«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the Results of the External Expert Panel's work
on Assessment of Compliance of

"222 Medicine" Educational Programme of

Sumy State University

with the Requirements of "IAAR STANDARDS AND GUIDELINES FOR INTERNATIONAL INITIAL ACCREDITATION (EX-ANTE) OF MASTER'S PROGRAMMES IN MEDICAL AND PHARMACEUTICAL EDUCATION ABROAD
(based on WFME / AMSE standards)"

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

Addressed to the IAAR
Accreditation Council

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

REPORT

on the Results of the External Expert Panel's work
on Assessment of Compliance of

"222 Medicine" Educational Programme of

Sumy State University

with the Requirements of "IAAR STANDARDS AND GUIDELINES FOR INTERNATIONAL INITIAL ACCREDITATION (EX-ANTE) OF MASTER'S PROGRAMMES IN MEDICAL AND PHARMACEUTICAL EDUCATION ABROAD (based on WFME / AMSE standards)"

January 26-28, 2022

Sumy city

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AMSE - The Association of Medical Schools in Europe;
AS – academic staff
CBL – Case-based learning
CCCH - Central City Clinical Hospital
CGSE – complete general secondary education
CHEQA – Center for Higher Education Quality Assurance
CMU – Cabinet of Ministers of Ukraine
CQAHE – Council for Quality Assurance in Higher Education
CR – curriculum
CSE – complete secondary education
CSTEI – center of scientific, technical and economic information
EBM – evidence-based medicine
ECE – Expert Council of Employers
ECTS – European Credit Transfer and Accumulation System
EEP - External Expert Panel;
EIT – external independent testing
ELPT – English Language Proficiency Test
EMSA – European Medical Students Association
EP – educational process
EPP – educational-professional program
ESP – educational-scientific program
EU- European Union
EUA- European University Association
GC – general competencies
HCI – healthcare institution
HE – higher education
HEI – higher education institution
IAAR - Independent Agency for Accreditation and Rating
ICD- International Classification of Diseases
ICT – information and communication technologies
LO – learning outcomes
MC – mandatory component
MES – Ministry of Education and Science
MHU – Ministry of Health of Ukraine
MI – Medical Institute
MTB – material-technical base
MTS – material-technical support
NAQA – National Agency for Higher Education Quality Assurance
OC – optional component
OCW - Open Course Ware
OSCE – objective structured clinical examination
PhD – Doctor of Philosophy PLO – program learning outcomes
RBL - research-based learning

RC – regional coefficient
RC – rural coefficient SC – special competencies
SAR - self-assessment report;
SCC - Sumy City Council
SDC – Staff Development Center
SEC – secondary education certificate SIW – student independent work
SLS – structural and logical scheme
SRC - Sumy Regional Council
SRCH - Sumy Regional Clinical Hospital
SRU – Scientific and Research Unit
SRW – Scientific research work
SSQT – Single State Qualification Test
SSSP – Scientific Society of Students, Postgraduates and Young Scientists
SSU – Sumy State University
TBL – Team-based learning
TS – temporary standard
USEDE – Unified State electronic database on education
WFME - World Federation for Medical Education;
WPG – Working Project Group

(II) INTRODUCTION

In accordance with the order of the IAAR No. 3-22-OD dated 05/01/2022 and "IAAR Standards and Guidelines for International Initial Accreditation (Ex-Ante) of Master's Programmes in Medical and Pharmaceutical Education Abroad (based on WFME / AMSE Standards)" (No. 68-18 / 1-OD dated May 25, 2018) an external expert panel (EEP) accomplished a site visit to the Sumy State University (Ukraine) from 26 January to 28 January 2022 in the framework of international accreditation of the "222 Medicine" (Master's Degree) educational programme.

EEP composition:

1. IAAR Panel Chairman – Prof. Konrad Juszkiewicz, Doctor of Medical Sciences, Professor, KIT Royal Tropical Institute (Amsterdam, Netherlands) (offline);

2. IAAR Expert – Dr. Zulfiya Zhankalova, S.D. Asfendiyarov Kazakh National Medical University (Almaty city, Republic of Kazakhstan) (online);

3. IAAR Employer – Dr. Iryna Voloshyna, MD, PhD, Medical Director of Pimary Care Clinic «Nadia», Professor of Family Medicine Department of Zaporizhzhia State Medical University, Nominated by NAQA (Berdyansk city, Ukraine) (offline);

4. IAAR Student – Solomiia Mykytiuk, the 5th year student of EP «Medicine», Danylo Halytsky Lviv National Medical University, Nominated by NAQA (Lviv city, Ukraine) (offline);

5. IAAR Coordinator – Dr. Timur Kanapyanov, IAAR Deputy General Director for International Cooperation (Nur-Sultan city, Republic of Kazakhstan) (offline).

(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION

Sumy State University Medical Institute (SSU MI), located at 2 Rymskogo-Korsakova str., Main Building, room 302, 40007 Sumy, Ukraine E-mail: rector@sumdu.edu.ua, formerly the medical Faculty of SUMDU, was founded in 1992 as the Medical Faculty of Sumy State University. Prior to that University existed as a separate structural unit of other higher education institutions (1948-1989) and from 1990 – as independent Higher Education Institution – Sumy Physics and Technology Institute. From 1993 – SSU has become the university of the classical type. In 2012 its list of specialties was expanded, by "Medical and Preventive Care" and "Dentistry". The education of foreign students in SSU MI has begun in 2005. As of today, the University carries out its activities in accordance with the Constitution of the Republic of Ukraine, and the respective laws of the Republic of Ukraine.

Sumy State University Medical Institute provides conditions for getting and mastering knowledge of the latest medical science, methods of diagnosis and treatment. About 13.7 thousand people study at the university in various forms training in primary, bachelor's, master's, educational and scientific and scientific levels in 55 specialties from 23 fields of knowledge. The Institute graduated 2,000 physicians, 1,500 of which work in hospitals mainly in Sumy Oblast. In year 2021 167 interns, 60 clinical residents, 126 PhD students, and 5 doctoral students are trained at the MI. In University is getting education for more than 1,700 international students from about 50 countries. As of today, Sumy University cooperates with more than 250 partners from the USA, Great Britain, Germany, Austria, France, Belgium, Sweden, Poland, Lithuania, Bulgaria, the Czech Republic, Slovakia, Romania, Japan, South Korea, China and other countries of the world. SSU Medical Institute is included in the list of universities database of the World Health Organization (see http://avicenna.ku.dk/database/WHO_directory/). Medical Institute is also registered in the list of universities of International Medical Educational Dictionary, and its graduate degrees are accredited by Educational Commission for Foreign Medical Graduates (USA).

The vision and mission of SSU are service to society, education activities, research and socio-cultural mission. The motto of Sumy State University is: Education - Science -Culture – Development. The mission of the EPP is to provide medical students with quality and affordable education to improve public health and improve the life quality of the population The mission of the educational-professional program 222 Medicine is to provide medical students with quality and affordable education to improve public health and to improve the quality of life of the population now and in future in terms of global preservation and promotion of health. The mission of the educational program is realized by acquiring a number of applicant's competencies that form highly educated intellectuals' health professionals to meet the needs of the region, capable work both independently and in a team. SSU MI vision is the formation of a competent and competitive specialist at the national and international level in the practice, management and healthcare organization.

SSU MI intends to become university of European level in style, technology, quality, scientific and educational services, traditions of international and intercultural cooperation, nationwide mission, responsible at the same time before the state, region and society.

The purpose of SSU is to maximize the satisfaction of value expectations of all categories university stakeholders by ensuring unquestionable competition the advantages of the services provided, their adaptability to the needs of the modern world, that rapidly changing, and impeccable quality.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously the Sumy State University has not performed any program accreditation by the IAAR agency. Accreditation of the educational-professional program 222 "Medicine" according to IAAR standards is performed for the first time.

(V) DESCRIPTION OF THE EEP VISIT

IAAR team experts, with exception of Prof. Zulfiya Zhankalova (working on line) have visited Sumy State University (SSU) from 25-29 of January 2022 and performed collection of information required by accreditation process according to the visit program from **26 through 28 of January 2022**.

Main objectives of the IAAR team visit were to obtain an objective information on content and implementation quality by Sumy State University of the educational "222 Medicine" program, to review supporting documentation, to perform series of meetings with administrative and teaching personnel, students, graduated specialists, heads of clinical facilities, employers and other key stakeholders, to assess the infrastructure of the university and Medical Institute (MI) and to clarify/confirm with on ground visits the University reality in comparison with the content of the University self-assessment report.

The IAAR team, during first half a day of the visit, has met with rector, First Vice-rector, Vice-rector for Scientific and Pedagogic work, Vice-rector for Scientific Work and Vice-rector for Scientific and Pedagogic Work. The second half of the day IAAR Team met also with Medical Institute Director of MI, heads of structural units, the head of the International Affairs Department, Library Director, Head of the Department of International Education, Head of Department of Staff Professional Development, Head of academic and methodical Department, Head of the Center for Quality Assurance and Head of Group for Strengthening Academic Integrity, Head of the Training Department for Practice and Integration Relations with Personnel Customers, Deputy Dean of the Faculty of Postgraduate Medical Education, Head of the Department of Social Work with Student Youth, Head of the Legal Department and Executive Secretary of the Admissions Committee. IAAR team have also met this day with representatives of the student governance, Deputy of Student Rector in educational-scientific work, Student's Director of the Medical Institute, Student's Vice-Director of the Medical Institute, Member of the Student Agency for Promoting the Quality of Education, Acting chairman of the student union of the Medical Institute, Head of the Scientific Association of Students, Postgraduates, Doctoral Students, and Young Scientists of Sumy State University, Head of the Scientific Association of Students, Postgraduates, Doctoral Students, and Young Scientists of the Medical Institute SIKORA (last one via ZOOM).

The first day of the visit ended with visual inspection of the SSU and MI Library, Centers for the Collective Use of the Scientific Equipment of SumDU, Athletics arena and Beach Volleyball Center, sports and training halls, swimming and rehabilitation pool, stadiums and sports grounds, Research and Training Center for Modeling in Complex Systems, Microsoft Imagine Academy Training Center, Problem Systems for Electronic Systems Research Laboratory, Medical Institute main campus of the Medical Institute, Faculty of Anatomy and Microbiology and Microbiology Laboratory.

Second day has started with meeting with teaching staff. IAAR experts had chance to talk with Assoc. prof. of the Internal Medicine Department, representative of Respiratory Medicine Center Assoc. prof. of the Department of Biophysics, Biochemistry, Pharmacology and Biomolecular Engineering, prof. of the Department of Morphology, prof. of the Department of Public Health, Assoc. prof. of the Department of Pediatrics, Assoc. prof. of the Department of Neurosurgery and Neurology, representing Courses of Psychiatry, Narcology, Medical Psychology and Occupational disease, Assoc. prof. of the Department of Family

Medicine, Assoc. prof. of the Department of Family Medicine, in charge of the course in dermato-venereology, Assist. of the Internal Medicine Department representing Respiratory Medicine Center, Assist. of the Department of Infectious Diseases and Epidemiology and Assoc. prof. of Department of Pathological Anatomy.

After short break IAAR specialists have met with master program international and domestic students, 2 students from 1st year, 3 students from 2nd year, 3 students from 3rd year, 3 students from 4th year, 2 students from 5th year, and 2 students from 6th year.

Parallel to meeting with students and teaching staff IAAR team have performed two anonymous surveys, one with students and one with teaching staff. In general, based on surveys results both students and teaching staff were satisfied with University operations, working and learning conditions, Education Program implementation and its quality, graduate knowledge and preparation to perform their duties. It is worth it to notice that in some cases there we negative comments both from students and teachers, like English language skills between the teacher, bad attitude of the teachers towards the students or not transparent hire process of the personnel. This comment, however rare, should be reflected in IAAR report and recommendations. In total 46 SSU teaching staff and 264 students took part in surveys.

The same day IAAR team have visited several internship venues, clinical sites of Departments and educational and clinical Centers. In particular experts have visited University clinic, Internal Medicine Department with Respiratory Medicine Center and Department of Pediatrics. During those visits IAAR experts have also observed practical classes and exercises with interns.

On the second half of the day IAAR team have met employers, Head of the Health Department of the Sumy City Council, Head of non-commercial communal enterprise of Sumy Regional Council "Sumy Regional Clinical Hospital", Head of non-commercial communal enterprise of Sumy Regional Council "Regional Children Clinical Hospital", Head of non-commercial communal enterprise of Sumy Regional Council "Sumy Regional Clinical Perinatal Center", Head of non-commercial communal enterprise of Sumy City Council "St. Panteleymon Clinical Hospital", Head of the Private Clinic "MED-SOUZ" and Head of the Private Clinic "ELEDIA".

Meetings with All above helped IAAR team to hear key stakeholders views in regards to University mission and vision, institutional strategy, academic activities and implementation of the MI Education Program, relations with students and their organizations, assessment of postgraduate education on clinical training activities and their outcomes, their assessment key stakeholders of the value of MI master's degree, on postgraduate continuing education, internal communications and academic partnerships, scientific research quality assurance, international activities/relations and many other issues related to IAAR standards implementation.

On the last day of the visit IAAR team has met again with Rector, Director of MI and Heads of the higher education institution and structural units to inform them about preliminary observations, strong and weak areas of University MI and shared preliminary recommendations on some necessary operational improvements for the University.

In this meeting participated Rector, prof. Vasyl Karpusha, First Vice-rector, prof. Serhiy Lyeonov, Vice-rector for Scientific and Pedagogic work, prof. Inna Shkolnyk, Director of the Medical institute, prof. Andrii Loboda, Head of educational programme, chief of the Internal Medicine Department with Respiratory Medicine Center, prof. Lyudmyla Prystupa, Rector's Assistant for International Relations and Head of the International Affairs Department, Kostyantyn Kyrychenko.All meetings were performed in very professional and cooperative manner. IAAR team met 94 key stakeholders.

Table 1. Details of the categories of meeting participants

Participant category	*Quantity*
Rector	1
Vice-rectors	4
Heads of departments	9
Director of MI	1
Heads of structural units	10
Teaching staff	11
Master program students	15
Heads of internship venues, clinical sites of Departments	3
Employers	7
Others wanting to speak with IAAR team	15
Graduates	12
Final meeting attendees	6
Total	94

The IAAR experts' team has visited and visually inspected the University main building, the Library, VR-laboratory, Centers for the Collective Use of the Scientific Equipment of SumDU and Medical Institute, Scientific and Production Laboratory "Bionanoconomposit", main campus of the Medical Institute, the Institute of Anatomy, Sports Complexes, dormitory, University Clinic, Internal Medicine Department with Respiratory Medicine Center and Department of Pediatrics. Members of the EEP have met with the directors of clinics, residents, doctoral students, who spoke about the requirements for students, about the process of passing the internship. It should be noted that clinical bases provide effective and high-quality professional practice, take an active part in assessing the knowledge, skills and abilities of students. However, students survey in some cases has pointed out to the insufficient number of patients during the clinical practice.

Classes are held in 63 lecture halls (from 40 to 192 seats), 178 classrooms for group studying, 102 training laboratories, 78 computer classes. EPP is carried out directly in 47 classrooms and laboratories with multimedia equipment, as well as in the simulation center. The total area of the library is 3,415 m2, of which the area of 1,506 m2 is for customer service. SSU students have access to Athletics arena and Beach Volleyball Center, sports and training halls, 2 swimming and rehabilitation pools, stadiums and sports grounds, water-rowing and ski bases sports and recreation camp "Universe". At the service of non-resident students - 15 dormitories with a total area of 52,978.7 m2 and dormitories of 6 institutions and organizations of the city, where students live under social partnership agreements.

All rooms are equipped with the necessary equipment for all types of courses: projector, projection screen, internet access and suitable furniture. The spaces for training activities are equipped according to the activities and are in conformity with the standards and norms specific to medical education, for all the disciplines in the curriculum that require laboratory activities and with biosafety and biosecurity norms. The equipment and devices are modern and allow the objectives of each discipline to be achieved. The number of places in all educational spaces is correlated with the size of the student groups, according to the norms of the Ukrainian Ministry of Education.

Bedside clinical training of students is carried out in University Clinical Hospital and 23 health care institutions in the Sumy city and region and 13 private medical institutions.

For the specialized clinical training, «SSU MI» has agreements with the several clinics located at Sumy city and its suburbs. For family medicine (general practitioner), the agreements are signed with the general practitioners from Sumy and Sumy oblast. Clinic. Due to COVID restrictions students studied from home and IAAR specialists were able to visit only classes for Endocrinology in SSU clinic.

Only interns and teachers have access to health care information resources and relevant patient data. The clinical teaching staff operates under the binding agreement with the Clinics and University Clinical Center for patient data confidentiality.

In addition to meetings, interviews and visits to University buildings, laboratories and clinics IAAR experts have also studied the documentation of the University and Medical Institute.

It is worth to note, that IAAR team visit was performed together with team from Ukrainian National Agency for Quality Assurance.

(VI) CONFORMITY TO THE STANDARDS OF INITIAL PROGRAMME ACCREDITATION

6.1. STANDARD "MISSION AND OUTCOME"

The Evidence

The mission of 222 "Medicine" education program was approved by the Academic Council of MI in 2019, updated in 2021 and is an integral part of the "Concept of development of educational activities on 222 "Medicine" education program. In 2021, the mission is revised to reflect its key aspects, developed in accordance with the changed legislative framework of Ukraine, as well as the national strategy for reforming the health care system.

Mission - to maximize the satisfaction of value expectations of all categories of stakeholders by providing undeniable competitive advantage of services; implemented through the acquisition of competencies by students, forming highly educated and intelligent health professionals to meet regional needs, able to work both in a team and independently. The vision is to develop a competent and competitive specialist nationally and internationally in the practice, management and organization of health care.

The mission of the EPP is published on the medical school website, making it transparent and accessible to the health sector and all stakeholders.

The SSU ensures the formation of a competent and competitive specialist for the practice, management and organization of health care in accordance with this EPP. After graduation, the specialist can carry out professional activities: intern, trainee doctor, resident doctor, ensuring the implementation of continuing education mainly through the work of the Faculty of Postgraduate Education. For further training, a specialist must enroll in an internship (primary specialization) - compulsory for all. Graduates of 'Medicine' education program can also apply for PhD and doctoral degrees. Innovative methods of learning used in EPP of the 222 "Medicine" are aimed at increasing the responsibility of students, awareness of the importance of self-education and maintaining these qualities throughout their professional life. Active implementation of learning methods such as Team Teaching (TBL), role play, learning discussion/debate, case-based learning (CBL) encourages students to take responsibility for the learning process.

The EPP includes topics on global health and major international health issues (control of various infectious diseases, including COVID19, tuberculosis, HIV, etc.).

EPP is provided taking into account the best research practices, combining research and teaching activities and is supported at SSU by the approved "Target comprehensive

programme "Harmonisation of scientific work of students and GPs" for 2019-2021.

The involvement of students in scientific activities is carried out through the integration of scientific and academic work within the framework of EPP, including the conduct of student research in accordance with the scientific directions of the department. The successful combination of educational and scientific work in the implementation of EPP is confirmed by the publication of the results, obtaining protective documents, victories of students in the All-Ukrainian competitions, conferences. At the University there are 16 student societies in various scientific directions.

Participation in the formulation of the mission. Trainees, who are members of collegiate bodies, take part in elaborating the mission and vision of the University. The students make their proposals both individually and as part of the project groups.

Approval of EPP is also carried out by consideration of external reviewers, including representatives of AO and employers (Vice-Rector for Research and Teaching Work and Postgraduate Education, Professor of Internal Medicine Department №1 of Poltava State Medical University Skrypnyk Igor; Vice-Rector for Research and Teaching Work of Ternopol National Medical University named after Gorbachevsky Shulgay Arkady Gavrilovich; Director of Sumy Regional Clinical Hospital Horokh Vladimir Vasilyevich).

Further approval of EPs takes place at the meeting of the EMR, which consists of: leading regional specialists, directors of clinics, chief doctors of hospitals and other medical institutions. After a positive decision by the EMR, the EP is approved by the JCHE, the Rector and the Supervisory Board.

University has institutional autonomy and academic freedom. SSU independently determines the forms of education and the organization of EP in accordance with the current legislation, the formation and approval of staffing, distribution of posts and salaries in accordance with the legislation, the employment of teachers, research, teaching and other personnel, as well as their financial incentives through the competition "The best teacher in the opinion of students" "Regulations on the competition "The best scientific and pedagogical workers of SSU", "Regulations on the incentives for achieving the highest level of scientific results publication.

Analytical part

The Sumy State University has defined well the mission of the postgraduate education programme, which is communicated to all stakeholders. The SSU has developed EPP 222 specialty "Medicine", which allows to prepare a specialist at postgraduate level, competent in any field of medicine, including all types of medical practice, management and health care organization, with a commitment to lifelong learning, including professional responsibility for maintaining knowledge and skills through job evaluation,

But at the same time, during interviews with employers, many of them reported that graduates have to be retrained in the workplace, that they lack practical knowledge, and recommended that graduates should also be trained in information systems.

The mission of EPP Medicine at SSU reflects the needs of society in the field of healthcare, the needs of the healthcare system, in particular the treatment of covid-19, aids and tuberculosis - the most urgent at the moment.

At the same time, there are positive aspects, which should be extrapolated to other higher education institutions in the country: a well-developed system of innovation in the educational process, which allows the development of broader competencies. For example, textbooks with augmented reality and a virtual laboratory, where any kind of research can be carried out. On the basis of the medical institute a center of collective use of scientific equipment, scientific laboratories, where there is a schedule and anyone can sign up to conduct research methods of interest to him. SSU encourages the introduction of innovations in teaching and holds on a regular basis university-wide competition "Innovations for

modern education," "Pedagogical Innovations of SSU". The "Testmoz Test Generator" is actively used to optimize working time during practical classes. A unique medical device has been developed for histological and cytological studies. It is also a great advantage that the university has other faculties, in symbiosis with which the medical faculty students can jointly conduct scientific research, enriching each other's knowledge. For example, the relationship with the Department of Physics has a positive impact on the development of medical devices. The Faculty of Law is also linked to the Faculty of Law, which allows for the in-depth study of medical jurisprudence. There are many such examples, which is a good practice.

Another positive aspect is the organization and conduct of scientific research of students. At the university, 80% of the budget is spent on scientific grants and research. Trainees themselves are part of the research teams that carry out government contracts. Commercialization of the HEI is aimed at introducing scientific research into practical healthcare. The university has about 30 scientific commercial projects, in which the students are very actively involved.

The university has a clear mechanism to ensure that the formulated mission is based on the opinions and suggestions of all stakeholders, which is ensured by: the current internal quality assurance system of SSU, which includes 5 institutional levels (students, project groups represented in various collegial bodies of the university, the employers' expert council (EEC), the Higher Education Quality Assurance Council (HEAC) of MI and SSU, and the highest level of university management - SSU Academic Council, rector and supervisory board.

Academic freedom of research, teaching and learning is a key principle in the development of the SSU in accordance with its strategic development plan. The SSU has the right to independently carry out its teaching, academic and research activities, to identify and propose modern and relevant EPs to achieve outcomes in line with the trends in health care development. But nevertheless, not all of the supervisors showed knowledge and principles of academic freedom of the SSU during the interview process.

It should be stressed that the learning outcomes are prescribed in the EP Medicine and become more complex from course to course. The university defines general and specialty-specific components of learning outcomes, which should be achieved by the students.

It should also be noted that both during interviews and questionnaires, students note inappropriate behavior towards students on the part of teachers. Therefore, it is necessary to pay special attention to this in the future and try to avoid such moments in the educational process.

Strengths/Best practice:

- Organization and conduct of scientific research of students using virtual laboratories;
- 80% of the budget spent on scientific grants and research;
- Trainees part of the research teams fulfilling government orders;
- Commercialization of HEIs with aim at introduction of the scientific research into practical healthcare;
- Innovations in the educational process, enabling the development of broader competencies for the learners;
- University faculties in symbiosis with medical students jointly conducting scientific research and enriching each other's knowledge.

EEP recommendations:

- To focus teaching not only on theory but also on practice. Educate all students at the patient's bedside from the very first year of study. Due by: 1st September 2022;
- To train teachers' skills to communicate with students through refresher courses in

communication skills with a list of trained. Due by: 1st September 2022;

• To conduct seminars on academic freedom and autonomy of the university administrative and teaching staff with the list of trained. Due by: September 1, 2022.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the **"MISSION AND OUTCOME"** Standard are as follows: **Strengths:** 2, **Satisfactory:** 21, **Needs improvement:** 0, **Unsatisfactory:** 0.

6.2. STANDARD "EDUCATIONAL PROGRAMME"

The Evidence

EPP is presented on the web-site of the university with logically built disciplines, providing for student's acquisition of related and special competences.

All the educational components are divided into cycles of general and professional-practical training to form the competences stated in EPP. Fundamental, social-humanitarian, general and specialized clinical disciplines are divided into mandatory components (270 ECTS credits; 75%) and elective components (90 ECTS credits; 25%).

SSU uses individual-oriented educational technologies: differentiation, assessment of each student, including assessment in practical classes.

Modern methods of teaching, assessment and peculiarities of the discipline are taken into account in the development of the work program. Training sessions can be organized in a virtual environment (e.g. online conferences, webinars, etc.) using Microsoft Teams, etc., participants communicate through the MIX platform, email, chat rooms.

In order to facilitate adaptation of freshmen to learning, to create optimal conditions for their academic, scientific and extracurricular activities, to involve them in social activities and student government, the "Institute of Student Mentorship" was established.

The university promotes the development of scientific potential through RBL. This method is a compulsory component of the disciplines of the Professional Training Block and ensures that students develop analytical and critical thinking as well as acquire a theoretical and applied scientific background. The EPP includes the elements of student training necessary for the formation of scientific thinking, for the application of research methods, as indicated in the general competence, and professional competence.

The latest results of medical science and practice based on scientific research are implemented in the educational process, implemented in lectures, practical and laboratory classes and drawn up in the form of acts of implementation. The results of scientific achievements of the university (scientific publications, patents for useful models and inventions) are recommended to students and reflected in additional sources of curricula of academic disciplines. Evidence-based learning is designed to ensure the continuing education of future doctors.

Open lectures, seminars, webinars and briefings with leading biomedical experts from around the world are common practice in MI. For example, in 2021 alone, 16 webinars and seminars were held in a hybrid format with representatives from foreign universities and companies.

EPP students can use the library information center, individual libraries and library desks with virtual electronic reading rooms and access to all publications in different languages. Students have access to electronic databases.

20 students have publications in Scopus journals and 5 students have a Hirsh-index. MI

young researchers' teams actively apply for research funding at national and international levels. Every year young researchers apply for and implement projects within the DAAD, Fulbright, Slovak National Scholarship, Latvian Government Scholarship, Canadian Academic Exchange Programme. In 2019, thanks to the active and diligent work of MI students, the European Medical Students' Association (EMSA) granted membership to the Sumy branch (EMSA-Sumy). Students and young researchers work in research laboratories and centers, including paid work outside of class time.

Innovative activities of students and young scientists, in particular, are realized through participation in applied scientific developments, e.g. creation of new biomaterials, development of Nanosensors and methods of early tumor diagnostics. The results from the projects are presented at the Sikorsky challenge and MBioS Challenge start-up competitions. Since 2017, a system of internal grants has been in place to support students and young researchers. During this time, 9 projects have been implemented with a total value of UAH 135,000, which helps to raise additional funds for reagents, equipment, salaries and travel needed to publish project results.

The EPP uses the results of Tempus project "Implementation of innovative educational strategies in medical education and development of international network of national training centers" through the expansion of case technologies, involving game scenarios and virtual patients.

The competence-based approach implies the necessary competences for self-determination, socialization, development of individuality and self-actualization. These disciplines build analytical and critical thinking skills as well as the ability to work in a team, adequately perceive social, ethnic, religious and cultural sensitivities.

The structure of the educational programme, composition and duration of EPP in speciality 222 "Medicine" is formed in accordance with the Law of Ukraine "On Higher Education" The content of EP is 360 ECTS credits, of which 270 credits - MC, 90 credits - OC. The academic year is divided into 2 semesters of 16-20 weeks each, extended for the examination period and clinical practice

Management EPP "Medicine" is the Director, Head of the Department. EP is reviewed and approved at the meetings of focus groups, WPG, ECE, CQAHE and Academic Council of MI and SSU.

The EPP is reviewed once a year in order to modernize it in a timely manner, to improve the learning process and master the required competencies.

For conducting research, applicants can use the scientific base of the SSU University Hospital, SSU Center for Collective Use of Scientific Equipment, Center for Pathomorphological Research, Center for Molecular Genetic Research, Laboratory "Bionanocomposite", Vivarium and Center for Morphological Research, Ukrainian-Swedish Center, Regional Center for Electron Microscopy and Mass Spectrometry.

Training locations are coordinated at the University Hospital and 36 other clinical bases based on the discipline and topic of the class.

Analytical part

The Program reflects the whole educational process from the first day of classes to graduation. The EPP describes both general and specific disciplines following one another as the program progresses. The Program of Study is both horizontal and vertical and aims at gradual study of the disciplines from simple to complex and reflects the process of gradual mastering of the competences of a doctor. The best practices of teaching and learning methods are used for both theoretical and practical disciplines. The EPP is prepared on the principles of equality, regardless of age, gender, nationality, faith, etc.

From the first day of study, the SSU teaches the principles of scientific methodology and

proves that the student achieves knowledge and understanding of the scientific basis and methods of the chosen field of medicine. The outcome of the scientific approach in the EP is the students' participation in commercial research projects, presentations at international conferences and publications in international indexed journals. SSU has ensured access to scientific activities, which is a definite plus and can serve as an example for other higher education institutions in the country. As the implementation of the scientific component and participation in scientific research the EPP undergoes adjustments and changes in the content of scientific developments.

In mastering and organizing the educational program, special attention is paid to patient safety. The EPP changes according to the needs of practical health care, changing conditions and the needs of society and the health care system. The response to the Covid-19 pandemic, AIDS, non-communicable diseases leading to high mortality: diabetes mellitus, arterial hypertension are some examples. EPP 222 "Medicine" has a good content, scope and sequence of courses and other elements of the educational program. It identifies the necessary and elective components, respects the national legislation of the country, the proper balance between practical and theoretical component, integration between theoretical training and professional development.

All stakeholders are involved in the development of the curriculum. Trainees are included in project teams and may contribute to the planning and development of EPP; teachers, practical health care, employers, dean's office, university administration are also involved in the development of EPP. At all stages of Program development changes and proposals are made in order to improve the Program.

But at the same time, it should be noted that mentoring, supervision and regular evaluation and feedback are not developed at a sufficient level in the university, which is confirmed during interviews with students, teaching staff, management. In addition, the integration of education and training, including on-the-job training, is not ensured. This is confirmed in the questionnaires of the trainees, which reflect the fact that there are not enough patients in the clinics and training does not always take place on the basis of practical training, as well as during the interviews.

There are also strengths under this standard. These include access to the resources needed to plan and implement teaching methods. In particular, the library has a specially equipped room to enable students to record and prepare for the practical session. Teachers have there all the necessary arsenal to prepare for the lesson and record it on electronic media using the resource facilities of the library. Another positive aspect that needs to be disseminated as an example for the whole country is the availability of resources needed to plan and implement innovations in the curriculum.

Strengths/Best practice

- Access to resources necessary for planning and implementing teaching methods and innovations in the curriculum.

EEP recommendations:

- In order to provide feedback to learners, it is recommended to appoint tutors, advisors for junior courses and mentors for senior courses by assigning a teacher to each group. Due by September 1, 2022;
- To provide on-the-job training and education, with sufficient number of patients per class, due by September 1, 2022.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "EDUCATIONAL PROGRAMME" Standard are as follows: **Strengths:** 3, **Satisfactory:** 35, **Needs improvement:** 1, **Unsatisfactory:** 0.

6.3. STANDARD "ASSESSMENT OF STUDENTS"

The Evidence

To determine the level of implementation of the academic material in curricula of academic disciplines, students are assessed during evaluation of work in practical classes, by written and verbal comments and instructions of teachers and during the work with patients in the clinics. Students' knowledge, skills and performance are also assessed during individual research assignments and final, practice-oriented examinations or modules.

Assessment of applicants covers knowledge, skills include various methods of assessment: assessment of solved clinical cases, verification of written assignments, oral tests, written and oral comments by the teacher, defense of case history/presentation, testing, assessment of the performance of manipulations on simulators and on patients.

Appropriateness of learning, teaching and assessment methods ensures that students achieve the end result.

Student feedback is supported through learning platforms: LecturED, MIX, OCW, where you can communicate with academic groups and individual students, report grades, etc. When taking MIX tests and individual assignments, students can find out the marks and comments of the teacher.

Much attention is paid to the results of semester surveys of students. These relate to the quality of practical classes and educational resources, different types of assessment, correctness and fairness of the exam. Assessment results are analyzed during focus group meetings and in the annual reports of the Medical Director.

All the above-mentioned material is available in the self-evaluation report of the university, confirmed in the appendices, on the university website, available on electronic media, confirmed by interviews and questionnaires.

Analytical part

SSU has defined and approved principles, methods and practices used to assess students, including the number of examinations and other tests, the ratio of written and oral exams has been taken into account.

The university has approved the number of examinations as well as defined the criteria for establishing passing grades, marks and the number of permissible retakes; documenting and assessing the reliability and validity of assessment methods and this is spelled out in the university's academic policy.

The university also takes into account the appeals system in the development of the EP, where the entire procedure for appeal is prescribed.

SSU uses the principles, methods and practices of assessment, including educational achievements of students and assessment of knowledge, skills, ensuring the achievement of students' learning outcomes

However, the university does not make sufficient use of assessment methods that provide summative and formative learning and feedback, no external review process of assessment methods, no balance between formative and summative assessment, which requires the establishment of rules for assessment of progress and their interrelation with the assessment process.

Strengths/Best practice

• No strengths are identified in this standard.

EEP recommendations:

• To conduct cross-external and external reviews of the tests allowing better determination of the validity of the tests. Deadline by September 1, 2022.

• To develop a formative assessment feedback checklist with aim to assure better balance between formative and summary assessment. Deadline by 1 September 2022

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "ASSESSMENT OF STUDENTS" standard are as follows: **Strengths:** 0, **Satisfactory:** 17, **Needs improvement:** 2, **Unsatisfactory:** 0.

6.4. STANDARD "STUDENTS"

The Evidence

The admission requirements for EPP 222 "Medicine" are precise and clear, do not contain discriminatory statements and are available on the official website of the SSU, including for international students.

The requirements for admission to the program "Medicine" are precise and clear, do not contain discriminatory statements and are posted on the official website of SSU, including for international students.

The knowledge requirements correspond to the incoming competencies required to start the program. Each year, these requirements undergo changes and are subject to approval by the Academic Council Admissions Committee conducts the admission of applicants and operates in accordance with the "Regulations on the Admissions Committee of SSU". Admission is carried out within the limits of the licensed volume for PG "Medicine" which determines the maximum total number of applicants who can enter the University, resume studies or transfer from other universities to study in the framework of this program during one calendar year (from January 1 to December 31).

The SSU Appeals Commission was established to protect the rights of applicants, to consider their appeals on the results of entrance examinations. The Regulation on the SSU Appeals Commission defines the organization, activities and main functions of the Appeals Commission.

SSU determines the number of applicants in accordance with the material and technical base, teaching staff, methodological and informational support of all stages of training. Admission is carried out within the licensed volume for EPP "Medicine", which is 600 people.

The existing academic counselling allows to conduct counselling of students, monitor the success and socialization of each student as an individual, identify and solve his/her educational and social problems. Social support for applicants, mainly students of privileged categories, is provided in accordance with the established procedure. Student self-government bodies and trade unions provide support to university entrants. Meetings of Ukrainian and international students with the Rector of SSU and Director of MI in a "Face to Face" format are organized. Students can express their opinions, which allows to identify shortcomings and wishes on the quality of the educational process, to solve financial, social and everyday problems.

SSU creates an inclusive educational environment to combine learning, education and development of students, taking into account their needs and abilities. The inclusive education of applicants with special educational needs involves individual study in the form of study according to a certain timetable in general groups of the "Regulation on the order of study of applicants according to a certain timetable at the SSU".

The university guarantees and ensures confidentiality of consultations and support for applicants. SSU has a well-developed sports and health and recreational facilities, which provide social, recreational and medical services. Students are active members of sports sections, which help to maintain their health. Outside school hours, students attend 88 sports sections in 40 kinds of sports.

SSU ensures the right of applicants to academic freedom, involves them in all decisions and ensures their representation at the "Staff Conference" in accordance with Article 39 of the Law of Ukraine "On Higher Education" - 15% of student representatives are elected by direct vote.

A system has been created to encourage and support student initiatives, the vast majority of which receive financial aid; over 50 student projects are implemented annually. Student management programs are initiated: a senior student - curator of a group of first-year students; a student - deputy head of the dormitory; a student - tutor of a children's health center group; a student - mentor in preparing competitions for first-year students ("Golden integral", etc.); students - leaders of hobby groups, etc. (for example, co-recipient Redka O.V., MCM 706, is a specialist of the SSU Cultural and Art Centre and head of the MI vocal studio). Every year almost 400 students of SSU have paid jobs in various positions.

Analytical part

As can be seen from the previous part, the university has defined an admissions policy based on the mission of the organization in accordance with established criteria, reflecting also the admission policy of persons with limited capacity. The admission policy is based to meet the health needs of the community. The number of students enrolled is based on the resources of the HEI. Human resources, logistical, as well as designed for health care needs. The SSU has a policy to have a transfer policy for students from other programs and medical education institutions. The admission policy is transparent.

SSU has mechanisms to support students, including psychological, social, financial as well as personal needs, and the confidentiality of counselling and support provided is guaranteed. The university provides support in case of professional crisis and problematic situations of seniors.

A huge role is given to the university's policy of student representation at various collegiate levels. The right to participate and improve the educational program at all its stages, to participate in the educational, scientific, clinical policy of the university is given. 15% of all members of collegial bodies in the university are occupied by the students. SSU provides for encouraging students to participate in making decisions on the processes, conditions and rules of education, which is reflected in the university policy.

Strengths/Best practice:

- No strengths are identified in this standard.

EEP recommendations:

- No recommendations for this standard.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the

specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the **"STUDENTS"** standard are as follows: **Strengths:** 0, **Satisfactory:** 23, **Needs improvement:** 0, **Unsatisfactory:** 0.

6.5. STANDARD "ACADEMIC STAFF/TEACHERS"

The Evidence

According to the Ukrainian Law on Higher Education all teaching positions in Sumy State University are based on concept of competition for academic vacancies, contest selection and employment contracts. The University respects the right to equal opportunities for all candidates, regardless of gender, nationality, or religion. Quality management system of university activity defines strategy of Academic Staff (AS) development and its reserve formation.

The requirements for candidates are specified in the employment contracts and implemented according to the Regulation on Contest Selection and Employment Contracts for SSU Academic Vacancies, Part 11 of Article 55 in the Ukrainian Law on Higher Education and by the License Terms of Training and Education. Trainee lecturers and other academic members with no provided legal norms are assigned non-competitively.

Only specialists with a scientific degree and / or academic rank and those with a Master's diploma can apply for academic position. Applicants must have over 5 years of professional practice (exception for teaching, academic and research work). Replacement process for a position is announced in advance but not earlier than 3 months before the contract expiration date. Announcements about the competition, terms and conditions of its holding are published by the personnel department on the University website.

As part of the selection procedure, candidates must give a public lecture at which they present their professional and scientific achievements and plans for university career. Evaluation of professional achievements is performed by the superior, by students, colleagues and by self-assessment.

Sumy State University (SSU) monitors the academic activity of staff and assess academic performance based on well-defined procedures for evaluating professional achievements of teaching and research staff. Professional achievements are evaluated by supervisors, students, colleagues, and by self-assessment.

In the Medical Institute (MI) there are 80.8% of AS with scientific degrees and academic ranks. The number of Doctors of Science is 42.1%. The number of teachers with a certificate in language training is almost 60%. In the EPP providing group - 69 of 95 teachers (72%) are fluent in English language. Teaching process is also implemented by health care specialists. In SSU, AS constitute 35%, administrative and economic - 31%, administrative management - 20%, research staff - 5%, support staff - 9%. The ratio between academic versus supporting staff is 1:3.

Inclusive education and non-discrimination are based on the Code of Corporate Conduct. Sumy University priority is a constant increase of academic and administrative staff competence. Academic members actively participate in international, all-Ukrainian and local congresses, conferences for a better access to evidence-based medicine. Such events are organized by the SSU MI as well.

Sumy University advanced training cumulative system promotes professional AS development via his/her new or currently upgraded competences via learning, training and other types of informal education or self-study and professional practice.

EPP implementation is regulated by Typical Job Instructions of Register Clauses 1 and 2 (https://bit.ly/3b0eRoW). Every 5 years all academic staff must complete an advanced training program or confirm their competence through cumulative system points.

Sumy University teachers are given the opportunity for academic mobility, exchange of teaching experience at various events. AS can also participate in international academic mobility, including for training purposes.

Teachers from clinical departments improve their skills in accordance with the Procedure for doctors' attestation, according to the MHU Order "Some issues of continuous professional development of doctors" № 446, 22.02.2019 and amended by the MHU Order № 1753, 18.08.2021. Teachers must gain 50 points annually in conferences, thematic certificate-level courses and academic fellowships. Most clinical academic members (75.1%) work for over 5 years.

Sumy University has a well-designed system of rewards for teachers' performance. Reward for postgraduate education are given for inventions, prepared projects of state scientific grants, high research publication levels, personal contributions to foreign activity rise, active participation in grant applications, SSU cost optimization in access to information resources and databases. Reward for postgraduate education is defined by the Regulation on Bonus Pay for SSU Doctorate Employees and the Regulation on Extra Pay for Peculiar Research Achievements and AS Training (https://bit.ly/3E9m036). Rewards are also provided by the Regulation on Bonus Pay for Academic, Administrative, Support Educational, Service and Other Employees from the General and Special SSU Funds.

SSU MI is implementing a policy that provides a good balance between teaching, research and involvement in the University community.

Sumy University AS is estimated according to the Regulation on the Council for Quality Assurance in Higher Education of SSU Structural Units. The Best Lecturer Contest, dean's office random checks at least 1 practical training per week, those are examples of the good assessment tools. Department regularly makes a control visits and in case of need, lecturers are replaced. Randomly, at least once a week, the SSU Study Organizing Unit controls for practical trainings and the visit schedules of faculties and departments. Results of practical training quality checks are recorded in Department Registers of Practical Training Control and Registers of Mutual Practical Training Visits.

AS work is also assessed through students' polls according to the "Regulation on the organization of assessment of the quality of educational activities by applicants for higher education when studying the academic disciplines at SSU". Online polls are conducted after finishing the courses. Poll requests are sent to students via Personal SSU Accounts.

The lecturers' academic load is under 600 hours per year while that of students is under 60 credits, based on the Ukrainian Law on Higher Education. It guarantees enough time for self-development and allows to participate in professional congresses, seminars and meetings. Individual plans of AS are developed by the employees and approved by the head of the department. Individual plans of heads of the departments are approved by the Director of the MI. AS teaching workload is 36 hours a week in a full-time position.

An amount of methodical, scientific and organizational work is not included in the teaching workload. These are separate types of work that are taken into account in the total working hours, and payment for which is made within the employee salary.

Through the Contest of Pedagogical Innovations, the Best Academic Members or the Best Lecturer from Students' AS are involved in improvement of higher education quality. Winners get financial rewards.

AS with the highest poll grades, based on "Regulation on the organization of assessment of the quality of educational activities by applicants for higher education when studying the academic disciplines at SSU", are rewarded as well. Extra bonus pays are

provided for foreign PhD student supervision, course teaching in English, publications and for modern teaching technologies.

The Sumy university has created the well-functioning cumulative system of advanced training results. It provides personal values on how academic members participate in international trainings, on formal certificate programs or on workshops. Career promotion is secured by the SSU Staff Development Center, the Regulation on Professor, Associate Professor and Senior Researcher Certification, and the Regulation on PhD and DSc Certification. University assess employees also through their participation in webinars, workshops and contests.

The university has a multidirectional system of AS motivation via monthly rewards for qualitative work, completed assignments, research achievements, preparation of postgraduates. Bonuses are paid for annual work results, excellent task accomplishment or creative approaches to duties. Rewards are given for each Scopus and / or Web of Science publication, h-index increase, PhD dissertation defense, copyright and international grant applications. Bonuses are also paid for supervisors of students who won in All-Ukrainian competitions and contests of students' research. Bonus pay system is based on the Regulation on Inventions (https://bit.ly/3nioLZ3), the Regulation on Active Participation in Preparing State Grant Projects, the Regulation on the Best SSU Young Researcher Contest, the Regulation on Extra Reward for Special Research Achievements and AS Preparation and the Regulation on Reached High Publishing Levels.

Publications in journals with an impact factor are paid for by grants, sub-accounts of departments and independently by the authors, with subsequent awarding bonuses according to the Regulations for achieving a high level of publication of research results.

Analytical part

Sumy State University MI have in place well defined and implemented a selection and staff admission policy. It takes into account the mission of EP and at the same time contains necessary criteria for the scientific, pedagogical and clinical merit of applicants, including the proper balance between pedagogical, scientific and clinical qualifications.

SSU has also developed well a working procedure to assess the professional achievements of teaching and research staff. Teachers can object to the evaluation results. Their appeals are analyzed and solved by an independent commission.

Sumy State University policy is based on concept of competition for academic vacancies, contest selection and employment contracts. The contest respects the right to equal opportunities for all candidates, regardless of gender, nationality, or religion. Quality management system of university activity defines strategy of AS development and its reserve formation.

SSU MI hires only specialists with a scientific degree and / or academic rank as well as those with a Master's diploma for academic positions. That is why most of teaching staff have over 5 years of professional practice within a certain specialty (except for teaching, academic and research work). Replacement process for a position is announced well in advance (3 months before end of the contract). Announcements about the competition, terms and conditions of its holding are published by the personnel department on the official website of the university.

SSU lecturer's academic workload is under 600 hours per year while that of students is under 60 credits. It guarantees enough time for self-development and allows to participate in professional congresses, seminars and meetings. AS teaching workload is 36 hours a week in a full-time position.

However, amount of methodical, scientific and organizational work is not included in the teaching workload and that might create a problem. These separate types of work are

taken into account in the total working hours, and payment for which is made within the employee salary.

Each academic staff member of Sumy University MI has individual plan, developed by the employees and approved by the head of the department. Individual plans of heads of the departments are approved by the director of the MI. This way University sets its employees on good professional and scientific growth path.

The Sumy university has created the well-functioning cumulative system of advanced training results. It provides personal values: how academic members participate in international trainings, formal certificate programs or workshops. Career promotion is secured by the SSU Staff Development Center, the Regulation on Professor, Associate Professor and Senior Researcher Certification and the Regulation on PhD and DSc Certification. University assess employees also through their participation in webinars, workshops and contests.

The university has a multidirectional system of AS motivation via monthly rewards for qualitative work, completed assignments, research achievements, preparation of postgraduates. Bonuses are paid for annual work results, excellent task accomplishment or creative approaches to duties. Rewards are given for each Scopus and / or Web of Science publication, h-index increase, PhD dissertation defense, copyright and international grant applications. Bonuses are also paid for supervisors of students who won in All-Ukrainian competitions and contests of students' research.

Publications in journals with an impact factor are paid for by grants, sub-accounts of departments and independently by the authors, with subsequent awarding bonuses according to the Regulations for achieving a high level of publication of research results.

Extra bonus pays are provided for foreign PhD student supervision, course teaching in English, publications and for modern teaching technologies. Over all English skills of teaching stuff are well developed however results of survey for the Medical Institute students showed few complains about quality and clarity of English language during the classes.

All above might explain why teachers are so loyal to University and their average hire period is over 5 years and is so interested with professional development and scientific work.

Strengths/Best practice:

- SSU MI policy provides a good balance between teaching, research and involvement in the University community;
- SSU MI lecturer's academic workload (under 600 hours per year) guarantees enough time for self-development and allows to participate in professional congresses, seminars and meetings;
- SSU MI has a well-designed system of rewards for teachers' performance;
- High number of academic staff with scientific degrees and good English language skills;
- Good ratio between academic versus administrative/supporting staff (1:3).

EEP recommendations:

- To create an additional free of charge English classes for teaching staff. Due by: September 1, 2022
- To assign from teaching staff mentors for students from older years to assist them with future professional and scientific carrier. Due by: September 1 2022.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the **"ACADEMIC STAFF / TEACHERS"** Standard are as follows:

Strengths:0, **Satisfactory: 13**, **Needs improvement: 0**, **Unsatisfactory: 0**.

6.6. STANDARD "EDUCATIONAL ENVIRONMENT AND RESOURCES"

The Evidence

SSU MI is a young but quickly developing Institute. Its educational buildings have all the necessary infrastructure to conduct classes and meet the social and household needs of students and teaching staff. SSU MI buildings also meet the requirements of fire safety and sanitary and hygienic standards and are provided with a well-established system of law enforcement.

Classes are held in 63 lecture halls (from 40 to 192 seats), 178 classrooms for group studying, 102 training laboratories, 78 computer classes. EPP is carried out directly in 47 classrooms and laboratories with multimedia equipment and in the simulation center. Computer classes are equipped with licensed operating systems from Microsoft and application software packages from Microsoft and others.

Table. 2 SSU educational premises and other

Name of the room	Area of premises (sq.m.)			
	just	including		
		own	rented	leased
1. Educational premises, total: including:	37218,0	37218,0	0	0
1.1 premises for classes of students, cadets, students (lecture rooms, classrooms, classrooms, laboratories, etc.)	20587,1	20587,1	0	0
1.2 computer labs	4107,1	4107,1	0	0
1.3 sports halls	12523,8	12523,8	0	0
2. Premises for scientific and pedagogical (pedagogical) workers	9512,7	9512,7	0	0
3. Office space	10494,4	10494,4	0	0
4. Library, including reading rooms	4549,1 1813,9	4549,1 1813,9	0	0
5. Hostels	52978,7	52978,7	0	0
6. Canteens, buffets	4238,1	4238,1	0	0
7. Medical points	122,2	122,2	0	0
8. Others	72461,3	71878,8	0	582,5
Just	191574,5	190992,0	0	582,5

In 2022 MI has started construction of an additional educational building and the Center for Innovative Medical technologies to assure a significant increase in the auditorium fund with creative space, training centers, premises of "free" stay. MI also has renovated

library reading rooms in order to spread modern technologies of information and library services and to create a convenient creative space for MI teachers and students.

To perform the research projects students and teaching staff can use the research base of the University Clinic, the Center of Collective Use of Scientific Equipment of MI, the Center of Pathomorphological Research, the Center of Magnetic Research, Laboratory "Bio-nanocomposite", Vivarium, Morphological Research Center, Ukrainian-Swedish research center, SSU Center for Collective Use of Equipment, Problem Laboratory, Center for Social and Humanitarian Aspects of Regional Research, Regional Center for Electron Microscopy and Mass Spectrometry, Research and Training Center for Modeling in Complex Systems, Microsoft Imagine Academy Training Center, Problem Systems for Electronic Systems Research Laboratory and means of encoding information.

Unique in the country Athletics arena and Beach Volleyball Center, sports and training halls, 2 swimming and rehabilitation pools, stadiums and sports grounds, water-rowing and ski bases, sports and recreation camp "Universe".

All MI non-resident students have guaranteed space in the University dormitories. MI offers 15 dormitories with a total area of 52,978.7 m2, 9 own by SSU, other rented from 6 institutions and organizations of the city. 100% students who need a living space are provided with dormitory places.

SSU library is a modern information system that unites more than 50 remote libraries into a single network and provides access to information resources of more than 60 thousand users. The library is a quality information resource, supports research and educational activities and provide space for continuing self-education. The total area of the library is 3,415 m2, of which the area of 1,506 m2 is for customer service.

The library offers automated book issuance and bar coding. Library has an "Electronic Catalog'' in personal online service, allowing to download e-books, order and view the literature. The library fund is renewed annually and amounts to 1.4 million printed. ex.; 1.5 million patents; 90 thousand names of e-documents. Over last 5 years' library purchased books and magazines worth over 1.5 million hryvnas, including 209 thousand of educational literature of Elsevier publishing house. The library computer network consists of 150 PCs with Internet access, 100 of which are custom. Information resources of the SSU library on EPP are formed in accordance with the subject area and current trends in research in this area.

Students can also use methodical material prepared by teachers, monographs, articles from periodicals, statistical databases. Methodical and scientific material can be provided by library both, in printed and electronic form. Reading rooms with open access to book collections are equipped with the necessary copying and duplicating equipment. All library locations have Wi-Fi coverage. The library has 4 zones for individual online work of users, a modern open communication space "Univer City" in the format of co-working. The modern design of reading rooms and library subscriptions helps to create comfortable conditions for study, communication and recreation. Customer service is carried out using automated technologies ABIS "UFD/Library". Remote access to the e-library is implemented 24/7 from the site of the electronic catalog. Authorization in the e-catalog is possible from the personal online service of SSU, as well as by e-mail and mobile phone number. Users are identified using e-documents of users in the application "Diia" (e-student, passport, etc.). Library working hours are from 8:15 am to 6:00 pm on working days, on Saturday and Sunday library is closed.

Electronic archive (repository) of SSU is a leader in terms of occupancy in Ukraine and is regularly updated by scientific publications of employees and students, educational and methodological developments that ensure the accumulation, systematization and electronic storage of intellectual achievements SSU community, providing open access to them by means of Internet technologies, dissemination of these materials among the world scientific

and educational society. The functioning of the repository is regulated by the "Regulations on the Institutional Repository eSSUIR SSU" The University has agreements with Antiplagiat LLC and Plagiat.pl for the use of Unicheck and StrikePlagiarism systems.

Students and teaching staff can use the research base with modern equipment of the University Clinic, Simulation Center and Research Centers.

MI has sufficient funds to achieve the goals of EPP. Each MI department has subaccounts with funds for the necessary expenses, material incentives and infrastructure development. MI also has allocated funds for repair work and purchase of the equipment.

The Sumy university provides safe working and learning conditions for all categories of employees, applicants, patients. All receive the necessary information about the means of protection, the rules of observance of safety measures and instruction on work with the equipment. A safe environment for studying at SSU is provided by the Department of Labor Protection and Fire Safety, and complies with the Law of Ukraine "On Labor Protection", the Civil Protection Code of Ukraine. Feedback from students and teachers regarding the needs for educational resources is received through interviews and meetings with the SSU Rector and MI Director in "Face to Face" format.

SSU MI provides all the necessary categories of patients and their proper number for complete clinical training of students from all studied disciplines. Students have access to primary, secondary, tertiary care and to hospitals with a sufficient number of wards for patients, and for necessary methods of laboratory and instrumental diagnosis.

Clinical and practical training of students is carried out by research and teaching staff at 36 bases of clinical medical institutions, where AS conduct clinical work, of which 23 are health care institutions of the city and region and 13 are private medical institutions.

Clinical bases include specialized medical institutions (obstetrics and gynecology, oncology, psychiatric, tuberculosis), multidisciplinary hospitals, outpatient clinics. Clinical facilities offer modern primary, specialized, palliative, as well as emergency care. Students are trained on clinical equipment and tools under the supervision of a teachers to master the skills of patient care, a nurse, an assistant doctor of an outpatient clinic and a hospital. Clinical bases of the departments hospitalize patients relevant for applicants within 15% of the total number of hospitalized for practical clinical training.

The EP carried out in inpatient departments is at the patient's bedside, in operating, manipulation and outpatient rooms, during the ward-rounds of professors and associate professors at the departments, at clinical and pathological conferences in hospitals.

Practical classes are conducted under the guidance and supervision of MI teachers and practitioners and are evaluated in accordance with the Regulations on the evaluation of educational activities of students of MI of SSU in the field of knowledge 22 "Health Care". To achieve the goals and objectives of EPP, students participate in joint inspections, examinations and treatment of patients with comorbid pathology.

Medical practice of students assures that their theoretical knowledge would be applied in practice, to master the skills of medical documentation, rules of deontology and medical ethics and to teach the behavior in the workforce. Conditions of industrial practice are regulated by all-Ukrainian regulations and regulations on industrial practice of specialty 222 Medicine.

The internship is carried out on the clinical bases of the leading hospitals in Sumy based on bilateral agreements. Outside the Sumy city internships arrangements are coordinated with the dean's office of MI to assure the compliance of these institutions' internship requirements.

Experienced teachers are involved in the management of the practice. They advise students on the use and preparation of the necessary documentation (work program, schedule, practice diary), explain the rules of labor protection, safety and sanitation, responsibility for the work performed. At the end of the internship, students submit a

written report on its implementation and takes a final test. SSU actively implements information technologies in structural units and EPP.

The University Automated Management System (AMS) help to computerize administrative activities and EPP through AMS "University", personal online services (cabinets) of teachers and students, e-learning systems OCW, LecturED, information library system, sites of institutes / faculties / departments and Google software products. The informational support of students and University employees is provided by the website of SSU, MI, websites of departments, personal electronic cabinets and pages on social networks Facebook, Instagram, Telegram messengers, YouTube channel.

Methodical materials for students in free access are posted on the website of the graduating departments and other units, where MC is taught. In addition, teachers share educational materials by electronic means. Students study as individual and groups and uses remote consultation with teachers according to schedules. Applicants are regularly informed about additional educational and extracurricular opportunities.

SSU has created an e-learning system, which is a set of integrated online learning platforms and resources that provide a single identification of subjects, all forms of interaction with the preservation of results, process management at the level of AS and the university, regular collection of actual parameters of all actions and processes. Mobile applications, textbooks with elements of augmented reality are actively used by students.

On the basis of MI there is a center of collective use of the scientific equipment and scientific laboratories, helping to expand the opportunities of students in the SIW.To improve the quality of education, MI uses a stationary and mobile multimedia equipment like interactive whiteboards and projectors. Free Wi-Fi is available in the all university premises (academic buildings, dormitories, library, canteens, recreation areas) and clinical facilities.

During the process of teaching "Medical Informatics" students gain the necessary knowledge and skills in the use of information and communication technologies, the Internet, telemedicine, the International Classification of Diseases (ICD-11), processing of medical research data in MS Excel, creation and maintenance of medical documentation, visualization of medical and biological data, processing of two-dimensional and three-dimensional medical images, modeling of medical and biological processes, using automated workplace electronic health care system, methods of biostatistics, medical information systems, general technological scheme of medical-diagnostic process and medical information systems and environments.

Only interns and teachers have access to health care information resources and relevant patient data. Medical information systems and electronic health care system are studied by students in the discipline "Medical Informatics" and demonstrated in e-Health by full-time teachers of clinical departments, who are part-time teachers and part-time practitioners in healthcare system.

Patients are managed by teachers in health care institutions with the consent of the Director of the institution. SSU MI part-time teacher are hired as a doctor in health care institutions. At clinical departments, teachers continuously undergo professional retraining and conduct medical work in accordance with their medical qualifications and level of training. Planned and emergency patients are available for clinical practice and practical skills for the EP in the main clinical areas. The training of a qualified doctor is provided by a combination of practical training on clinical bases and in a simulation center.

During research projects students and academic staff can use free of charge the research base of SSU and partner universities, educational, research and training centers, as well as clinical and theoretical departments of MI, which allows to combine EPP, research and practice in relevant fields effectively. The university has economic contracts SRW and

provides scientific and technical services by SRU of SSU and performs SRW at the expense of SSU.

SSU MI comprehensive program "Organization of scientific work of students in organic combination with the educational process" for 2019-2021 aims at reduction of the gap between the educational and scientific components, to form a scientific and educational environment in which the achievements of university scientists would significantly affect the content of the EPP, to combine research-type university models with organic unity of scientific and EPP and to enhance development of EPP on the basis of the European model of organic combination of educational and scientific activity on the principle of "doing research-teaching".

Graduate of SSU are well prepared to be able to perceive and implement innovations and work in a multifunctional information technology environment. The University program promotes scientific activities, forms the worldview of the applicant for lifelong learning , attracts students to perform SRW with remuneration, allows training of the most capable students on an individual trajectory, with an in-depth scientific component and attracts students to international scientific cooperation through their participation in academic exchange programs, summer schools, internships in foreign free economic and scientific institutions and internships.

University EPP includes the use of research methods (individual, group research, project work). It introduces students within the MC to new forms of organization of research activities with aim to develop the scientific and critical thinking, and to be able to develop a joint scientific project with help of students' scientific groups. Students studying the methodology of scientific research during "Fundamentals of scientific research in medicine" and Integrated Course "Fundamentals of Academic Writing". These courses aim to master the academic literacy, how to assess information resources and how to create your own intellectual product. During "Medical Informatics'' students learn to provide bio statistical processing of material, study of the methodology of controlled clinical trials, the principles of EBM and a systematic review of research results. RBL as a teaching method is used in a number of theoretical and clinical disciplines during classes.

The successful combination of training and research during the implementation of EPP is confirmed by the publication of results, security documents (patents) introduced in EPP, participation of applicants in the All-Ukrainian competition of student works, All-Ukrainian and international conferences. The results of scientific research of applicants are published on the website of the departments, in the repository and are included in the EPP by the decision of the department.

Students can participate in International Grant Projects, in Scientific and technical developments and services, in Competitions for funding, in Start-up and in 3D-innovative projects. In addition, applicants can implement their own scientific ideas and be employed in the Center for Collective Use of Scientific Equipment MI, or continue their education at the third educational and scientific level. SSU has introduced grant support for the implementation of individual and collective projects to stimulate and support the research of students who are members of the SSS. Funding is provided for the purchase of equipment, materials and software necessary to implement the SSS grant, acquisition of scientific literature or access to specialized databases, business trips and organizational fees for participation in international and national scientific conferences, competitions, symposia, and exhibitions and material incentive of grant project executors.

MI annually holds the International Scientific Conference "BIOMEDICAL PERSPECTIVES" in Basic Medical Science, Clinical Medicine, Biomaterials in Medicine, Public Health, Dentistry, Physical Rehabilitation and Sports Medicine. Both domestic and international speakers from Sweden, Bulgaria, Poland, Italy, Lithuania, Latvia, Germany and others are invited to the conference.

Students have access to scientific activities on the basis of the university clinic, centers for collective use of scientific equipment of SSU, pathomorphological research, molecular genetic research, Bionanocomposite Laboratory, Vivarium and Morphological Research Center, Ukrainian-Swedish Research Center, Center collective use of SSU equipment, problem laboratory "Center for Social and Humanitarian Aspects of Regional Studies", regional center for electron microscopy and mass spectrometry, research and training center for modeling in complex systems, training center Microsoft Imagine Academy, a problem-based research laboratory for electronic systems and information coding tools.

The state policy on the use of expertise is regulated by the Regulations on Accreditation of Educational Programs for Training Applicants, based on the Laws of Ukraine “On Education” and "On Higher Education", the statute of the NAQA. University is accredited till 2025

The policy and system of quality assurance of educational activities and HE of SSU form the regulatory framework for quality assurance procedures EP. Development, approval, monitoring, revision of EPP are regulated by the Regulations on educational programs, Methodical instruction "General requirements to the structure, content and design of educational programs". In accordance with the normative base of SSU and the recommendations of the CQAHE, the EPP is reviewed and updated / modernized based on its results.

The assessment of the EPP is closely connected to the accreditation of the program and is carried out by NAQA or with the involvement of international institutions. Accreditation is a voluntary act and it is initiated by the Free Economic Zone. During accreditation, the quality of the educational program and educational activities of the HEI is evaluated for compliance with the HE standards, with the ability to meet the requirements of the standard and with the achievement of LOs. An expert group for conducting the accreditation examination of the EPP is formed by the head and two experts, including one expert from students.

A representative of employers may be involved in the work of the expert group (by agreement). The expert group does not include experts who work (including part-time) or study in the relevant free economic zone, or in the presence of other circumstances that indicate a real or potential conflict of interest. Accreditation process is based on "Regulations on the accreditation of educational programs for the training of applicants for HE".

According to the “Regulations on the procedure for training applicants for HE according to an individual schedule”, student, who has no academic debt, is entitled to study according to an individual schedule. Important is that he/she is engaged in research, and the nature of this activity coincides with the schedule but only in those disciplines that correspond to the direction of his/her research. Other option is that student participates in academic mobility programs or internships and his/her schedule coincide with the schedule of the EPP. Transfer and offsetting of educational credits is regulated by the “Regulations on re-enrollment of learning outcomes of SSU applicants received in non-formal education”.

Validation in the system of formal education of knowledge, skills, competencies acquired in non-formal education is carried out in the presence of a document (certificate, diploma, etc.), educational declaration of the applicant by a certification commission of at least 3 members of the project team, including the guarantor EPP, created by the head of the support group. The Commission determines the amount of re-crediting in ECTS, the final assessment. The decision of not to enroll or enroll is approved by the director of MI.

The re-enrollment of medical practice (internal medicine, surgery, pediatrics, gynecology) was carried out within the program of academic mobility between the SSU and the Medical University of Pleven (Bulgaria).

SSU creates favorable conditions for attracting applicants to academic mobility "Regulations on academic mobility of applicants" and provides opportunities for the

realization of applicants' right to international academic mobility (bilateral agreements with foreign free partners, international grant projects. Applicants have the opportunity to join the programs of international academic mobility, which are implemented at SSU. During the period 2015-2020, MI employees took part in more than 300 international mobility events. In 2020 53 students took part in mobility projects, out of them 13 did it on line, based on virtual visits. SSU holds periodic scientific conferences: "Biomedical perspectives" and "First step in science", seminars and summer schools for applicants. SSU scientific activities are financed by sub-accounts of departments and institutes, funds provided by the estimates of state budget research in the event that applicants and graduate students are executors of the relevant research with remuneration.

In 2016-2020 MI has performed 11 state budget research (including 6 research projects of young scientists), more than 300 economic agreements and international research projects. MI had won projects with Belarusian, Moldovan Universities within Horizon 2020 MSCA-RISE 777926 NanoSurf, ERSAMUS KA1 project with the University of Umeå (Sweden) and the Medical University of Pleven (Bulgaria) and project financed by Jean-Monet grant.

Analytical part

SSU MI educational buildings have all the necessary infrastructure to conduct classes and meet the social and household needs of students and teaching staff. University buildings also meet the requirements of fire safety and sanitary and hygienic standards and are provided with a well-established system of law enforcement. During visit in MI microbiology laboratory experts agreed that laboratory space is very limited.

Through construction of an additional educational building and the Center for Innovative Medical Technologies University would be able to assure a significant increase in the auditorium fund with creative space, training centers, laboratories and premises of "free" stay. Recently renewed library allows University to expand modern technologies of information and library services and to create a convenient creative space for MI teachers and students.

University has impressive research base on its premises. IAAR team was especially impressed by the Center of Collective Use of Scientific Equipment, Regional Center for Electron Microscopy and Mass Spectrometry, and Microsoft Imagine Academy Training Center.

SSU library is a modern information system that unites more than 50 remote libraries into a single network and provides access to information resources of more than 60 thousand users. The SSU library offers to University students and teaching staff a quality information resource, supports research and educational activities, and provide space for continuing self-education and creates a comfortable condition for study, communication and recreation. Electronic archive is regularly updated by scientific publications of employees and students, educational and methodological developments that ensure the accumulation, systematization and electronic storage of intellectual achievements SSU community, providing open access to them by means of Internet technologies, dissemination of these materials among the world scientific and educational society.

MI has sufficient funds to achieve the goals and objectives of EPP. Each MI department has subaccounts with funds for the necessary expenses, material incentives and infrastructure development. Allocated by MI funds pays for repair work and purchases of the equipment.

The Sumy university provides safe working and learning conditions for all categories of employees, applicants, patients. All receive necessary and on time information about the means of protection, the rules of observance of safety measures and instruction on work with the equipment.

SSU MI provides all the necessary categories of patients and their proper number for complete clinical training by students. Students have sufficient access to primary, secondary, tertiary care and to hospitals with a sufficient number of wards for patients, for necessary methods of laboratory and instrumental diagnosis. Only interns and teachers have access to health care information resources and relevant patient data. COVID-19 pandemic affected negatively access to patients but university tries to overcome this problem through individual visit of students to clinical sites. Students are effectively thought by research and teaching staff at 36 clinical institutions. SSU clinical facilities offer modern primary, specialized, palliative, as well as emergency care.

SSU actively implements information technologies in structural units and EPP and that is probably one of the strongest areas University offers.

The informational support for students and University employees is provided by the SSU website. Methodical materials for students in free access are posted on the website of the graduating departments. Students study and uses remote consultation with teachers. Students are regularly informed about additional educational and extracurricular opportunities.

SSU has created a well-developed e-learning system, which is a set of integrated online learning platforms and resources that provide all forms of interaction with teaching staff. On line platforms collects study results, process management at the level of AS and the university, regular collection of actual parameters of all actions and processes. The virtual learning environment includes online resources required for students and teaching staff.

To improve the quality of education, MI uses a stationary and mobile multimedia equipment like interactive whiteboards and projectors. Free Wi-Fi is available in the all university premises and clinical facilities. Mobile applications and textbooks with elements of augmented reality are actively used by students.

Students gain the necessary knowledge and skills in the use of information and communication technologies. The best examples of it are visualization of medical and biological data, processing of two-dimensional and three-dimensional medical images, modeling of medical and biological processes general technological scheme of medical-diagnostic process and medical information systems and environments. However, during visit to education center it was noticed by IAAR experts that some interactive materials do not have a clear source of reference.

At clinical departments, teachers continuously undergo professional retraining and conduct medical work in accordance with their medical qualifications and level of training. Planned and emergency patients are available for clinical practice and practical skills for the EP in the all main clinical areas. The training of a qualified doctor is provided by a combination of practical training on clinical bases and in a simulation center. That guarantee development of students' good clinical skills.

During research projects students and academic staff can use free of charge the research base of SSU and partner universities, educational, research and training centers, and clinical and theoretical departments of MI. This allows to combine effectively EPP, research and practice in relevant fields.

University scientists can significantly affect the content of the EP enhance development of EPP on the basis of the European model of organic combination of educational and scientific activity on the principle of "doing research-teaching".

Graduate of SSU are well prepared to be able to perceive and implement innovations and work in a multifunctional information technology environment. Employers complained though that the knowledge of graduates were not enough and that they had to perform further on job training.

The University EPP promotes scientific activities, forms the worldview of the applicant for lifelong learning "Life-long learning", attracts students to perform SRW with

remuneration, allows training of the most capable students on an individual trajectory, with an in-depth scientific component and attracts students to international scientific cooperation through their participation in academic exchange programs, summer schools, internships in foreign free economic and scientific institutions and internships.

University EPP effectively introduces students within the MC to new forms of organization of research activities with aim to develop the scientific and critical thinking, and to be able to develop a joint scientific project. Students studying the methodology of scientific research during "Fundamentals of scientific research in medicine" and Integrated Course "Fundamentals of Academic Writing" with aim to master the academic literacy, to know how to assess information resources and how to create your own intellectual product.

During "Medical Informatics'' students learn to provide good knowledge of bio statistical processing of material, study of the methodology of controlled clinical trials, the principles of EBM and a systematic review of research results. RBL as a teaching method is used in a number of theoretical and clinical disciplines during classes. This approach strengthens student's ability to be part of scientific programs and improve their success rate in publications and research projects.

The successful combination of training and research during the implementation of EPP is confirmed by the publication of results, security documents (patents) introduced in EPP, participation of applicants in the All-Ukrainian competition of student works, All-Ukrainian and international conferences. The results of scientific research of applicants are published on the website of the departments, in the repository and are included in the EP by the decision of the department.

Students are encouraged by University to participate in medical research and to study the state and quality of public health and health care system. Students can participate in International Grant Projects, in Scientific and Technical developments and services, in Competitions for funding, Start-up and in 3D-innovative projects. In addition, applicants can implement their own scientific ideas and be employed in the Center for Collective Use of Scientific Equipment MI, or continue their education at the third educational and scientific level.

SSU effectively supports and stimulate the research of student and teachers through grant support. Findings are provided for the purchase of equipment, materials and software necessary to implement the SSS grants, acquisition of scientific literature or access to specialized databases, business trips and organizational fees for participation in international and national scientific conferences, competitions, symposia, and exhibitions and material incentive of grant project executors

Through the annually hold the International Scientific Conference "BIOMEDICAL PERSPECTIVES" in Basic Medical Science, Clinical Medicine, Biomaterials in Medicine, Public Health, Dentistry, Physical Rehabilitation and Sports Medicine MI is successfully attracting international speakers from Sweden, Bulgaria, Poland, Italy, Lithuania, Latvia and Germany.

University has solid policy and system of quality assurance of educational activities and HE of SSU form the regulatory framework for quality assurance procedures EPP. The assessment of the EPP is closely connected to the accreditation of the program and is carried out by NAQA and by international institutions. An expert group for conducting the accreditation examination of the EPP is formed by the head and two experts, including one expert from students which assures that students are involvement in process. A representative of employers may be involved in the work of the expert group however the expert group does not include specialists who work or study in the relevant free economic zone, or in the presence of other circumstances that indicate a real or potential conflict of interest.

MI students can study based on an individual schedule but they must be engaged in research. Other option is that student must participate in academic mobility programs or

internships and his/her schedule coincide with the schedule of the EPP. An example of such a case could be student taking part of mobility with Polish Medical University

SSU successfully creates favorable conditions for attracting applicants to academic mobility and provides opportunities for the international academic mobility during international grant projects. International students have a similar right however due to complication with gaining visas and specifics of grant contracts requirements they do not take part of mobility projects.

SSU scientific activities are efficiently and effectively financed by sub-accounts of the departments and institutes, funds provided by the estimates of state budget for research.

Strengths/Best practice:

- Medical Institute infrastructure with plans to build new structures/centers/laboratories based on well managed University finances;
- Mobile applications and textbooks with elements of augmented reality as a teaching instrument;
- Implementation of information technologies in structural units and EPP;
- Combination of training and research during the implementation of EPP;
- Quality assurance of the institution operations and rational distribution of QA functions to subunits based on Erasmus plus QUERRE program (example for Ukraine Universities);
- Conditions for attracting students and teachers to academic mobility.

EEP recommendations:

- To assure that source reference is clearly defined while implementing modern, interactive methods in education program. Due by: September 1, 2022.
- To improve percent of student mobility (including international ones) from 1,5% to at least 5% per year by the end of 2022/2023 school year.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "**EDUCATIONAL ENVIRONMENT AND RESOURCES**" Standard are as follows:

Strengths: 3, **Satisfactory:** 24, **Needs improvement:** 0, **Unsatisfactory:** 0.

6.7. STANDARD "ASSESSMENT OF THE EDUCATIONAL PROGRAMME"

The Evidence

In Ukraine, based on Law "On Higher Education", the system of HE quality assurance requires that any HEI must ensure quality of education activity and delivered by it HE programs through the institution's internal quality assurance system. Ukrainian HEI has to have in place a system of external quality assurance, a system of HE programs quality assurance verification by the NAQA and by independent quality assurance agencies. The SSU follows closely all those rules and regulations.

The University internal system for assessing the quality of education involves the revision, updating and modernization of EPP and CR based on feedback from all stakeholders and analysis of the quality of the learning outcomes of students, which is regulated by Regulations on the educational programs of SSU and "Policy on ensuring the quality of educational activities and the quality of higher education of SSU" in accordance with the standards and guidelines for quality assurance and standards in the European Higher

Education Area (Standards And Guidelines For Quality Assurance In The European Higher Education Area (ESG), 2015)), Regulation on the CQAHE SSU, CQAHE of MI, forming the normative basis for the quality assurance procedures of the EPP.

All components of EPP are annually updated, with exception for the goal, GC and SC, PLO, provided for by the EPP standard. That includes EPP content, educational resources, work programs and educational components and is based on proposals from stakeholders, ECE conclusions, legislative and recommendatory documents of health care public administration, statistics from teachers' involvement in international and domestic scientific events and internships, their participation in the implementation of SRW, and financial changes in the resources used for the implementation of the EPP. The results of the update are reflected in CR, work programs of disciplines, practice programs, etc.

The students and teaching staff are involved in the revision of the EPP during focus group meetings and surveys. They are members of CQAHE SSU and MI, WPG for the development and maintenance of EPP and Student education quality cooperation agencies.

University performs an annual survey of students on the quality of EPP (since 2020), survey of employers and graduates (since 2021). Surveys allows University to assess the satisfaction of stakeholders with the quality of training of future specialists and to assess AS on the quality of the organization of the educational process and the created working conditions at SSU.

In 2020, 84.6% of applicants for higher education EPP "Medicine" showed complete satisfaction with the forms and methods of teaching and learning. For 2020-2021, 85.3% of students were satisfied with the content of the EPP. The results of all surveys are discussed at the WPG, CQAHE meetings and are published on the MI website.

However, 76.2% of the respondents noted that they did not have enough time to complete the tasks of SIW. To provide SIW a larger number of self-training zones with free access to Wi-fi, SSU has created co-working centers with access to modern databases.

The policy of admitting applicants for training in the specialty "Medicine" is regulated by the order of the MES of Ukraine "On the approval of the Conditions for admission to study for obtaining HE in 2021" in accordance with Art. 13, 44 of the Law of Ukraine "On Higher Education". It regulates the conditions for admission to the EPP "Medicine" and limits changes the admission policy. However, ECE are involved in the formation of the content of the EPP and CR during the assessment the labor market and proposes changes to the EPP with focus on the formation of competencies relevant to the labor market.

The EPP is constantly improved in areas of general and professional training and takes into account the dynamics of regional, national and international aspects of modern theoretical and clinical medicine. These changes are especially relevant for the north-eastern region of Ukraine and Sumy region.

External EPP evaluation is based on reviewing the EPP, academic disciplines work and practice programs by Ukrainian and foreign HEI leading specialists, employers and EPP meetings. An external evaluation assesses SC and PLO and analyses CR, their relevance to the requirements of the labor market, taking into account modern industry characteristics, employment opportunities, the availability of the necessary amount of practical training, etc. Employers, as members of examination commissions, participate in the evaluation process during SSQT. 58.3% of surveyed employers were completely satisfied, 41.7% were partially satisfied with the level of professional training of MI graduates. None was dissatisfied.

The results of the survey of graduates in the specialty "General Medicine" indicated that the overwhelming majority of respondents (87.9%) are satisfied with the knowledge and skills acquired during training and that gained skills are enough for successful professional activity and further career growth. The interviewed employers and graduates noted the need to strengthen the practice-oriented training of future professionals. To improve the level of practical skills of students, SSU has purchased the modern equipment

and modernized the equipment of the simulation training center i.e. in September 2021, SSU has purchased interactive virtual anatomical simulators, in November - mannequins - simulators of an adult and a child for practicing extended emergency care).

Information on the EPP and its changes is made public on the university website. The announcement of the focus group meetings, to which all interested persons are invited, is posted on the website of the major department before the meeting. Stakeholder can make their comments and suggestions on the EPP through on page the SSU mailbox system (info@job.SSU) or the online form. The comments received from all stakeholders and the response to them are posted on the websites of the major departments.

Analytical part

SSU MI strictly follows Ukrainian Law "On Higher Education". University ensures the quality of education activities through the institution's internal quality assurance system. SSU MI has in place a system of external quality assurance and verifies EPP quality by the NAQA and by independent quality assurance agencies.

The University internal QA system for assessing the quality of education involves the revision, updating and modernization of EPP and CR based on feedback from all stakeholders and analysis of the quality of the learning outcomes of students. All components of EPP are annually updated, with exception for the goal, GC and SC, PLO, provided for by the EPP standard.

The students and teaching staff are actively involved in the revision of the EPP during focus group meetings and surveys. They are members of CQAHE SSU and MI, WPG for the development and maintenance of EPP and Student education quality cooperation agencies. In 2020 84.6% of students fully satisfied with forms and methods of teaching and learning of EPP "Medicine". For 2020-2021, 85.3% of students were satisfied with the content of the EPP. The results of all surveys are discussed at the WPG, CQAHE meetings and are published on the MI website. However, 76.2% of the respondents noted that they did not have enough time to complete the tasks of SIW. University has created larger number of self-training zones with free access to Wi-Fi and co-working centers with access to modern databases.

The EPP is constantly improved by University in areas of general and professional training and takes into account the dynamics of regional, national and international aspects of modern theoretical and clinical medicine. These changes are especially relevant for the north-eastern region of Ukraine and Sumy region.

58.3% of surveyed employers were completely satisfied, 41.7% were partially satisfied with the level of professional training of MI graduates. None was dissatisfied. The results of the survey of graduates in the specialty "General Medicine" indicated that the overwhelming majority of respondents (87.9%) are satisfied with the knowledge and skills acquired during training and that gained skills are enough for successful professional activity and further career growth. However, during the interview with employers and graduates it become clear that there is a need to strengthen the practice-oriented training of future professionals. To improve the level of practical skills of students, SSU has purchased the modern equipment and modernized the equipment of the simulation training center. Several graduates also expressed their will to be more involved in influencing design process of MI mission and EEP however all of them has confirmed that there is no Graduates Association therefore their opinions are not always heard and implemented as they would wish by MI administration.

All Information on the EPP and its changes is made public by SSU MI on the university website. The announcement of the focus group meetings, to which all interested persons are invited, is posted on the website of the major department before the meeting. Stakeholder can make their comments and suggestions on the EPP through the SSU mailbox system or the online form. The comments received from all stakeholders and the response to them are posted on the websites of the major departments. That makes process fully transparent.

Strengths/Best practice:

- Involvement of students and teaching staff in revision and improvement of EPP;
- Transparency of QA process and changes in EPP based on comments provided by key stakeholders.

EEP recommendations:

- To enhance EPP in area of training on clinical skills of the students. Due by September 1, 2022;
- To create Forum site on university website to further improve communication between employers and University in regards to performance of Graduates. Due by September 1, 2022;
- To initiate organization of Graduate Students' Association by September 1, 2022.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "**ASSESSMENT OF THE EDUCATIONAL PROGRAMME**" Standard are as follows:

Strengths: 0, **Satisfactory:** 4, **Needs improvement:** 0, **Unsatisfactory:** 0.

6.8. STANDARD "MANAGEMENT AND ADMINISTRATION"

The Evidence

SSU Educational Professional Program fully complies with "Terms of Admission to HEI of Ukraine". The University admission rules are regulated by "The Rules of Admission to SSU". These rules are internally approved by the Academic council and implemented by the Admission Committee. Chairman of committee is appointed by Rector.

SSU management makes sure that the EPP complies with rules and recommendations specified in the "Regulations on educational programs of SSU". EPP content depends on those rules and results of the summative evaluation of final learning outcomes. EPP content and strategy is reviewed and approved by the CQAHE and the Academic Council.

The EPP's compliance with the requirements of postgraduate education is subject to constant monitoring. The EPP graduates can take an Internship course, regulated by the order of the MHU, or take a Doctor of Philosophy study program.

Such subjects as "Integrated course "Fundamentals of academic writing"", "Medical Informatics" and "Fundamentals of scientific research in medicine" create basis for further scientific activities and contribute to mastering the methodology of scientific activity, and acquiring skills needed to address research and innovation issues. University spiral construction of the EPP provides students with the model of continuing professional development, which they will further use at the postgraduate stage.

9 indicators are employed to set the ranking of the University departments, institutes and faculties. These indicators allow to assesses study programs, the available contingent of students, and scientific and pedagogical potential. Between 2017 and 2020, MI was ranked as one of the 3 top SSU Institutes. At the beginning of the academic year, the readiness of the departments is evaluated and the report on it is discussed at the Academic Council of MI.

The university has developed a clear multi-level framework of internal quality control. This framework and orders of SSU area base for teacher's assessment procedures with aim to confirm required qualifications, professional and scientific level, mastery of modern teaching methods. The administrative staff assessment focuses on scientific and methodological level of the teacher's instruction; the level of the AS ability to organize EPP;

students' academic records in studying the subject, the teacher's compliance with the qualification requirements and standards of scientific and professional activity. Based on the results of the assessment, the University administration makes managerial decisions aimed at improving the quality of HE.

SSU management is responsible for the development and quality control according to "Regulations on Educational Programs of HE", CQAHE and SDC.

Strategic evaluation of the competitiveness of the university and its institutes, faculties, specialties by industry is focused on the end result. Strategic evaluation is carried out by self-analysis, comparative analysis and benchmarking of leading universities, web-management, SWOT-analysis and process approach. Evaluation is significantly enhanced by involvement of the experts at the national and international levels.

The University ensures transparency of the management system through well designed communication channels between stakeholders and departments. The regulatory framework is publicly available. Updated regulations, decisions of the Academic Council of SSU, reports and other information materials are placed in open access on the SSU website, posted on employees' personal accounts, disseminated via corporate e-mails of departments' heads and teachers.

SSU designed a very good regulatory framework for quality assurance procedures in EPP approval, implementation, revision, updating or modernization in accordance with the Policy on Quality Assurance of HE at SSU and based on standards and recommendations for quality assurance, standards of the European Higher Education Area (ESG, 2015), and Quality of HE.

Formed by order of the Rector of SSU, WPG of EPP is the organ which directly participates in all procedures related to the development, approval, monitoring and review of the program, in the procedures of external quality evaluation (licensing, accreditation, etc.) and self-assessment. WPG includes teachers, students and domestic and international employers. It is chaired by the guarantor; under whose leadership it develops EPP draft. EPP Draft is made public for a one-month discussion. After that WPG meeting again to discuss the submitted proposals and comments, and to form a draft to be discussed by CQAHE of MI and SSU. Final EPP draft is reviewed and approved by the Academic Council of SSU.

Funds for the activities of SSU and EPP "Medicine" comes from various sources, from state budget, students' tuition fees, grant funds including Erasmus+, DAAD, British Council and research projects, including international ones funded by the European Commission. The total amount of funding for SSU is growing annually, and for the period from 2016 to 2020 it increased more than 1.8 times.

The university has demonstrated financial stability in recent years and its budget is systematically increased to assure its position in international ranking and recognition as a reliable partner. The structure of funding for the university activities demonstrates an increase in the share of funding from the budget.

The yearly financial development plan of the university and the report on its financial status are discussed and approved by the Academic Council annually. Financial activities are transparent, the university website presents all reports on the fund's income and expenditure (https://bit.ly/2ZWU9Et).

Labor cost during the period from 2016 to 2020 more than doubled. More than 15% of the salary fund are used to pay bonuses in accordance with the regulatory framework. A significant part of the funding was carried out in 2015 after a new MI building (the one for providing dental services) was put into operation. Part of the area of this building is used for EPP "Medicine".

To stimulate AS initiative, an internal system of sub-accounts of institutes and faculties has been created, which strengthens their financial autonomy. MI and its each department have their own sub-account. The available funds can be used to provide additional incentives

to motivate academic staff and pay them bonuses, as well as to provide additional financing to infrastructure.

Management of activities and interaction of structural subdivisions of SSU is carried out in accordance with the "Statute of SSU". The Rector oversees all the major aspects of the university management and administration. Directly under the rector there are vice-rectors who are in charge of the structural and collegial units in the areas of their responsibilities. The collegial governing body is the Academic Council which makes decisions on academic, methodological, scientific, educational and staff policies. The Academic Council is headed by the Chairman, who is elected by secret ballot from among its members. The SSU Academic Council members are the Rector, vice-rectors, heads of faculties, institutes and colleges, the Academic Secretary, the Director of the library, the Chief accountant, the rector's advisor, heads of self-government bodies and elected bodies of trade unions. The elected Academic Council members are representatives of academic and scientific staff who are elected in accordance with the defined quotas from among the heads of departments, professors, doctors of philosophy, doctors of sciences, elected representatives of employees, students (including graduate students, PhD and doctoral students), and trade unions. The elected Academic Council members are representatives of academic and scientific staff elected in accordance with the defined quotas from among the heads of departments, professors, doctors of philosophy, doctors of sciences, elected representatives of employees, students (including graduate students, PhD and doctoral students), and trade unions.

The MI is managed by the Director, and the Deputy directors. They oversee academical and methodological work with domestic and foreign students, international relations, vocational guidance, informatization and media technologies, extracurricular work, work in dormitories, physical education and sports. "Regulations on MI of SSU" regulates the structure of MI, its management system, the concept of educational activities and its implementation, and the powers of the heads of the Institute and its departments.

Director supervises the Deans' office of MI. The dean's office liaises with departments and students via the framework of working meetings, the Academic Council of MI, corporate e-mails and personal electronic accounts. The interaction of the Director, Dean's Office and Heads of Departments with the University management is determined by real needs, and is carried out through personal accounts, meetings with the relevant collegial structures, e-mails.

Functions and tasks of all divisions of SSU are defined by regulations on structural divisions. Tasks and functions of staff are defined by job descriptions.

The university management model is built primarily on the principles of system-motivational management and has appropriate priority components. An extended regulatory framework of the university has been developed and implemented, which provides a wide range of development-driven management procedures. Regulatory documentation as well as the documents that define procedures and provide certain administrative and management services are posted on the university website in the public domain and systematized in the relevant registers.

SSU ensures transparency and democracy in management decisions. All regulatory documents are discussed by working and advisory bodies and the Academic Council. SSU management system provides an appropriate balance between organized democracy in building relationships at all levels of the university community, and purely administrative methods of management within the appropriateness of their application.

Trends in the world and national education and science are monitored systematically to allow SSU to respond in a timely manner to global challenges, changing conditions in the market of educational services and to introduce in University new scientific and educational technologies. University is constantly collecting and updating key indicators corresponding to the activities of world higher education institutions. Analytical management is supported

by the Center for Benchmarking and Web Management of the University with the use of SWOT-analysis tools and mechanisms for appropriate measurement and control.

To ensure the competitiveness of the University, the motivation tools enforcing it is spread at the departments level, faculties and institutes management. This can be achieved through the rating system of institutes, faculties and departments of SSU. The rating methodology comprises a system of balanced factors, which are summarized by relevant indicators that determine the human potential and quality of training of scientific and pedagogical staff, indicators of formation of the contingent of students, quality of educational and scientific work with students, scientific, international and extracurricular activities, financial evaluation of innovative activities, the level of representation on the Internet and in the media. This system implies the use of various incentives to motivate most departments.

According to the National Classification Framework of Ukraine graduates are apt to work in the DK 003–2010: Section Q. Health care and social assistance – Unit 86.1. Activities of medical institutions – Group 86.10 Activities of medical institutions – Class 86.21 General medical practice – Class 86.90 Other health care activities. After graduating from the educational program of the master's degree in "Medicine", the specialist is able to perform as: an intern doctor (KP code – 3229), as a trainee doctor (KP code – 3221) and as resident doctor (KP code – XXX).

The information on the EPP is published on the university website to ensure transparency of the university educational activities and provide relevant information about the EPP to all stakeholders (applicants, their parents, students, academic community, labor market professionals, etc.). General organization of making the information on the SSU EPPs public and keeping it up-to-date is carried out by: Head of Licensing, Accreditation and Statistics Department in charge of the catalogue of EPPs and information on compliance with licensing requirements with respect to material and technical support of educational activities); Head of Methodological Department (in charge of EPs profiles and the list of their components); Head of Department for Academic Activities Organization (in charge of information on compliance with licensing requirements with respect to academic staff issues). The Director of MI appoints those responsible for entering the comprehensive and verified information on the EPP into the information system, keeping the information up to date, verifying the information on the EPP before its publication on the website of SSU, and controlling the relevance of the published information.

Analytical part

SSU constantly monitors EPP's compliance with the requirements of postgraduate education. Based on well-defined "The Rules of Admission to SSU in 2021") MI graduates can continue within Internship course or take a Doctor of Philosophy study program.

Students have a chance to master the methodology of scientific activity, and acquiring skills needed to address research and innovation issues during "Integrated course", "Fundamentals of academic writing"", "Medical Informatics" and "Fundamentals of scientific research in medicine". These courses create a very solid base for further scientific activities. University spiral construction of the EPP provides students with the model of continuing professional development, which they can use at the postgraduate stage.

9 indicators, employed to set the ranking of the University departments, institutes and faculties allow effectively to assesses study programs, the available contingent of students, and scientific and pedagogical potential. At the beginning of the academic year, the readiness of the departments is evaluated and the report on it is discussed at the Academic Council of MI. As a result of this strategy MI was ranked as one of the 3 top SSU Institutes between 2017 and 2020.

The university has developed a clear multi-level framework of internal quality control. This framework as well as orders of SSU very well define teacher assessment procedures, confirming their qualifications, professional and scientific level and mastery of modern teaching methods.

The assessment performed by administrative staff focuses on scientific and methodological level of the teacher's instruction, the level of the AS ability to organize EP in the subject, students' academic record in studying the subject, the teacher's compliance with the qualification requirements and standards of scientific and professional activity. Based on these results the University administration can make well balanced managerial decisions aiming at improving the quality of EPP.

Strategic evaluation of the competitiveness of the university and its institutes, faculties, specialties by industry, focused on the end result and carried out by self and comparative analysis, benchmarking of the leading universities in the global academic space, web-management, SWOT-analysis and process approach guarantee very good performance of the staff and EP. Evaluation is enhanced by involvement of experts at the national and international levels.

The University has implemented a transparent management system by creating effective communication channel between stakeholders and the departments however during interviews some employers complained about it.

The regulatory framework is publicly available. Updated regulations, decisions of the Academic Council of SSU, reports and other information materials are placed in open access on the SSU website, posted on employees' personal accounts, disseminated via corporate e-mails of departments' heads and teachers which makes all system very transparent.

SSU designed a very good regulatory framework for quality assurance procedures in EPP approval, implementation, revision, updating or modernization in accordance with the Policy on "Quality Assurance of HE at SSU" and based on standards and recommendations for quality assurance, standards of the European Higher Education Area (ESG, 2015), and Quality of HE.

Formed by order of the Rector of SSU, WPG of EPP is the organ which directly participates in all procedures related to the development, approval, monitoring and review of the program, in the procedures of external quality evaluation (licensing, accreditation, etc.) and self-assessment further secure good quality of implemented program.

WPG includes all key stakeholder. Guarantor, teachers, students and domestic and international employers are actively involved in development of EPP draft. Availability of EPP draft for one-month period for public discussion gives all chance to further improve it. Draft content is also discussed by CQAHE of MI and SSU before being reviewed and approved by the Academic Council of SSU.

University manage to increase funding on yearly basis. Over the period of 2016-2020 the total amount has increased more than 1.8 times. Funds for the activities of SSU and EPP "Medicine" comes from state budget, students' tuition fees, grant funds including Erasmus+, DAAD, British Council and research projects, including international ones funded by the European Commission.

The university has also demonstrated a good financial stability in recent years. This assured its high position in international ranking and recognition as a reliable partner. The financial activities are transparent, the university website presents all reports on the fund's income and expenditures.

The labor cost, during the period from 2016 to 2020, has more than doubled. More than 15% of the salary fund were used to pay bonuses. In 2015 a significant part of the funding was committed to new MI building.

Institutes and faculties financial autonomy was strengthened by SSU an internal system of sub-accounts. The funds can be used to provide additional incentives to motivate academic staff, pay them bonuses and provide additional financing to infrastructure.

The elected Academic Council members well represents academic and scientific staff. Elected representatives of employees, students and trade unions are also part of Academic Council.

IM has well developed chain in command with Director as a head supervising the Deans' office of MI. The dean's office liaises with departments and students via the framework of working meetings, the Academic Council of MI, corporate e-mails and personal electronic accounts. The interaction of the Director, Dean's Office and Heads of Departments with the University management is determined by real needs, and is carried out through personal accounts, meetings with the relevant collegial structures, e-mails.

The university management has implemented effective and efficient model built primarily on the principles of system-motivational management and well-defined priority components. Developed and implemented by University extended regulatory framework provides a wide range of development-driven management procedures. Regulatory documentation as well as the documents that define procedures and provide certain administrative and management services are posted on the university website in the public domain and systematized in the relevant registers, which assure the transparency of the process.

SSU ensures transparency and democracy in management decisions. All regulatory documents are discussed by working and advisory bodies and the Academic Council. SSU management system provides an appropriate balance between organized democracy in building relationships at all levels of the university community, and purely administrative methods of management within the appropriateness of their application.

Trends in the world and national education and science are monitored systematically to allow SSU to respond in a timely manner to global challenges, changing conditions in the market of educational services and to introduce in University new scientific and educational technologies.

University is constantly collecting and updating key indicators corresponding to the activities of world higher education institutions. Analytical management is supported by the Center for Benchmarking and Web Management of the University with the use of SWOT-analysis tools and mechanisms for appropriate measurement and control.

To ensure the competitiveness of the University, it enforcing its spread at the departments level, faculties and institutes management through the motivation tools. This is achieved through the rating system of institutes, faculties and departments of SSU.

The rating methodology comprises a system of well-balanced factors, which are summarized by relevant indicators that determine the human potential and quality of training of scientific and pedagogical staff, indicators of formation of the contingent of students, quality of educational and scientific work with students, scientific, international and extracurricular activities, financial evaluation of innovative activities, the level of representation on the Internet and in the media. This system implies the use of various incentives to motivate most departments

To ensure transparency of the University educational activities and to provide relevant information about the EPP to all stakeholder's information on the EPP is published on the university website. Head of Licensing, Accreditation and Statistics Department General, Head of Methodological Department, Head of Department for Academic Activities Organization are responsible for making the information on the SSU EPPs public and keeping it up-to-date.

Strengths/Best practice:

• SSU is very good and transparent in management of the budget of the educational program, strategic allocation of resources, self-financing, use of own resources in expansion of university infrastructure and creation of the financial autonomy of the Institutes and faculties;

• The resources needed to plan and implement teaching methods and training program (30% from budget to support teacher's activities, purchase of modern equipment, development of the interactive materials);

• University well performs and review management to improve quality of the operation. Based on Erasmus plus QUAERE program University developed multilevel structure allowing quality assurance of the institution operations and rational distribution of QA functions to subunits. Their model of quality management can be an example to other Ukrainian universities;

• University clear and effective multi-level framework of internal quality control for quality assurance procedures in EPP approval, implementation, revision, updating or modernization;

• Transparent, effective and efficient university management model built on the principles of system-motivation and well-defined priority components.

EEP recommendations:

• To create interactive web site to further enhance communication channels with employers to improve better feedback process on changes in EPP by September 1, 2022;

• To increase University visibility through active advertisement on international level by September 1, 2022.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "**MANAGEMENT AND ADMINISTRATION**" Standard are as follows:

Strengths: 3, **Satisfactory: 20**, **Needs improvement: 0**, **Unsatisfactory: 0.**

6.9. "STANDARD "CONSTANT UPDATE"

The Evidence

SSU plans and implements the processes of continuous monitoring, evaluation, analysis, and improvement of educational services and update them on yearly basis. That process includes the national legislation objectives, stakeholders' requirements and expectations and contributes to the development of quality education, based on competencies and on end-level University Learning Objectives. To meet expectations of the stakeholders' University created the SSU CHEQA. CHEQA guarantees the quality of the processes, quality educational services and implementation and development of the Quality Management System.

Both at the institutional level and the MI level, heads of educational departments annually assess the planned activities and submit reports at the department meetings, MI and SSU CHEQA, MI and SSU Academic Councils. The Director of MI and the Rector of SSU present public reports at the "Conference of the Labor Collective", including the implementation of strategic measures, areas of renewal and vision.

Every year EPP and CR is improved and modernized. The "Concept for developing educational activities on EPP 222 Medicine" and proposals formed during WPG meetings, focus groups and ECE are basis for changes. Quarterly results of the LO quality analysis and

a survey of students and teacher has an influence on EPP. Final product is assessed and approved during the meetings of SSU and MI CHEQA, and SSU Academic Council.

The University strategy is based on Modernization Agenda approved at the European level. It allows the implementation and improvement of institutional development and strategic management mechanisms and targeted and result-oriented funding. It also supports AS development, efficient management, and financial instruments to support improvements in policy and strengthening university autonomy in balance with responsibility, accountability and professionalization of management.

Regular improvement of employees' capacities is implemented with the help of "Perspective Work Plan for Staffing" and other regulatory framework documents of the university quality management system. These documents determine the strategy for staffing, including the structure of financial and non-financial AS motivation.

A multi-vector system of employee incentives facilitates the growth of employees' capacities. Monthly bonuses depend on the quality performance of job duties, on specific work streams, increased complexity and achievements in scientific work or AS training. Monetary bonuses are given for exemplary fulfillment of planned operational tasks and initiatives, and creative approach to work. There are awards for publications in editions indexed by Scopus and/or Web of Science databases, for increased Hirsch index and for developing 5 publications in editions indexed by these databases.

Both supervisor and students get awards for the timely defense of a dissertation.

SSU materially support activities related to protecting intellectual property rights and preparation for international grant inquiries. University awards supervisors of students-winners of all-Ukrainian Olympiads, student research paper competitions. There are additional financial incentives for guiding foreign graduate students, teaching in English, publishing textbooks, tutorials, and monographs, introducing modern technologies into the learning process.

The university is very active in information and innovation-technological areas. Thanks to this SSU is one of the leaders of the Ukrainian HE according to international ratings of Webometrics Ranking of World Universities and Uni-Rank University Ranking. The University took the State Prize of Ukraine in "Higher education" for success in solving scientific-theoretical, methodological, and technological aspects of comprehensive IT support.

Unique equipment is available for the educational and scientific programs, including computer and multi-spiral tomographic scanners and electron microscopes. University constantly updates the physical infrastructure (PI). The priority is given for purchases of the equipment and facilities that can be used simultaneously in scientific research and the EP and for developing modern information and telecommunications technologies.

To increase production capacities University purchases equipment for the organization with self-accounting activity and under a tight payback period. An example could be the Regional Research and Training Center for Endoscopic Methods of Diagnosis and Minimally Invasive Surgery, the Center for Collective Use of Scientific Equipment or scientific laboratory for molecular genetic research.

All MI structural subdivisions by the end of each October submits proposals on forming a procurement plan for the next year, on the requirements of the state regulator to ensure the learning process, on the introduction of innovative technologies and costs for maintaining educational and research laboratories. In yearly procurement plan the SSU administration considers the results of the annual students' and teachers' surveys.

To attract the interests for scientific and educational activities University develops a research and technological infrastructure, optimizes the use of high-value equipment, implements the principles of collective equipment employment and new centers of joint

equipment employment. An example of it could be creation of the Center for Innovative Medical Technologies.

Regular review and revision of the content, results, assessment of the learning environment, structure, and functions are documented when preparing the Concept of educational activities by EPP 222 Medicine and the field of knowledge 22 Health Care. It is based on CMU Order №95-r dated February 27, 2019, "On approval of the Strategy for developing medical education in Ukraine," "Strategy for regional development of Sumy region for 2021-2027". Review is approved by the regional council, and included in "Strategic development plan of SSU for 2020 – 2026". Plan is supported by the Conference of the University staff. University on regular basis updates the Concept of educational activity under EPP 222 Medicine based on students' comments and suggestions.

SSU students are involved in the implementation of the internal quality assurance system through participation in the work of quality councils and the student agency for cooperation in the quality of education, participation in the conference "EP through students' eyes" and meetings with the Rector in the "face-to-face" format. Every semester University performs surveys for full-time students on the quality of education in academic disciplines and on the principles of providing information.

University applies an integrated model of EPP and CR development which it is periodically revised and approved. University involves the ECE in the formation of the content of EPP on forming competencies topical at the labor market and shapes a basis for creating flexible mandatory components both in content and in training though Modularization of EPP and CR. SSU allows individualization of training by adding to the CR a comprehensive list of optional disciplines comprising 25% of the total number of ECTS credits, including those structured by blocks.

The process of updating the areas of activity is based on the constant study of development trends and innovations in medical education, participation in international, including European congresses, academic mobility of students and AS participation in international scientific and grant projects. Update and improvement of all activities rest on analyzing development and innovations in medical education of undergraduate and postgraduate levels at national and European level.,

SSU constantly renew, correct, and restructure itself, depending on external changes. The University development strategy improves a quality system by focusing on best practices promoted by the International Association for Medical Education. SSU ensures a competency-oriented EPP trend and allows for all stakeholders to express their needs, requirements and expectations. SSU is applies feedback, sociological research methods for each category of stakeholders' Particular attention in the surveys is given to quality issues in the content and implementation of EPP.

The University regularly assess the participation of graduates and employers in the EPP development. It stipulates the supplementation and systematization of indicators for evaluating quality progress. SSU monitors the dynamics of satisfaction of educational service by consumers, graduates, and employers, employment indicators, students' achievements, accreditation indicators and results of expert assessments. SSU developed and is implementing a system for rating for scientific and pedagogical workers. It constantly improves methods for systemic self-assessment and gives priority on external and educational service consumers' assessment.

The MI EPP over the time increased percentage of Optional Component, enhanced scientific component of the start-to-finish master's program by adding the Mandatory Component "Fundamentals of Research" and topics related to COVID-19.

The dynamics of regional, state and international aspects of modern and clinical medicine are taken into account in the development and changes of the University mission and final LO.

The EPP forms fundamental professional competencies of future specialists by combining theory and practice, taking into consideration the needs of the public health sector, modern trends of global development in terms of globalization and unsolved epidemiological challenges. The EPP is formed as a combination of academic and practical professional demands. It aims at forming competencies solving specific problems in the public health sector, obtaining, improvement and generalization of knowledge and skills and forming new competencies in the professional activity. It focuses on forming medical competencies based on modern trends, international standards with the possibility of acquiring additional qualifications in the system of postgraduate and continued education. The content of the EPP is upgraded according to the results of the self-evaluation based on the practical experience gained in the framework of the implementation of relevant grant projects, by comparing the content with the local and international universities' EPP and professional questionnaires. The modernization is based also on an expert assessment of the relevance of the content of programs. It is performed by representatives of the labor market involving the ECE Experts assess the external examination practice and review the EPP lectures and practical lessons materials.

The achievements of modern science, research component, courses to improve the level of information technology, academic writing, data analysis, etc. are integrated into EPP. The requirements for assessing the quality of education are constantly updated in the MI. This process is regulated by "Regulations on evaluation of the educational activity of applicants for the HE in the MI of SSU in the field of knowledge 22 "Health care".

Based on "Regulations on the organization and procedure of the OSCE" University assess the readiness of a graduate to carry out professional activities. The examination commission prepares a report on the analysis of success, strengths, weaknesses and ways to correct shortcomings. Report is reviewed and approved by the Academic Council of the SSU MI.

SSU has created a regional network of centers for the preparation of youth for external evaluation. The network includes over 20 institutions of general secondary education, the university Center of Scientific and Technical Creativity of Student Youth and the Junior Academy of Sciences. The rules of admission to the EPP are annually revised and approved by the MES. Example of such a change in admission could be introduction of a minimum score of 150 in the second and third competitive subjects or a mandatory certificate in mathematics as a second subject.

Admission of foreign citizens has started since 2005, and is regulated by the sub clauses 6 in "Admission rules in SSU". As of today, the majority of students came from India, the Middle East and Africa.

The SSU has developed a system of AS training, implemented in almost 50 departments (about 80% of their total number). There are 7 special councils, covering 13 specialties, including 11 doctoral. On average over 50 candidates and 10 doctoral dissertations are defended annually. Procedures and criteria for determining the relevant qualifications, professional level and AS performance are outlined in the "Procedure for competitive selection when filling vacant positions of SSU AS and concluding employment agreements with them". This document includes requirements for the evaluation of the work efficiency from the previous period, the requirements of the license conditions and differentiates the terms of the next contract. The University has developed an accumulative system of accounting for the main results of professional development in form of personalized indicators like employees' participation in international internships, formalized certification programs, training, seminars, webinars, workshops, competitions of pedagogical innovations and other types of professional development.

To disseminate the best practices and to provide additional motivation for AS, University has arranged a number of competitions, including the competition of pedagogical

innovations, for the best collection of educational materials published in open access on Open Course Ware, a contest of open online courses development, "ICT innovations for modern education ICT4EDU", "The best research and teaching staff", "The best teacher through the eyes of students".

SSU actively implements long- and short-term programs of international academic mobility in order to improve the skills of AS and administrative staff. Every year about 150 take part of it at leading universities in Europe and the world.

"Regulations on the organization of the EP" approve the criteria and mechanisms for monitoring and periodic review and improvement of educational programs expert assessment by labor market representatives of the relevance of the content of the EPP and the readiness of graduates for professional activities, assessment by HE students through questionnaires, monitoring the success and academic achievements students and teachers, evaluation by WPG for the development and monitoring of EPP regarding the relevance of its content and generalization and response to information regarding the content of the EPP, problem situations and violations of its implementation.

The university has formed an internal regulatory framework of the quality system, which includes Conceptual principles of SSU, development strategy for 2020-2026, implementation measures and forecasts, Code of Corporate Culture of SSU, and the key document that determines the institutional framework and regulates the quality assurance process is the Regulations on the CHEQA of the structural unit (institute, educational and scientific institute, faculty, center of correspondence, distance and evening education) of SSU.

MI, has created the Methodology for determining the rating of structural units in order to improve management, assess the potential and stimulate the level of improving the quality of SSU performance.

SSU has also established the Supervisory Board to improve the efficiency of work, identify ways of long-term development, cooperation with public administration bodies, to promote the strategic improvement of the EPP as well as its methodological support, research and international activities.

MI Academic Council through assessment of the status of quality training, development of research and provision of medical services controls and analyzes the quality of the organization of the EP. The recent revision of EP with recommendation for improvement and changes of it was held on 08.04.2021.

Analytical part

SSU plans and implements well the processes of continuous monitoring, evaluation, analysis, and improvement of educational services are updated on yearly basis. Update includes the national legislation objectives, stakeholders' requirements and expectations, and contributes to the development of quality education of the University program. Though creation of SSU CHEQA University guarantees the quality of the education processes and confidence in the university's ability to provide quality educational services. Transparency of the process is assured by The Director of MI and the Rector of SSU yearly public reports at the "Conference of the Labor Collective" describing the implementation of strategic measures, areas of renewal and vision.

On yearly basis EPP and CR are improved and modernized through the "Concept for developing educational activities on EPP 222 Medicine" and proposals formed during WPG meetings, focus groups and ECE, quarterly results of the LO quality analysis, surveys of students and teacher.

SSU strategy allows the implementation and improvement of institutional development and strategic management mechanisms, targeted and result-oriented funding. It also supports AS development, efficient management, and financial instruments to support

excellence policy and strengthening university autonomy in balance with responsibility, accountability and professionalization of management. It is worth it to note that the University strategy is based on the Modernization Agenda approved at the European level.

University regularly improves its employees' capacities with help of "Perspective Work Plan for Staffing". SSU developed a solid strategy for the structure of financial and non-financial AS motivation factor.

A multi-vector system of employee incentives facilitates well the growth of human capacities. Monthly bonuses depend on the quality performance of job duties, on specific work streams, work related to increased complexity and on achievements in scientific work or AS training. Monetary bonuses are given for exemplary fulfillment of planned, operational tasks and initiative, creative approach to work. There is a systematic award for publications in editions indexed by Scopus and/or Web of Science databases, for increased Hirsch index, for developing 5 publications in editions indexed by these databases. Both supervisor and students get awards for the timely defense of a dissertation.

SSU very well supports materially activities related to protecting intellectual property rights and preparation for international grants. Supervisors of students-winners of all-Ukrainian Olympiads, student research paper competitions are also awarded. There are additional financial incentives for guiding foreign graduate students, teaching in English, publishing textbooks, tutorials, and monographs, introducing modern technologies into the learning process. These measures very effectively stimulate the self-improvement of AS and shape the innovative face of the university.

The university is very active in high level information and innovation-technological activities. Based on it SSU become one of the leaders of the Ukrainian HE according to international ratings of Webometrics Ranking of World Universities and Uni-Rank University Ranking and took the State Prize of Ukraine in the nomination "Higher education".

Unique equipment is available for the educational and scientific programs, including computer and multi-spiral tomographic scanners and electron microscopes. University constantly updates the physical infrastructure with priority given for purchases that can be used simultaneously in scientific research and the EPP. University increases well production capacities and purchases equipment for the organizations with self-accounting activity and under a tight payback period. An example could be the Regional Research and Training Center for Endoscopic Methods of Diagnosis and Minimally Invasive Surgery, the Center for Collective Use of Scientific Equipment or scientific laboratory for molecular genetic research.

All MI structural subdivisions form yearly procurement plan that takes into account the requirements of the state regulator, the introduction of innovative technologies, costs for maintaining educational and research laboratories. During forming a yearly procurement plan the SSU administration considers the results of the annual students' and teachers' surveys on their satisfaction with the material and technical support.

University very well attracts the interests for scientific and educational activities, particularly on an interdisciplinary basis by the development of the contemporary research and technological infrastructure, by optimization use of high-value equipment, implementation of the principles of collective equipment employment. An example of this strategy could be creation of the Center for Innovative Medical Technologies. Concept of educational activities under EPP 222 Medicine and the field of knowledge 22 Health Care is well prepared based on regular reviews and revisions of its content, assessment of the learning environment, its structure and functions. University also assures well implementation of student-centered learning principles, and protection of basic interests of students for the honest acquisition of quality education.

SSU students are actively involved in the implementation of the internal quality assurance system through participation in quality councils and the student agency for cooperation in the quality of education, participation in the conference "EP through students'

eyes" and meetings with the Rector in the "face-to-face" format. University involves well the ECE in the formation of the content of EPP courses on forming competencies topical at the labor market. It allows to shapes a basis for creating flexible mandatory components both in content and training though Modularization of EPP and CR. SSU allows individualization of training by adding to the CR a comprehensive list of optional disciplines comprising 25% of the total number of ECTS credits, including those structured by blocks. That enables training according to profiling relevant to the labor market within the EPP by specialties and includes social humanities and disciplines of other specialties in the Optional Course.

The process of updating is based on constant study of development trends and innovations in medical education, participation in international, including European congresses, academic mobility of students and AS participation in international scientific and grant projects.

SSU constantly renew, correct, and restructure depending on external changes. The university development strategy improves frequently a quality system focusing on best practices, including foreign ones, promoted by the International Association for Medical Education. It ensures a competency-oriented EPP trend and allows for all stakeholders to express their needs, requirements and expectations. An essential tool for implementing feedback, sociological research methods for each categories of stakeholders are systematically applied, and appropriate recommendations and measures are developed.

University introduces well the procedures helping to assess the participation of graduates and employers in the EPP development. The University stipulates the supplement and systematization of indicators for evaluating quality progress. SSU developed and is implementing a well-functioning system for rating for scientific and pedagogical workers according to relevant quality indicators. University constantly improves technologies for systemic self-assessment and reporting with priorities on external assessment and educational service consumers' assessment.

The MI EPP over the time increased percentage of Optional Component, enhanced scientific component of the start-to-finish master's program by adding the Mandatory Component "Fundamentals of Research" and topics related to COVID-19. The dynamics of regional, state and international aspects of modern and clinical medicine are taken into account in the development and changes of the University mission and final LO.

The EPP forms fundamental professional competencies of future specialists by combining theory and practice, taking into consideration the needs of the public health sector, modern trends of global development in terms of globalization and unsolved epidemiological challenges. Program forms well competencies solving specific problems in the public health sector, obtaining, improvement and generalization of knowledge and skills and forming new competencies in the professional activity. EPP is focusing on forming medical competencies taking into account modern trends, international standards of professional activity of a doctor with the possibility of acquiring additional qualifications in the system of postgraduate education. The modernization is based also on an expert assessment of the relevance of the content of programs.

University EPP well integrates the achievements of modern science, research component, courses to improve the level of information technology, academic writing and data analysis. The requirements for assessing the quality of education are constantly updated in the MI. Forms of control measures and evaluation criteria for students are clear, understandable and establishes norms for achievement of LO. SSU actively implements long- and short-term programs of international academic mobility in order to improve skills of AS and administrative staff. Every year about 150 take part of it at leading universities in Europe and the world.

SSU well implements the criteria and mechanisms for monitoring, periodic review and improvement of EPP expert assessment by labor market representatives, the readiness of

graduates for professional activities, assessment by students through questionnaires, monitoring the success and academic achievements students and teachers, evaluation by WPG for the development and monitoring of EPP.

The university has formed a reliable internal regulatory framework of the quality system, which includes Conceptual principles of SSU, development strategy for 2020-2026, implementation measures and forecasts, Code of Corporate Culture of SSU, and the key document that determines the institutional framework and regulates the quality assurance process. MI, has created also the Methodology for determining the rating of structural units in order to improve management, assess its the potential and stimulate the level of improving the quality of SSU performance.

SSU improves well the efficiency of work, identifies ways of long-term development, cooperates with public administration bodies to promote the strategic improvement of the EP and its methodological support, research and international activities. MI Academic Council frequently assesses the status of quality training, development of research and provision of medical services controls and analyzes the quality of the organization of the EPP.

Strengths/Best practice:

- The University internal and external EPP quality assurance system;
- Representation students and teaching staff in the University consultative, decision-making and executive structures;
- University interests for scientific and educational activities, institutional development and strategic management mechanisms;
- Unique equipment available for the educational and scientific programs;
- High level information and innovation-technological activities;
- A multi-vector system of employee incentives;
- Monitoring, periodic review and improvement of EPP.

EEP recommendations:

- No recommendations for this standard.

Conclusions of the EEP on the criteria:

In general, according to this standard, the activities of the organization meet the specified criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the "**CONSTANT UPDATE**" Standard are as follows: **Strengths:** 0, **Satisfactory:** 11, **Needs improvement:** 0, **Unsatisfactory needs improvement:** 0.

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

Standard "MISSION AND OUTCOME"

- Organization and conduct of scientific research of students using virtual laboratories,
- 80% of the budget spent on scientific grants and research;
- Trainees part of the research teams fulfilling government orders;
- Commercialization of HEIs with aim at introduction of the scientific research into practical healthcare;
- Innovations in the educational process, enabling the development of broader competencies for the learners;
- University faculties in symbiosis with medical students jointly conducting scientific research and enriching each other's knowledge.

Standard "EDUCATIONAL PROGRAMME"

- Access to resources necessary for planning and implementing teaching methods and innovations in the curriculum.

Standard "ASSESSMENT OF STUDENTS"

- No strengths are identified in this standard.

Standard "STUDENTS"

- No strengths are identified in this standard.

Standard "ACADEMIC STAFF/TEACHERS"

- SSU MI policy provides a good balance between teaching, research and involvement in the University community;
- SSU MI lecturer's academic workload (under 600 hours per year) guarantees enough time for self-development and allows to participate in professional congresses, seminars and meetings;
- SSU MI has a well-designed system of rewards for teachers' performance;
- High number of academic staff with scientific degrees and good English language skills;
- Good ratio between academic versus administrative/supporting staff (1:3).

Standard "EDUCATIONAL ENVIRONMENT AND RESOURCES"

- Medical Institute infrastructure with plans to build new structures/centers/laboratories based on well managed University finances;
- Mobile applications and textbooks with elements of augmented reality as a teaching instrument;
- Implementation of information technologies in structural units and EPP;
- Combination of training and research during the implementation of EPP;
- Quality assurance of the institution operations and rational distribution of QA functions to subunits based on Erasmus plus QUERRE program (example for Ukraine Universities);
- Conditions for attracting students and teachers to academic mobility.

Standard "ASSESSMENT OF THE EDUCATIONAL PROGRAMME"

- Involvement of students and teaching staff in revision and improvement of EPP;
- Transparency of QA process and changes in EPP based on comments provided by key

stakeholders.

Standard "MANAGEMENT AND ADMINISTRATION"

- SSU is very good and transparent in management of the budget of the educational program, strategic allocation of resources, self-financing, use of own resources in expansion of university infrastructure and creation of the financial autonomy of the Institutes and faculties;
- The resources needed to plan and implement teaching methods and training program (30% from budget to support teacher's activities, purchase of modern equipment, development of the interactive materials);
- University well performs and review management to improve quality of the operation. Based on Erasmus plus QUAERE program University developed multilevel structure allowing quality assurance of the institution operations and rational distribution of QA functions to subunits. Their model of quality management can be an example to other Ukrainian universities;
- University clear and effective multi-level framework of internal quality control for quality assurance procedures in EPP approval, implementation, revision, updating or modernization;
- Transparent, effective and efficient university management model built on the principles of system-motivation and well-defined priority components.

Standard "CONSTANT UPDATE"

- The University internal and external EPP quality assurance system;
- Representation students and teaching staff in the University consultative, decision-making and executive structures;
- University interests for scientific and educational activities, institutional development and strategic management mechanisms;
- Unique equipment available for the educational and scientific programs;
- High level information and innovation-technological activities;
- A multi-vector system of employee incentives;
- Monitoring, periodic review and improvement of EPP.

(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD

Standard "MISSION AND OUTCOME"

- To focus teaching not only on theory but also on practice. Educate all students at the patient's bedside from the very first year of study. Due by: 1st September 2022;
- To train teachers' skills to communicate with students through refresher courses in communication skills with a list of trained. Due by: 1st September 2022;
- To conduct seminars on academic freedom and autonomy of the university administrative and teaching staff with the list of trained. Due by September 1, 2022.

Standard "EDUCATIONAL PROGRAMME"

- In order to provide feedback to learners, appoint tutors, advisors for junior courses and mentors for senior courses by assigning a teacher to each group. Due by September 1, 2022;
- To provide on-the-job training and education, with sufficient number of patients per class, due by September 1, 2022;

Standard "ASSESSMENT OF STUDENTS"

- To conduct cross-external and external reviews of the tests allowing better determination of the validity of the tests. Deadline by September 1, 2022.
- To develop a formative assessment feedback checklist with aim to assure better balance between formative and summary assessment. Deadline by 1 September 2022

Standard "STUDENTS"

- No recommendations for this standard.

Standard "ACADEMIC STAFF/TEACHERS"

- To create an additional free of charge English classes for teaching staff. Due by: September 1, 2022;
- To assign from teaching staff mentors for students from older years to assist them with future professional and scientific carrier. Due by: September 1 2022.

Standard "EDUCATIONAL ENVIRONMENT AND RESOURCES"

- To assure that source reference is clearly defined while implementing modern, interactive methods in education program. Due by: September 1, 2022.
- To improve percent of student mobility (including international ones) from 1,5% to at least 5% per year by the end of 2022/2023 school year.

Standard "ASSESSMENT OF THE EDUCATIONAL PROGRAMME"

- To enhance EPP in area of training on clinical skills of the students. Due by September 1, 2022;
- To create Forum site on university website to further improve communication between employers and University in regards to performance of Graduates. Due by September 1, 2022;
- To initiate organization of Graduate Students' Association by September 1, 2022.

Standard "MANAGEMENT AND ADMINISTRATION"

- To create interactive web site to further enhance communication channels with employers to improve better feedback process on changes in EPP by September 1, 2022;
- To increase University visibility through active advertisement on international level by September 1, 2022.

Standard "CONSTANT UPDATE"

- No recommendations for this standard.

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

There are no additional recommendations on development of the Institute of Medicine in Sumy.

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The External Expert Panel members unanimously agreed that the 222 Medicine" Educational Programme of "SUMY STATE UNIVERSITY" can be accredited for 5 (five) years.

IAAR Panel Chairman:	_____	Prof. Konrad Juszkiewicz
Panel Members	_____	Dr. Zulfiya Zhankalova
	_____	Dr. Iryna Voloshyna
	_____	Solomiia Mykytiuk
IAAR Coordinator	_____	Dr. Timur Kanapyanov

Annex 1. Assessment table "PARAMETERS OF THE PROGRAMME PROFILE" ("222 Medicine")

No.	No.	CRITERIA FOR ASSESSMENT	Position of educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
		"MISSION AND OUTCOME"				
		Mission definition				
1	1	The medical educational organization **should** determine the mission of the educational programme of the postgraduate level		**+**		
2	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	competent in any field of medicine, including all types of medical practice, management and health organization		+		
4	4	able to work for work at a high professional level.		+		
5	5	able to work unattended, independently and in a team, if necessary.		+		
6	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 *CPD / CME*.		+		
7	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	innovation in the educational process, allowing the development of broader competencies than the minimum necessary.	**+**			
9	9	improving patient care that is necessary, effective and compassionate in addressing health problems and promoting health.		+		
10	10	organization and conduct of scientific research of students of the postgraduate level.	**+**			
		Participation in the formulation of the mission				

11	11	Medical education organization **should** ensure that the main stakeholders are involved in the development of the educational programme mission		+		
12	12	The medical education organization **should** ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.		+		
		Institutional autonomy and academic freedom				
13	13	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	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.		+		
		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	their achievements at the postgraduate level in terms of knowledge, skills and thinking;		+		
16	16	appropriate foundation for a future career in the chosen field of medicine;		+		
17	17	future roles in the health sector;		+		
18	18	commitment and skills in the implementation of continuing education;		+		
19	19	community health needs, health system needs and other aspects of social responsibility;		+		
20	20	professional behavior		+		
		The medical education organization **should** determine:				
21	21	general and specific to the specialty (discipline) components of educational results that are required to be achieved by students.		+		
22	22	appropriate behavior towards undergraduates and other students, teachers, patients and their relatives in accordance with the proper norms of behavior.		+		
23	23	The medical education organization **should** determine educational results based on the results obtained at the level of basic medical education.		+		
		Total	**2**	**21**	**0**	**0**
		STANDARD "EDUCATIONAL PROGRAMME"				
		Teaching approach				
		The medical education organization **should:**				
24	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	describe the general and discipline / specialty-specific components of training.		+		
26	3	use teaching and learning methods that are suitable for both practice and theory		+		
27	4	identify the *teaching and learning* methods used that encourage, prepare and support students to take responsibility for their learning process.		+		

28	5	ensure that the educational programme is implemented in accordance with the principles of equality.		+		
		The medical education organization **should:**				
29	6	have a system / procedures and guide the student through mentoring and regular assessment and feedback.			+	
30	7	increase the degree of self-responsibility of the student as skills, knowledge and experience improve.		+		
		Scientific method				
		The medical education organization **should:**				
31	8	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	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	include formal teachings on critical appraisal of literature and scientific evidence in the EP.		+		
34	11	provide the student with access to scientific activities	+			
35	12	in the educational programme to correct and change the content of scientific developments.		+		
		Learning content				
		The medical education organization **should** include in the learning process the practice and theory about:				
36	13	biomedical, clinical, behavioral and social sciences		+		
37	14	clinical solutions		+		
38	15	communication skills.		+		
39	16	medical ethics		+		
40	17	public health		+		
41	18	medical jurisprudence		+		
42	19	management disciplines		+		
43	20	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	ensuring the development of knowledge, skills and thinking of the different roles of the graduate;		+		
45	22	correspondence of the content of the EP to the changing conditions and needs of society and the health care system.		+		
		The structure of the educational programme, composition and duration				
		The medical education organization **should:**				
46	23	describe the content, volume and sequence of courses and other elements of the educational programme		+		
47	24	define required and optional components		+		
48	25	combine practice and theory in the learning process		+		
49	26	ensure compliance with national legislation				
		The medical education organization **should** be included in the educational programme:		+		

50	27	take into account the results of basic medical education in relation to the choice of the field of medicine		+		
51	28	requirements for the performance of various roles in the health care system for the future graduate		+		
		Relationship between education and health practice				
52	29	describe and respect the integration between theoretical training and professional development.		+		
53	30	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	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	ensure that such training is optional and not subject to the requirements for the provision of medical services.		+		
		Learning management				
		The medical education organization **should:**				
56	33	define responsibilities and authorities for organizing, coordinating, managing and evaluating the individual learning environment and learning process.		+		
57	34	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	guarantee a variety of learning locations.		+		
59	36	coordinate multiple training locations to obtain appropriate access to different aspects of the chosen field of medicine		+		
60	37	have access to the resources needed to plan and implement teaching methods.	+			
61	38	have access to the resources needed to plan and implement student assessment.		+		
62	39	have access to the resources needed to plan and innovate the training programme.	+			
		Total	**3**	**35**	**1**	**0**
		STANDARD "ASSESSMENT OF STUDENTS"				
		Assessment methods				
		The medical education organization **should:**				
63	1	present the process of evaluating students in EP		+		
64	2	define, approve, and publish the *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* and define criteria for establishing passing scores, grades, and the number of allowed retakes;		+		
65	3	ensure that the assessment covers knowledge, skills, and attitudes to learning;		+		

66	4	use a wide range of assessment methods and formats depending on the "*utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of the assessment methods and format;*		+		
67	5	formulate criteria for passing exams or other types of assessment, including the number of allowed retakes;		+		
68	6	*use assessment methods that provide formative teaching methods and constructive feedback.*		+		
		Medical education organizations **should:**				
69	7	*document and evaluate the reliability and validity of assessment methods, which requires an appropriate quality assurance process for existing assessment practices;*		+		
70	8	implement new assessment methods in accordance with the need;		+		
71	9	use the system to appeal the evaluation results.		+		
72	10	*encourage a process of external review of assessment methods;*			+	
73	11	*use a system for appealing assessment results;*		+		
74	12	*if necessary, organize a "different opinion", change of teaching staff or additional training*		+		
		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	clearly comparable to teaching methods, teaching and learning outcomes;		+		
76	14	ensure that students achieve the final learning outcomes;		+		
77	15	contribute to the training of students;		+		
78	16	provide an appropriate balance between formative and summative assessment to guide learning and *measure a student's academic progress*, which *requires establishing rules for assessing progress and their relationship to the assessment process*.			+	
		Medical education organizations **should:**				
79	17	use principles, methods and practices that encourage integrated learning;		+		
80	18	encourage integration with practice, including clinical practice;		+		
81	19	ensure the provision of timely, specific, constructive and fair feedback to undergraduates based on the results of the assessment.		+		
		Total	**0**	**17**	**2**	**0**
		STANDARD "STUDENTS"				
		Admission and selection policy				

		The medical education organization **should:**				
82	1	define and implement *an admission policy based on the mission of the organization and including a clearly defined position on the student selection process;*		+		
83	2	Ensure a balance between *learning opportunities and student acceptance*		+		
84	3	formulate and implement policy / rules for the selection of students according to the established criteria		+		
85	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	have a policy of transferring students from other programmes and medical education organizations;		+		
87	6	include medical professional organizations in the policy development and student selection process.		+		
		The medical education organization **should:**				
88	7	guarantee the transparency of the selection procedure;		+		
89	8	ensure transparent admission to all qualified graduates of basic medical education		+		
90	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	enable an appeal mechanism on admission decisions		+		
92	11	periodically review admission policies based on relevant social and professional evidence to meet the health needs of the community and society.		+		
		Number of students				
93	12	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	consider the number and size of enrolled students in consultation with *relevant stakeholders responsible for planning and developing human resources in the health sector.*		+		
		Consulting and support for students				
		The medical education organization **should:**				
95	14	have an academic advisory policy / system for undergraduates.		+		
96	15	have policies / mechanisms to support undergraduates focused on social, financial and personal needs, allocating appropriate resources for social and personal support.		+		
97	16	guarantee the confidentiality of advice and support provided.		+		
98	17	provide for the allocation of resources to support undergraduates		+		
99	18	The medical education organization **should** provide support in the event of a professional crisis and problem situations.		+		
		Student representation				

		The medical education organization **should** determine and implement *a policy of student representation and their respective participation*				
100	19	in the development of the EP;		+		
101	20	in the management of the OP;		+		
102	21	evaluation of the educational programme;		+		
103	22	planning conditions for students		+		
104	23	The medical education organization **should** encourage students to participate in making decisions about the processes, conditions and rules of learning		+		
		Total	**0**	**23**	**0**	**0**
		STANDARD "ACADEMIC STAFF / TEACHERS"				
		Personnel selection policy				
		The medical education organization **should** define and implement *a selection and staff* admission policy that:				
105	1	takes into account the necessary work experience;		**+**		
106	2	contains criteria for the scientific, pedagogical and clinical merit of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		**+**		
107	3	defines their responsibilities;		**+**		
108	4	defines the responsibilities of training, including the balance between teaching, research and other functions		**+**		
109	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	determine the responsibility of the academic staff in terms of its participation in postgraduate education;		**+**		
111	7	determine the level of remuneration for participation in postgraduate education;		**+**		
112	8	ensure that instructors have practical experience in the relevant field;		+		
113	9	ensure that faculty members in specialized fields are approved for appropriate periods of study, if necessary.		+		
		Employee commitment and development				
		The medical education organization **should:**				
114	10	ensure that students and teachers have sufficient time for teaching, counseling and self-study		+		
		The medical education organization **should:**				
115	11	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	develop and implement a policy to support employees, including self-training and further professional development;		+		
117	13	evaluate and acknowledge the scientific and academic achievements of teachers.		+		
		Total	**0**	**13**	**0**	**0**
		STANDARD "EDUCATIONAL ENVIRONMENT AND RESOURCES"				
		Material and technical base				

		The medical education organization **should** provide students with:				
118	1	a sufficient *material and technical base* to ensure adequate implementation of the educational programme, space and opportunities for practical and theoretical research;		+		
119	2	access to up-to-date professional literature;		+		
120	3	adequate information and communication technologies;		+		
121	4	modern equipment for teaching practical methods.		+		
		The medical education organization **should**:				
122	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.		+		
		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	selection and approval of the educational environment;		+		
124	7	having access to sufficient clinical / practice tools / facilities to provide training;		+		
125	8	a sufficient number of patients, where necessary;		+		
126	9	appropriate diverse clinical cases to achieve the goals and objectives of training;		+		
127	10	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	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	teaching at a university clinic, as well as teaching at other relevant cinemas / institutions and community facilities / locations, as appropriate.		+		
		Information Technology				
130	13	The medical education organization **should** determine and implement a policy that is aimed at the *effective use and assessment of appropriate information and communication technologies in the educational programme.*	**+**			
		The medical education organization **should** provide teachers and students with opportunities and encourage them to use information and communication technologies:				
131	14	for self-study		+		
132	15	access to health information resources and relevant patient data;		+		
133	16	patient management;		+		
134	17	work in the health care system to provide medical care.		+		
		Medical and scientific research				

		The medical education organization **should**:				
135	18	introduce the methodology of scientific medical research into the educational programme.		+		
		The medical education organization **should**:				
136	19	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	provide access to research facilities and activities in training locations	**+**			
		Expertise in Education				
		The medical education organization **should**:				
138	21	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	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	promote the aspirations and interests of employees in research in medical education.		+		
		Exchange in education				
		The medical education organization **should** define and implement a policy for:				
141	24	the availability of individual training opportunities in other educational institutions of the appropriate level within or outside the country;		+		
142	25	*transfer and offset of educational loans and learning outcomes.*		+		
		The medical education organization **should**:				
143	26	*promote regional and international exchange of staff (academic, administrative and teaching staff) and students, providing appropriate resources;*	**+**			
144	27	*establish links with relevant national and international bodies in order to facilitate exchange and mutual recognition of learning elements.*		+		
		Total	**3**	**24**	**0**	**0**
		STANDARD "ASSESSMENT OF THE EDUCATIONAL PROGRAMME"				
		Monitoring, control and evaluation mechanisms of the programme				
		The medical education organization **should**:				
145	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	evaluate the programme in relation to student admission policy and the needs of the education and health care system for medical personnel.		+		

147	3	ensure stakeholder participation in programme evaluation.		+		
148	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	**0**	**4**	**0**	**0**
		STANDARD "MANAGEMENT AND ADMINISTRATION"				
		Management				
		The medical education organization should ensure that the educational programme is implemented in accordance with the rules regarding:				
149	1	student admissions		+		
150	2	structure and content		+		
151	3	processes		+		
152	4	evaluation		+		
153	5	intended results.		+		
		The medical education organization **should** guarantee a continuous assessment of:				
154	6	educational programmes for various types of postgraduate medical education		+		
155	7	institutes / faculties / departments and other educational structures implementing the learning process		+		
156	8	teachers		+		
157	9	The medical education organization should be responsible for quality development programmes.		+		
		The medical education organization **should** guarantee:				
158	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	transparency of the work of management structures and their decisions		+		
		Academic leadership				
160	12	Medical education organization **should** clearly define the responsibility *of the academic leadership* in relation to the development and management of the educational programme.		+		
		The medical education organization **should** periodically assess the academic leadership regarding the achievement of:				
161	13	mission of the postgraduate educational programme		+		
162	14	final learning outcomes for this educational programme.		+		
		Funding and resource allocation				
		The medical education organization **should**:				
163	15	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	mission and results of the educational programme;		+		
165	17	ensuring the functional responsibilities of the academic staff and students.		+		
		Administrative staff and management				

		The medical education organization **should** have an *appropriate administrative staff, including their number and composition in accordance with qualifications*, in order to:				
166	18	ensure the implementation of the educational programme and related activities;		+		
167	19	ensure proper management and allocation of resources.	+			
		The medical education organization **should**:				
168	20	develop and implement an internal management quality assurance programme that includes consideration of needs for improvement;		+		
169	21	regularly review and review management to improve quality	+			
		Requirements and provisions				
170	22	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	The medical education organization **should** identify approved postgraduate medical education programmes in collaboration with all stakeholders.		+		
		Total	**3**	**20**	**0**	**0**
		STANDARD "CONSTANT UPDATE"				
		The medical education organization as a dynamic and socially responsible institution **should ensure** that there will be:				
172	1	initiate procedures for regular review and revision of content, results / competence, assessment and learning environment, structure and function, document and correct deficiencies;		+		
	2	allocate resources for continuous improvement		+		
173		The medical education organization **should ensure that:**				
174	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	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	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	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	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	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	adaptation of the recruitment and formation policy of the academic staff in accordance with changing needs;		+		
181	10	improving the process of monitoring and evaluating the educational programme.		+		
182	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			**0**	11	**0**	**0**
GRAND TOTAL			**11**	**168**	**3**	**0**

Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

AGREED
Rector,
Sumy State University

Dr. Vasyl Karpusha

2022 January «21»

APPROVED
Head,
National Agency for Higher Education Quality Assurance (NAQA)

Dr. Serg[illegible]

2022 January «21»

APPROVED
General Director,
Independent Agency for Accreditation and Rating (IAAR)

Dr. Alina Zhumagulova

2022 January «12»

PROGRAMME OF THE JOINT SITE VISIT
OF THE IAAR AND NAQA EXTERNAL EXPERT PANELS
TO SUMY STATE UNIVERSITY

(International Programme Accreditation of
the Educational Programme "222 Medicine" (Master's Degree)

Dates of the site visit: 26-28 January 2022

Date and Time (Sumy local time, GMT+2)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
January "25", 2022			
15.00-17.00	Preliminary meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme)	IAAR and NAQA External Experts	Hotel (for online connection) https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
17.00-18.00	**Dinner**	IAAR and NAQA External Experts	
Day 1, January 26, 2022			
09.00-09.30	Discussion of organisational issues with experts	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.30 -10.10	Meeting with the head of the institution of education	Rector, prof. **Vasyl KARPUSHA**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
10.10-11.10	Meeting with deputy heads of the institution of education	First Vice-rector, prof. **Serhiy LYEONOV** Vice-rector for Scientific and Pedagogic work, prof. **Inna SHKOLNYK** Vice-rector for Scientific Work, prof. **Anatoliy CHORNOUS** Vice-rector for Scientific and Pedagogic Work (financial and economic activities), prof. **Volodymyr KASYANENKO**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
11.10-11.40	Break		
11.40-12.40	Meeting with heads of departments (heads of educational programme)	Head of educational programme, chief of the Internal Medicine Department with Respiratory Medicine Center, prof. **Lyudmyla PRYSTUPA** Chief of the Department of Oncology and Radiology, assoc. prof. **Ihor VYNNYCHENKO** Chief of the Department of Biophysics, Biochemistry,	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		Pharmacology and Biomolecular Engineering, prof. **Leonid SUKHODUB** Vice-director for Scientific Work, Chief of the Biomedical Research Center, prof. **Maxim POGORIELOV** (via ZOOM) Chief of the Center of Sport Medicine, prof. of the Department of Family Medicine with a course in dermatovenereology **Yurii ATAMAN** Chief of the Department of Morphology, prof. **Valentina BUMEISTER**	
12.40-13.00	EEP work	IAAR and NAQA External Experts	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
13.00-14.00	**Lunch Break**	IAAR and NAQA External Experts	
14.00-14.15	EEP work	IAAR and NAQA External Experts	
14.15-15.00	Meeting with Director of Medical Institute (Dean or Deans)	Director of the Medical Institute, prof. **Andrii LOBODA**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
15.00-15.15	Break		
15.15-16.00	Meeting with heads of structural units	Rector's Assistant for International Relations, Head of the International Affairs Department, **Kostyantyn KYRYCHENKO** Library Director, **Olga KRYTSKA** Head of the Department of International Education, **Mykola BOZHKO**; Head of Department of Staff Professional Development, **Dmytro TSYHANIUK** Head of academic and methodical Department, **Olena KRYKLII** Head of the Center for Quality Assurance, **Olha LIUTA** Head of Group for Strengthening Academic Integrity,	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		Artem ARTYUKHOV Head of the Training Department for Practice and Integration Relations with Personnel Customers, **Alyona EVDOKYMOVA** Deputy Dean of the Faculty of Postgraduate Medical Education **Oleksandr SYTNYK** Head of the Department of Social Work with Student Youth, **Olga TYSYACHNYK** Head of the Legal Department, **Natalia ZAIKA** Executive Secretary of the Admissions Committee, **Ihor ROI**	
16.00-16.30	Meeting with the representatives of the student governance	Deputy of student rector in educational-scientific work, **Kyrylo BALATSENKO** Student's Director of the Medical Institute **Volodimir MIKHAILENKO** Student's Vice-Director of the Medical Institute **Melani MESKHIA** Member of the Student Agency for Promoting the Quality of Education, **Andrii LIUTYI** Acting chairman of the student union of the Medical Institute, **Rafiga ALIYVA** Head of the Scientific Association (audience members) of Students, Postgraduates, Doctoral Students, and Young Scientists of Sumy State University, **Maryna UTKINA** Head of the Scientific Association of Students, Postgraduates, Doctoral Students, and Young Scientists of the Medical Institute **Vladyslav SIKORA** (via ZOOM)	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
16.30-18.00	Visual inspection of the	Library of the main campus of Sumy State University,	

	institution of education	VR-laboratory, Centers for the Collective Use of the Scientific Equipment of SumDU and Medical Institute, main campus of the Medical Institute	
18.00-18.30	EEP work (discussion of the results and summary of the Day 1 outcomes)	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.30-19.30	**Dinner**	IAAR and NAQA External Experts	
	Day 2, January 27, 2022		
09.00-09.20	EEP work (discussion of organisational issues with experts)	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.20-10.20	Meeting with teaching staff	Assoc. prof. of the Internal Medicine Department with Respiratory Medicine Center **Hanna FADIEIEVA** Assoc. prof. of the Department of Biophysics, Biochemistry, Pharmacology and Biomolecular Engineering **Lyudmila PRIMOVA** Assoc. prof. of the Department of Morphology **Olha YARMOLENKO** Assoc. prof. of the Department of Public Health **Viktoriia HOLUBNICHA** Assoc. prof. of the Department of Pediatrics **Viktoriia PETRASHENKO** Assoc. prof. of the Department of Neurosurgery and Neurology with Courses of Psychiatry, Narcology, Medical Psychology and Occupational diseases **Dmytro SOTNIKOV** Assoc. prof. of the Department of Family Medicine **Albina ZHARKOVA**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		Assoc. prof. of the Department of Family Medicine with a course in dermatovenereology, **Oksana MELEKHOVETS,** Assist. of the Internal Medicine Department with Respiratory Medicine Center, **Iryna DUDCHENKO** Assist. of the Department of Infectious Diseases and Epidemiology **Oksana CHEMICH** Assoc. prof. of Department of Pathological Anatomy **Mykola LYNDIN**	
10.20-11.20	Questionnaire survey of teachers (in parallel)	Teaching staff of the accrediting EP (representation 15-20%) (Appendix No.1 with personal e-mails)	The survey link is sent to the teacher's e-mail personally
10.20-10.40	Break		
10.40-11.30	Meeting with master's degree students	1st year student **Valeria KORNIENKO** 1st year student **Bogdan BORDUKOV** 2nd year student **Sofia FROLOVA** 2nd year student **Seid Samuel Khan Hussaini** 2nd year student **Anastasia KRAVCHENKO** 3rd year student **Daria SUKHORUCHENKO** 3rd year student **ALHANINI AMIRAN Iad** 3rd year student **EL IDRISSI Samir** 4th year student **Ilya YANKO** 4th year student **VAISHNIAL Rajakopal Menon** 4th year student **Ksenia TULENTSEVA** 5th year student **Vladislava KUST** 5th year student **Andrew Awuah WIREKO** 6th year student **Yuliia VARAVA** 6th year student **EKPE ONIINIECHI Peas**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
11.30-12.30	Questionnaire survey of students (in parallel)	Students of the accrediting EP (representation 15-20%) (Appendix No. 2 with personal e-mails)	The survey link is sent to the student's e-mail personally
11.30-13.30	Visits to professional internship venues, branches of departments (clinical sites,	University clinic (head - **Irina MOISEENKO**),	https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

	educational and clinical centers)	Internal Medicine Department with Respiratory Medicine Center, (chief - **Lyudmyla PRYSTUPA),** Department of Pediatrics **(chief of branch - Serhii Popov)**	
13.30-14.30	**Lunch Break**	IAAR and NAQA External Experts	
14.30-15.30	Working with the documentation (documents must be uploaded to the cloud in advance) and attending classes according to the schedule ("open meeting" - All interested representatives of the university are invited to the meeting (except for the heads of the programme and the university)	IAAR and NAQA External Experts	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
15.30-16.20	Meeting with employers (if available)	Head of the Health Department of the Sumy City Council, **Olena CHUMACHENKO** Head of non-commercial communal enterprise of Sumy Regional Council "Sumy Regional Clinical Hospital", **Volodimir HOROKH** Head of non-commercial communal enterprise of Sumy Regional Council "Regional Children Clinical Hospital", **Ihor ZMYSLA** Head of non-commercial communal enterprise of Sumy Regional Council "Sumy Regional Clinical Perinatal Center", **Marina KUZEMENSKA** Head of non-commercial communal enterprise of Sumy City Council "St. Panteleymon Clinical Hospital", **Volodimir POTSELUEV**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		Head of the Private Clinic "MED-SOUZ", **Natalia STAKHOVICH** Head of the Private Clinic "ELEDIA", **Larisa KUTS**	
16.20-16.30	Break		
16.30-17.20	Meeting with graduates (if available)	Graduates: **Volodimir DEINEKA, (2015)** **Katerina DIEDKOVA, (2017)** **Anastasia LISNEVSKA, (2015)** **Yelizaveta STROI, (2020)** **Lina PRYIMENKO, (2020)** **Ruslana CHYZHMA, (2020)** **Yevhen DUDCHENKO, (2007)** **Moaz VRIEDAT (2019)** **Alevtina GLUSHKO (2014)** **Inna FORKERT (2020)** **Petro MIRONOV (2016)** **Mekan CHARIEV (2018)**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
17.20-17.30	Break		
17.30-18.00	Back up meeting	Representatives of the university and the educational programme may be invited in case of additional questions	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.00-19.00	EEP Work (discussion of the assessment parameters, discussion of the results and summary of the Day 2 outcomes) (recording is in progress)	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
19.00-20.00	**Dinner**	IAAR and NAQA External Experts	
	Day 3, January 28, 2022		
09.00-09.30	EEP work, discussion	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.30-11.30	EEP work, development of recommendations	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837

	(recording is in progress)		Conference ID: 717 239 5837
11.30-11.50	Break		
11.50-12.50	EEP work (collective discussion and preparation of a preliminary outcomes) (recording is in progress)	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
13.00-14.00	**Lunch Break**		
14.00-15.30	EEP work, discussion of the preliminary results, voting (recording is in progress)	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
15.30-16.00	Preparation by the EEP chair of information on the results of the external evaluation	IAAR and NAQA External Experts	(individual Chair's offline work)
16.00-16.40	Final meeting of the EEP with the institution's management	Heads of the higher education institution and structural units Rector, prof. **Vasyl KARPUSHA** First Vice-rector, prof. **Serhiy LYEONOV** Vice-rector for Scientific and Pedagogic work, prof. **Inna SHKOLNYK** Director of the Medical institute, prof. **Andrii LOBODA** Head of educational programme, chief of the Internal Medicine Department with Respiratory Medicine Center, prof. **Lyudmyla PRYSTUPA** Rector's Assistant for International Relations Head of the International Affairs Department, **Kostyantyn KYRYCHENKO**	Main building Room № 304 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
16.40-16.55	Break		
16.55-18.00	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report	IAAR and NAQA External Experts	Main building Room № 602 https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

18.00-19.00	Dinner	IAAR and NAQA External Experts	

Abbreviations
EEP – *External Experts Panel*
EP – *Educational Programme*
HEI – *the Higher Education Institution*

Annex 3. TEACHER SURVEY QUESTIONNAIRE RESULTS

Questionnaire Survey for the Teaching Staff

The total amount of questionnaires: 46
1. Department: Medical Faculties

2. Position:

Professor	2 – 4.3%
Assistant professor/associate professor	33 – 71.7%
Senior teacher	1 - 2.2%
Teacher	4 - 8.7%
Head of the Department	3 – 6.5%
Others	3 – 6.5%

3. Academic degree, academic rank

Honoured Worker	0
Doctor of Science	10- 21.7%
Candidate of Science	26 – 56.5%
Master	0
PhD	12 – 26.1%
Professor	4 – 8.7%
Assistant professor/associate professor	16 – 34.8%
None	0
Others	0

4. Work experience at this HEI

Less than 1 year	0	0
1 year – 5 years	3	6.5%
Over 5 years	40	87%
Others	3	6.5%

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	35- 76.1%	11- 23.9	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the HETP?	36- 84.8%	7- 15.2%	0	0	0	0
3	How do you assess the opportunities provided by HEI for HETP's career development?	31- 67.4%	15- 32.6%	0	0	0	0
4	How do you assess the degree of academic freedom of HETP?	29- 63%	17- 37%	0	0	0	0
	To what extent can teachers use their own						

5	• Teaching strategies	28-60.9%	18-39.1%	0	0	0	0
6	• Teaching methods	35-76.1%	11-23.9%	0	0	0	0
7	• Educational innovations	41-89.1%	5-10.9%	0	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	31-67.4%	15-32.6%	0	0	0	0
9	What attention does the school management pay to the educational program content?	32-69.6%	13-28.3%	1-2.2%	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	25-54.3%	19-41.3%	2-4.3%	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	19-41.3%	26-56.5%	1-2.2%	0	0	0
	Evaluate the openness and accessibility of management to:						
12	• Students	30-65.2%	14-30.4%	2-4.3%	0	0	0
13	• Teachers	29-63%	16-34.8%	1-2.2%	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	25-54.3%	21-45.7%	0	0	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	29-63%	17-37%	0	0	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	24-52.2%	21-45.7%	1-2.2%	0	0	0
17	How the activity is organised regarding an academic mobility	25-54.3%	19-41.3%	2-4.3%	0	0	0
18	How the activity is organised regarding teaching staff's professional development:	34-73.9%	11-23.9%	1-2.2%	0	0	0
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	24-52.2%	20-43.5%	2 – 4.3%	0	0	0
20	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	31-67.4%	15-32.6%	0	0	0	0
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	27-58.7%	17- 37%	2-4.3%	0	0	0
22	Evaluate teaching staff's opportunity to combine	23-50%	22-47.8%	1-2.2%	0	0	0

	teaching with practical activities						
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	23-50%	23-50%	0	0	0	0
24	How do HEI management and administration take criticism?	10-21.7%	33-71.7%	3 - 6.5%	0	0	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	19-41.3%	25-54.3%	2-4.3%	0	0	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	23-50%	20-43.5%	2-4,3%	1 - 2,2%	0	0
27	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	20-43,5%	26-56,5%	0	0	0	0

28. Why do you work in this particular HEI?

- ✓ In our city, only at the Medical Institute of Sumy State University there are opportunities for professional and personal growth.
- ✓ Because of my personal interest and expectations on future development based on clear strategy and mission
- ✓ Universities will have the opportunity to develop and conduct research activities together with practical activities
- ✓ I love my job. SSU gives me great opportunities for self-development and a decent salary.
- ✓ I have an individual professional trajectory, the ability to realize creativity in the learning process (VR, AR), organize practical consultations for patients together with students and teach them
- ✓ I studied here and appreciate the high level of education
- ✓ I work in Sumy State University because here I have excellent opportunities for my professional development and personal growth, encouragement of scientific achievements, good opportunities for academic mobility. I have high level of academic freedom, good accessibility of management, adequate recognition by the university management of my potential and ability
- ✓ The university satisfies all my life expectations
- ✓ Because Sumy State University is a highly rated higher education institution that provides appropriate conditions for students and teachers
- ✓ In my opinion, the particular HEI is the best university in the Sumy region with excellent rankings level as in Ukraine as all over the world.
- ✓ Because I like it :)
- ✓ Because our university creates proper conditions for students and teachers and is one of the best in Ukraine
- ✓ Because the working environment and HEI management actively encourage and support the development of a teaching, scientific, and clinical potential
- ✓ This is the best university in our region, it contributes to the development of professional skills and growth in the scientific and teaching fields
- ✓ I like it
- ✓ I can efefctivelly combine research and teching activities with high freedom.
- ✓ This is my alma mater, my native city
- ✓ Because i like teaching activity first of all
- ✓ It gives oppotunity to combine and develope teaching, science and medical practice
- ✓ I have been working at this university for more than 25 years because I am completely satisfied with the university's policy on the organization of teaching and learning, as well as the development of the university in accordance with current trends in education and the labor market.
- ✓ This is the best university in our region

- ✓ I am satisfied with the policy of the University in education, scientific research of mobility, freedom of choice of teaching methods and creation of comfortable working conditions
- ✓ high-ranking university, the opportunity to develop professionally, socially protected
- ✓ I am satisfied by possibilities for me as teacher, such as staff academic mobility and participation in research projects .
- ✓ Working at the university gives me the opportunity to realize myself as a specialist. It provides optimal conditions for teaching students, performing scientific research and provides an opportunity to show their creative potential, which is supported financially.
- ✓ Our university is one of the best HEIs in Ukraine. It gives support for career growth.
- ✓ This is the best University in our region.
- ✓ satisfied with the working conditions and performance pay
- ✓ HEI provides opportunities for teacher's career development.HEI provides many opportunities for the professional development of the teaching staff.
- ✓ Because of the comfortable conditions for work, parctice and research.
- ✓ HEI gives me possibility for proffesion growth, for scientific work and impruving my professional skills
- ✓ work at this university allows me to realize my teaching and professional ambitions
- ✓ Our HEI is very advanced.
- ✓ It is the best HEI in Sumy region
- ✓ SSU is the BEST in Sumy region. This is my Alma Mater.
- ✓ Teaching at the university allows you to constantly develop, both in teaching and in research and medicine. The university constantly supports all areas of development.
- ✓ Sumy State University - has high ratings. The university has good research facilities (leadership support). In addition, academic freedom of research, teaching and learning is a key principle for the development of SSU, which is important to me. Teachers with student participation can contribute to the content, structural and logical integrity of the curriculum to achieve professional skills in accordance with health development trends.
- ✓ HEI gives a good opportunity for professional and personal growth and academic mobility
- ✓ I like the scientific and methodological potential of the university
- ✓ This is my Alma mater

29. How often do you hold masterclasses and practitioner classes as part of your course?

Very often	Often	Sometimes	Very rarely	Never
14-30.4%	26- 56.5%	6 – 13%	0	0

30. How often do teachers invited from outside (local and foreign) participate in the training process?

Very often	Often	Sometimes	Very rarely	Never
2 – 4.3%	29- 63%	15 – 32.5%	0	0

31. How often do you encounter the following problems in your work: (please, answer on each line)

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	0	11- 26.8%	30- 73.2%	0
Unbalanced teaching load by semester	0	18- 39.1%	27- 58.7%	0
Unavailability of necessary literature in the library	0	13- 28.3%	33- 71.1%	0
Overcrowding of study groups (too many students in the group)	1- 2.2%	11- 23.9%	34- 73.9%	0
Inconvenient schedule	0	19- 41.3%	27- 58.7%	0
Inadequate facilities for classroom activities	0	10- 21.7%	36- 78.3%	0
Lack of internet access/poor internet connection	0	20- 43.5%	25- 54.3%	0
Students lack interest in the study	4- 8.7%	30- 65.2%	12- 26.1%	0

Late delivery of information about the events	2- 4.3%	2- 6.5%	41- 89.1%	0
Absence of teaching aids in classrooms	0	10- 21.7%	36- 78.3%	0
Other problems	*no* *No* *No problem* *No problems* *none* *Not* *COVID restrictions and connected problems with approach to patients in hospitals, many of them are transformed to "only-covid-hospitals".* *Covid related resrictions* - *N/A* *interaction with public healthcare institutions* *Nothing* *I do not have* *There were no major problems* *I would like to extend learning of my subject due to its difficulties and importance for future doctors* *No other problems*			

32. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:

Questions	**Fully satisfied (1)**	**Partially satisfied (2)**	**Unsatisfied (3)**	**Unsure (4)**
HEI management's attitude towards you	36-78.3%	9- 19.6%	1 – 2.2%	0
Relationships with direct management	43- 93.5%	3- 6.5%	0	0
Relationships with colleagues at the department	38- 82.6%	8- 17.4%	0	0
Degree of participation in management decisions	28- 60.9%	18-39.1%	0	0
Relationships with students	36-78,3%	10-21.7%	0	0
Recognition of your success and achievements by administration	36-78,3%	10-21.7%	0	0
Support for your proposals and comments	31- 67.4%	15-32.6%	0	0
HEI administration's activities	37-80.4%	9- 19.6%	0	0
Remuneration terms	25- 54.3%	19-41.3%	2- 4.3%	0
Working conditions, list and quality of services provided in HEI	34-73.9%	12-26.1%	0	0
Occupational health and safety	41-89.1%	5-10.9%	0	0

Management of changes in HEI's activities	32-69.6%	13.28.3%	0	1- 2.2%
Provision of a social package: recreation, sanatorium treatment, etc.	24-52.2%	18-39.1%	2-4.3%	2-4.3%
Arrangements for feeding in HEI and its quality	33-71.7%	13-28.3%	0	0
Arrangements for health care and quality of medical services	42 – 91.2%	3- 8.7%	0	0

Annex 4. STUDENT SURVEY QUESTIONNAIRE RESULTS

Total number of questionnaires: 264

Educational Programme (Specialty):

Medicine (Master's Degree)	96.2%	254
Others	3.8%	10

Sex:

Female	65.2%	172
Male	34.8%	92

Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	121 - 45.8%	102- 38.6%	22- 8.3%	9- 3.4%	10- 3.8%
2. Accessibility of Dean's Office (school, faculty, department)	115 - 43.6%	110- 41.7%	23- 8.7%	8- 3%	8- 3%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	108 - 40.9%	111- 42%	32- 12.1%	8- 3%	5- 1.9%
4. Accessibility of academic consulting	117 -44%	112- 42.4%	25- 9.5%	4- 1.5%	6- 2.3%
5. Support with study materials in the learning process	132 -50%	101- 38.3%	18- 6.8%	7- 2.7%	6- 2.3%
6. Accessibility of counselling on personal issues	108 - 40.9%	107- 40.5%	26- 9.8%	8- 3%	15- 5.7%
7. Relationships between student and teachers	136 - 51.5%	114- 43.2%	11- 4.2%	1- 0.4%	2- 0.8%
8. Activities of educational institution financial and administrative services	100 - 37.9%	119- 45.1%	27- 10.2%	5- 1.9%	13- 4.9%
9. Accessibility of medical services	118 - 44.7%	105- 39.8%	22- 8.3%	7- 2.7%	12- 4.5%
10. Quality of medical services in HEI	109 - 41.3%	119- 45.1%	20- 7.6%	7- 2.7%	9- 3.4%
11. Accessibility of library resources	147 - 55.7%	89- 33.7%	18- 6.8%	5- 1.9%	5- 1.9%

12. Quality services provided in libraries and reading rooms	165 - 62.5%	83- 31.4%	11- 4.2%	1- 0.4%	4- 1.5%
13. Educational resources available in HEI	131 - 49.6%	102- 38.6%	20- 7.6%	5- 1.9%	6- 2.3%
14. Accessibility of computer classrooms	114 - 43.2%	119- 45.1%	20- 7.6%	7- 2.7%	4- 1.5%
15. Accessibility and quality of internet resources	115 - 43.6%	110- 1.7%	25- 9.5%	10- 3.8%	4- 1.5%
16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	123 - 46.6%	116- 43.9%	17- 6.4%	4- 1.5%	4- 1.5%
17. Classrooms, lecture halls for big groups	129 - 48.9%	112- 42.4%	20- 7.6%	1- 0.4%	2- 0.8%
18. Students' recreation rooms (if available)	91 - 34.5%	94- 35.6%	42- 15.9%	17- 6.4%	20- 7.6%
19. Clarity of procedures for taking disciplinary measures	101- 38.3%	133- 50.4%	16- 6.1%	5- 1.9%	9- 3.4%
20. Quality educational program as a whole	121 - 45.8%	109- 41.3%	22- 8.3%	8- 3%	4- 1.5%
21. Quality of curricula in EP	112 - 42.4%	126- 47.7%	15- 5.7%	6- 2.3%	5- 1.9%
22. Teaching methods as a whole	120 - 45.5%	106- 40.2%	25- 9.5%	7- 2.7%	6- 2.3%
23. Teacher's quick response to feedback on educational process issues	121- 45.8%	115- 43.6%	17- 6.4%	7- 2.7%	4- 1.5%
24. Quality of teaching in general	133 - 50.4%	108- 40.9%	18- 6.8%	3- 1.1%	2- 0.8%
25. Academic load/requirements to students	93 - 35.2%	141- 53.4%	18- 6.8%	6- 2.3%	6- 2.3%
26. HETP's requirements for students	109 - 41.3%	130- 49.2%	13- 4.9%	7- 2.7%	5- 1.9%
27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	127 - 48.1%	108- 40.9%	15- 5.7%	7- 2.7%	7- 2.7%
28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	123 - 46.6%	109- 41.3%	20- 7.6%	8- 3%	4- 1.5%
31. Quality of examination materials (tests, examination questions and so on)	114 - 43.2%	119- 45.1%	19- 7.2%	6- 2.3%	6- 2.3%
32. Objectivity of evaluation of knowledge, skills and other academic achievements	106 - 40.2%	125- 47.3%	22- 8.3%	6- 2.3%	5- 1.9%
33. Available computer classrooms	110 - 41.7%	121- 45.8%	22- 8.3%	7- 2.7%	4- 1.5%
34. Available scientific laboratories					

	107 - 40.5%	102- 38.6%	34- 12.9%	10- 3.8%	11- 4.2%
35. Teacher's objectivity and fairness	110 - 41.7%	133- 50.4%	16- 6.1%	1- 0.4%	4- 1.5%
36. Informing students about courses, educational programs, and the academic degree being received	128 - 48.5%	98- 37.1%	23- 8.7%	9- 3.4%	6- 2.3%
37. Providing students with dormitory facilities	115 - 43.6%	108- 40.9%	19- 7.2%	8- 3%	14- 5.3%

Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
38. The course program was clearly presented	117- 44.3%	105- 39.8%	27- 10.2%	7-2.7%	4- 1.5%	4- 1.5%
39. The course content is well-structured	102- 38.6%	110- 41.7%	40- 15.2%	8- 3%	3- 1.1%	1- 0.4%
40. The key terms are properly explained	114- 44.3%	105- 39.8%	27- 10.2%	7-2.7%	4- 1.5%	4- 1.5%
41. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	104- 39.4%	104- 39.4%	33- 12.5%	13- 4.9%	8- 3%	2- 0.8%
42. The teacher uses effective teaching methods	105- 39.8%	103- 39%	38- 14.4%	9-3.4%	8- 3%	1- 0.4%
43. The teacher is knowledgeable about information being taught	147- 55.7%	92- 34.8%	20- 7.6%	1-0.4%	2- 0.8%	2- 0.8%
44. The teacher presents the material clearly	119- 45.1%	109- 41.3%	28- 10.6%	5-1.9%	2- 0.8%	1- 0.4%
45. The teacher presents the material in an interesting manner	110- 41.7%	90- 34.1%	44- 16.7%	10- 3.8%	8- 3%	2- 0.8%
46. Knowledge, skills and other academic achievements are evaluated objectively	94- 35.7%	111- 42.2%	43- 16.3%	8- 3%	5- 1.9%	2- 0.8%
47. The teacher meets your requirements and expectations regarding professional and personal development	102- 38.8%	111- 42.2%	34- 12.9%	8- 3%	4- 1.5%	4- 1.5%
48. The teacher boosts the students' activity	97- 36.7%	107- 40.5%	45- 17%	7-2.7%	8- 3%	0
49. The teacher boosts the students' creative thinking	99- 37.5%	100- 37.9%	47- 17.8%	11- 4.2%	7- 2.7%	0
50. Teacher's appearance and manners are adequate	138- 52.3%	106- 40.2%	13- 4.9%	5-1.9%	1- 0.4%	1- 0.4%
51. The teacher demonstrates a positive attitude to students	117- 44.3%	117- 44.3%	20- 7.6%	6-2.3%	2- 0.8%	2- 0.8%
52. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	120- 45.5%	107- 40.5%	26- 9.8%	4-1.5%	6- 2.3%	1- 0.4%
53. Evaluation criteria the teacher uses are clear and available	112- 42.4%	111- 42%	28- 10.6%	5-1.9%	7- 2.7%	1- 0.4%
54. The teacher evaluates students' achievements objectively	100- 37.9%	117- 44.3%	36- 13.6%	5-1.9%	6- 2.3%	0
55. The teacher speaks the professional language	152- 57.6%	82- 39.8%	22- 8.3%	5-1.9%	3- 1.1%	0

56. The educational organization allows for sporting and other leisure activities	110- 41.7%	103- 39%	24- 9.1%	10- 3.8%	13- 4.9%	4- 1.5%
57. Equipment and facilities for students are safe, comfortable and up-to-date	97- 36.7%	106- 40.2%	35- 13.3%	14- 5.3%	11- 4.2%	1- 0.4%
58. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	131- 49.6%	94- 35.6%	31- 11.7%	6-2.3%	2- 0.8%	0
59. All students have equal opportunities for EP study and personal development	129- 48.9%	88- 33.3%	27- 10.2%	12- 4.5%	6- 2.3%	2- 0.8%

Other problems with teaching quality:

-

No problems
No other problems
No problems
.
None
None
no problem
No problems.
No clinical practice.. There was no patient interaction.. No british medicine books provided..
No problems.Teaching is very good.
all is well
I don't notice other problems
Absent
Important information provision incomplete and untimely from the dean's office
Teaching Quality is good overall. But some teachers struggles with English . But they try had to makes us understand what they are explaining.
No
Sometimes insults and aggression from teachers
There are no other problems
there are no problems
Других проблем нет, всё отлично
The main issues students primarily face is with teachers who have a weaker grasp on the English language, so students are not able to speak about their grievances. Students have had zero clinical experience as they're never given the chance to interact with patients. Students have not had the opportunity to observe surgical or clinical procedures, and as such have no practical knowledge. The websites hosted by the university are extremely outdated and difficult to use. Many exams have questions which were originally written in Ukrainian/Russian and translated using Google Translate or an equivalent, and the resulting translated question is often non-sensical. Many of the medical terms used are not of international standard, but that of the Ukrainian standard. Students who miss class are forced to pay extra money just to rework their classes, and the procedure to get permissions to do said reworks is extremely convoluted. The student must print a document, take it to their teacher and get it signed, then go to the dean's office, then to a bank, and then back to the dean's office, and then back to their teacher to be able to rework a missed class. Medical students already struggle to find free time, but this process forces them to use whatever time they have just to get permission for a rework. It's completely unnecessary, not to mention greedy on the university's part which sees its foreign students as cash cows .
Дефицит практики, материалов и современной информации
no problems
Nothing
a lot of subjects are not evidence-based, some teachers evaluate students biased, corruption
Hello! My respectable sir.....
We have alot of questions related to the teaching staff i will explain little bit....
1) firstly those teachers who DON'T speak in English language these teachers remove from the university especially females teaches because alot of international students studying here evey one konws international students speaking English language but unfortunately we are not stasified from this teaching we have need well qualified doctors and professors with English-speaking...
2) some times we didn't understand the questions during the class time because poor English speaking she or he put 2 marks this is not my mistake.this is teachers mistakes all students face this problem..
3) the main important talk about the rework missed classes it's very lengthy procedure because we don't have more time for that.please removing this method.

4) Again i will repeat it's very very most important issues about the teaching staff especially females teachers because we can't tolerance these problems so please check all staff properly and take the action of this situation i shall be very thankfull for this act of kindness.
We are waiting for response
THANK YOU!
No practical training for international students
Educational process still don't turn into distance form.
Very good. Institute
No
No problems. Everything is very good
I would like better quality space heating in winter
No problem
Not problem
There is a lot of stress bring out on students in terms of reworks .
The hostels have no electricity and water
There are no recreational centres
The students are usually over worked with no time to rest at all.
There is a lot of hostility towards students in sumy .

Very less practical exposure
Teachers do not show patients
Practical Skills are not taught
No o the problems
Classes are very good..i really like this teaching method and behavior of teacher's and also behavior of dean office employees are really good...
the quality of education is not updated we study with old materials and methods and usually are not enough we have to look by ourselves in the internet like the teachers said. there is no practice at all for medical students it is only learning objectives. Maybe half or more of the teachers i met they don't really speak well english. they need to be evaluated first before letting them teach foreigners. the dean's office, their work is very slow, the process of reworking exams and absence are stressful it should be easier. there is no really good connection between students and most of teachers or dean office. If you want to ask them about something they usually don't have time and very busy
everything is good, everything is power to me
need more practice in the hospital
Rework
The quality of teaching fully meets my requirements

No problem.
Ive struggled for the past five years not knowing about what medicine course is all about. It was not presented to me when i joined. Ive studied the best as i can without getting any help.
Every teacher ive learnt from had communication problem because of the language, inturn causing problems with teaching. Teachers do not teach, they ask students to learn from home and evaluate the marks based only on what students have learned at home. The teachers who care about students and teach are very few. Ive never seen a patient during the 5 courses ive studied. Ive never recieved any clinical experience.
I can say that i studied and passed all the subjects with my sole effort.
Unnecessary subjects like latin are forced to be learnt without being able to choose for it ourselves.
The subjects to be reworked or academic differences to be cleared, the process is very complicated and tiring.
Administration is very poor. Website is not user-friendly. It is outdated and hard to access.
I have one year more to study, i hope to get as much clinical experience as i can.

The classes are really awesome and the teaching method also really good ..the employees work in dean's office also really good in there behavior.
We don't have chance to get clinical practice.
Lack of Practical classes from HEI
no other problems
Operation of the ventilation system needs to be improved
Till 5 years , I'm fully satisfied with all works of university
I don't find any problems in the teaching. Iam getting a professional classes all day in the university which helped me to improve alot in studies
The teachers should provide more practical sessions with the respective subjects.
I think there is no problem