the OSCE was introduced. The system for assessing the academic achievements of students at PSMU provides for the possibility of submitting an appeal if the student disagrees with the results of the assessment.

At PSMU, the functioning of an effective assessment system is ensured by a balance of formative and summative assessment, where they complement each other, which allows for effective monitoring, control and accounting of the quality of training based on existing assessment methods and strategies.

At PSMU, the practice of calculating ES/RS as part of the study of a specific OC / EC for the performance of individual tasks, special success in the study of the discipline (participation in Student Olympiads, student scientific forums, publications in scientific journals, recognition of the results of non-formal and informal education, etc.) is widespread.

The final semester control (exams, FMC) of the EP 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 ("<https://u.to/ebogHA>") during the ITE "Krok-1", "Krok-2" (for the specialty "Medicine") 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.

The form of state control is the USQE, carried out in accordance with the Order of the Ministry of Health of Ukraine as of February 19, 2019 No. 419 "Procedure, conditions and terms for conducting a unified state qualification exam".

Stakeholders – academic staff and university administration, students, employers – are involved in the program evaluation process. The main tool for involving students in the evaluation of educational programs is the questioning and participation of student representatives in the work of all collegiate bodies of the university. The involvement of academic staff is carried out through participation in the relevant units of the University.

Analytical part

The university provided evidence of the use of modern methods for assessing the achievements of students, including both standard methods (testing, oral and written exams) and modern ones (OSCE), which is a necessary condition for the objectification of student assessment. For the assessment of students' LO, a wide range of methods and formats of assessment is used: oral questioning, solving situational problems, assessing the performance of manipulations, written control, testing. The practice of evaluating the projects is also common. ES/RS can be calculated for students within the discipline for the performance of individual tasks, special success in the study of the discipline (participation in Student Olympiads in the discipline), active participation in the work of the SRG.

Thanks to the use of an innovative product EAPJ (<https://u.to/y8EgHA>), the students at a convenient time for them, using various gadgets, can take training test(s) in the selected discipline and individual topics of the discipline.

A range of assessment methods and formats are used depending on their "usefulness assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness. Questions and tests for the written exam, as well as examination cards for oral exams, are subject to external and internal examination. However, ***at the request of the Commission, the University*** did not submit for consideration the reviews on the above means of control.

The grade in the discipline is made on the basis of the results of the current academic performance and the results of taking the FMC, (60% of the final assessment is the current academic performance, 40% - the results of the FMC). Grades in the disciplines consisting of several modules are given on the basis of the average number of points for all modules provided for by the program. ES / PS can be added to the total number of points in the discipline. The maximum number of ES / PS cannot exceed 20, while the total amount of points in the discipline and ES / PS should not exceed 200 points.

The EP Medicine shows a clear logical sequence and continuity in education. 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, OC 17 “Propaedeutics of internal medicine” precedes the study of OC 21 “Internal medicine with endocrinology, medical genetics” and OC 22 “Internal medicine with clinical pharmacology, clinical immunology and allergology, occupational diseases”, EC 27 “Laboratory diagnostics”, EC 30 “Side effects of drugs” and EC 46 “Modern approaches to the management of the patient in a therapeutic hospital”, as well as practical training contribute to the deepening of knowledge and improvement of students' PS in the internal medicine. **However**, the concept of “integrated learning” implies other principles and practices.

Strengths/Best Practices

The strengths of this standard include:

- The opportunity to conduct training in conjunction with clinical practice.

EEC Recommendations

- The management of EP 222 “Medicine” should ensure the expertise of assessment methods. ***Due by the beginning of the examination session of the 2022-2023 academic year.***
- The University administration should ensure the introduction of integrated learning into the educational process, including through the mechanisms of motivation of the academic staff. ***Due by the beginning of the 2022-2023 academic year.***

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

Strong – 1

Satisfactory – 16

Suggests improvement – 2

Unsatisfactory – 0

6.4 Standard “Students”

Evidence

PSMU implements an admission policy according to the University's mission. The basis for announcing the admission to study in EP “Medicine” is the presence of permits for implementing educational activities (<https://u.to/TiohHA>), as well as NAQA certificate of EP accreditation No. 2243 as of 04/10/2021 (<https://u.to/BMQgHA>).

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.

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.

PSMU ensures a proper balance between learning opportunities and applicant admission. Students are admitted for training on a competitive basis, regardless of funding sources and in accordance with permits. 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).

Enrollment is carried out strictly within the limits of the license volume, which is distributed between domestic and foreign students, taking into account the admission rates of previous years and is fully provided by the material, technical, social and educational infrastructure.

PSMU has developed policies and mechanisms to support Master's students, focused on social, financial and personal needs, and the distribution of appropriate resources for social and personal support. Master's students support is performed both "vertically" and "horizontally".

Information support for PSMU Master's students is carried out on the official website of the University, the websites of the Departments, the Department for Academic Affairs, the Library. Personal accounts and social network pages on Facebook, Instagram, Telegram messengers, and YouTube channel are also used.

Master's students who have achieved high results in education, scientific, social, sports, cultural, and public activities of the University can apply for financial incentives under the Regulations on Financial Incentives for Students' Academic Success of the Poltava State medical university.

The results of the questionnaires indicate that the respondents are mainly satisfied with the policy of student support implemented at PSMU.

The university has a student self-government, various clubs, including ones for the development of creative abilities and health promotion.

Analytical part

The University has a policy of admission and recruitment of students for the educational program 222 "Medicine", based on the Mission of the University. The study is possible at the expense of the state budget, and within the framework of contracts for the provision of paid educational services.

The procedure for transfer and re-enrollment is reflected in the Academic Policy of the University. PSMU provides a balance between the study opportunities and admission of applicants. Admission to study is carried out on a competitive basis, regardless of the sources of financing and in accordance with the permits.

The University has developed a policy for SSN admission, the implementation of the educational program is carried out on the basis of the principle of equality, which means equal treatment of students regardless of gender, nationality, religion, socio-economic status, physical abilities, ensures mutual respect for the human dignity of the student. Currently, the faculty has 2 students who have the disability group 3 for health reasons and are on the outpatient training with a student doctor, who have all the conditions for the successful development of the EP Pharmacy. During the implementation of the EP Medicine, SSN was not trained.

PSMU has created and operates a legal framework to support and protect the rights of students. Student organizations are active, which take part in the discussion and evaluation of the EP, as well as the cultural and social life of the University.

The number of students admitted to the University is planned taking into account the total area of educational and laboratory premises, the availability of the academic staff, the provision of educational, methodological and scientific literature, the capacity of the university's clinical bases, the availability of social and living conditions for students.

Academic support and counseling for graduate students to ensure optimal FLO for a separate EC or EP as a whole is carried out through PSMU's educational and consulting services and other structural units of the University responsible for the EP implementation.

PSMU regularly considers and takes into account students' opinions regarding the conditions of studying, the quality of the EDPR organization, and the educational environment in accordance with the Regulations on Stakeholder Surveys. The questionnaires were devised by EMDEQ in cooperation with the educational department of the Student Parliament. The Student Parliament receives the generalized survey materials in the form of an analytical report after the EMDEQ staff processes the respondents' results. The survey results are publicly available on the EMDEQ website (<https://u.to/nb4fHA>).

In general, the processes implemented at the University meet the criteria of the standard. The university carries out activities aimed at increasing student potential.

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/satisfactory/suggest improvement/unsatisfactory)

satisfactory – 23

suggests improvement – 0

6.5 Standard “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 Law of Ukraine “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 professional activity over the past 5 years; own 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 courses taken in other HEIs of Ukraine and abroad; own 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 CEFR, confirmed by a 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.

Professionalism of the academic staff is a determining factor in the quality of educational services and the main criterion for the competitive selection. The procedure of competitive selection for academic staff positions is regulated by the Regulation on the procedure for competitive selection and recruitment of scientific and pedagogical staff (<https://u.to/z74gHA>) and is based on the principles of gender equality, transparency, publicity, equality of members of the competition committee and competitors.

The filling of vacant positions of academic staff and conclusion of contracts (in case the applicant corresponds to the position) – Heads of Departments, Professors, Associate Professors, Senior Lecturers, teachers – is preceded by competitive selection, the order of which is approved by the Academic Council of PSMU (Article 55, clause 11 of the Law of Ukraine “On Higher Education”). The competition is announced in the media (newspaper “Poltavsyi Visnyk” and on the website of PSMU). In the announcement about the competition there shall be indicated: the list of teaching staff positions, for which the competition is announced; qualification requirements to the positions of teaching staff; place (address) of application reception for participation in the

competition; period of reception of application for participation in the competition (at least one month from the date of announcement about the competition).

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, the Contract, job descriptions and is regulated by the Regulation on working hours). PSMU promotes CPD and CME of teachers through the system of material and non-material rewards and incentives. The university ensures that teachers have practical experience in their respective fields. The age indicator of the teaching staff of the PSMU is as follows: up to 40 years old – 161 teachers (26,5%), 41-50 years old – 187 (30,8%), 51-60 years old – 157 (25,7%), 61-65 years old – 38 (6,2%), over 65 years old – 66 (10,8%). 87.6% of the teaching staff have more than 5 years of experience. Pedagogical, scientific and clinical qualification of the teaching staff corresponds to the profile of the department / discipline taught. There are 43 Doctors of Sciences (75,4%) and 14 PhDs (24,6%) among the Heads of 57 Departments within the University

Despite the fact that the Law of Ukraine “On Higher Education” does not regulate the ratio “teacher – student”, at the University training is organized in small groups of 10-11 people. When conducting practical training at the profession-oriented clinical departments as part of the right to university autonomy, it is common to divide the group into subgroups.

Analytical part

The University has developed and implemented a policy of recruitment and admission of academic staff that determines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities, the qualification of the specialist, their responsibility, the duty of employees, which is confirmed by the documents of the state and local levels: National Classifier of Ukraine “Classifier of Professions DC 003:2010” as amended on 25.10.2021, Professional Standard for the group of professions “Teachers of higher education institutions”.

The academic staff of PSMU has 708 employees as of 2022, including 609 full-time employees. The percentage of staff teaching staff is 510 employees (83,7%), 90 of them are Doctors of Science (14,7%), 420 are Candidates of Science (68,9%), 99 are without academic degree (16,4%); Academic title of Professor is given to 75 employees (12,3%), Associate Professor – 276 (45,3%).

The annual ratings of the academic staff compiled at PSMU, which are publicly available on the website, are additional confirmation of these qualifications.

The system of teachers’ encouragement for achievements is regulated by the Statute of PSMU, the Rules of internal labor order for employees of Poltava State Medical University, the Provision on bonus payment and provides conditions for professional development of teaching staff in institutions of postgraduate education in Ukraine and abroad, as well as moral encouragement of employees for successes in professional activity. Personal salary increments are provided for increased volume of work performed, its complexity and intensity in accordance with the local regulatory framework.

Teachers at the University who have completed free English language courses, which are organized at the Department of Foreign Languages with Latin and Medical Terminology, and who have confirmed by passing the APTIS exam with English language proficiency at B2 (Upper Intermediate) or C (Advanced) range, are rewarded.

Teachers who implement EP Medicine with foreigners and non-citizens in English receive a salary supplement.

The duties of each scientific and pedagogical employee of a particular department are also regulated by job descriptions developed taking into account the profile of the department and the position held (head of the department, professor, associate professor, senior lecturer, teacher (assistant)). The academic staff have close links with health practitioners, providing advice and medical care at the clinical bases.

It should be noted that *during the meeting of EEC experts* with employers, it was revealed

that they (employers) actively participated in postgraduate education of Master's students, thereby demonstrating the classical dual format of education.

Nevertheless, the University should pay attention to the high occupancy of groups of Master's students of senior courses.

Strengths/Best Practices

The strengths of this standard include:

- Responsibility of the academic staff in participation in the postgraduate education of Master's students.

EEC Recommendations

- The University administration should review the existing occupancy of groups of senior courses on the clinical disciplines and ensure its reduction. ***Due by the beginning of the 2022-2023 academic year.***

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

strong – 1

satisfactory – 11

suggests improvement – 1

unsatisfactory – 0

6.6 Standard “Educational Environment and Resources”

Evidence

PSMU provides students with the sufficiency of MTS. Theoretical and practical teaching specified in the curricula takes place in the PSMU buildings, in clinical departments, which are located in the HCIs under the cooperation agreement and are equipped with the all required infrastructure.

There are 7 lecture halls equipped with the up-to-date multimedia equipment, 178 classrooms for group classes, including computer classes. There are 4 dormitories with a total area of 23476.2 m² are on the balance sheet of PSMU. The simulation center operates at PSMU.

Computer classes are equipped with licensed operating systems and Microsoft software application packages, including the licensed innovative product Nibelung, which creates an interactive environment for learning foreign languages.

The PSMU library provides customer-focused free services to its collections and more than 40 websites. Students have access to up-to-date professional literature. To implement the EP Medicine, information resources of the PSMU scientific medical library (<https://u.to/4bwgHA>) are stocked in accordance with the disciplines taught and the latest research in this area and include scientific literature, periodicals (<https://u.to/iL8gHA>) etc.

The PSMU library provides customer-focused free services to support teaching, learning and research needs and free access to its collections and more than 40 websites including libraries of medical universities, bibliographic databases, archives of abstracts, articles in specialized scientific journals (Google Scholar, Google Books, OUCI, PubMed, Bioline International, BWC, Cambridge University Press, Medknow, PabMed Central, PLOS, UNdata, World Digital Library, WoS, etc.).

PSMU regularly allocates financial resources to modernize the educational environment.

For students to acquire clinical experience, access to patients is provided, regulated by the legislation and the informed consent of patients. The formation of the PS of the Master's students takes place under the supervision of teachers and employees of the HCI. PSMU provides students with access to clinical facilities and practical teaching aids. PT in EP Medicine is carried out at 29 clinical departments, which are located at the bases of HCI of public and private forms of

ownership of Poltava and Poltava region.

Since 2015, PSMU has introduced an innovative product, E-register, a web-based program developed on the basis of the PHP 5.4 programming language and the MySQL 5.1 database server 1 (<https://u.to/y8EgHA>); E-register is a part of the unified virtual space of PSMU.

Analytical part

The analysis based on the results of the visit to the EEC showed that the university has a sufficient material and technical base to ensure a high-quality educational and scientific process. Teachers and students have access to national, European and world information resources provided by: the Center for Public Health of Ukraine of the Ministry of Health. PSMU has developed and implemented a policy for the use of expertise at the stage of planning, implementation and evaluation of training in EP Medicine. The development, approval, monitoring, revision of the EP is regulated by the Regulations on Educational Programs (<https://u.to/Zr8fHA>).

Mastering the research methodology is fostered and improved over the entire course of EP Medicine by implementing the “learning through research” method. *However*, according to the “Self-Assessment Report of PSMU”, the study of the EP Medicine does not require writing the Master’s theses, therefore, the subject of the student’s SR is determined individually depending on the scientific interests and the possibilities of implementing research on the clinical bases of the Departments and other structural units of the University and is implemented as part of the formation of the IET within the work in the SRG.

Students have the opportunity to develop clinical skills not only at the basis of the university clinic and other clinical bases of the University located in the HCIs of regional and city subordination, but also on the basis of private clinics with concluded contracts and licenses. However, **some of them are located at a distance of 100 km from Poltava**. Therefore, the university is recommended to provide an opportunity for Master’s students of the EP Medicine to study clinical disciplines at the basis of its own University Hospital.

The University should revise the principle of integration into the European education system when implementing the international academic mobility program. In the document “Regulations of the Procedure for Re-crediting of Academic Disciplines and Academic Difference Evaluation”, it is necessary to state the criteria for the transfer and recognition of the academic credits and learning outcomes more clearly and specifically.

Strengths / Best Practices

There are no strengths under this standard.

EEC Recommendations

- The University administration should provide an opportunity for Master’s students of EP Medicine to study clinical disciplines at the base of its own university clinic. ***Due by the beginning of the 2022-2023 academic year.***
- The University administration should revise the principle of integration into the European education system. ***Due by the beginning of the 2022-2023 academic year.***

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

satisfactory – 26

suggest improvements – 1

unsatisfactory – 0

6.7 Standard “Assessment of the Educational Programme”

Evidence

PSMU has developed mechanisms for monitoring EP, taking into account the mission, the required learning outcomes, the content of EP, assessment of knowledge and skills, as well as educational resources. The procedure is regulated and described in the Regulation on Educational Programs. The main mechanisms are: questionnaires, surveys, interviews (students, faculty, employers), discussion of EP with the guarantor and faculty at public meetings, analysis of achieved EP, assessment of EP for compliance with EP quality criteria, etc. Comprehensive questionnaires offered by the MS include thematic blocks comprehensively evaluating the EP.

The University assesses EP Medicine in terms of admission of students, the needs of the education system and the Health System in medical personnel PSMU guarantees the participation of the MS in the evaluation of the EP Medicine. The opinion of Master’s students and teachers on the quality of the EP Medicine is collected by conducting surveys. Familiarization with the results of surveys is carried out on the EMDEQ page in the section “Monitoring the quality of education and organization of the educational process”.

Analysis of students' knowledge and skills is carried out according to the following criteria: the average grade of academic performance on the OC, the number of retakes, the number of students who did not pass the FMC / semester examinations, the number of students who did not pass the final attestation in the form of USQE, results of subtests in the disciplines included in the Uniform State Qualification Examination, comparison of results of subtests with national ones, correlation between the results of the CA conducted at PSMU and the results of USQE passing. Mandatory analysis is subject to the results of students’ learning on SC.

Analytical part

Having analyzed the submitted documents, the experts of the EEC concluded that PSMU as a whole has created an effective system for assessing the educational program, which is understandable and transparent for the stakeholders.

PSMU consistently ranks high in the national ranking by the number of winners of All-Ukrainian subject Olympiads. For example, in 2018 there were 11 winners – Master’s students of PSMU, and 19 winners in 2019. Due to quarantine restrictions in 2020 and 2021 the subject Olympiads were not conducted. The students in the EP Medicine steadily demonstrate high scores on the OC subtests, which are included in the first stage of the USQE "Krok 1" (for the specialty of Medicine).

According to the information provided by the Testing Center, in 2021 the professional English exam, which is the second component of the first stage of the USQE, was not passed by a total of 8 undergraduates of PSMU, accounting for 5.8% of the total number of those who passed, which is significantly better than the national indicator of 9.8%. In 2020 and 2019, this indicator was also better than the national one, accounting for 1% and 1.6%, 3.01% and 3.7%, respectively. The above data indicate that at PSMU, EAS are subject to the analysis on both OC and SC, which, in particular, includes the SC 20 “English for professional purpose”.

To improve the feedback process, the University needs to work more actively with employers regarding the provision of feedback on decisions made on the basis of collective discussion.

Strengths / Best Practices

There are no strengths under this standard.

EEC Recommendations

- The University administration should provide feedback on the changes in the EP to relevant stakeholders, adopted on the basis of their recommendations, on a regular basis. ***Due by: on a***

regular basis.

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

satisfactory – 4

suggest improvement – 0

unsatisfactory – 0

6.8 Standard “Management and Administration”

Evidence

All activities of the University are managed by the Rector, who delegates his authority vertically. In matters of financial activity, responsibility and authority for managing the budget of the University are assigned to the Vice-Rector for Administrative Management, the Chief Accountant, the Deputy Rector for Economics and Planning, and employees of the Planning and Financial Department.

PSMU clearly defines the responsibility of the academic leadership in relation to the development and management of the EP in accordance with the legislation of Ukraine in terms of HE, the contract signed with the Rector of the University under the Ministry of Health, job descriptions and Contracts concluded with Deans, Heads of departments and other persons responsible for the implementation of the EP.

The University has developed, tested and implemented a multi-level IQASHE, presented in the Regulations on IQASHE, developed in accordance with the Law of Ukraine “On Higher Education”, “On Education”, the Resolution of the Cabinet of Ministers of Ukraine “On Approval of Licensed Conditions for Conducting Educational Activities”, the Statute of PSMU and based on the principles defined in ESG 2015, National Standard of Ukraine “Quality Management Systems. Requirements” and the Convention on the Recognition of Qualifications of Higher Education in the European Region. Educational activities at PSMU are carried out in accordance with the permits of the Ministry of Education and Science (Order of the Ministry of Education and Science of Ukraine No. 236-JI as of 27.11.2021). PSMU guarantees that admission to study in the EP Medicine is transparent and open in accordance with the Admission Rules, which are developed annually on the basis of admission conditions approved by the Orders of the MESU. The procedure provides for the appointment of the Rector of PSMU as the Chairman of the Admissions Committee; approval of admission rules by the Academic Council. All information is publicly available on the University website.

PSMU conducts an annual assessment of the activities of academic staff under the Regulations on the annual rating assessment of the activities of scientific and pedagogical (pedagogical) employees and departments of Poltava State Medical University. The EMDEQ compiles a consolidated rating of teachers for all types of activities, which is publicly available. PSMU also monitors the level of student satisfaction with the quality of teaching and extracurricular work of the academic staff.

Analytical part

The PSMU management is determined by the developed Management Structure, which is updated as necessary, ensuring the efficiency of the University as a whole and the implementation of mechanisms for improving the EP. The management model at PSMU is built on the principles of system management and has corresponding priority components. The University has developed and implemented an institutional regulatory framework that provides for a wide range of management procedures focused on continuous quality improvement.

The Commission notes that PSMU has a qualified administrative staff, allowing to ensure qualitatively and quantitatively the implementation of EP Medicine, as well as the

implementation of all activities provided for by the Statute of PSMU. PSMU pays great attention to compliance with the principles of collegiality and transparency. All decisions made on the main issues of all activities of the University are discussed at the Academic Council, the Educational and Methodological Council, staff meetings. The most important information is published on the PSMU website, current information is distributed and communicated to all staff by mailing in print and electronic ways. On a regular basis, the major information about the activities of the University is provided to the supervising state bodies of education and health.

For the effective functioning of all structures, appropriate Regulations have been developed that define interoperability of various units.

Strengths/Best Practices

Active participation of employers in postgraduate education of Master's students can be assigned to the strengths of this standard.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

strong – 1

satisfactory – 22

suggest improvements – 0

unsatisfactory – 0

6.9 Standard “Constant Update”

Evidence

PSMU guarantees the initiation of procedures for regular review and revision of the content, outcomes / competencies, evaluation of the EP and the EE. The units responsible for the quality of the EP implemented at PSMU are the Departments, the collegial advisory body – CQAHEEA, Faculty Councils and Faculty Quality Councils, Deans, the Department for Academic Affairs, the library, EMDEQ, and other structural units that are functioning in close cooperation with the guarantor of the EP Medicine, MS, WG, University management.

The University guarantees that the procedures for documenting and eliminating deficiencies developed within the framework of the internal QAS for higher education, regulated by the Regulation on educational programs and the Policy for ensuring the quality of HE and educational activities, will be improved. Corrective actions as of the period of preparation of the self-assessment report are presented in the public domain.

The University allocates resources for the continuous improvement of the quality of the EP Medicine. 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 were purchased for the departments of anatomical profile.

Constant updating of the physical infrastructure contributes to the implementation of the University Strategy and the mission of the EP. The University conducts surveys, the purpose of which is to identify the satisfaction level of participants of educational process with the training environment. PSMU guarantees that it will continue to allocate resources aimed at continuous quality improvement. The University guarantees the improvement of the process of monitoring and evaluation of the EP Medicine based on a critical analysis of both its own technologies for monitoring, control and evaluation of the EP, as well as the assimilation of the best domestic and

foreign practices, improving the questionnaire system, and broad involvement of future EP graduates in assessing all aspects of the EP implementation.

The university will develop a corporate culture, form zero tolerance for violations of pedagogical and medical ethics, violations of AI.

Analytical part

Having analyzed the submitted documents, the results of the interviews and surveys, the EEC members concludes that the University is a dynamic, socially responsible organization that initiates procedures for evaluation, monitoring, revision of the content, learning outcomes, assessment and the learning environment as a whole, allocating resources for continuous improvement.

The processes of update are aimed at adapting the mission, final outcomes, methodological approaches to the scientific, socio-economic development of modern society, the needs of the postgraduate level of training.

The update of educational resources is fixed at the strategic level and is reflected in the strategic and tactical documents of PSMU.

PSMU guarantees the further development of the principles of assessment, methods of conducting and the number of measures of control in accordance with the changing FLO, teaching and learning methods.

PSMU directs and will steadily direct the process of updating the EP Medicine to adapt the student recruitment policy, taking into account the circumstances, changes in the system of higher medical education in Ukraine and abroad, and the needs for human resources.

The reorganization is aimed at increasing the recognition of PSMU in the academic environment.

The recruitment policy, the formation of the academic staff, the update of educational resources, the improvement of the organizational structure and management principles are adapted to the changing needs of all stakeholders.

Thus, according to this standard as a whole, it can be stated that the administration and staff of the university are working on continuous improvement.

Strengths / Best Practices

No strengths have been identified under this standard.

EEC Recommendations

There are no recommendations for this standard.

Conclusions of the EEC on the criteria: (strong/satisfactory/suggest improvement/unsatisfactory)

satisfactory – 11

suggest improvements – 0

unsatisfactory – 0

(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD

7.1 Standard “Mission and Outcomes”

- Introduction into the educational process the provision to improve patient care, which is necessary, effective and compassionate, given the current situation in the country, when teachers and students gain invaluable experience while being on the front line.

7.2 Standard “Educational Program”

- The ability of teachers and students to become familiar with evidence-based medicine as a

result of wide access to the clinic and practical activities at the point of combat operations

- For the above reasons, there is the possibility of adjusting the content of the EP according to changing conditions and the needs of society.
- Through integration with the clinic, it is possible to maintain a balance between theoretical training and professional development, including through on-the-job training.

7.3 Standard “Assessments of Students”

- The opportunity to conduct training in conjunction with clinical practice.

7.5 Standard “Academic Staff/Teachers”

- Responsibility of the academic staff in participation in postgraduate education of Master’s students.

7.8 Standard “Management and Administration”

- Active participation of employers in postgraduate education of Master’s students.

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

8.1. Standard “Mission and Outcomes”

- The University administration should more extensively inform about the Mission of the educational institution (media, banners, stands, etc.) in order to bring it to the competence of the academic staff and students and other stakeholders. *Due by the beginning of the 2022-2023 academic year.*

- The University administration is recommended to involve the main stakeholders more broadly in the development of the mission of the university. *Due by: on a regular basis.*

8.2. Standard “Educational Program”

- To improve the quality of teaching on a regular basis, the academic staff of PSMU should apply innovative teaching methods taking into account the educational needs of students and the tasks of the discipline. *Due by the beginning of the 2022-2023 academic year.*

- To improve the quality of the EP, its focus on the demands of the labor market, the University administration should ensure regular coordination of the EP with employers. *Due by the beginning of the 2022-2023 academic year.*

- Promote professional certification of students and the introduction of research elements in the content of accredited educational programs. *Due by the beginning of the 2022-2023 academic year.*

- The academic staff of PSMU, when compiling the duration of medical practice of Master's students of the 5th year of study, should indicate the year of admission of undergraduates in the title of the document. in the title of the document prescribe the year of admission of Master’s students. *Due by the beginning of the 2022-2023 academic year.*

8.3. Standard "Assessment of Students"

- The management of EP 222 “Medicine” should ensure the expertise of assessment methods. *Due by the beginning of the examination session of the 2022-2023 academic year*

- The University administration should ensure the introduction of integrated learning into the educational process, including through the mechanisms of motivation of the academic staff. *Due by the beginning of the 2022-2023 academic year*

8.5. Standard “Academic Staff/Teachers”

- The University administration should review the existing occupancy of groups senior

courses on the clinical disciplines and ensure its reduction. *Due by the beginning of the 2022-2023 academic year.*

8.6. Standard “Educational Environment and Resources”

• The University administration should provide an opportunity for Master’s students of EP Medicine to study clinical disciplines at the base of its own university clinic. *Due by the beginning of the 2022-2023 academic year.*

• The University administration should revise the principle of integration into the European education system. *Due by the beginning of the 2022-2023 academic year.*

8.7. Standard “Assessment of the Educational Programme”

• The University administration should provide feedback on the changes in the EP to relevant stakeholders, adopted on the basis of their recommendations, on a regular basis. *Due by: on a regular basis*

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

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

Members of the EEC came to a unanimous opinion that the educational program 222 MEDICINE (the second (Master’s) level of higher education)) of Poltava State Medical University should be **accredited for a period of 3 years.**



Annex 1. Assessment table “Parameters of the Initial Programme Accreditation”

No	No	Criteria No.	CRITERIA FOR ASSESSMENT	Position of educational organization			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	“MISSION AND OUTCOMES”				
		1.1	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 for 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			+	
12	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	19	3	
		2.	STANDARD "EDUCATIONAL PROGRAMME"				
		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, organize a teaching approach in a systematic and transparent manner.		+		
25	2	2.1.2	describe the general and discipline / specialty-specific components of training.		+		
26	3	2.1.3	describe the general and discipline / specialty-specific components of training.			+	
27	4	2.1.4	identify the <i>teaching and learning</i> methods used that encourage, prepare and support students to take responsibility for their learning process.		+		
28	5	2.1.5	ensure that the educational programme is implemented in accordance with the principles of equality.		+		
			The medical education organization should :				
29	6	2.1.6	have a system / procedure and guide the student through mentoring and regular assessment and feedback.		+		
30	7	2.1.7	increase the degree of self-responsibility of the student as skills, knowledge and experience improve.		+		
		2.2	Scientific method				
			The medical education organization should :				
31	8	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;				
32	9	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 :				
33	10	2.2.3	include formal teachings on critical appraisal of literature and scientific evidence in the EP.		+		
34	11	2.2.4	provide the student with access to scientific activities		+		
35	12	2.2.5	in the educational programme 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:				
36	13	2.3.1	biomedical, clinical, behavioral and social sciences		+		
37	14	2.3.2	clinical solutions		+		
38	15	2.3.3	communication skills.		+		
39	16	2.3.4	medical ethics		+		
40	17	2.3.5	public health		+		
41	18	2.3.6	medical jurisprudence				
42	19	2.3.7	management disciplines		+		
43	20	2.3.8	organize an educational programme with appropriate attention to patient safety		+		
			The medical educational organization should adjust and make changes in the educational programme for:				
44	21	2.3.9	ensuring the development of knowledge, skills and thinking of the different roles of the graduate;		+		
45	22	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 :				
46	23	2.4.1	describe the content, volume and sequence of courses and other elements of the educational programme		+		
47	24	2.4.2	define required and optional components		+		
48	25	2.4.3	combine practice and theory in the learning process		+		
49	26	2.4.4	ensure compliance with national legislation		+		
			The medical education organization should be included in the educational programme:				
50	27	2.4.5	take into account the results of basic medical education in relation to the choice of the field of medicine		+		
51	28	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				
52	29	2.5.1	describe and respect the integration between theoretical training and professional development.	+			
53	30	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:				
54	31	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.	+			
55	32	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 :				

56	33	2.6.1	define responsibilities and authorities for organizing, coordinating, managing and evaluating the individual learning environment and learning process.		+		
57	34	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:				
58	35	2.6.3	guarantee a variety of learning locations.		+		
59	36	2.6.4	coordinate multiple training locations to obtain appropriate access to different aspects of the chosen field of medicine		+		
60	37	2.6.5	have access to the resources needed to plan and implement teaching methods.		+		
61	38	2.6.6	have access to the resources needed to plan and implement student assessment.		+		
62	39	2.6.7	have access to the resources needed to plan and innovate the training programme.		+		
Total				5	32	2	
		3.	STANDARD "ASSESSMENT OF STUDENTS"				
		3.1	Assessment methods				
			The medical education organization should :				
63	1	3.1.1	present the process of evaluating students in EP		+		
64	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</i> and define criteria for establishing passing scores, grades, and the number of allowed retakes;		+		
65	3	3.1.3	ensure that the assessment covers knowledge, skills, and attitudes to learning;		+		
66	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;		+		
67	5	3.1.5	formulate criteria for passing exams or other types of assessment, including the number of allowed retakes;		+		
68	6	3.1.6	<i>use assessment methods that provide formative teaching methods and constructive feedback.</i>		+		
			Medical education organizations should :				
69	7	3.1.7	<i>document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;</i>		+		
70	8	3.1.8	implement new assessment methods in accordance with the need;		+		
71	9	3.1.9	use the system to appeal the evaluation results.		+		
72	10	3.1.10	<i>encourage a process of external review of assessment methods;</i>			+	
73	11	3.1.11	<i>use a system for appealing assessment results;</i>		+		
74	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				
			The medical education organization should use the principles, methods and practice of assessment, including the educational achievements of students and the assessment of knowledge, skills, professional values of relationships, which:				
75	13	3.2.1	clearly comparable to teaching methods,		+		

			teaching and learning outcomes;				
76	14	3.2.2	ensure that students achieve the final learning outcomes;		+		
77	15	3.2.3	contribute to the training of students;		+		
78	16	3.2.4	provide an appropriate balance between formative and summative assessment to guide learning and <i>measure a student's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.</i>		+		
			Medical education organizations should:				
79	17	3.2.5	use principles, methods and practices that encourage integrated learning;			+	
80	18	3.2.6	encourage integration with practice, including clinical practice;	+			
81	19	3.2.7	ensure the provision of timely, specific, constructive and fair feedback to Master's students based on the results of the assessment.		+		
Total				1	16	2	
		4.	STANDARD "STUDENTS"				
		4.1	Admission and selection policy				
			The medical education organization should:				
82	1	4.1.1	define and implement <i>an admission policy based on the mission of the organization and including a clearly defined position on the student selection process;</i>		+		
83	2	4.1.2	Ensure a balance between <i>learning opportunities and student acceptance</i>		+		
84	3	4.1.3	formulate and implement policy / rules for the selection of students according to the established criteria		+		
85	4	4.1.4	have a policy and implement the practice of admitting students with disabilities in accordance with applicable laws and regulations of the country;		+		
86	5	4.1.5	have a policy of transferring students from other programmes and medical education organizations;		+		
87	6	4.1.6	include medical professional organizations in the policy development and student selection process.		+		
			The medical education organization should:				
88	7	4.1.7	guarantee the transparency of the selection procedure;		+		
89	8	4.1.8	ensure transparent admission to all qualified graduates of basic medical education		+		
90	9	4.1.9	consider, as part of their selection procedure, the specific opportunities of potential students in order to improve the learning outcome in the chosen field of medicine		+		
91	10	4.1.10	enable an appeal mechanism on admission decisions		+		
92	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				
93	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:				
94	13	4.2.2	consider the number and size of enrolled students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector.		+		
		4.3	Consulting and support for students				
			The medical education organization should:				
95	14	4.3.1	have an academic advisory policy / system for Master's students.		+		

96	15	4.3.2	have policies / mechanisms to support Master's students focused on social, financial and personal needs, allocating appropriate resources for social and personal support.		+		
97	16	4.3.3	guarantee the confidentiality of advice and support provided.		+		
98	17	4.3.4	provide for the allocation of resources to support Master's students		+		
99	18	4.3.5	The medical education organization should provide support in the event of a professional crisis and problem situations.		+		
		4.4	Student representation				
			The medical education organization should determine and implement <i>a policy of student representation and their respective participation</i>				
100	19	4.4.1	in the development of the EP;		+		
101	20	4.4.2	in the management of the EP;		+		
102	21	4.4.3	evaluation of the educational programme;		+		
103	22	4.4.4	planning conditions for students		+		
104	23	4.4.5	The medical education organization should encourage students to participate in making decisions about the processes, conditions and rules of learning		+		
Total						23	
		5.	STANDARD "ACADEMIC STAFF /TEACHERS"				
		5.1	Personnel selection policy				
			The medical education organization should define and implement <i>a selection and staff admission policy</i> that:				
105	1	5.1.1	takes into account the necessary work experience;		+		
106	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;		+		
107	3	5.1.3	defines their responsibilities;		+		
108	4	5.1.4	defines the responsibilities of training, including the balance between teaching, research and other functions		+		
109	5	5.1.5	take into account the mission of the EP		+		
			The medical education organization should take into account such criteria in its policy on the selection and admission of employees as:				
110	6	5.1.6	determine the responsibility of the academic staff in terms of its participation in postgraduate education;		+		
111	7	5.1.7	determine the level of remuneration for participation in postgraduate education;		+		
112	8	5.1.8	ensure that instructors have practical experience in the relevant field;		+		
113	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 :				
114	10	5.2.1	ensure that students and teachers have sufficient time for teaching, counseling and self-study		+		
			The medical education organization should :				
115	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;			+	
116	12	5.2.3	develop and implement a policy to support employees, including self-training and further professional development;		+		
117	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:				
118	1	6.1.1	a sufficient <i>material and technical base</i> to ensure adequate implementation of the educational programme, space and opportunities for practical and theoretical research;		+		
119	2	6.1.2	access to up-to-date professional literature;		+		
120	3	6.1.3	adequate information and communication technologies;		+		
121	4	6.1.4	modern equipment for teaching practical methods.		+		
			The medical education organization should:				
122	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:				
123	6	6.2.1	selection and approval of the educational environment;		+		
124	7	6.2.2	having access to sufficient clinical / practice tools / facilities to provide training;		+		
125	8	6.2.3	a sufficient number of patients, where necessary;		+		
126	9	6.2.4	appropriate diverse clinical cases to achieve the goals and objectives of training;		+		
127	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:				
128	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		+		
129	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				
130	13	6.3.1	The medical education organization should determine and implement a policy that is aimed at the <i>effective use and assessment of appropriate information and communication technologies in the educational programme.</i>		+		
			The medical education organization should provide teachers and students with opportunities and encourage them to use information and communication technologies:				
131	14	6.3.2	for self-study		+		
132	15	6.3.3	access to health information resources and relevant patient data;		+		
133	16	6.3.4	patient management;		+		
134	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:				
135	18	6.4.1	introduce the methodology of scientific medical research into the educational programme.		+		

			The medical education organization should:				
136	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		+		
137	20	6.4.3	provide access to research facilities and activities in training locations		+		
		6.5	Expertise in education				
			The medical education organization should:				
138	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:				
139	22	6.5.2	have access to educational expertise, 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.		+		
140	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 a policy for:				
141	24	6.6.1	the availability of individual training opportunities in other educational institutions of the appropriate level within or outside the country;		+		
142	25	6.6.2	<i>transfer and offset of educational loans and learning outcomes.</i>			+	
			The medical education organization should:				
143	26	6.6.3	<i>promote regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;</i>		+		
144	27	6.6.4	<i>establish links with relevant national and international bodies in order to facilitate exchange and mutual recognition of learning elements.</i>		+		
Total:					26	1	
		7.	STANDARD "ASSESSMENT OF THE EDUCATIONAL PROGRAMME"				
		7.1	Monitoring, control and evaluation mechanisms of the programme				
			The medical education organization should:				
145	1	7.1.1	have mechanisms for monitoring the educational programme, taking into account the mission, the required final learning outcomes, the content of the educational programme, the assessment of knowledge and skills, educational resources.		+		
146	2	7.1.2	evaluate the programme in relation to student admission policy and the needs of the education and health care system for medical personnel.		+		
147	3	7.1.3	ensure stakeholder participation in programme evaluation.		+		
148	4	7.1.4	The medical education organization should provide mechanisms to ensure transparency of the process and results of the evaluation of the educational programme for the management and all interested parties.		+		
Total:					4		
		8.	STANDARD "MANAGEMENT AND ADMINISTRATION"				
		8.1	Management				
			The medical education organization should ensure that the educational programme is implemented in				

			accordance with the rules regarding:				
149	1	8.1.1	student admissions		+		
150	2	8.1.2	structure and content		+		
151	3	8.1.3	processes		+		
152	4	8.1.4	evaluation		+		
153	5	8.1.5	intended results.		+		
			The medical education organization should guarantee a continuous assessment of:				
154	6	8.1.6	educational programmes for various types of postgraduate medical education		+		
155	7	8.1.7	institutes / faculties / departments and other educational structures implementing the learning process		+		
156	8	8.1.8	teachers		+		
157	9	8.1.9	The medical education organization should be responsible for quality development programmes.		+		
			The medical education organization should guarantee:				
158	10	8.1.10	in the future, the application of procedures for checking the outcomes and competencies of graduates for use by both national and international bodies		+		
159	11	8.1.11	transparency of the work of management structures and their decisions		+		
		8.2	Academic leadership				
160	12	8.2.1	Medical education organization should clearly define the responsibility of the <i>academic leadership</i> 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:				
161	13	8.2.2	mission of the postgraduate educational programme		+		
162	14	8.2.3	final learning outcomes for this educational programme.		+		
		8.3	Funding and resource allocation				
			The medical education organization should :				
163	15	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:				
164	16	8.3.2	mission and results of the educational programme;		+		
165	17	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:				
166	18	8.4.1	ensure the implementation of the educational programme and related activities;		+		
167	19	8.4.2	ensure proper management and allocation of resources.		+		
			The medical education organization should :				
168	20	8.4.3	develop and implement an internal management quality assurance programme that includes consideration of needs for improvement;		+		
169	21	8.4.4	regularly review and review management to improve quality		+		
		8.5	Requirements and provisions				
170	22	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.		+		
171	23	8.5.2	The medical education organization should identify approved postgraduate medical education programmes		+		

			in collaboration with all stakeholders.				
Total:				1	22		
		9.	STANDARD "CONSTANT UPDATE"				
			The medical education organization as a dynamic and socially responsible institution should ensure that there will be:				
172	1	9.1	initiate procedures for regular review and revision of content, results / competence, assessment and learning environment, structure and function, document and correct deficiencies;		+		
	2	9.2	allocate resources for continuous improvement		+		
173			The medical education organization should ensure that:				
174	3	9.3	the renewal process will be based on forward-looking research and analysis and on the results of their own study, assessment and literature on postgraduate medical education;		+		
175	4	9.4	the renewal and restructuring process will lead to a revision of its policies and practices in line with past experience, current activities and perspectives.		+		
			The medical education organization in the process of renewal and continuous improvement should ensure that special attention is paid to:				
176	5	9.5	adaptation of the mission and outcomes of postgraduate medical education to the scientific, socio-economic and cultural development of society for the future;		+		
177	6	9.6	modification of the intended outcomes of postgraduate education in the selected health care field in accordance with the documented needs of the environment. Changes may include adjusting the structure and content of the educational programme, principles of active learning. The adjustment will ensure, along with the elimination of obsolete ones, the assimilation of new relevant knowledge, concepts, methods and concepts based on new advances in the basic biomedical, clinical, behavioral and social sciences, taking into account changes in the demographic situation and the structure of the population on public health issues, as well as changes socio-economic and cultural conditions;		+		
178	7	9.7	development of assessment principles, methods of administration and number of examinations in accordance with changes in learning outcomes and teaching and learning methods;		+		
179	8	9.8	adaptation of the recruitment and selection policy for graduate students, taking into account changing expectations and circumstances, human resource requirements, changes in the postgraduate education system and the needs of the educational programme;		+		
180	9	9.9	adaptation of the recruitment and formation policy of the academic staff in accordance with changing needs;		+		
181	10	9.10	improving the process of monitoring and evaluating the educational programme.		+		
182	11	9.11	The medical education organization should ensure that the improvement of the organizational structure and management principles will be aimed at ensuring effective performance in the face of changing circumstances and needs, and, in the long term, at meeting the interests of various stakeholder groups.		+		
Total					11		
TOTAL IN GENERAL				9	164	9	

