

Accreditation Report

Medicine (MMed)

International European University Kyiv,
European Medical School

Reference Number IP-1031-1



22. Meeting of the ZEvA Commission on 05.11.2024

Item 04.02

Study Programme	Degree	Programme Duration	ECTS Credits	Type of Programme	Maximum annual intake
Medicine	Master of Medicine	6 years	360	Full-time	250

Accreditation contract signed on:

08.01.2024

Date of site visit:

23.08.2024

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Hanover, 09.10.2024

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I. Final Vote of the Expert Panel and Decision of the Accreditation Commission

1. Decision of the ZEvA Accreditation Commission (date)

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report from xx.xx.2024.

The ZEvA Commission decides to accredit the master's programmes Medicine offered by the International European University Kyiv with the following general conditions for a period of six years:

- 1. The Intended Learning Outcomes of the programme have to be revised. The university should make them more concise but also more concrete, with a clearer terminology and more explicit references to soft skills, research, and employability. (Standard 1, ZEvA Manual for the External Assessment of Study Programmes, 2023)*
- 2. The regulations for the recognition of qualifications gained at other higher education institutions have to be amended according to the requirements of the Lisbon Convention. They must make explicit reference to the requirement that the university has to recognize study times from other institutions unless it can provide evidence of substantial differences between the competencies to be recognised and the parts of the study programme that they are supposed to replace. (Standard 2, ZEvA Manual for the External Assessment of Study Programmes, 2023)*

This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users' Guide as referred to in the ZEvA Manual for the External Assessment of Study Programmes.

2. Executive Summary: Key Findings of the Experts

The experts are very impressed with the university's international activities in recruiting and supporting students, along with recruitment centres in many foreign countries, providing an online platform and career advancement training for students outside of the Ukraine. The establishment of the campus in Malta is a good measure for providing on-campus studies to international students for as long as the war prevents them from studying in Kyiv. The university has very good facilities on their three campuses in Kyiv and Malta and also provides an excellent online learning environment. The Clinical Alliance they have established ensures great opportunities for practical placements of their students. The staff are very well qualified and very committed, and the students and graduates show a high level of satisfaction with the programme, the study environment and support by the university.

The curriculum appears to be very traditional and knowledge-based, but it seems to satisfy the needs of the Ukrainian health care system quite well, and the formulated learning outcomes can no doubt be achieved. However, as the vast majority of enrolled students are from outside of Ukraine and will almost exclusively find employment in other countries, the experts feel that both the curriculum and learning outcomes should reflect this circumstance much more. There seem to be no international contents in the programme and its educational aims do not account for an international job market. In general, the learning outcomes seem to be rather general and should be re-formulated to be more concise and with clearer terminology. Also, they should make stronger reference to soft skills, research, and employability. Furthermore, the experts would strongly advise including a final thesis in the programme to prepare students for further studies and independent research projects.

The level of transparency of both the institution and the study programme is quite high, all aspects of the study programme, assessment, admission and quality assurance are neatly regulated, and the regulations are readily available to the public. The experts just feel that the course catalogue should provide more concrete information on the teaching and assessment methods employed in each module. Lastly, the regulations for the recognition of qualifications achieved at other universities should be more closely oriented on the Lisbon convention.

3. Final Vote of the Expert Panel

3.1 Medicine (Master of Medicine)

3.1.1 Recommendations:

- The study programme, its strategic goals and learning outcomes should reflect the fact that the vast majority of the student body are international students who will not seek employment in Ukraine and that the programme is in effect offered in three different versions, one in Ukraine for Ukrainian students, one in Malta for international students and an online version.
- The university should integrate more evidence-based learning and prepare students systematically and stepwise for conducting independent research. For this purpose, the university should also include a final thesis in the programme.
- The course catalogue should give more concrete information on the teaching and assessment methods employed in the individual modules.
- The university should take care that all information on their website is also available in English.
- The European Medical School should sharpen its research profile in the future, with a clearer description of the research fields it is focussing on.

3.1.2 Conditions:

- The Intended Learning Outcomes of the programme have to be revised. The university should make them more concise but also more concrete, with a clearer terminology and more explicit references to soft skills, research, and employability.
- The regulations for the recognition of qualifications gained at other higher education institutions have to be amended according to the requirements of the Lisbon Convention. They must make explicit reference to the requirement that the university has to recognize study times from other institutions unless it can provide evidence of substantial differences between the competencies to be recognised and the parts of the study programme that they are supposed to replace.

3.1.3 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the study programme Medicine with the degree Master of Medicine for the duration of 6 years with the conditions listed above.

II. Evaluation Report of the Expert Panel

1. Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of the accreditation procedure to assess the quality of the study programme medicine, leading to the degree Master of Medicine, offered by the International European University in Kyiv (IEU), Ukraine, against international standards. The assessment is based on ZEVA's "Assessment Framework for the Evaluation of Study Programmes" as laid out in the "Manual for Evaluation and Certification of Study Programmes".¹ This assessment framework is in part based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area (FQ-EHEA)" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

For the purpose of the assessment, the university was asked to submit a written self-assessment report (SAR) in English. The self-assessment report contained detailed information on the higher education institution and the programme and included an Annex of key documents, such as the course syllabi, curricula, CVs of teaching faculty, and relevant regulatory documents (cooperation agreements, regulations for student assessment, graduation and recognition, quality assurance policies etc.).

Due to the travel restrictions imposed by the ongoing war in Ukraine, the experts conducted online talks with the representatives of the university instead of on-site visits. The university has provided video material of the facilities of the campus in Kyiv as well as the campus in Malta. During the online talks, the experts had interviews with the university's management, heads of the Medical School, teaching and administrative staff, representatives of cooperating clinics, students and graduates. After the site visit, the university provided further documents to complement the self-assessment report.

This report is based on the experts' assessment of the SAR submitted by the university and on their findings during the site-visit. It will serve as a basis for ZEVA's Accreditation Commission to decide on the accreditation of the university's study programme. In the case of a positive decision by the Commission, ZEVA will award its quality seal for a limited time period, after which the university can reapply for accreditation.

¹ https://www.zeva.org/site/assets/files/1494/manual_international_programme_accreditation_jan-2023.pdf

2. Governance, Management and Profile of the University

2.1 Organizational Structure

The International European University in Kyiv is a private Higher Education institution, founded on April 11, 2019, as the first step of the strategic plan to create a network that includes a kindergarten, a college, a university, and a school for the elderly. The university now offers study programmes on all three levels of higher education. The IEU is managed by an executive committee consisting of a president, a vice-president, a rector and five vice-rectors, and includes the following Education and Research Schools:

- Education and Research Institute “European Medical School”;
- Education and Research Institute “European Business School”;
- Education and Research Institute “European School of Architecture and Engineering”;
- Education and Research Institute “European IT School”;
- Education and Research Institute “European Law School”;
- Education and Research Institute “European Language School”;
- Education and Research Institute “European Art School”;
- Education and Research Institute of Postgraduate Education and Continuous Professional Development.

The university was founded in Kyiv, and from the beginning it had a strong international focus, attracting many international students. With the beginning of the Russian invasion of Ukraine in 2022, studying on campus became untenable for international students, and so the university established a new, temporary campus in Gżira in the Republic of Malta in 2023.² Currently, programmes of the Medical School and the Business School are offered on the Malta campus. This includes the study programme to be assessed in this report, which is part of the European Medical School. The university’s aim is to relocate the students currently in Malta to Kyiv as soon as the conflict is resolved, and safety and order are restored.

The European Medical School includes 10 Departments:

- Department of Internal Medicine;
- Department of Surgical Diseases with a Course in Anesthesiology and Intensive Care;
- Department of Pediatrics, Immunology, Infectious and Rare Diseases;
- Department of Morphology and Physiology;
- Department of Fundamental, Medical and Preventive Disciplines;
- Department of Dermatology with a Course in HIV/AIDS Dermatotomy and Aesthetic Medicine;
- Department of Oncology, Oncosurgery and Radiology;
- Department of Urology and Andrology;

² See <https://malta.ieu.edu.ua/>

- Department of Therapeutic and Surgical Ophthalmology;
- Department of Obstetrics and Gynecology;
- Department of Gastroenterology, Dietetics, and Comorbidity.

Additionally, the general training courses (see 3.3) are being taught at Departments of the European Business School: the Department of social Sciences and Humanities and the Department of Management, Finance and Business Administration.

The university's mission and vision are given in Annex 2 of the SAR:

Mission of International European University

Valuable contribution to social development by generating, keeping and promoting cutting-edge knowledge based on international cooperation and education integration complying with freedom of thought and expression, integrity, as well as freedom from discrimination.

Vision of International European University

Establishment of International European University's leadership in the global scientific and educational space in order to train skilled professionals capable to think creatively, adopt innovations and become a part of the European community.

2.2 Student Mobility and Internationalisation

The university has had a strong international focus from the beginning, and internationalization is an important part of its current development strategy. Main elements of this strategy are, according to the SAR, "internationalization of the educational process; internationalization of scientific research; strategic partnership; enhancement of University brand awareness." This is reflected in IEU's membership in many international organisations, partnership with over 30 foreign universities from 22 countries as well as an increasing number of medical institutions, and IEU's successful applications for international accreditation.

As concerns international mobility, the focus is more on supporting and attracting foreign students than in sending Ukrainian students abroad, which is also due to the current situation in the country. At the moment, over 6,500 students from 92 countries are enrolled at IEU, and students from outside of the Ukraine make up about 70% of the student body overall. This number has increased during the war as Ukrainian student numbers went down significantly in the whole of Ukraine. In the academic year 2023/24, 451 of the 541 enrolled students in Medicine were from abroad. As the conflict between Russia and the Ukraine makes it impossible for these students to study on campus in Kyiv, these students either study online or on the temporary campus in Malta, with additional online content. At the time of the assessment, 72 students were studying on the Malta campus, in year 1-3. To recruit international students, the university has recruitment offices in 22 foreign countries, which are also responsible for conducting the entry exam, and IEU offers career guidance to foreign students in their own countries.

The process for student mobility is laid out in IEU's "Regulations on the Procedure for Exercising the Right to Academic Mobility by Participants in the Educational Process" given in Annex 12.

2.3 Equal Opportunities

The university has installed comprehensive measures to ensure equal opportunities for students and prevent discrimination according to gender, sexual orientation, race/ethnicity, religion, age or disabilities. The university's policy is defined by the "Regulations on the Prevention, Control and Resolution of Discrimination Cases at International European University", given in Annex 12. Among other things, IEU provides a European Equality Platform on their website.³ It operates under the following principles (SAR, p. 17-18):

- Rule of Law;
- respect for human rights;
- respect for diversity;
- openness, publicity, transparency, accountability;
- impartiality, tolerance;
- adherence to gender equality and sensitivity;
- independence from political views;
- inclusiveness;
- respect for freedom of conscience and religious recognition in the context of human rights.

To ensure equal opportunities, the university has taken the following measures:

an inclusive educational environment for people with special educational needs (access to classrooms and clinical bases for disabled people and other low-mobility groups, the possibility of accompanying such persons by University representatives; signs in Braille; the possibility of studying in a blended or distance mode; the possibility of studying according to an individual schedule, etc.); free consultations with a practical psychologist; organization of information support for students and employees of the University on issues of equal rights; admission rules of the University are published on the website in free access a certain period before the start of the admission campaign; employment and career development opportunities; competitive selection for academic staff positions; conducting trainings for all participants in the educational process to increase the level of empathy, understanding of diversity and intercultural communication skills; conducting regular surveys on discriminatory manifestations during the educational process; creating a Committee for the Prevention, Prevention and Settlement of Cases Related to Discrimination; creating an opportunity to submit an appeal/complaint to the University administration or a special body regarding cases related to discrimination, etc. (SAR, p.18)

³ <https://ieu.edu.ua/en/about-ieu/european-platform-of-equality>

3. Assessment of the Study Programme

3.1 Strategic Dimension of the Programme

According to the SAR (p. 34), with the establishment of the Medicine educational programme, the university wanted to react to a general shortage of medical personnel in the Ukraine and the need to reform the country's healthcare system, with the aim of training a new generation of physicians, versed in modern methods of medicine. In Annex 3, the goals of the programme are defined as follows:

To ensure training of skilled medical specialists able to organize and conduct professional activities at the high level, critically analyze healthcare issues and solve complicated tasks on their own in the public health sector in a corresponding position. To apply specialized conceptual knowledge and skills, which scope of application is stipulated by the defined lists of syndromes and symptoms of diseases, physiological states and somatic illnesses requiring a special technique of patient management, emergencies, laboratory and instrumental studies, medical manipulations, etc.

The university had installed a working group, consisting of highly qualified health care specialists, that developed the initial version of the programme that was then installed in 2020. Since then, the programme has been updated yearly and adjusted to current educational standards issued by the Ministry of Education. As the university states in the SAR, the working group constantly reviewed the programme according to current trends in the field and involved academic staff, university administration, stakeholders and the international academic community. The programme thus provides a mixture of Ukrainian national traditions of medicine and education and international approaches. On the other hand, the university very actively recruits international students which currently make up more than 80% of the student body, and they spend much effort in the career development of foreign students.

3.1.1 Expert Assessment

The experts understand the need for professional training of future medical personnel within the Ukrainian health care system and commend the university on providing medical training to future physicians. They also acknowledge the difficulties in recruiting Ukrainian students due to the current conflict. Given that most of the students currently enrolled are international students that will almost exclusively find employment outside of Ukraine, the main strategic vision seems to apply only to a minority of students at the moment. This is not visibly reflected in the programme and the university's given strategic vision for it. The experts can discern no international contents in the programme, which is tailored to the needs of the Ukrainian health care system. The internationalisation of the programme only extends to recruiting foreign students and giving them the opportunity to study either in Malta or online, with practical training at medical facilities in their home countries. In a way, the experts see the programme as split in two, as international students do not seem to interact with foreign students, so in effect the university has to provide three different versions of the programme, one in Kyiv for Ukrainian students, and two for foreign and international students, an online version and the Malta on-campus version (which may also contain online courses). The experts feel that this should also be

reflected in the university's strategy for the programme and its curriculum.

3.2 Intended Learning Outcomes

The university has provided an extensive list of learning outcomes in the SAR, and these are also included in the public information on the programme, given in Annex 3 and on the homepage of the European School of Medicine⁴. This public information sheet describes three dimensions of competencies to be earned during the course of study, Integral Competencies, General Competencies and Specialised (or Professional, Subject) Competencies, and Intended Programme Learning Outcomes. The university states that these have been formulated in line with the National Qualifications Framework (level 7, corresponding to level 2 of the FQ-EHEA) of Ukraine, issued by Cabinet of Ministers. The Programme Learning Outcomes are the following:

1. To have comprehensive knowledge of the structure of professional activities. To be able to carry out professional activities requiring updating and integration of knowledge. To be responsible for professional development, ability to further professional training with a high level of autonomy.
2. To understand and know fundamental and clinical biomedical sciences at the level sufficient to solve professional tasks in the healthcare sector.
3. Specialized conceptual knowledge that includes healthcare scientific achievements and is the foundation for research; critical comprehension of medical issues and related interdisciplinary problems.
4. To distinguish and identify principal clinical symptoms and syndromes; to define a provisional clinical diagnosis using standard techniques, preliminary data on patient's medical history, data on patient examination, knowledge of human beings, their organs and systems.
5. To collect complaints, life and medical history, assess the psychomotor and physical development of patients, the condition of organs and body systems based on the results of laboratory and instrumental studies to assess information about the diagnosis, taking into account patient's age.
6. To define a final clinical diagnosis by making a reasoned decision and analyzing obtained subjective and objective data on clinical, additional examination, conducting differential diagnostics, complying with appropriate ethical and legal standards, under the control of a supervising physician at a healthcare facility.
7. To prescribe and analyze additional (obligatory and optional) methods of examination (laboratory, functional and/or instrumental) of patients with diseases of organs and body systems for differential diagnostics of diseases.
8. To define the main clinical syndrome or the cause of the severity of the injured person's/victim's condition by making a reasoned decision and assessing the person's state in any circumstances (at a healthcare facility, beyond it), including emergency and combat situations, in the field, with the lack of information and limited time.
9. To define the character and principles of disease treatment (conservative, operative), taking into account patient's age, at a healthcare facility, beyond it, and at medical evacuation stages, including in

⁴ https://medicine.ieu.edu.ua/en/index.php?option=com_content&view=article&layout=edit&id=250

the field, based on the provisional clinical diagnosis, complying with appropriate ethical and legal standards, by making a reasoned decision according to the current algorithms and standard patterns, to be able to justify personal recommendations under the control of a supervising physician at the healthcare facility when the standard pattern should be expanded.

10. To define necessary terms of employment, leisure and nutrition based on the final clinical diagnosis, complying with appropriate ethical and legal standards, by making a reasoned decision according to the current algorithms and standard patterns.

11. To define the approach, plan and techniques of keeping physiological pregnancy, physiological birth and a postnatal period by making a reasoned decision according to the current algorithms and standard patterns.

12. To assess the general state of a newborn child by making a reasoned decision according to the current algorithms and standard patterns, complying with appropriate ethical and legal standards.

13. To assess and monitor child's development, provide recommendations on feeding and nutrition depending on the age, to organize preventive vaccinations according to the calendar.

14. To determine techniques of providing emergency medical aid in the context of limited time according to current clinical protocols and treatment standards.

15. To organize the provision of medical care and treatment and evacuation measures to inhabitants and military personnel in emergencies and hostilities, including in the field.

16. To develop rational medical routes of patients; to organize the interaction between colleagues at your and other institutions; to apply tools for promoting medical services on the market based on the analysis of public needs, at a healthcare facility, its divisions, in a competitive environment.

17. To carry out medical manipulations at a healthcare facility, at home or in the workplace based on the provisional clinical diagnosis and/or patient's condition by making a reasoned decision, complying with appropriate ethical and legal standards.

18. To determine the state of person's life activity functioning and limitations, and the duration of inability to work with preparation of appropriate documents at a healthcare facility based on data on the disease and its course, particularities of person's professional activities, etc. To keep medical documents on patients and the population segment based on statutory documents.

19. To plan and implement the system of anti-epidemic and preventive measures against the emergence and spread of infectious diseases among the population.

20. To analyze the epidemiological state and conduct mass and individual, general and local prevention of infectious diseases.

21. To find necessary information in professional literature, databases and other sources; to analyze, assess and apply this information.

22. To apply cutting-edge digital technologies, specialized software and statistical methods of data analysis to solve complicated healthcare problems.

23. To assess the environmental impact on human health to define the incidence rate of the population.

24. To organize the required level of individual safety (your own and persons you care for) in case of common dangerous situations occurring in the individual activity area.

25. To render your knowledge, conclusions and arguments about health and related issues to specialists and non-specialists in a clear and unambiguous manner.

26. To manage healthcare working processes that are complex, unpredictable, and require new strategic approaches; to organize the work and professional development of staff, taking into account acquired skills in efficient teamwork, leadership positions, proper qualities, accessibility and equity, and integrated medical care.

27. To talk fluently in a state language and in English both orally and in written form to discuss professional activities, research and projects.

28. To make efficient decisions about healthcare problems, assess the required resources; to take into account social, economic and ethical consequences.

29. To plan, organize and carry out measures for the specific prevention of infectious diseases, particularly according to the National Calendar of preventive vaccinations, both obligatory and recommended. To manage vaccine residues, organize additional vaccination campaigns, including immunization measures.

In Annex 5, the university has provided a matrix that matches the individual learning outcomes to the individual modules and describes the teaching methods and forms of assessment connected to the learning outcomes.

3.2.1 Expert Assessment

The experts recognize that the university has put a lot of effort in defining learning outcomes and mapping them within the curriculum. They also commend the university on the transparency of the learning outcomes which are readily available to the public on the university's websites. The given learning outcomes are comprehensive and cover the necessary qualifications for a medical practitioner as well as general competencies outside of the field. However, the experts see the problems in the wording and structure of the learning outcomes. Not all of them appear to be meaningful or concrete enough, and there is a lack of reference to soft skills and employability. Most of the learning outcomes focus rather on knowledge than competencies and the described qualifications appear to be designed for the Ukrainian public health sector but do not seem to take into account that most of the students in the programme will seek employment outside of Ukraine. Furthermore, the learning outcomes mention research but only vaguely, and it does not become clear what kind of training in research the students will receive. The terminology is not always clear. The university claims that the professional qualification gained will be that of a "Medical Doctor", even though the students do not acquire a Doctoral Degree, and giving the field of study as "public health" is misleading, it should rather be "health care", as correctly stated on the Master's Diploma.

The experts are of the opinion that the university needs to review the set of learning outcomes in order to devise a more concise and concrete version that makes direct reference to the acquisition of soft skills (e.g. professional communication, empathy, cultural awareness, conflict resolution etc.), to research, and to employability, especially in an international context. Furthermore, the learning outcomes have to reflect the overwhelmingly international student body. With the intended learning outcomes, the university should clearly convey to international employers that the students are prepared for working in an international environment. At the moment, the experts are not convinced that the learning outcomes are entirely in line with the Master's level of the FQ-EHEA, especially in the

areas of research, application, and soft skills.

3.3 Concept and Structure of the Study Programme

The programme’s curriculum is divided into three areas: General Training Courses (77 ECTS-credits), Professional and Practical Training Courses (193), and Electives (90), amounting to a total of 360 ECTS credits. Thus, the programme is designed as a first academic degree, leading directly to a Master’s level in 6 years (or more specifically 5 years and 10 months). The entry requirement is thus a completed secondary education, and students have to undergo a competitive selection process, outlined in the admission rules, given in Annex 12.

The university has defined rules for the recognition of qualifications attained at other institutions or in the form of non-formal or informal learning in the “Regulations on the Organization of the Educational Process at IEU” and the „Regulations on the Procedure for Recognizing Learning Outcomes Obtained in Non-Formal and/or Informal Education at IEU“, given in Annex 12, and specifically in the “Regulations on Expulsion, Termination of Study, Transfer and Re-admission of Students”. Applications for the transfer of credits are assessed by the Commission for the Recognition of Learning Outcomes, and the Head of the respective department takes the final decision.

The curriculum is subdivided into modules ranging from 3 to 21 ECTS credits. The module descriptions are included in a document containing the syllabus and they contain all the necessary information of a course catalogue according to the ECTS User’s Guide⁵. The students are required to cover 60 ECTS credits per year, and one ECTS credit is defined as 30h of workload. The average ratio of classroom hours to self-study is roughly 56%/44%.

The university has provided the following list of modules:

Educational Units and Courses	Semester	Form of Examination/ Assessment	Workload (hours)		ECTS Credits
			Contact Time	Self-Study Time	
General training course					
History of Ukraine with a course in the history of medicine	1	Pass/Fail test	32	58	3
Medical and biological physics. Health informatics		Graded test			5
Medical and biological physics	1		48	42	
Health informatics	1		32	28	
Professional English	1,2	Pass/Fail test, Exam	96	84	6
Ukrainian (professional)*	1	Exam	48	42	3

⁵ This includes “qualifications offered, the learning, teaching and assessment procedures, the level of programmes, the individual educational components and the learning resources [and] the names of people to contact.” (ECTS User’s Guide, p. 54)

Latin and medical terms	1	Graded test	48	42	3
Medical biology	1	Exam	80	70	5
Medical chemistry	1	Graded test	48	42	3
Biological and bioorganic chemistry	2,3	Pass/Fail test, Exam	128	112	8
Human anatomy	1,2	Pass/Fail test, Exam	226	194	14
Histology, cytology and embryology	3,4	Pass/Fail test, Exam	145	125	9
Physiology	3,4	Pass/Fail test, Exam	145	125	9
Microbiology, virology and immunology	3,4	Pass/Fail test, Exam	144	126	9
Professional and practical training course					
Occupational safety and health	3	Pass/Fail test	32	58	3
Bioethics and medical communications	4	Pass/Fail test	48	42	3
Pathomorphology	5,6	Pass/Fail test, Exam	96	84	6
Pathophysiology	5,6	Pass/Fail test, Exam	96	84	6
Pharmacology	5,6	Pass/Fail test, Exam	96	84	6
Hygiene and ecology	4	Pass/Fail test	48	42	3
Propaedeutics of internal medicine	5,6	Pass/Fail test, Exam	96	84	6
Propaedeutics of pediatrics	6,7	Pass/Fail test, Exam	96	84	6
General surgery	5	Exam	48	42	3
Radiology	5	Graded test	48	42	3
Principles of evidence-based medicine and research methodology	5	Graded test	78	72	5
Internal medicine	7,8,10,11, 12	Pass/Fail test, Exam	328	302	21
Pediatrics	8,10,12	Pass/Fail test, Exam	184	146	11
Child infectious diseases	10	Graded test	48	42	3
Surgery	7, 9, 11	Pass/Fail test, Exam	192	168	12
Obstetrics and gynecology	8, 10, 12	Pass/Fail test, Exam	138	132	9
Social medicine and public health	6	Pass/Fail test	40	50	3
Hygiene of occupational diseases and healthcare	12	Exam	70	80	5
Urology	7	Graded test	48	42	3
Otorhinolaryngology	7	Graded test	48	42	3
Ophthalmology	7	Graded test	48	42	3

Dermatology and venereology	7	Graded test	48	42	3
Neurology	8	Graded test	48	42	3
Psychiatry and narcology	9	Graded test	48	42	3
Infectious diseases and epidemiology	9	Exam	112	98	7
Oncology and radiation medicine	10	Graded test	48	42	3
Traumatology and orthopedics	9	Graded test	48	42	3
Clinical immunology	8	Exam	48	42	3
Anaesthesiology and intensive care	9	Graded test	48	42	3
Urgent and emergency medical care	11	Graded test	48	42	3
Medical law	11	Pass/Fail test	38	52	3
General practice - family medicine	11	Graded test	80	70	5
<i>Practical training</i>					
Patient care (practical training)	4	Graded test	64	56	4
Nursing practice	6	Graded test	48	42	3
On-the-job medical practice	8	Graded test	96	84	6
On-the-job medical practice with a functional diagnostics workshop	9, 10	Graded test	160	140	10
Integrated medical practice with a clinical simulation workshop	11, 12	Graded test	118	122	8
Total amount of obligatory components					270
<i>Elective components of the educational program – 90 credits (25,0%)</i>					
Total			5206	5594	360

The General Training Courses consist of 12 modules, including professional English and Ukrainian, courses in biology and chemistry as well as medical subjects such as physiology and anatomy. The Professional and Practical part of the curriculum includes 5 modules of practical training (internships) with a total of 31 ECTS credits. This includes rotations through clinical bases either at the university clinic or in selected medical institutions in the Ukraine or in the students' country of residence. The university has access to a clinical alliance of about 50 clinics in the Ukraine and other countries. The programme does not include a final thesis.

The students can choose up to 5 elective subjects per year with a minimum of 15 ECTS credits, covering up to six weeks of study. The electives can be chosen from a list provided by the university⁶ until the start of the new academic year, and cover a wide variety of subjects:

Disciplines that students can choose are formed from several sources:

- formed by Departments of EMS in accordance with the results of monitoring and analysis of feedback from students, as well as by topics that require more detailed study (determined by the

⁶ <https://medicine.ieu.edu.ua/en/education/selective-disciplines>

Department) (Annex 6);

- formed by IEU Departments belonging to other schools (e.g., courses related to business, information technologies, art, etc.);
- individual educational courses by partner universities are added to the catalog of elective courses;
- students can independently choose a course on one of the international online learning platforms, and in case of successful learning, the study result will be re-credited. (SAR, p. 42)

3.3.1 Expert Assessment

In general, the experts are impressed by the level of transparency both of the educational programme as of the admission process. The principles of ECTS are applied throughout. As the programme is based on a completed secondary education and employs a competitive selection process, the prior qualification of students is taken into account in the design of the curriculum and the university makes sure that the admitted students have the necessary skills to complete the programme. The university also has a very elaborate system for practical placements of students, and the established Clinical Alliance is to be commended.

The experts have reviewed the contents and structure of the programme and are convinced that the formulated learning outcomes can be achieved within the allotted timeframe. As with the learning outcomes, the experts feel that the curriculum is tailored to the needs of the Ukrainian health system and as such, it achieves its aims and produces qualified personnel for the Ukrainian health sector. However, as already mentioned above, the experts see a lack of international content and do not see the fact that mostly international students are enrolling in the programme reflected in its contents, so it is unclear whether the curriculum is in line with international standards. It appears to be rather “old school” and more focussed on knowledge, so there may still be a way to go on the way to competence-based learning and teaching. The different subjects seem to be taught one after the other without significant integration. The experts would also recommend that the university integrates more evidence-based learning and prepare students for conducting independent research. They could e.g. include more research-centred courses in the electives or provide wet lab space for basic research. The lack of a final thesis is problematic in that respect, as this would usually be the first independent research project, qualifying students to go on to post-graduate or doctoral studies. For the international students, the courses on Ukrainian and Ukrainian history could be reduced and the credits could be added elsewhere.

The regulations for the recognition of learning outcomes obtained at another institution are not entirely in line with the principles of the Lisbon Convention, as far as the experts could ascertain. Specifically, the regulations do not seem to contain rules stipulating that recognition will be granted unless the university can prove that there are substantial differences between the period of study to be recognized and the part of the study programme the recognized qualifications are meant to replace.

3.4 Teaching Faculty

In the context of this programme, the university employs 32 full professors, 37 associate professors, 48 Doctors of Sciences and 40 PhDs. 65% of the teaching personnel are full-time and 35% part-time lecturers. On the Malta campus, the university employs 28 lecturers, with 10 full professors, 14 associate professors and 4 lecturers. The teaching staff on the Malta campus has been transferred from Kyiv according to the university.

The university claims that all teaching personnel are also active in research. The university defines the key objectives of these research activities as follows:

[D]evelopment of the innovative focus of educational and scientific programs and research projects of the University that concern a wide range of social, medical, environmental and economic problems, promote sustainable development goals and positive changes; development of scientific schools and the efficient use of the University's scientific potential to solve priority tasks of Ukraine's post-war economic recovery; solution of complex objectives using digital solutions in activities of education institutions, medical facilities, business entities; introduction of scientific and research findings and their application in Ukraine and on the global market. (SAR, p. 26)

According to the SAR, lecturers in this programme have published 68 scientific articles in 2023, 47 of which were in journals included in Scopus and Web of Science.

For the practical training at the cooperating clinics, the clinics provide their own support staff. The university is in close contact with the clinics and monitors the satisfaction both of the clinical staff and of the students with the internships.

The procedures for the selection of teaching staff are defined in the "Regulations on the Procedure of Competitive Selection to Fill Vacant Positions of the Academic Staff of International European University" given in Annex 12, which are revised annually. Applicants have to provide the following documentation for the selection process:

- a document on higher education that allows ensuring that the general training of a lecturer meets the requirements for teaching a specific educational component;
- a document on awarding an academic degree (the same specialty (subject specialty, specialization), which is required to unlock the scientific potential of the educational program, establish scientific schools and the University's own research database;
- a document confirming at least 5 years of professional experience (occupation) in the relevant profession (specialty, specialization).
- supervising (advising) a thesis for an academic degree in a specialty defended in Ukraine or abroad;
- at least five publications in scientific journals included in the list of professional journals of Ukraine, in scientometric databases, including Scopus, Web of Science Core Collection, over the past five years. (SAR, p. 25)

The university's policy for professional development of teaching staff is laid out in the "Regulations on Advanced Training of the Teaching and Academic Staff at International European University," also given in Annex 12. This includes provisions for scientific internships as well as advanced training programmes. Under this regulation, academic staff should undergo training for the improvement of

their qualifications every five years with at least 180 hours of advanced training. The university provides individual professional development plans for each lecturer, and the fulfilment of the requirements of advanced training are monitored by the Departments of Quality Assurance and Human Resources.

3.4.1 Expert Assessment

The experts are impressed by the level of commitment of teaching staff they encountered during the online talks. They are convinced that the university has a sufficient number of qualified teaching personnel. The processes for recruitment and further development of teaching staff are very elaborate and guarantee a high level of quality in teaching. The research profile could be sharpened in the future, with a clearer description of the research fields the medical school is focussing on. So far it remains rather vague and seems to describe the university in general rather than the specific profile of the medical school.

3.5 **Infrastructure, Resources and Student Support**

The university has provided extensive documentation of their facilities both in Kyiv and Malta. The experts were able to review video material from both sites and thus could assess the quality of the facilities. The university holds two campuses in Kyiv and the provisional Campus in Gżira, Malta. The campuses in Kyiv comprise a total of 6706 m². All classrooms are equipped with state-of-the-art technical equipment, including Jamboards, interactive boards and panels, projectors, smart boards, VR glasses etc. The facilities include classrooms, laboratories, a Simulation Training Center, and clinical bases. Much effort has been made to install innovative digital services and technologies, including VR simulations and the online laboratory Labster. Additionally, the university also develops its clinical infrastructure in addition to the cooperating clinics in the Clinical Alliance.

International students are supported in finding practical placements and facilities to conduct practical training. Most of the international students are studying the programme in an online mode, for which the university provides the necessary digital environment.

The university's library holds a total of 28,167 textbooks, guides, reference books and periodicals, both in physical form and online. The students have access to professional literature via the university's electronic library, and the university is also registered in the Research4Life portal.

As the IEU is a private, non-profit institution, it is financed partly via student tuition fees. For Ukrainian students, the tuition fee is 850 € p.a., and 6.000 € p.a. for international students. Other sources of income are grants and funding, endowments and donations, commercial ventures and the commercialization of science and custom projects.

Support for students is provided by, among others, the Applicant Center, the Department of Public Relations and Youth Policy, the International Students' Department, academic group curators, mentors and tutors. The university employs a practical psychologist and conducts seminars and trainings for

personal development. It also supports the students' career development by supporting them in gaining practical experience and internships outside of the curriculum. Students with special needs are given special support and are provided with alternative learning methods, e.g. translations into sign language, video and audio material, extra time for exams or alternative assessment methods and other adaptations of the educational process.

3.5.1 Expert Assessment

The experts are satisfied that the university has very good resources for their students and provides an excellent learning environment, on their three campuses as well as online. All three campuses are equipped with state-of-the-art equipment, and the digital resources are providing a good basis for the students studying remotely.

Student support is exemplary and the students and graduates the experts met during the online talks were very satisfied with the facilities and level of support. The university is paying special attention to supporting their international students, both online and at their country of residence. The support for students with special needs also seems to be well above average.

All in all, the university's infrastructure is more than adequate to ensure the execution and feasibility of the programmes.

3.6 Methods of Teaching and Student Assessment

3.6.1 Teaching Methods

The university claims in their SAR that their approach to teaching and learning is competence based, implemented as "a combination of subject-oriented training (student-centered, patient-centered), practice-oriented direction of professional training of students using methods and forms of training with active involvement of students in the learning process" (SAR, p. 55). The university employs a variety of teaching methods, e.g. "verbal (lecture, explanation, conversation), visual (illustration, observation, demonstration at the patient's bedside); practical (performance of PW and solution of situational tasks, simulation training); innovative (analysis of a clinical case, situations; brainstorming; educational discussion; educational debate; role-playing; team-based learning; exchange of opinions (think-pair-share), learning through research (research-based learning), individual and independent work" (SAR, p. 56), tailored to the respective learning outcomes of the modules. The individual modules contain information on teaching methods, but most of them just provide a list of all possible teaching methods without concrete information on which of them will be employed in the respective module. As the university representatives stated during the online talks, the lecturers provide information on the mode of study at the beginning of each course.

3.6.2 Student Assessment

Student assessment is regulated by the “Regulations on the Organization of the Educational Process” (Annex 12). Modules are being assessed by formative and summative assessment. As the university claims in the SAR, “The whole range of written, oral, practical, and control procedures is used in the assessment” (SAR, p. 57). Additionally, the university employs the method of “current control” in the form of oral questioning or test control. The module catalogue provides the distinction between graded tests, pass/fail tests and exam. These are defined by the university as follows:

The exam as a form of final control implies a separate control activity to comprehensively check students’ mastery of theoretical and practical materials in a particular academic discipline. It consists of various forms of tasks: written, oral, practical check. The content of tasks performed by the student is determined by the examination list selected randomly and having a single structure for all lists. When determining the final exam grade, one calculates the sum of points for the results of the current control of learning during the semesters and the exam results.

The graded test is a type of final control where the student’s mastery of the educational component is assessed based on the results of the current control and an interview or practical skills check at the last class in the discipline.

Unlike the graded test, the Pass/Fail test records the overall result of the current control in the discipline throughout the semester without an additional interview or practical skills check.

The form of the final assessment is not defined in the module catalogue. As with teaching methods, it is up to the individual lecturers to define the individual assessment methods and communicate it to the students.

Assessments are always carried out with two examiners. The results can be appealed. Students can achieve a maximum of 80 points, and if they reach less than 48, they have failed the exam. As stipulated in the “Regulations on the Organization of the Educational Process” and the “Regulations on the Organization and Conduct of Current and Final Control”, students can re-take the individual examinations up to two times.

Once the students have successfully finished the programme, they have to undergo a state examination called “KROK 1 and KROK 2 to be eligible for a residency. After the residency, they have to pass another state exam (KROK3).

3.6.3 Expert Assessment

The experts see the general regulations for teaching methods and student assessment as transparent and sufficiently diverse. However, they are of the opinion that the course catalogue should contain more concrete information on the methods employed in the individual modules so that students know beforehand what to expect from the respective courses.

The experts see no reason to doubt that teaching and assessment is organized in a way that makes it possible to finish the study programme in the allotted time. The students and graduates present during the online talks seemed to be satisfied and saw no reason to complain. Students also seem to be taking

a very active role in the learning process. As also mentioned above, provisions for students with special needs are in place and more than adequate as far as the experts can tell.

3.7 Quality Assurance

The university has installed extensive policies for internal quality assurance, e.g. in the “Internal Quality Assurance Policy” provided in Annex 12. This policy is publicly available and gives information on the background and principles of quality assurance in the EHEA. According to the SAR, quality assurance is organized according to the following principles:

1. Compliance
2. Monitoring and Improvement involving all stakeholders
3. Continuous professional development of employees
4. Transparency and publicity
5. Academic integrity

The university follows a classical PDCA cycle. The first stage contains procedures for developing and approving educational programmes, coordinated by a working group. Then, the programme is implemented and at the third stage constantly monitored. As the result of the monitoring, the programme is revised by the working group and the cycle starts again.

The methods of internal quality assurance include

conducting surveys of students, academic staff, graduates and other stakeholders on various aspects of International European University; monitoring the quality of staffing (control over compliance with the requirements of the Licensed Conditions for Conducting Educational Activities, rating of academic staff, etc.; analysis of semester and annual performance and ranking of students; measures to determine residual knowledge, etc. (SAR, p. 23)

The responsibility for conducting surveys lies with the Department of Education Quality Assurance in cooperation with the Student Parliament, among others. The results are published on the university’s website.

The university has provided sample questionnaires for their internal surveys as well as sample results of the surveys, which convey a high level of satisfaction with the programme. The student surveys also show that students feel that they have sufficient time for self-study.

3.7.1 Expert Assessment

The experts conclude that the university has a well-designed and thought-out quality assurance system that involves internal and external stakeholders. The university has demonstrated a strong commitment to the quality of teaching and learning and has established a good quality culture. The high satisfaction of students and graduates, as evidenced by the survey results, attests to that. The university also maintains a high level of transparency of their quality assurance processes and results.

3.8 Transparency and Public Information

The general website of the university and the websites of their Malta campus both provide extensive information on the programme and institution. All necessary information is readily available on these sites, including all necessary regulations for the course of study, admission, the assessment system, recognition of qualifications, equal opportunities and quality assurance, as well as the course catalogue, information on staff and results of internal quality assurance.

The university has also provided sample Master's Diplomas and Diploma Supplements for the programme in Ukrainian and English that contain all necessary information about the programme and the qualifications and grades achieved.

3.8.1 Expert Assessment

The experts are satisfied that all necessary information about the university and its programmes, examination regulations, admission policies, credit recognition procedures, equal opportunities policies etc. are readily available to the public. The experts would just recommend paying special attention that all information is also available in English.

Appendix

1 Statement of the University in Response to the Expert Report

Appendix

1. Statement of the University in Response to the Expert Report

Dear Experts,

The International European University expresses its deepest gratitude for your invaluable contributions to the accreditation process of the study program "Medicine." We greatly appreciate your professional and comprehensive evaluation, which has provided us with an objective assessment of our achievements and highlighted areas for further enhancement. Your detailed analysis and recommendations are of utmost importance. They will serve as a critical foundation in our continuous efforts to improve the quality of education we provide to our students.

Ukraine, Ukrainian society, and the higher education system are on a path toward integration with the European Union. The International European University, in fulfilling its mission, actively collaborates with international experts. Based on your recommendations and with the involvement of stakeholders, the university consistently updates its study program. It modernizes the learning process, ensuring a high standard of education for every student. The recommendations experts provide are extremely valuable for developing the program as they define the direction for its improvement.

Furthermore, your recommendations are of great importance to Ukrainian medical education. The working group for the "Medicine" program is initiating changes to the educational standard through cooperation with the Ministry of Education and Science of Ukraine, the Ministry of Health, and all relevant stakeholders. We are confident that the expert recommendations and suggestions will contribute significantly to revising learning outcomes and updating the "Medicine" educational standard.

Attached to this letter, you will find our detailed response to the comments and recommendations provided in the expert report. A number of the proposed measures have already been implemented, and we are actively continuing efforts to address the remaining suggestions, ensuring ongoing improvement and development of our program in alignment with your insights.

We are sincerely grateful to the panel of experts for conducting the accreditation of the Medicine educational program. Your professionalism, attention to detail, and valuable recommendations will help us enhance the quality of student training and improve the educational process. We sincerely appreciate your time, effort, and expert approach to evaluating the program. Your comments and suggestions are of great importance to us and will serve as a foundation for the further development and improvement of our educational process.

Yours sincerely,

Rector of

International European University

Oleh PADALKA

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I. 3.1.1.

The European Medical School team responsible for the "Medicine" study program has promptly considered and **begin implementing your recommendations**:

- Following Ukrainian legislation, the educational program must contain learning outcomes defined by the national educational standard. Therefore, in compliance with legal requirements and the standard, the "Medicine" program at the International European University includes the learning outcomes established by the Ministry. Fulfilling its mission, the university actively engages with the Ministry of Health and the Ministry of Education and Science regarding the modernization and revision of professional standards in the field of medicine. The university has also initiated a review of the "Medicine" educational standard. In August 2024, the Medical School team began participating in the "Strengthening Ukraine's Health System" project in collaboration with Karolinska Institutet (Sweden). One of the goals of this project is to create recommendations for updating the "Medicine" educational standard. The academic staff of the European Medical School are actively involved in this project, with faculty members working alongside their Swedish colleagues through workshops to update the learning outcomes based on international best practices. Additionally, after receiving your recommendations, the working group—comprised of faculty, students, and external stakeholders—approved a work plan. Following the university's procedure for program review, the Academic Council will approve the updated "Medicine" program in December 2024, which will incorporate revised learning outcomes based on your suggestions.
- The academic staff of the International European University is working on integrating a final thesis into the study program. According to the decision of the Academic Council of the European Medical School, final theses have been included in the curriculum for third- and sixth-year students. Each student will be assigned a thesis advisor from among the faculty, and the defense and assessment of the theses will take place during the summer session of 2025.
- Based on your recommendations, the Academic Council of the Education and Research Institute "European Medical School" has developed requirements for the course catalog of elective disciplines, including mandatory informational modules detailing the content of practical classes, teaching methods, and assessment methods.

3.1.2.

In light of the conditions provided, the administration of the International European University has ensured the implementation of the experts' recommendations by adopting appropriate decisions at the level of the Academic Council of the Education and Research Institute "European Medical School" and the Academic Council of the University. The experts' recommendations are of great value to us and are crucial for improving the "Medicine" program. Therefore:

- Based on the experts' recommendations and the outcomes of the Ukraine-Sweden project "Strengthening Ukraine's Health System," in which the International European University and Karolinska Institutet (Sweden) are participants and following the university's procedure for

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program review, the university's Academic Council will approve the updated "Medicine" study program in December 2024 with revised learning outcomes. These outcomes will incorporate newly developed competencies focused on soft skills, research, and employability.

- Based on the experts' recommendations, we have aligned our policies with the Lisbon Convention and have already incorporated the necessary updates into the new draft of the Policy on Recognition of Prior Learning. Specifically, these changes pertain to the criteria by which prior learning outcomes may be recognized, as well as the options for re-submitting recognition requests. This updated policy ([link](#)) is scheduled for consideration at the University Academic Council meeting on October 24, 2024. We are confident these changes will enhance transparency and fairness in recognizing qualifications.

II.

Strategic Dimension of the Programme

The development of the study program is intrinsically tied to the composition of its student body. Given that a significant portion of students in the program are international, the European Medical School carefully considers this factor, ensuring that it plays a key role in both the delivery of the learning process and the overall development of the program.

In response to the diverse and international student population, the university implements the following measures:

- **Curriculum Adaptation:** Faculty members tailor course content to accommodate the needs of international students. In particular, courses with international students incorporate global treatment guidelines, and lists of primary literature are customized accordingly. For instance, while Ukrainian students studying human anatomy use "*Human Anatomy*" by A. Holovatsky, which is recommended by the Ministry of Health, international students are provided with textbooks such as *Clinically Oriented Anatomy* by Moore, Dalley & Agur and *Gray's Anatomy for Students* by Drake, Vogl & Mitchell. Similarly, for pediatrics, Ukrainian students considering the specifics of the national health system, use national textbooks, while international students utilize the *Nelson Textbook of Pediatrics*.

During the full-scale war, the university transitioned to a blended learning format, and to support international students, it provided access to the *AccessMedicine* platform by McGraw- Hill. This platform offers a vast collection of medical resources, including books, review questions, clinical cases, videos, and interactive 3D modules. This ensures that all students have continuous access to essential educational materials online.

- **Preparation for International Licensure:** The European Medical School closely monitors the career trajectories of its international graduates and understands that many of them need to pass additional licensure exams in their home countries. To address this need, the university has developed specialized preparatory courses. For example, in 2021, a professor from India was invited to prepare Indian students for the Foreign Medical Graduate Screening Exam (FMGE). Similarly, in response to a request from Polish students, the university engaged a lecturer from

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Poland to help them prepare for the Medical Final Examination (LEK), with preparations currently underway. At the temporary campus in Malta, courses are also offered to prepare students for the Medical Council Malta Statutory Examination for Medical Practitioners (MCMSE). In addition, surveys have shown that 65% of international students intend to take the USMLE (STEP 1 and STEP 2). In light of this, the university has provided access to the AMBOSS learning platform, an essential resource for USMLE preparation. This initiative ensures that international students can prepare for licensure exams in the countries where they plan to practice.

- **Practical Training:** Understanding the importance of practical experience for international students, the medical school, in collaboration with the International Office, has established partnerships with foreign hospitals to allow students to complete their practical training in their home countries. For example, as of 2024, 50 Italian students are enrolled in the "Medicine" program. To support their practical training needs, the university has signed agreements with hospitals in Italy, allowing these students to undertake clinical rotations in their home country, for example, Casa di Cura Villa Azzurra in Siracusa Italia, IDCQ Hospitales y Sanidad. SLU. (H.U. GENERAL DE CATALUNA, Spain, etc.
- **Guest Lecturers:** To enhance the quality of the educational process, the university regularly invites international guest lecturers. These guest experts provide students with access to the latest medical innovations and global practices, ensuring that they are well-versed in cutting-edge developments in the field ([link](#)).
- **Participation in International Projects:** The European Medical School actively engages in international projects to support the growth and internationalization of the study program. These initiatives foster global collaboration, expand the international scope of the curriculum, and provide students with opportunities to participate in groundbreaking medical research and practices. For example, the academic staff is in the process of applying for the ERASMUS+ project: KA2 IMPROSONO "Improving ultrasound skills of healthcare graduates." Together with colleagues from the Lucian Blaga University in Sibiu (Romania), the Canary Society of Ultrasound (Spain), Bahçeşehir University (Turkey), and the University of Minho (Portugal), we are going to develop interactive teaching aids; an e-learning platform, and modern unique educational materials on the application and development of clinical ultrasound research techniques, as well as the use of new technologies in teaching/learning activities using a digital approach to create an innovative educational environment ([link](#)).
- **Support for Graduates:** Recognizing the international composition of the student body, the university maintains close ties with its graduates and provides assistance during the diploma recognition process abroad. Many international graduates require additional documentation, such as explanatory letters for governmental authorities in the countries where they seek recognition of their degrees. The Dean's Office of the Medical School, in collaboration with the International Office and the Ministry of Education and Science of Ukraine, provides all necessary information and support, including handling requests from embassies. For example, Lebanese graduates require an apostille from the Ministry of Education and Science of Ukraine, as well as additional confirmation documents from the Ministry of Health for diploma nostrification. The Dean's Office facilitates the preparation of these documents, streamlining the process for graduates and expediting the recognition of their diplomas.

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- **Participation in International Accreditations:** As part of its mission, the university actively seeks voluntary evaluations of the study program "Medicine" through international accreditation agencies. For example, the program is accredited by the International Accreditation and Rating Agency (IAAR), expanding our graduates' employment opportunities. The recommendations provided by international experts are invaluable, as they allow the European Medical School team to continuously improve the curriculum and maintain a high standard of education for all students. We are incredibly grateful to the distinguished experts of ZEVA for your evaluation of the program and the valuable recommendations. Based on these recommendations, the Academic Council of the Medical School and the University Academic Council have already approved changes to the curriculum that will undoubtedly enhance and strengthen the program.

Intended Learning Outcomes

The study program "Medicine" at the International European University is classified as a regulated specialty under Ukrainian law. Upon successfully completing this program, graduates are awarded academic and professional qualifications that enable them to enter the regulated medical profession. In line with Ukrainian legislation, graduates receive a "Master's" degree and the professional qualification "Doctor." These qualifications are mandatory in the diploma, as the law requires for regulated professions. The program must fully comply with the educational standard set by the Ministry of Education and Science of Ukraine. This standard outlines 29 specific learning outcomes students must achieve throughout their studies. Therefore, the study program "Medicine" at the International European University includes all required learning outcomes as mandated by the Ministry. However, as Ukraine continues its path toward European Union integration, the university actively collaborates with the Ministry of Health and the Ministry of Education and Science to modernize and update the educational standards in the medical field. The university is also leading in proposing revisions to the "Medicine" educational standard. As part of the ongoing collaboration with Karolinska Institutet (Sweden), the International European University is engaged in the project "Strengthening Ukraine's Healthcare System." One of the key objectives of this project is to develop recommendations for updating the "Medicine" educational standard. Faculty members from the European Medical School are actively involved in this project, working closely with their Swedish counterparts through workshops and joint initiatives. Following your recommendations, a working group composed of faculty, students, and external stakeholders developed a detailed action plan. According to the university's procedures for reviewing study programs, the Academic Council will approve the updated "Medicine" program, incorporating the revised learning outcomes based on experts' recommendations, in December 2024.

Concept and Structure of the Study Programme

We fully understand the importance of your recommendations and greatly value the insights provided regarding the content of the "Medicine" study program. Although the program currently does not include the writing and defense of a master's thesis, as it is professionally oriented and concludes with

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the Unified State Qualification Exam (USQE) and Objective Structured Clinical Examination (OSCE), the academic staff at the International European University is actively working on integrating a final thesis into the curriculum. Following the decision of the Academic Council of the European Medical School, the final thesis will be included in the curriculum for third- and sixth-year students. Each student will be assigned a faculty advisor, and the defense and evaluation of the thesis will take place during the examination session. At the same time, the mandatory components of the program already incorporate disciplines that focus on developing soft skills and research competencies. For example, the course "Principles of Evidence-Based Medicine and Research Methodology" equips students with the skills necessary to conduct research in the medical field and present their findings through a thesis. Additionally, elective disciplines are essential in enhancing these competencies, providing students with opportunities to strengthen their research abilities and soft skills. In response to your recommendations, the Academic Council of the Education and Research Institute "European Medical School" has also developed new requirements for the course catalog of elective disciplines. These requirements now include mandatory informational modules that detail the content of practical classes, teaching methods, and assessment procedures, ensuring that the program remains comprehensive and transparent in its approach to education.

We employ active learning techniques like case-based, role-playing, and problem-based learning (PBL). These approaches foster collaboration, problem-solving, and communication as students work together to analyze and resolve complex medical scenarios. Students frequently participate in group projects, where they learn to share knowledge and develop teamwork, leadership, and conflict-resolution skills. These projects range from research presentations to collaborative assignments in various medical subjects. Also, we organize workshops focused on communication skills, emotional intelligence, stress management, doctor's values, leadership in healthcare, etc. These workshops prepare students for the interpersonal and emotional aspects of medical work. These workshops emphasize empathy, ethical decision-making, and the importance of cultural sensitivity in healthcare. We offer opportunities for students to engage with local communities through health campaigns and volunteer work. This involvement helps them practice empathy, communication, and adaptability in diverse environments. This provides students with additional opportunities for individual development and preparation for medical practice and ensures that our graduates are proficient in medical knowledge and possess the soft skills needed to excel in patient care and professional collaboration in the healthcare industry.

Regarding the integration of disciplines, we continuously work to improve the educational process, drawing on best international practices. Starting this academic year, we introduced a new integrated course for junior students titled "Integration Level I", "Integration Level II", and "Integration Level III". This course combines knowledge from core subjects such as anatomy, physiology, microbiology, hygiene, philosophy and deontology, ethics, pathophysiology, and English. Integrating these disciplines allows students to better understand the connection between theoretical knowledge and practical skills, shaping their worldview as future medical professionals.

Replacing the study of Ukrainian with other components could be a more flexible option for international students. However, it is essential to note that the study of the Ukrainian language is mandated by Ukrainian legislation, particularly the Law of Ukraine "On Education," the Law "On

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Ensuring the Functioning of the Ukrainian Language as the State Language,” and the Law “On the Language.” Therefore, the Ukrainian language is a compulsory component of the curriculum. This requirement is designed not only to ensure compliance with national regulations but also to provide international students with the opportunity to integrate into Ukrainian society and, should they choose, pursue employment within the Ukrainian healthcare system. The content of the Ukrainian language course is developed following the State Language Standard. Ukrainian as a Foreign Language. General Proficiency Levels A1-C2.

As for the “History of Ukraine” course, it is also mandatory for all students in Ukraine, in accordance with the Law of Ukraine “On the Fundamental Principles of State Policy in the Field of Establishing Ukrainian National and Civic Identity.” However, we have made this course more relevant for our students by incorporating a significant focus on the history of medicine. More than half of the course’s 32 classroom hours are dedicated to studying the evolution of medical knowledge and practices. This approach not only fulfills the legal requirements but also enhances students’ understanding of the development of medicine, making the course more beneficial and closely aligned with their field of study.

We have also carefully considered your recommendations regarding the policy for recognizing learning outcomes obtained at other institutions. We understand the importance of adhering to the Lisbon Convention principles and have made the necessary amendments to the new draft of the Policy on Recognition of Prior Learning. Specifically, these changes relate to the criteria by which previous learning outcomes can be recognized and the possibilities for re-submitting recognition requests. This project ([link](#)) will be considered at the University Academic Council meeting on October 24, 2024. We are confident these changes will ensure transparency and fairness in recognizing qualifications.

Teaching Faculty

Thank you for the positive feedback on our faculty’s dedication and qualifications. We are pleased that our efforts to ensure a high standard in the selection and development of teaching staff have been recognized, as we believe this is fundamental to maintaining the quality of our educational programs.

The scientific profile of EMS focuses on research in the fields of immunology and infectious diseases, surgical innovations, mental health, and clinical and experimental pathophysiology, addressing key challenges in modern medicine and shaping the scientific schools of the university ([link](#), [link](#)). The scientific profile of EMS includes the following main research areas, in which the school's researchers conduct studies, publish scientific works (monographs, articles, conference presentations), and supervise the scientific work of young scientists:

1. Immunology and Infectious Disease (Leaders: Doan S., Lapii F., Bondarenko A., Stepanovskyi Yu.): Research on immunoprophylaxis of invasive pneumococcal and meningococcal infections, influenza, and COVID-19 supports the optimization of vaccination protocols and addresses key immunization issues, including post-vaccination effects and vaccine interactions; studies the long-term consequences of the COVID-19 pandemic, particularly its impact on infectious and non-infectious morbidity among children and adults.

Appendix

1 Statement of the University in Response to the Expert Report

2. Surgical Innovations (Leader: Bondaryev R.): Research on optimizing minimally invasive surgical techniques, improving treatment outcomes for patients with postoperative complications, particularly treating diabetic foot syndrome and correcting involuntal changes in the face and neck skin.
3. Mental Health and Public Health (Leader: Postrelko V.): Studies mental health in war and post-pandemic recovery, focusing on treating and preventing mental disorders resulting from military actions affecting both military and civilian populations.
4. Clinical and Experimental Pathophysiology (Leaders: Hozhenko A., Savytskyi I.): Investigating the mechanisms of disease emergence and developing effective methods of diagnosis, treatment, and rehabilitation based on the principles of evidence-based medicine (including renal pathophysiology and water-salt metabolism, the pathogenesis of atherosclerosis, endothelial dysfunction and its significance in the pathogenesis of atherosclerosis, diabetes, and renal pathology, as well as the pathogenesis of respiratory diseases) ([link](#)).

Methods of Teaching and Student Assessment

We appreciate your feedback regarding the transparency and diversity of teaching and assessment methods. The syllabi of individual educational components, as well as the general course syllabus, provide detailed information on teaching and studying methods, tasks, the assessment system, requirements for assignments, conditions for admission to final assessments, and the policy regarding missed classes. This ensures that students can familiarize themselves in advance with the expectations and teaching methods, allowing them to plan their learning process better and succeed within the designated time frame.

Transparency and Public Information

We gratefully acknowledge your recommendation to expand the information on the university's website in English. Since the beginning of the 2024/2025 academic year, university staff have been actively working on updating the pages of departments, faculties, and other key units with English content. This initiative aims to ensure that important information is accessible to international students, partners, and stakeholders, which will undoubtedly contribute to the university's growth on the global stage.

For example, by the start of the new academic year, English versions of key regulations and policies were made available for international students and other stakeholders ([link](#), [link](#), [link](#) etc.), and updates were made to the page dedicated to our temporary campus in the Republic of Malta ([link](#)). However, this is just the beginning, as we remain committed to continuously expanding and updating the English-language content across all relevant sections of the website. Our goal is to ensure that international students and stakeholders have easy access to all necessary information, and we are actively working on regularly updating and enriching the website with comprehensive English-language content.