



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF PROGRAMME ACCREDITATION OF THE STUDY
PROGRAMME
OF DENTISTRY
INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT (IAPM)**

18 May 2021

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INTRODUCTION

The Agency for Science and Higher Education (hereinafter: the Agency or ASHE) is a Croatian national body responsible for quality assurance and enhancement in higher education and science, and a full member of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

The Agency carries out an external evaluation procedure (programme accreditation) outside the territory of the Republic of Croatia at the request of a foreign higher education institution, or on the basis of a public call pursuant to the Ordinance on Cross-Border Evaluation (CLASS: 003-05/20-02/0003; FILE NUMBER: _355-01-20-0001, dated 3 July 2020) and cooperation agreement signed between the Agency and the foreign higher education institution in each specific case, all in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Interregional Academy of Personnel Management (hereinafter: IAPM) is a private higher education institution with its seat in Kiev, Ukraine, that requested the Agency to organize and manage the external evaluation procedure (programme accreditation) of IAPM's selected study programmes and the Agency agreed to carry out such evaluation.

For the purposes of external evaluation (programme accreditation) of Dentistry the Agency's Accreditation Council appointed the following Expert Panel members:

- Prof. dr. sc. Maria Cristina Manzanares Céspedes, Health University of Barcelona, Kingdom of Spain, chair,
- Prof. Mare Saag, University of Tartu, Faculty of Medicine, Institute of Dentistry, Republic of Estonia,
- Prof. Ivan Alajbeg, School of Dental Medicine, University of Zagreb, Republic of Croatia and
- Dalibor Pavić, student, School of Dental Medicine, University of Zagreb, Republic of Croatia.

During the procedure of programme accreditation, the Expert Panel held meetings with the following stakeholders:

- Representatives of Educational and Methodological Institute, Representatives of the Centre for the organization of scientific work and innovation, Representatives of the Department of licensing and accreditation, Representatives of the Department for the work of admission committee, Representatives of the Institute of International Education, Representatives of the Centre for the organization of student practice, employment and work with graduates and Student Ombudsman,
- Head of the Department of Dentistry and Program leader of the IAPM,
- Full-time teaching staff,

- External teachers,
- Representatives of the labour market and partners outside the higher education institution and Ukrainian dental association,
- Representatives of Ukraine's Ministry of Education and Science and Ukraine's Ministry of Health,
- Representatives of the student council of the dental institute and IAPM,
- Students.

Expert Panel had a virtual tour of the higher education institution.

The Expert Panel drafted this Report on programme accreditation of Dentistry on the basis of the self-evaluation report, other relevant documents and online meetings.

The Report contains the following elements:

- Basic information on the study programme,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Final recommendation of the expert panel members,
- Appendices (quality assessment summary by each assessment area and standard, and protocol).

In the analysis of the documentation, of the study programme in Dentistry, online meetings and writing of the Report, the Expert Panel was supported by:

- Sandra Bezjak, coordinator, ASHE and
- Ivana Borošić, coordinator, ASHE.

<p>In case of a positive final report that includes a positive final recommendation of the expert panel, and a positive opinion of the Agency's Accreditation Council, the Agency shall award the client an Accreditation Certificate.</p>
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SHORT DESCRIPTION OF THE HEI:

Based on the information written in the document **Educational Program Report (Feasibility Study)**

Private Joint-Stock Company Higher Education Institution "Interregional Academy of Personnel Management."

The Academy was founded in 1989 as a non-governmental higher education and scientific institution. The IAPM is the largest economic and humanitarian higher education institution in Ukraine, which enrolls students from 39 countries in 20 majors and 109 areas of concentration. The Academy includes the Presidential University (Kiev), the All-Ukrainian University (over 40 institutes, branches, subsidiaries in all regions of Ukraine) and the International Open University (Institute of International Education in Kiev, the IAPM network of open education centers abroad).

The educational process at the Academy is provided by more than 2,300 teachers, 70% of whom are doctors of science and PhDs.

IAPM is the leader in the field of non-state education in Ukraine. The Academy is licensed by the Ministry of Education and Science, Youth and Sports of Ukraine (License AE #458585 of 28 July 2014), including for the provision of educational services to foreign citizens, is accredited at the IVth (higher) level in all licensed majors and issues state-recognized diplomas.

BASIC INFORMATION ABOUT THE STUDY PROGRAMME

Study programme name: Dentistry

Type of study programme (professional or university study programme): University study programme

Study programme level according to the EQF (state the designation and full title): The NQF of Ukraine – level 7, FQ - EHEA – the second cycle, EQF-LLL – level 7 – **Master of Dentistry**

Duration of studies (in years): 5

Number of ECTS credits: 300

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): Kyiv City, Ukraine

Academic year in which the study programme started to be delivered:

Professional or academic degree/qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme):

Scientific area and field of the proposed study programme: 2019/2020.

Method of delivery of the study programme:

full-time

part-time

double major

online - in full

online - partially

in English

in another foreign language (state which) _____

If the study programme leads to degrees in regulated professions, state the name of the profession: **Dentistry**

If the study programme leads to degrees in regulated professions, state the name of the profession: **DENTIST**

QUALITY GRADE OF THE ASSESSMENT AREA WITH SUMMARY AND DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I Internal quality assurance system of the higher education institution delivering the study programme (ESG 1.1., ESG 1.7., ESG1.8.)

Quality grade of the assessment area

Partly implemented

Summary

- The HEI has planned the development of Activities for Internal Quality Assurance System (IQAS) related to the Dentistry study programme. IQAS activities are designed to be systematic and regular in the future and to include various stakeholders (representatives of the business sector, students, associations, etc.). However, due to the fact that the Dentistry Faculty has delivered study for only two academic years, **neither a calendar nor a schedule for IQAS activities has been reported.**
- Most of the information reported on the Website of the HEI is related to all the study programmes, so it is **not specific to the Dentistry study program.** The panel has received information about the national qualifications gained by completion of a study programme, graduate employability, drop-out rates and pass rates on the Dentistry study programme first and second year that have been developed to this date. However, this information is not publicly available.
- The HEI supports academic integrity and freedom, upholds ethical standards in work, and preserves academic integrity and freedom. However, a singular Commission for solving disputes is mentioned in the Self-Assessment Report, but it is not an independent commission but an “ad hoc” one, constituted by academic authorities. **All procedures are described for the entire HEI, not specifically for the Dentistry School and programme.**

1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.

Analysis

The Higher Education Institution (HEI) has developed clear and transparent mechanisms for periodic monitoring and supervision of the quality of delivery and continual improvement of all the study programs delivered by the Institution, as reported in the Self-Assessment Report. The review process, the involved stakeholders - i.e. members of the HEI's "scientific and methodological council", as well as students and potential employers, leading specialists in the field of dentistry and lecturers-practitioners, and the Educational and Methodical Institute of IAPM – and criteria are described (Self-Assessment Report 1-5) and published in the HEI's website. In a similar manner, the support provided by the HEI to teachers and students in the quality assurance procedures is described.

The Document attesting the revision and approval of the educational program by order of the Ministry of Education and Science of Ukraine dated 24 June 2019 № 879 Standard of Higher Education of Ukraine is cited, but unavailable in the link provided.

The HEI has planned the development of Activities for Internal Quality Assurance System (IQAS) related to the Dentistry study programme. IQAS activities are designed to be systematic and regular in the future and to include various stakeholders (representatives of the business sector, students, associations, etc.). However, due to the fact that the Dentistry Faculty has delivered studies only for two academic years, neither a calendar nor a schedule for the planning of IQAS activities has been reported.

In a similar manner, neither drafts for the record of the study programme revisions, nor for the analysis methods of their fitness for purpose have been provided.

Recommendations for improvement

- The HEI must **define the key indicators for monitoring the quality** of the Dentistry study programme delivery and the methods for collecting them (ESG, 2015).
- The HEI must **document the methods and criteria for analysing suggestions for improvement** of the study programme delivery based on earlier evaluation procedures from other faculties and the plan for implementing them (ESG, 2015).
- The HEI must **prepare the drafts for the record of the study programme revisions as well as for the analysis of their fitness for purpose** (ESG, 2015).

Quality grade

Partly implemented

1.2 The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).

Analysis

Information on the study programme of Dentistry is publicly available as a pdf document on the website of the higher education institution, both in Ukrainian and English.

The HEI informs the public on the admission criteria, enrolment quotas, as well as the **Ukrainian Education Ministry's Document of the Dentistry Program 221 (2019)**.

The panel has received information about the national qualifications gained by completion of a study programme, graduate employability, drop-out rates and pass rates on the study programme courses that have been developed to this date. However, this information is not publicly available.

Most of the information reported on the Website of the HEI is related to all the study programmes, so it does not refer specifically to the Dentistry study program. The information reported to be given during the visits to/from high schools, as well as the activities designed for informing the public, etc. is also related to the entire institution, not to the Health Science grades. The information to the prospective students of Dentistry is reported to be obtained by way of personal interviews with the Dentistry School staff.

Recommendations for improvement

The publicly available information on the study programme of Dentistry must be **accessible through the HEI website** including:

- The relevant documents, both in Ukrainian and English, and dated, in order to ensure that the .pdf version is updated;
- Information about the national qualifications gained by completion of a study programme, graduate employability, drop-out rates and pass rates on the Dentistry programme courses that have been developed to this date.

Quality grade

Partly implemented

1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour

Analysis

The HEI supports academic integrity and freedom, upholds ethical standards in work, and preserves academic integrity and freedom. The procedures developed by the HEI as a system for monitoring and preventing all types of unethical behaviour and discrimination are mentioned on the HEI's website. However, the documents reporting most regulations (Codes of teachers, regulations for the preventions and detection of plagiarism, on plagiarism in academic texts, etc.) are unavailable on the institutional webpage. In a similar manner, no report of the activities aimed at the sanctioning of unethical behaviour – either for students or for staff – is mentioned.

Only a singular Commission for solving disputes is mentioned in the Self-Assessment Report, but it is not an independent commission but an “ad hoc” one, constituted by academic authorities. All procedures are described for the entire HEI, not specifically for the Dentistry School and programme.

Recommendations for improvement

- The HEI must **define the key indicators for monitoring the assessment procedures for academic integrity and prevention of unethical behaviour** of the Dentistry School and the activities aimed at the sanctioning of unethical behaviour (ESG, 2015).
- The Dentistry Study program would benefit from including the relevant learning outcomes described in the “Graduating European Dentist” (McLoughlin et al, 2017).

Quality grade

Fully implemented

II Learning outcomes (ESG 1.2., ESG 1.9.)

Quality grade of the assessment area

Partly implemented

Summary

- The documents reporting the courses carried out in the two first years of the program only reflect the direct application of the Ministry's program (**Ministry's Document of the Dentistry Program 221 (2019)**) learning outcomes, without reference to the institutional vision and mission of the HEI or the Dentistry program or their respective strategic goals.
- No reference to research activities is to be found in the general program or in the various "syllabi" provided. No Grade Thesis is proposed at the end of the study program to ensure that future graduates will be able to contribute to professional knowledge and practice or to review strategies for Oral Health team's performance.
- The syllabi of the different courses do not report specific learning outcomes at the level described by the EQF, but refer to the **Ministry's Document of the Dentistry Program 221 (2019)**. **Neither the HEI's Educational Program Report nor the „syllabi“ of the specific disciplines of the Dentistry Program analyzed report specific disciplinary learning outcomes.**
- The structure of the above described **Ministry's Document of the Dentistry Program 221 (2019)** is **not aligned with any of the known international recommendations on competencies and learning outcomes for Dentistry.**

2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.

Analysis

The learning outcomes adopted by the HEI are the ones defined by the National Ministry of Education (**Ukrainian Education Ministry's Document of the Dentistry Program 221 (2019)**). The "syllabi" of the courses, as provided by the institution, only refer to these general lists of professional competencies and learning outcomes, as well as to the annex lists of signs, symptoms and pathologies to be studied during the Dentistry program.

The documents reporting the courses carried out in the two first years of the program only reflect the direct application of the Ministry's program learning outcomes, without reference to the institutional vision and mission of the HEI or the Dentistry program or their respective strategic goals. A table is provided to prove the complete alignment of the HEI's Dentistry study programme with the Ministry's study planning. However, only documental evidence has been provided of the availability of the material and infrastructure required for the development of the clinical aspects of the third, fourth and fifth years of the Dentistry program.

Neither the various “Profile and Competences of the European Dentist” (Plasschaert et al, 2005; Cowpe et al, 2010), GDC CLOs (Clark et al, 2004a, b) nor the “Graduating European Dentist” (Field et al, 2017, 2020) Competences and Learning Outcomes have been taken into account in the Dentistry Programme syllabi.

No assessment of the learning outcomes is proposed/provided. Only the final assessment method to be applied to each student individually is reported (State Exam), but not the assessment methods proposed for each level of competence (See Field et al, 2017).

Recommendations for improvement

- The HEI must establish an **Internal Quality System Committee for the Dentistry program (IQSC-D)** in order to ensure the establishment of the Dentistry program study plan and to ensure that the learning outcomes proposed for each academic level (grade, year course) are clear, easily measurable and understandable for both students and academia.
- The **IQSC-D** must ensure that the **learning outcomes of each course** are aligned with the mission and strategic goals of the HEI, as well as with the outcomes and with the general goals of the institution’s study programme.
- The **IQSC-D** must ensure that the **learning outcomes and assessment methods of each course are regularly** reviewed taking into account the international consensus recommendations, such as the “Profile and Competences of the European dentist” (Plasschaert et al, 2005; Cowpe et al, 2010), GDC CLOs (Clark et al, 2004a, b) and the “Graduating European Dentist” (Field et al, 2017; 2020).

Quality grade

Partly implemented

2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed

Analysis

EQF learning outcomes at the level of the proposed study program of dentistry (7) are described (<https://europa.eu/europass/en/description-eight-eqf-levels>) as follows:

- *Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research,*
- *Critical awareness of knowledge issues in a field and at the interface between different fields,*
- *Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields,*

- *Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.*

The syllabi of the different courses DO NOT REPORT specific learning outcomes at the level described by the EQF, but refer to the **Ministry’s Document of the Dentistry Program 221 (2019)**.

No reference to research activities is to be found in the general program or in the various “syllabi” provided. No Grade Thesis is proposed at the end of the study program to ensure the future graduates will be able to contribute to professional knowledge and practice or to review strategies for Oral Health team’s performance.

The required competencies for independent professional practice or to have access to Level 8 EQF (Doctorate) are not mentioned in the documents provided.

Recommendations for improvement

- The **IQSC-D** must ensure that the **learning outcomes and assessment methods of each course are aligned with the EQF learning outcomes** as are described for the level to be developed by the Dentistry program.
- The **Dentistry program must include specific research learning outcomes and assessment methods aimed at** contributing to professional knowledge and practice and/or must include a review of strategic performance of Oral health professionals and/or teams.

Quality grade

Partly implemented

2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme

Analysis

The **Ministry’s Document of the Dentistry Program 221 (2019)** of the study program does not report specific Dentistry learning outcomes, but is structured as:

- 23 General Learning Outcomes formulated in the Standard Content of Training Higher Education Students,
- Competences: 15 general competences and 18 Special (professional competences), as defined by the standard of the NQF descriptors; and
- Lists:
 - Of Contents of Educational-Professional Training Program, Study Time by Training Cycles, Academic Disciplines and Practice:
 - First cycle

- 55 compulsory
- 38 optional
- Practice
- Second cycle
 - 56 compulsory
 - 38 optional
 - Practice
- Lists
 - of Signs/symptoms (List 1)
 - of Dental Diseases (List2)
 - of Physiological Conditions and Somatic Diseases Requiring Special Tactics for Patient Management (List 3)
 - of Medical Emergencies (List 4)
 - of Laboratory Tests and Instrumental Examinations (List 4)
 - of Medical Procedures (List 5)
 - of Dental Procedures (List 6)

The structure of the above described **Ministry’s Document of the Dentistry Program 221 (2019)** is **not aligned with any of the known international recommendations on competencies and learning outcomes for Dentistry**. Neither the various consensus documents, such as the “Profile and Competences of the European Dentist” (Plasschaert et al, 2005; Cowpe et al, 2010), GDC CLOs (Clark 2004, Innes and Hurst 2012) nor the “Graduating European Dentist” (Field et al, 2017; 2020) documents on Learning Outcomes and Competences are taken into account in the Educational program design. The Educational program is not aligned either with the present CODA Accreditation standards (<https://www.ada.org/en/coda/current-accreditation-standards>), or the recommended TUNING Education Project which includes Medicine (http://tuningacademy.org/wp-content/uploads/2014/02/MEDINE_SubjectAreaBrochure.pdf) and Nursery grades but not Dentistry.

Recommendations for improvement

- The **IQSC-D** must ensure that the **specific learning outcomes and assessment methods of each course and discipline are aligned with the learning outcomes** as are defined and described for the level to be developed by the Dentistry program in the above mentioned international consensus documents.

The IQSC-D must ensure that the specific learning outcomes and assessment methods of each course and discipline are aligned with the learning outcomes as are defined and described for the level to be developed by each course and clinical speciality (i.e. periodontology, surgery, prosthetics, etc) of the Dentistry program as reported in international consensus documents (Anderson et al, 2011; Nitschke et al, 2018; Bennet et al, 2020; Matthan et al, 2020; Tikhonova et al, 2020).

- The HEI needs to establish an **active programme for internationalisation** in order to achieve the goals proposed, and to **apply for for supporting programs** from the Ukrainian Ministry and other international institutions.

Quality grade

Partly implemented

2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.

Analysis

The **Ministry's Document of the Dentistry Program 221 (2019)** of the study program does not report specific Dentistry learning outcomes, but refer to the Ministry's lists, that are structured as:

- 23 Learning Outcomes formulated in the Standard Content of Training Higher Education Students,
- Competences,
- Lists of specific topics (see 2.3).

Neither the Educational Program Report nor the various syllabi of the specific disciplines analyzed report **specific dentistry or disciplinary learning outcomes**.

No compulsory **research competencies** are proposed to be developed neither in the different disciplines nor as part of the general educational program for Dentistry; in a similar manner, no **interprofessional formative competencies** are proposed to be developed neither in the different disciplines nor as part of the general educational program for Dentistry.

Recommendations for improvement

- The **IQSC-D** must ensure that the **specific learning outcomes and assessment methods of each course and discipline include**
 - **Relevant research competencies,**
 - **Interprofessional formative competencies,**
 - **Sustainability and equality competencies.**

Quality grade

Partly implemented

III Study programme (ESG 1.2., ESG 1.7., ESG 1.9.)

Quality grade of the assessment area

Partly implemented

Summary

- The justification for delivering a study program has been provided both by the National Professional Association and the Ukrainian Ministry of Health representatives, since there is a ratio of 1 dentist/1700 population in Ukraine. The documentation reviewed indicates that the public health services/institutions cannot provide a sufficient number of professionals or sufficient technical skills for the existing students.
- No data or surveys of student employability upon completion of the Dentistry study programme, including opinions of three organizations involved in the labour market, have been provided. The fact that studies have been delivered for only two academic years explains this lack of evidence.
- The HEI **proves alignment of the content of each course with the expected national learning outcomes exactly as are listed in the** Ministry's Document of the Dentistry Program 221 (2019) as well as general and professional competencies that students must achieve after graduation. However, it's not clear what course/s a student has to pass in order to be able to enroll in the next course.
- The curriculum **is comparable with similar accredited study programmes in Ukraine but not with study programmes in Dentistry in the EU/EHEA.**
- The HEI documents prove alignment of the content of each course with the expected learning outcomes of that course as presented in the Ukrainian Higher education standard 221/Dentistry, Order No. 879 by the Ministry of Education and Science of Ukraine of 24 June 2019, based on which curricula in Dentistry are harmonised for all dental schools in Ukraine. **Minimum requirements for dental curriculum corresponding to the presently applicable minimal requirements as reported in the "Annex V" of the "EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications" are covered in the curriculum.**
- According to the curriculum, student practice is held in the second year (summer semester), third year (summer semester), fourth year (summer semester) and fifth year (winter semester). **None of the clinical activities described in the study program have been carried out by students so far.**

3.1. The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.

Analysis

The justification for delivering a study program has been provided both by the National Professional Association and the Ukrainian Ministry of Health representatives. The present number of dentists (26000) to serve a population of 45 million people is established as insufficient, since it represents a ratio of 1 dentist/1700 population in Ukraine.

No data or surveys of student employability upon completion of the Dentistry study programme, including opinions of three organizations involved in the labour market, have been provided. The fact that only two academic years have been carried out explain this lack of evidence. The documentation reviewed indicates that the public health services/institutions cannot provide a sufficient number of professionals or sufficient technical skills for their students.

No documented evidence has been provided, except for Tables 3.1 (The number of students per study programme for the academic year of evaluation) and 3.2 (Employment of graduates/alumni in the last three calendar years) to adequately report:

- An analysis of resources necessary for the study programme delivery;
- The optimal number of students that can enrol in the study programme with regard to available space, equipment and the number of teachers;
- Feedback from alumni and employers;
- The existence of a Dentistry career development support services for students.

Recommendations for improvement

The **IQSC-D** must establish a regular revision system to carry out:

- An analysis of resources necessary for the study programme delivery;
- The optimal number of students that can enrol in the study programme with regard to available space, equipment and the number of teachers;
- Feedback from alumni and employers;
- The existence of career development support services for students.

Quality grade

Partly implemented

3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.

Analysis

The HEI proves alignment of the content of each course with the expected national learning outcomes exactly as are mentioned in the Ministry's Document of the Dentistry Program 221 (2019) as a list. Furthermore, general and professional competencies that students are going to achieve after graduation are also described in the Ministry's Document of the Dentistry

Program 221 (2019). Competencies are not aligned with the latest ADEE (<https://adee.org/>) recommendations, therefore core disciplines are not well developed for acquiring all recommended professional competencies (Field et al, 2017).

The HEI ensures an appropriate order of courses that is presented in the document "List of disciplines" and the curriculum is developed in accordance with the "Guidelines for the development of curricula at the Interregional Academy of Personnel Management". Enrolment requirements are mentioned in all syllabi as a basic description of prior knowledge that student should have. However, it's not clear which course/s a student has to pass in order to be able to enroll in a particular course.

Recommendations for improvement

The IQSC-D must establish a regular system to carry out a review of:

- The learning outcomes, curricula, general and professional competencies that should be aligned with the latest recommendations e.g. “Profile and Competences of the European dentist” (Plasschaert et al, 2005; Cowpe et al, 2010), GDC CLOs (Clark 2004a-b, Innes and Hurst 2012) the “Graduating European dentist” (Field et al, 2017, 2020) and “Preparing for practice. Dental team learning outcomes for registration”. GDC, 2015 ([https://www.gdc-uk.org/docs/default-source/registration-for-dcps-qualified-overseas/preparing-for-practice-\(revised-2015\)-\(3\)9cfe2565e7814f6b89ff98149f436bc7.pdf?sfvrsn=ab3900f4_7](https://www.gdc-uk.org/docs/default-source/registration-for-dcps-qualified-overseas/preparing-for-practice-(revised-2015)-(3)9cfe2565e7814f6b89ff98149f436bc7.pdf?sfvrsn=ab3900f4_7))
- The enrolment requirements for each course that should be precisely determined. Particularly, each syllabus in a course should have a clear description of what previous courses students have to pass to enroll in a specific course.

Quality grade

Partly implemented

3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.

Analysis

The HEI documents prove alignment of the content of each course with the expected learning outcomes of that course, as presented in the Ukrainian Higher education standard 221/Dentistry, Order No. 879 by the Ministry of Education and Science of Ukraine of 24 June 2019, based on which curricula in dentistry are harmonised for all dental schools in Ukraine (**Ministry’s Document of the Dentistry Program 221 (2019). Minimum requirements for dental curriculum corresponding to the Annex V of the present “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“ are covered in the curriculum.**

Obtained competences and learning outcomes are listed in the Higher education standard pp 7-11 & 17-26, but are not aligned with the internationally recommended outcomes (ADEE, CODA, GDC, etc.) mentioned above. Annex 3 in Higher education standard lists all the

physiological conditions, symptoms of diseases and syndromes that should be covered by the educational programme for dental students.

Curriculum is approved by five positive references from the other Ukrainian HEI (in additional documents) running a curriculum in dentistry and by oral approving statement during the meeting from the representative of the Ukrainian Dental Association.

The curriculum is comparable with similar accredited national study programmes but not with study programmes in Dentistry in the EU/EHEA.

The higher education institution ensures an appropriate order of courses and clearly defined enrolment requirements for each course. Prerequisite disciplines are fixed in every syllabus, presenting enrolment requirements for particular courses. As a rule, every syllabus defines learning outcomes (competences) and crediting conditions including student grading terms for the subject.

Core disciplines necessary for acquiring all professional competencies as described in the relevant national by-laws are covered. List of basic sciences, compulsory and elective subjects can be followed in the Curriculum annually and by volume (hours/credit points). There is no clearly documented evidence of that standard.

In addition to the profession-specific knowledge and skills, the study programme also ensures the acquisition of generic competencies according to the national requirements, but are not aligned with the recommended outcomes by ADEE, CODA, etc.

The traditional training programme in dentistry in the EU foresees that the graduates have to take full legal responsibility for the diagnosis and treatment of oral and dental diseases (as per the present “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“), which is for the IAPM dental graduates the case only after two years of internship under supervision by a senior colleague. Thus, after obtaining the diploma, graduates are able, under the supervision of a supervisor, to formulate a final clinical diagnosis of dental diseases, know the principles of treatment and prevention of dental diseases, treat major dental diseases” (from **the Ministry’s Document of the Dentistry Program 221 (2019)**).

After finishing education under the educational-professional program "Dentistry," the specialist is able to perform the following professional work: intern (CP (Classifier of Professions) code - 3229) or a trainee doctor (CP code - 3221);

Recommendations for improvement

The **IQSC-D** must establish a regular revision system to carry out a review of:

- The learning outcomes and competencies (knowledge, skills, aptitudes/actitudes) required for each discipline syllabus, and their adequacy to the entire study program. As an example, it is not clear from the syllabus if Medical biology provides sufficient information about Immunology and Human genetics which could be separate subjects on account of decreasing the number of elective subjects (75 ECTS currently).
- The study program learning outcomes order to ensure that they are aligned with the internationally recommended learning outcomes.

- The development of adequate practical skills for acquiring adequate competences on clinical oral health practice during the pre-diploma study period.

Quality grade

Partly implemented

3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.

Analysis

The HEI documents prove alignment of the content of each course with the expected learning outcomes of that course, as presented in the Ukrainian Higher education standard 221/Dentistry, Order No. 879 by the Ministry of Education and Science of Ukraine of 14 June 2019, based on which curricula in Dentistry are harmonised for all dental schools in Ukraine. Minimum requirements for dental curriculum corresponding to the presently applicable minimal requirements, as reported in the “Annex V“ of the “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“ are covered in the curriculum.

However, a process of modification of the “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“ started in 2019 and is regularly reporting progress to the relevant EU authorities. The Directive, as well as the annexes are thus to be modified in the short term.

Recommendations for improvement

The **IQSC-D** must establish a regular revision system to carry out a review of:

- The study program learning outcomes in order to ensure that are aligned with the internationally recommended outcomes as will be defined by the New EU Directive on recognition of professional qualifications.

Quality grade

Partly implemented

3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.

Analysis

The higher education institution uses ECTS credits, 60 per year. The number of ECTS per course corresponds to the sum of teaching hours and hours of independent workload outside of classes, divided by 30.

Considering the independent student workload, for example, the current schedule states that “Human Anatomy”, as well as “Histology and Embryology” have 22 lecture hours, respectively, as well as 80 seminar hours and only 18 “independent work” hours, although being known as very demanding subjects. On the other hand, elective subjects, such as “Management”, “Public relations and ethics...” have much more hours of “independent work” than the mentioned compulsory ones. This shows that the philosophy of didactics is not to have the students carrying on “independent work” in the compulsory subjects to a large extent. The students are thus not expected to make a personal effort to prepare independently for the classes or practical activities and exams of compulsory subjects, whereas this kind of personal “independent work” seems to be required from the students in the “elective courses”.

Elective subjects constitute 25% of the course, and include versatile themes and subjects, many from out of the Health Sciences. This is not in line with the EU’s HEI healthcare programs.

In the self-evaluation document, the HEI states that the student workload has been determined by discussions at the meetings of the department during the approval of teaching materials. In order to assess real student workload, the self-assessment document states that the number of hours was decided by a students’ survey “in the form of a conversation while performing practical tasks, etc.”

Recommendations for improvement

- Higher weight/time should be allocated for independent work in the obligatory formative activities and subjects. This would create a more positive attitude for students’ future professional development as oral healthcare providers.
- The percentage of elective ECTS should decrease considerably.
- The HEI has progressed in the appropriate direction to estimate required independent workload. Taken into account that this is a new program, it is appreciated that this system was not possible to be generally applied since most of subjects have not been executed yet. However, the panel encourages the HEI to involve the students in future reviews of ECTS and of how much independent learning they need.
- The **IQSC-D** must establish a regular revision system to create (and thus describe) objective standards and mechanisms for assessing the required independent students’ workload, once the full programme has been implemented. That way, the expected mechanisms will be able to check compliance of the allocated ECTS credits with the actual student workload.

Quality grade

Partly implemented

3.6. Student practice is an integral part of the study programme.

Analysis

Student practice is an integral part of the study programme and according to the curriculum, it is held in the second year (summer semester), third year (summer semester), fourth year (summer semester) and fifth year (winter semester). **None of the clinical activities described in the study program have been carried out by students so far.**

The following public institutions will collaborate in the practical formation of the students:

- Municipal Non-Commercial Enterprise "Capital Dentistry",
- Clinical Hospital №15, Podilskyi District, Kiev,
- Municipal Non-Commercial Enterprise "Center for Primary Health Care" 2 "Podolsk district of Kiev,
- Communal enterprise "Rivne Regional Clinical Hospital" of Rivne Regional Council.

Contracts with these public institutions are provided via OneDrive.

Yet, there is no information or institutional plan to supervise students on the practice.

Each student passing all clinical disciplines gets 22 ECTS, precisely for Industrial nursing practice of patient care 6 ECTS, for Industrial medical practise (prevention of dental diseases, therapeutic dentistry) 4 ECTS, for Industrial medical practice in pediatric dentistry 7 ECTS and for Industrial medicine practise (surgical, therapeutic and orthopedic dentistry) 5 ECTS.

Practice-related learning outcomes are written in all syllabuses, but they are not aligned with the latest EU recommendations.

The HEI has planned mechanisms for carrying out student practice in a systematic and responsible manner. One of those mechanisms is a diary where every student writes down everything that has been done every day during the internship. The diary is mandatory for admission of the student to the test. Furthermore, there is a list of practical skills that should be carried out on patients.

Assessment of the acquisition of practical skills is carried out daily. The student can get a satisfactory grade or unsatisfactory grade. Possible satisfactory grades are 2, 3, 4, 5. The student has the right to improve an unsatisfactory grade in the next lesson by writing a syllabus and an oral answer to the teacher. At the last practical lesson, students have the final control. It is managed by the teacher who supervised the student. To pass the internship, a student should prove that he/she did not miss any day of internship, that he/she mastered practical skills in accordance with the list and provide a diary signed by the head of practice.

Recommendations for improvement

- The HEI should provide names and qualification structure of supervisors or at least a plan about the structure and assessment for the supervision of students on the clinical practice.

- Practice-related learning outcomes should be aligned with the latest recommendations, e.g.: “Profile and Competences of the European dentist” (Plasschaert et al, 2005; Cowpe et al, 2010) or the “Graduating European dentist” (Field et al, 2017).
- The General Dental Council (UK) also published guidance documents, such as GDC CLOs (Clark 2004, Innes and Hurst 2012) and “Preparing for practice. Dental team learning outcomes for registration” published by the GDC in 2015 ([https://www.gdc-uk.org/docs/default-source/registration-for-dcps-qualified-overseas/preparing-for-practice-\(revised-2015\)-\(3\)9cfe2565e7814f6b89ff98149f436bc7.pdf?sfvrsn=ab3900f4_7\)is](https://www.gdc-uk.org/docs/default-source/registration-for-dcps-qualified-overseas/preparing-for-practice-(revised-2015)-(3)9cfe2565e7814f6b89ff98149f436bc7.pdf?sfvrsn=ab3900f4_7)is))
- The HEI should prepare an assessment system for student clinical practice in outpatient clinics and supervisors by a committee including members from both institutions (HEI and outpatient clinics).

Quality grade

Partly implemented

IV Teaching process and student support (ESG 1.3. i ESG 1.4, ESG 1.6.)

Quality grade of the assessment area

Partly implemented

Summary

- The admission criteria for national and international students are defined and ensure the selection of candidates with appropriate prior knowledge, according to Ukraine's national standards.
- The assessment of students is continuously performed, and there are semester certification exams to confirm mid-term assessment. Dentistry education system heavily depends on the national examination system, "Krok 1" and "Krok 2" exams are applied to students before graduation. The fact that only two academic years have been carried out explains the absence of such feedback on the Dentistry program results so far.
- Teaching methods are selected by teachers and adapted to student population. Lectures in the form of conversation and visualisation are delivered. State-of-the-art technologies used in teaching are not clearly reflected in the self-evaluation documents.
- The quality of the mode of programme delivery and teaching methods used is assessed by students and head of the department by means of conversations. The panel has no evidence of systematic assessment of all learning outcomes due to the fact that students are in the phase of enrolment in the third study year.
- The HEI conducts consultations with student self-government, periodic surveys, systematic meetings, etc. in order to identify and take into account their needs and interests. Every discipline syllabus has a schedule for consultation with professor and availability of professors is confirmed by students. The HEI has career guidance office, psychological and legal counselling. However, the HEI has not provided any plan on supporting a diverse student population e.g. mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities.
- There are no reported examples of the international mobility of students, neither of incoming (or virtual) mobility of international teaching staff.
- The criteria and methods for assessment and grading are clear, aligned with the expected learning outcomes described in the **Ministry's Document of the Dentistry Program 221 (2019)** and with the teaching methods used are published before the beginning of a course and published on the HEI website. Forms, descriptions and assessment criteria within each discipline of the Dentistry program are reflected in its syllabus and are announced by each teacher of the discipline. However, no modern methods of assessment are reported.
- **The diploma issued at the end of the studies as reported by the Ministry's Document of the Dentistry Program 221 (2019) does not lead the graduates to**

independent practice immediately following graduation, as is the case in the EU countries *as per* “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications.” Thus the HEI should, through design and execution of its program, ensure that graduating students are able to start working independently immediately upon obtaining the degree.

- The HEI documents prove alignment of the content of each course with the expected learning outcomes as presented in the Ukrainian Higher education standard 221/Dentistry, Order No. 879 by the Ministry of Education and Science of Ukraine of 24 June 2019, based on which curricula in dentistry are harmonised for all dental schools in Ukraine Ministry’s Document of the Dentistry Program 221 (2019). **Thus the diploma issued at the end of the studies would be valid only in Ukraine.** No diploma supplement is reported. And no access to the mandatory third-cycle formation leading to the Krok3 exam which gives access to the independent professional practice in Ukraine is previewed for foreign students.

4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.

Analysis

The admission criteria for national and international students are defined and ensure the selection of candidates with appropriate prior knowledge. Competitive selection of national students is carried out by the result of external independent examination where three competitive subjects are credited: 1) Ukrainian language, 2) Mathematics and 3) Biology or Chemistry or Physics. Minimum score of second and third subject shouldn't be less than 150. All information regarding admission to the Academy is published in the HEI's website. International applicants should issue a proof of the level of English proficiency (e.g. IELTS score not lower than 7.0) and undergo assessment of their knowledge and testing. The type of entrance exam for foreign students is multiple choice questions (examples are provided via OneDrive).

The HEI has licence for 75 students, still the planned number of students per year is 15-20.

Students who transfer from another education institution are required to issue their previously passed credits and exams. Therefore, the decision on approval of passed discipline is made by a particular department. At the meeting with students, Oleksiy Pozychanyuk described his experience of transferring to the dentistry programme. He was satisfied and all parts of the procedure have been explained to him by the director.

Foreign students, who want to continue their study programme at the Academy, provide a document from a foreign education institution – "academic certificate" – which indicates which subjects from the Academy study programme he/she previously studied at a foreign HEI and what grades he received. Then the HEI assess what subject/s a student should additionally study and what subjects will be accepted as passed.

Recommendations for improvement

- The HEI should analyse student performance on the Dentistry study program, depending on the admission criteria or criteria for the continuation of studies in order to make improvements and/or changes in the mentioned criteria. Moreover, a student's average grade in high school should be included in that analysis.
- The HEI should establish enrolment quota to admit only an exact number of students, thus avoiding the risk of future plethora.
- Admission rules for international applicants should be publicly available, more precisely defined (e.g. exactly which exam/s can they provide as a proof of level of English proficiency, any or just IELTS score not lower than 7.0) and in English.
- The HEI should analyze feedback from students who have transferred from other higher education institutions with regard to their experience with the recognition of higher education qualifications, periods of study and prior learning in case of continuation of studies (interviews, surveys);
- International enrolment of students should be encouraged, so the students could participate as full members of the European Dental Student Association (EDSA). That would facilitate students to collaborate with other colleagues around Europe, participate in their meetings and congresses and also get an opportunity to organise European Visiting Programme that would attract foreign students to come and visit the dental institute at the HEI.

Quality grade

Partly implemented

4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

The self-evaluation document lists the ongoing, periodic and semestral examinations. The assessment of students is continuous, and there are semester certification exams to confirm mid-term assessment. From the interviews with students, their workload is apparently not very heavy; the continuous process of assessment facilitates the fulfilment of their academic requirements.

There is a 100% success rate of transition from the 1st to the 2nd year, comparably high for Dentistry programs (elsewhere tends to be demanding, exerting a high pressure), especially taken into account that the enrolment rate to the 1st year is also 100%,

As was written in the self-assessment document, and as was confirmed in a series of interviews with administration, staff and students, the Dentistry education system heavily depends on the national examination system. There are “Krok 1” and “Krok 2” exams while students are still

studying (before graduation), and there is a “Krok 3” exam following graduation, after students have left the Dental school. “Krok 3” is a major public examination, which is not a part of a study program. The exam is taken following the internship after graduation. The exam itself has a role to verify if the recently graduated dentist possesses enough skills and knowledge to work independently. In that capacity, it serves as a “barrier” from having unfit dentists in practice. Therefore, its function results in maintaining educational standards, and is not a part of the study program.

This is peculiar to the Ukrainian healthcare system, but it also heavily affects the educational system, despite its local positive aspects.

Since “Krok 3” is optional and required only for graduated dentists that wish to practice in Ukraine, not many international students will be likely to take “Krok 3” exam. Having the internship and “Krok 3” as the integral part before licensing to practice will differentiate between those who plan to practice in Ukraine (national students) and the international ones. Consequently, it affects international students, who are not universally called to carry out “Krok 3”, thus creating doubts about their personal capacity to practice. Therefore, it seems like the international students are expected to do less, if they are not planning to practice in Ukraine.

Recommendations for improvement

The panel considers that all students, Ukrainian and international alike, **should be equally considered fit for independent practice immediately following graduation**, as is the case in the EU countries *as per* “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“. Thus the HEI should, through design and execution of its program, ensure that graduating students are able to start working independently immediately upon obtaining the degree.

Quality grade

Partly implemented

4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.

Analysis

The higher education institution encourages various modes of programme delivery, in accordance with the expected learning outcomes. According to the Self-Evaluation (SE) report various teaching methods are used that encourage interactive and research-based learning, problem solving, projects to develop students’ creative and critical thinking, independence and responsibility.

Teaching methods are selected by teachers and adapted to the student population. Lectures in the form of conversation and visualisation are practiced. State-of-the-art technologies used in teaching are not clearly reflected in the self-evaluation documents.

The HEI ensures mechanisms for the assessment and adjustment of the applied modes of programme delivery and teaching methods, especially in special and exceptional circumstances. The staff is ready to transfer to online teaching in case of need, as WEB- access lectures were organised for the students during the COVID-19 pandemic (SE report p 7). According to the SE report educational content is posted on the electronic resources of the academy but the panel members have not been introduced with this system.

The quality of the mode of programme delivery and teaching methods used is assessed by students and head of the department by means of conversations (SE report). Ratings of full-time research and teaching staff members of the Academy are determined taking into account the position held. Regulations are approved by the decision of the Academic Council of PJSC HEI IAPM (minutes №10 of 30 October 2019).

There is no evidence about special needs students in the Dentistry programme.

Regulations on student grading are presented in the document “Regulation of educational process in IAPM” p 20. Current grading, tests and exams are used to measure the knowledge and obtained skills of the student and are carried out according to the “Criteria for Assessing the Knowledge and Skills of Students at PJSC "IAPM University" (<http://maup.com.ua/assets/files/publ-adm/nakaz-191.1-0.pdf>).

The panel has no evidence of whether all learning outcomes will be achieved due to the fact that students are in the phase of enrolment in the third study year. OSCE and Krok 2 State licencing examination have been planned in the curriculum.

Recommendations for improvement

The HEI should encourage the professors and academic leaders to establish a regular follow-up system to ensure student-centred learning and achievement of all expected learning outcomes, by means of

- consulting students about their needs for attaining deeper knowledge in the subjects,
- practicing and assessing the results of student-centred learning methods and activities,
- providing guidance to continued learning beyond the programme (learning-for-life approach).

Quality grade

Partly implemented

4.4. The higher education institution ensures adequate student support.

Analysis

According to the meeting, students are satisfied with how the Academy treats them. The Academy conducts consultations with student self-government, periodic surveys, systematic meetings, etc. in order to identify and take into account their needs and interests. Students also have "trust boxes" where they can leave questions and complaints to the rector or the director. Regarding the first year and how the HEI treats freshmen, second-year students take care of them as student tutors/mentors. However, a student guide document is not provided.

Every discipline in a syllabus has consultation hours with professor, and the availability of professors at the scheduled time is confirmed by students. The Academy has a career guidance office, psychological and legal counselling. The purpose of the psychological laboratory is to conduct sessions of psychological counseling, group psychotherapeutic training, supervision classes of teachers with students and masters. Laboratory is headed by Lyudmila Fedosova – an experienced psychologist and teacher. The HEI Center acts as the career guidance office for organization of practice, employment of students and work with graduates. The main purpose of the Center is to create favorable conditions for further development of mutual cooperation between the Academy, graduates and students, solving problems of employment of graduates and students, etc. Ksenia Lovetskaya is the director of this center.

Moreover, students can get any necessary information regarding the educational process, educational and methodological support (general issues) and the organization of training and dormitory accommodation from the staff of the dean's office.

Students who have health issues are able to take academic leave or breaks in studies with the preservation of certain rights as well as to resume their studies in the manner prescribed by the Academy. The students have right to participate in the formation of an individual curriculum on the basis of medical or other reasons.

The HEI has not provided any plan on supporting a diverse student population e.g. mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities.

The library has 7 employees (according to the table 5.4.) and is open from 9.00 to 17.00 every working day (website of the library).

The HEI has not provided the number of qualified dental and medical laboratory technicians that assist students in the pre-clinical and clinical practical activities.

Recommendations for improvement

- The HEI should provide a „Student guide of Dentistry study program,, to freshmen and candidates.
- The HEI should establish a procedure for supporting students in outgoing and incoming mobility (i.e. Erasmus Programme).
- The HEI should have a plan with a clear description of the measures to support a diverse student population e.g. mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities.

- The HEI should recruit a sufficient number of dental and medical laboratory technicians and Oral Health Professionals (hygienists, prothesists, dental nurses, etc.) to work in the new campus pre-clinical and clinical facilities.

Quality grade

Partly implemented

4.5. The higher education institution ensures participation in international mobility programmes to students.

Analysis

There are no reported examples of the international mobility of students, neither of incoming (or virtual) mobility of international teaching staff.

Recommendations for improvement

- The panel suggests that the HEI make an action plan on the international mobility of students and teaching staff.
- The panel recommends to first start planning with the outgoing mobility for the academic staff by means of the Erasmus+ staff mobility. Mobility may last between 5 days and 2 months. The programme finances travel costs and up to 5 days of accommodation (KA103).
- The second step would be to start student mobility for studies (following the signing of bilateral inter-institutional Erasmus agreements).
- The participation of both students and staff in international associations and scientific and education congresses would facilitate the establishment of contacts that in turn, would provide opportunities for international mobility.

Quality grade

Not implemented

4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.

Analysis

The criteria and methods for assessment and grading are clear, aligned with the expected learning outcomes and with the teaching methods used, and published before the beginning of a course. Criteria for assessing student knowledge and skills are published on the website: <http://maup.com.ua/assets/files/pdf/ocin-znan-stud.pdf>;
Regulations on assessment of achievements of higher education beneficiaries: <http://maup.com.ua/assets/files/publ-adm/nakaz-191.1-0.pdf>

The higher education institution has mechanisms in place, which ensure objectivity and reliability of assessment and grading of student achievements.

A functional student appeals procedure has been designed in the IAPM. In cases of conflict an appeal commission is created by the director of the institute including representatives of teaching staff and of the student self-government council of the institute /faculty. Ombudsman acts according to the „Regulations on the commissioner for students: procedure and conditions for appealing to the ombudsman“ p 4-5. If there are valid reasons, an individual schedule for exams or liquidation of academic debt for not more than a month from the beginning of the next semester can be considered. If not applicable, academic leave for one year is optional.

The institute receives feedback from students on objectivity and consistent implementation of assessment and grading procedures after questionnaires on the quality of the educational process: https://drive.google.com/file/d/1pmvjS_1xelIrDqwQfERnPjRK0bp3hAMM/view

In every syllabus of the dental curriculum the related grading system is presented to support the assessors in the development of skills related to testing and assessment methods. The system of monitoring students' academic achievements includes: current, thematic, periodic, final control, self-control, Krok 1; Final certification - license exam Krok 2 Dentistry, Unified State Qualification Exam. Regulations on the procedure for conducting the unified state qualifying exam have been presented:

<https://drive.google.com/file/d/1eRtTMSqtqi20NY3HGEfwGdkT9vBulBzy/view>

Assessment methods include: oral presentations; written exams (problems and scientific tasks); seminars and scientific reports with assessment of the achieved results; writing medical histories, writing scientific articles based on research results. No examples of implemented procedures ensuring the objectivity and reliability of grading (e.g. double marking) have been provided.

"Regulations on the organization of educational process in IAPM» (<https://drive.google.com/file/d/1xbY3tAcAgu7MXJKaw3ioOE50X0eMbqOj/view>) provides for the students' possibility to take academic leave or breaks in studies with the preservation of certain rights, as well as the resumption of studies in the manner prescribed by the Academy; the participation of the applicant in the formation of an individual curriculum on the basis of medical or other reasons. No examples of modification of the assessment procedures for special needs cases were presented in the SE report.

Forms, descriptions and assessment criteria within each discipline are reflected in the curricula, work programs, and are announced by each teacher of the discipline.

No modern methods for assessment have been implemented. (Field et al, 2017).

Recommendations for improvement

The internal Quality system committee for the Dentistry program must establish a regular system to carry out a review of the study program assessment methods in order to ensure that they are aligned with the internationally recommended methodology (student portfolios, self-

evaluation, reflexive practice, etc.) and the learning outcomes as will be defined by the Dentistry School (see Field et al, 2017, 2020).

Quality grade

Partly implemented

4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.

Analysis

The HEI documents prove alignment of the content of each course with the expected learning outcomes of that course, as presented in the Ukrainian Higher education standard 221/Dentistry, Order No. 879 by the Ministry of Education and Science of Ukraine of 24 June 2019, based on which curricula in dentistry are harmonised for all dental schools in Ukraine Ministry's Document of the Dentistry Program 221 (2019). Minimum requirements for dental curriculum corresponding to the presently applicable minimal requirements, as reported in the „Annex V“ of the “EU directive 2005/36/EC of the European Parliament on recognition of professional qualifications“ are covered in the curriculum.

However, no evidence has been provided about the compliance of the HEI with the latest developments of the EHEA Documents about the Overarching Framework of Qualifications of the European Higher Education Area (Paris communiqué, appendix III) or the Diploma Supplement (Paris communiqué, appendix IV) (<http://www.ehea.info/page-ministerial-declarations-and-communicues>).

Recommendations for improvement

The HEI should implement a plan for the internationalization for both the academic structures, the staff and the students, based on the participation of all stakeholders in the relevant Education (ADEE, EDSA) and Research (PER/IADR) European and International forums.

Quality grade

Partly implemented

V Resources (ESG 1.5. and ESG 1.6.)

Quality grade of the assessment area

Not implemented

Summary

- Current ratio of students and full-time teachers (7:1) is sufficient at the moment, as there are only 45 students in the first two years. Thus, the current number of full-time

employed faculty would be appropriate to accommodate about 25 students at each of the 5 years (125 students in total). In case that the program develops to its maximum enrolment capacity (75 students/year, 375 in total), the number of full-time employed faculty would need to be tripled in order to maintain the required teaching capacity. The provided list of external associates does not compensate the need for teaching staff.

- The impossibility of carrying out a standard site visit has limited the panel's direct assessment of the adequacy and appropriateness of the space, equipment and entire infrastructure (laboratories, IT services, work facilities, etc). Only documental evidence has been provided that a future dental hospital will be built by the HEI for the delivery of the study programme and ensure the achievement of the expected learning outcomes.
- In a similar manner only documental evidence has been provided that the space, equipment and entire library infrastructure, including the access to online publications and teaching material is adequate for the delivery of the study programme and ensure the achievement of the expected learning outcomes.
- Only documental evidence has been provided regarding the financial stability and the access to the necessary funds for the whole HEI to work and for a high-quality delivery of the study programme.

5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.

Analysis

According to the available sources (list of employees, "List of disciplines", Table 5.1), the number of academic faculty members is 40, of which 16 are termed as "full time" and 24 as "part time".

Among them, 5 are professors of non-medical subjects, 17 professors and 10 lecturers/assistants of medical subjects (including psychology), and finally, 5 professors and 3 assistants/teachers of dental subjects. This accounts for 20% of dental professionals among the academic faculty members. Most of the teachers, thus, are medical doctors.

Current ratio of students and full-time teachers is less relevant for the moment, as students are only at the first 2 years, 45 of them. The HEI holds the permission to enrol 75 students in the 1st year, amounting to 375 students in total, should the school be enrolling at all 5 years to its maximum capacity.

The suggested student to full-time employed faculty ratio would be 7:1. Thus, the current number of full-time employed faculty would be appropriate to accommodate about 25 students at each of the 5 years (125 students in total). In case that the program develops to its maximum enrolment capacity, the number of full-time employed faculty would need to be tripled in order to maintain a good ratio.

The ratio of students and full-time teachers at the higher education institution is appropriate and ensures a high quality of study if the number of enrolled students will remain 20-25 per year.

Teacher workload varies between 100 and 650 hours. Most full-time employees have 450 hrs of teaching. This is a very hard burden for teachers. There seem to be few inconsistencies in personal workloads. For example, a “List of disciplines” states that “Foreign language” (Prof. Shestopalova I.O.) has 64 hours of teaching per year (34 hrs of seminars in the 1st and in the 2nd semester), whereas the appointment (Table 5.1_1) states 450 teaching hours. Even if there are 3 seminar groups per year, teaching load would be 3 x 68 hrs.

In contrast, Listed personnel responsible for “Orthopaedic dentistry” and related courses (Prof. Krasnov and Prof.Savchuk) have in total responsibility for 80 hrs of lectures and 460 hrs of seminars, according to a “List of disciplines”. Their appointment is 450 teaching hours each (Table 5.1_1 and 5.1_2). In case that there are only 2 or 3 seminar groups per year, it would mean that the yearly teaching workload would be 1000 or 1460 hours, respectively.

Teacher workload ensures appropriate distribution of teaching, professional and/or scientific activities, personal and professional development, and administrative duties.

Course leaders are qualified for the course they lead. During interviews with teachers it was clear that some of them use good English (Prof. Krasnov) and that they have had international professional experience.

It is evident from the table 5.2 (“General mobility of teachers”) that most faculty members attended professional conferences within Ukraine and the region. However, few academic faculty members participate in mobility programs, or international collaborative projects, networks, etc. They are: Dr. Baranovska, an orthodontist who spent time in South Korea and Vienna; Prof. Dychk, a chemist, who did Academic Teaching Excellence course organized by the British Council; Dr. Goncharuk, a neurosurgeon who attended courses in Greifswald, Dessau, Cologne and Athens. Dr. Kononyuk, an anaesthesiologist, listed that he attended international conferences in Poland, Russia, USA, Italy, Germany, Spain, France, Monaco, Israel.

The motivated and able academic faculty members who communicate in foreign languages represent the opportunity and a valuable asset of this HEI.

Recommendations for improvement

- The HEI must establish a plan for prescribing all teacher appointment procedures, including the recruitment, the composition of selection committees and the plan for assessments made by expert bodies, in order to recruit teachers both at national and at international levels. However, the specific clinical formation required for the Professors of the Clinical Oral Health Specialities are not defined.
- The HEI must install a system for the promotion of teachers into higher grades based on the evaluation and rewarding of excellence. Important achievements obtained by staff and/or students, such as successfully completed projects, success in securing additional funds and national or international projects, mentoring, supervision of graduation and PhD theses, authorship of textbooks and study materials, popular lectures, etc. must be rewarded.

- The HEI should implement a plan for the internationalization for both the academic structures, the staff and the students, based on the participation of all stakeholders in the relevant Education (ADEE, EDSA) and Research (PER/IADR) European and International forums.

Quality grade

Partly implemented

5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.

Analysis

The Academy and the Institute have Employers' Councils. External associates have the required work experience, include the latest research, trends and know-how from the labour market in the teaching process. Employers are directly or through their associations involved in the process of periodic review of the educational program and other procedures to ensure its quality through being invited to cooperate with the guarantor of the educational program and join the review of the educational programme.

The higher education institution encourages the organization of student practice in the institution in which external associates work full time. A list of dental clinics with which head-doctors are willing to cooperate is given in the SE report.

According to the SE report the IAPM organizes training on the method of preparation and delivery of teaching for external associates from the business sector, and introduces them to the regulations and practices from higher education (for example, ECTS credits, learning outcomes, teaching methods). Agreement forms on student practice in outreach clinics are presented in documents. Practice terms of students and interns have been discussed with the staff of the dental clinics.

A list of external associates, with qualifications and institutions in which they work full time and positions is presented in documents: however, no CVs are included.

Several compulsory and elective subjects are being taught by invited, external, highly qualified part-time teachers/professors from other HEIs. Regulations on electing and hiring research and teaching staff, approved by the IAPM's Academic Council (24 June 2015) are presented among additional documents.

Recommendations for improvement

Standardization of teaching by external teachers to achieve similar LOs for the students.

Quality grade

Partly implemented

5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.

Analysis

The impossibility of carrying out a standard site visit has limited the panel's direct assessment of the adequacy and appropriateness of the space, equipment and entire infrastructure (laboratories, IT services, work facilities, etc.) for the delivery of the study programme and ensuring the achievement of expected learning outcomes.

In a similar manner only documental evidence has been provided (a plan for the future clinical building, some videos and photographs of the pre-clinical laboratories, videos of some equipment and facilities, images of equipment, etc.) that the space, equipment and entire infrastructure (laboratories, IT services, work facilities, etc.) are appropriate for the implementation of professional and/or scientific activity. The absence of a clinical setting is particularly noted.

Recommendations for improvement

A site visit should be programmed for the follow-up of

- the adequacy of the campus facilities, including transportation as well as connectivity (Intranet, WiFi access, Eduroam connection, VirtualCampus/Platforms, etc.),
- the construction of pre-clinical, and especially clinical facilities for an **adequate delivery of clinical competencies of the study programme, ensuring the achievement of all required learning outcomes:**
 - Basic science laboratories: Dissection room, biochemistry/BiolMol/BiolCell labs, Microbiology/immunology; Microscopy, etc.,
 - Preclinical labs: Biomaterials, endodontics, prosthesis, etc.,
 - Preclinical skills-labs: phantoms, simulation, haptics, 3d printing, etc.,
 - Clinical skills: dental hospital facilities with services adequate for general dental practice, specialist dental practice, paediatrics, surgery, etc.

Quality grade

Not implemented

5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity.

Analysis

The impossibility of carrying out a standard site visit has limited the panel's direct assessment of the adequacy and appropriateness of the library and library equipment, as well as access to additional resources (Videos, On-line teaching/research material, etc.) for the delivery of the study programme and ensure the achievement of expected learning outcomes. No electronic access has been provided to conduct an on-line visit to the library, or to experience its use as a „mock student“ or „invited academician“.

In a similar manner, only documental evidence has been provided (Table 5.4) about the Space, equipment and entire library infrastructure - WiFi/Eduroam access; number of paper textbooks/other books; General/Dentistry scientific journals (7 printed, 25 electronic) - as well as provided access to international scientific databases or electronic resources. No mention about the usual bibliographic services (EBSCO, SCOPUS, MENDELEY, CLARIVATE, etc.) or to library/editorial well-known resources (Access Biomedical Sciences (MacGraw-Hill); Elsevier Science Direct/Medicine books; Elsevier's „Clinical Key“; Springer Books, etc.) is made.

Recommendations for improvement

The HEI must establish a plan for acquiring **library equipment, as well as access to additional resources (Videos, On-line teaching/research material, Collections of books/reviews, subscriptions to books/journals collections, etc.)** for the delivery of the study programme of Dentistry and Biomedical Sciences and ensure the achievement of expected learning outcomes.

Quality grade

Partly implemented

5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.

Analysis

Only documental evidence has been provided regarding the financial stability and access to the necessary funds for the whole HEI to work and for a high-quality delivery of the study programme (Table 5.5).

The heavy financial burden of the building, refurbishment and maintenance of the expensive facilities of a dental hospital, added to the increasing costs of the material required, both in terms of one-use, disposable material, and of specific dental instruments and treatment materials is a well-known difficulty for the daily operation of a Dental School.

The tuition fees reported in the documentation provided do not seem to be sufficient to ensure the financial stability of the clinical activities.

Recommendations for improvement

The HEI must establish a budget plan for ensuring the financial stability required to build and furnish the Dental Hospital and to maintain its daily operations without depending more than necessary on students' tuitions.

Quality grade

Partly implemented

FINAL RECOMMENDATION OF EXPERT PANEL MEMBERS

On the basis of the analysis of submitted self-evaluation report for the study programme in Dentistry, interviews conducted during the meetings with IAPM's stakeholders and a virtual tour of IAPM's facilities as well as the analysis of other relevant documentation obtained during the site visit, IT IS THE OPINION OF THIS EXPERT PANEL THAT THE STUDY PROGRAMME IN DENTISTRY, INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT (IAPM)

DOES NOT MEET THE REQUIREMENTS FOR THE ISSUANCE OF ACCREDITATION CERTIFICATE

Clarification:

- **The usual procedures of accreditation following the European Association for Quality Assurance in Higher Education (ENQA) documents are carried out once at least a cohort of students has graduated. Due to the fact that the program has only two years' record, the panel is not able to assess if the requirements for EU accreditation have been met.**
- **At the present state of advance of the program, the program does not meet the EU standards, since the graduates are not qualified to practice independently.**
- **However, at the present state of advance of the program, it meets the national Ukrainian standards, that require an additional internship course after the Dentistry program to qualify for independent practice.**
- **The panel has included a series of references and documents that sustain the recommendations made by the report in order to guide the higher education institution to implement the required improvement to the program to meet the EU standards.**

APPENDICES

- 1. Quality assessment summary – tables**
- 2. Visit protocol in virtual form**

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>			
<i>Assessment area</i>	Not implemented	Partly implemented	Fully implemented
<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>		X	
<i>II. Learning outcomes</i>		X	
<i>III. Study programme</i>		X	
<i>IV. Teaching process and student support</i>		X	
<i>V. Resources</i>	X		

<i>Quality grade by standard</i>			
<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>	Not implemented	Partly implemented	Fully implemented
1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.		X	
1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).		X	
1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.			X

<i>Quality grade by standard</i>			
<i>II. Learning outcomes</i>	Not implemented	Partly implemented	Fully implemented
2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.		X	
2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed.		X	
2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme		X	
2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.		X	

<i>Quality grade by standard</i>			
<i>III. Study programme</i>	Not implemented	Partly implemented	Fully implemented
3.1 The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.		X	
3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.		X	
3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.		X	
3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.		X	
3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.		X	
3.6. Student practice is an integral part of the study programme.		X	

<i>Quality grade by standard</i>			
<i>IV. Teaching process and student support</i>	Not implemented	Partly implemented	Fully implemented
4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.		X	
4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.		X	
4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.		X	
4.4. The higher education institution ensures adequate student support.		X	
4.5. The higher education institution ensures participation in international mobility programmes to students.	X		
4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.		X	
4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.		X	

<i>Quality grade by standard</i>			
<i>V. Resources</i>	Not implemented	Partly implemented	Fully implemented
5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.		X	
5.2 Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.		X	
5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.	X		
5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity		X	
5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.		X	

2. Site visit protocol in virtual form

Accreditation of the Integrated study program Dentistry, Kiev Interregional Academy of Personnel Management (IAPM)

First day of accreditation of the Integrated study program Dentistry in virtual form

Tuesday, 13 April 2021	
9:00 – 10:00 CET	Meeting with: Representatives of Educational and Methodological Institute Representatives of the Centre for the organization of scientific work and innovation Representatives of the Department of licensing and accreditation Representatives of the Department for the work of admission committee Representatives of the Institute of International Education Representatives of the Centre for the organization students' practice, employment and work with graduates Student Ombudsman
10:00 – 10:15 CET	<i>Break</i>
10:15 – 11:15 CET	Meeting of Expert Panel members with the Head of the Department of Dentistry and Program leader of the IAPM
11:15 – 11:30 CET	<i>Break</i>
11:30 – 12:30 CET	Meeting of the Expert Panel members with full-time teachers (fully employed by IAPM) who are participating in the delivery of the study program
12:30 – 13:30 CET	<i>Break</i>
13:30 – 14:30 CET	Meeting of the Expert Panel members with the external teachers (they are not full-time teachers employed by IAPM)
14:30 – 14:45 CET	<i>Break</i>
14:45 – 15:45 CET	Meeting of the Expert Panel members with representatives of the labour market and partners outside the higher education institution (for example: representatives of the institutions and teaching bases, in accordance with the signed cooperation agreements, potential employers and representative of the Ukrainian dental association)

15:45 - 16:00 CET	<i>Break</i>
16:00 - 16:30 CET	Organisation of additional meeting on open questions, if needed
16:30- 17:00 CET	<i>Internal meeting of the Expert Panel members – comment on the first day and preparation for the second day</i>

Second day of accreditation of the Integrated study program Dentistry in virtual form

	Wednesday 14 April 2021
9:00 - 9:45 CET	Meeting of the Expert Panel members with the representatives of the Ukraine Ministry of Education and Science (in charge for Dentistry program) and Ukraine Ministry of Health
9:45 - 10:00 CET	<i>Break</i>
10:00 - 11:00 CET	Meeting of the Expert Panel members with representatives of the student council of the dental institute and IAPM
11:15 - 11:30 CET	<i>Break</i>
11:30 - 12:30 CET	Meeting of the Expert Panel members with students from the study program Integrated Dentistry, open meeting for all students
12:30 - 13:30 CET	<i>Break</i>
13:30 - 14:00 CET	Organisation of additional meeting on open questions – with academic staff
14:00 - 14:45 CET	<i>Internal meeting of the panel members – preparation for the Exit meeting</i>
14:45- 15:15 CET	Exit meeting of the Expert Panel members with the Head of the Department of Dentistry and program leader and Representatives of Educational and Methodological Institute of the IAPM