

REGULATION

on the organization of the educational process at the European Medical University

GENERAL PROVISIONS

1.1. "Regulations on the Organization of the Educational Process at the European Medical University" (hereinafter referred to as the "Regulations") define the fundamental principles and principles of educational activities, peculiarities of curriculum development, its implementation and instructional support, assessment of learning outcomes and qualification assignment, ensuring the quality of the educational process, and the rights and obligations of participants in the educational process at the European Medical University (hereinafter referred to as the "University").

1.2. These Regulations are developed in accordance with the Law of Ukraine "On Higher Education," taking into account the requirements of the Law of Ukraine "On Education" and other laws of Ukraine, decrees of the President of Ukraine, acts of the Cabinet of Ministers of Ukraine, the University's Statute, other regulatory legal acts in the field of higher education, as well as recommendations and standards established by documents of the Bologna Process and other international documents recognized by Ukraine.

1.3. In these Regulations, the following terms are used with the following meanings:

ACADEMIC RECOGNITION – the acceptance of educational disciplines, qualifications, or diplomas of one (Ukrainian or foreign) higher education institution by another institution for the purpose of admission to education, academic career in another institution, access to other professional activities (academic recognition for professional purposes).

ACADEMIC HOUR – the minimum accounting unit of instructional time; used for planning and accounting for the duration of educational activities. An academic hour typically lasts 45 minutes. Two academic hours form an academic session.

Altering the duration of an academic hour is not allowed; in the case of conducting a session without breaks, its duration may be reduced to 80 minutes.

ACADEMIC INTEGRITY – a system of ethical principles and rules defined by current legislation that participants in the educational process must adhere to during study, teaching, and scientific/creative activities to ensure trust in the results of learning and/or scientific/creative achievements. Violations of academic integrity include academic plagiarism, unfair assessment, cheating, copying, self-plagiarism, fabrication, falsification, and bribery.

ACADEMIC DEBT – the establishment of a student's failure to meet the requirements of the educational plan, which arises when:

At the beginning of the current semester's assessment, as specified by the educational plan for a particular educational component (discipline, practice, etc.), the student scored fewer points than specified in the corresponding educational and professional program, the threshold of unsatisfactory learning;

During the semester assessment of any educational component (discipline, practice, etc.), the student obtained fewer points than specified in the educational institution, the threshold of unsatisfactory learning.

ACADEMIC MOBILITY – a process in higher education that allows participants in the educational process to study, teach, intern, or engage in scientific activities in another higher education institution, educational institution/research institution within Ukraine or beyond its borders.

ACADEMIC PLAGIARISM – the publication (partially or entirely) of scientific/creative results obtained by other individuals as the results of one's own research/creativity and/or the reproduction of published texts (published works of art) of other authors without indicating authorship.

ACADEMIC TEXT - an author's work of a scientific, scientific-technical, and educational nature in the form of a dissertation, a qualification graduation paper, a scientific publication, an article, a report in the field of scientific and scientific-technical activities, a deposited scientific work, a textbook, a teaching aid, and other scientific and educational materials.

CERTIFICATION (of higher education candidates) - the determination of the compliance of the knowledge, skills, and other competencies acquired by education candidates with the requirements of relevant standards (in the absence of standards - the requirements of the educational (scientific, educational-scientific) program and/or the requirements of the program of the unified state qualification examination).

EDUCATION AGREEMENT - an agreement concluded by the parties participating in the educational process (including academic mobility programs): education candidates and higher education institutions (establishments/organizations), institutions/persons that send candidates for education and bear its cost (if education is provided at the expense of legal or physical persons). The agreement is signed before the start of education. After signing, if necessary, this agreement may be amended with the consent of all parties.

SPECIALTY SUPPORT GROUP - a group of pedagogical, scientific-pedagogical, and/or scientific staff for whom the University is the main place of work and who are responsible for implementing educational programs in a specialty at certain levels of higher education, postgraduate education for individuals with higher education, actively participating in the educational process, and meeting the approved qualification requirements.

GENERAL COMPETENCIES - universal competencies that are not dependent on a specific field but are essential for the candidate's successful further professional and social activities in various spheres for their personal development.

EDUCATION CANDIDATES - students, trainees, and other individuals who are pursuing education in any form and manner.

INDIVIDUAL EDUCATIONAL TRAJECTORY - a personal path for realizing the educational potential of the education candidate, formed taking into account their abilities, interests, needs, motivation, opportunities, and experience, based on the choice of education candidates in terms of types, forms, and pace of education, educational activities, and the proposed educational programs, disciplines, and their complexity levels. An individual educational trajectory in an educational institution may be implemented through an individual educational plan.

INDIVIDUAL EDUCATIONAL PLAN - a document that defines the sequence, form, and pace of the education candidate's acquisition of educational components of the educational program to implement their individual educational trajectory and is created by the educational institution in collaboration with the education candidate, provided there are necessary resources. The individual educational plan includes mandatory components (educational disciplines, internships, course papers, etc.) of the educational program and disciplines (types of work) selected by the education candidate, exercising their right to choose not less than 25% of the program's volume.

INCLUSIVE EDUCATION - a system of educational services guaranteed by the state, based on the principles of non-discrimination, taking into account human diversity, effective engagement, and inclusion of all participants in the educational process.

QUALIFICATION - a standardized set of competencies (learning outcomes) acquired by an individual, recognized by an authorized entity, and documented by an appropriate document. Qualifications are divided into full and partial, and by content - into educational and professional. Qualification is considered full when an individual has acquired the complete set of competencies at the respective level of the National Qualifications Framework, as defined by the relevant standard. Qualification is considered partial when an individual has acquired only a portion of the competencies at the respective level of the National Qualifications Framework, as defined by the relevant standard.

CASE METHOD - a teaching technology based on using real-life situations. A case is understood as a written description of a specific real-life situation.

COMPETENCE - a dynamic combination of knowledge, skills, abilities, ways of thinking, attitudes, values, and other personal qualities that determine an individual's ability to successfully perform professional and/or further educational activities.

ECTS CREDIT - a unit of measurement of the educational workload of a higher education candidate required to achieve defined (expected) learning outcomes. One ECTS credit corresponds to 30 hours of workload.

MODULE - an educational component of the educational program in which each module contains an equal or multiple number of ECTS credits.

EDUCATIONAL WORKLOAD OF A HIGHER EDUCATION CANDIDATE - the time required to achieve the defined (expected) learning outcomes, including all types of educational activities: lectures, seminars, practical, laboratory sessions, independent work, assessment measures, internships, and more.

EDUCATIONAL SESSIONS - lectures; laboratory, practical, seminar, individual sessions, individual assignments, consultations, clinical activities. The duration of educational sessions is calculated in academic hours.

EDUCATIONAL-METHODICAL COMPLEX (EMC) - a document that describes the integrated educational process of a specific discipline, containing a set of didactic and methodological materials aimed at its study and acquisition, taking into account the peculiarities of the discipline. EMC is a methodological publication and the intellectual property of the teacher (or the team of teachers) responsible for the discipline. The responsibility for its quality and preservation lies with the teacher (the head of the author's team) responsible for the discipline. Each element of the EMC of the discipline should include:

Didactic goals - clearly defined benchmarks, planned learning outcomes that the higher education candidate is expected to achieve, including the knowledge they should acquire; practical skills they should master in the process of studying a specific discipline; tools they should apply to achieve the goal.

Educational material structured into educational elements, according to its assimilation.

Information on the methods of learning material assimilation, control methods, and self-control, explanations regarding the system (forms and organization) of assessing learning outcomes.

NON-FULFILLMENT OF THE EDUCATIONAL PLAN occurs when the higher education candidate is not credited with a certain number of ECTS credits for performing the mandatory and/or elective components of the educational (educational-professional, educational-scientific; hereinafter - educational program) program within the specified time frame, as determined by the educational plan (individual educational plan). Non-fulfillment of the educational plan is recorded if the person has earned fewer points than the University's minimum passing grade in any educational component (discipline, internship, course work). Non-fulfillment of the educational plan also includes cases where the higher education candidate does not start the execution of the plan without valid reasons:

Does not attend classes during the first 10 days of the semester in the introductory course.

Does not submit documents for the academic leave on time

UNFAIR EVALUATION - the deliberate inflation or deflation of the assessment of the learning outcomes of higher education candidates.

INFORMAL LEARNING - additional organized learning that does not result in the award of a qualification at a specific level (stage, cycle) of formal education.

NORMATIVE TERM OF STUDY - the standard number of academic/educational years during which a higher education candidate is expected to complete an educational program. The workload for one academic year in full-time education programs of higher education is typically 60 ECTS credits.

DECEPTION - providing knowingly false information about one's own educational (scientific, creative) activity or the organization of the educational process. Forms of deception include academic plagiarism, self-plagiarism, fabrication, falsification, and cheating.

EDUCATIONAL PROCESS - a system of scientific, methodological, and pedagogical measures aimed at acquiring, enhancing, and using knowledge, skills, and other competencies in individuals who are learning, as well as at the formation of a harmoniously developed personality.

EDUCATIONAL ACTIVITY - the activity of the subject of educational activity aimed at organizing, providing, and implementing the educational process in formal and/or informal education.

EDUCATIONAL QUALIFICATION - a set of education standards recognized by an educational institution or another authorized entity in the field of educational activity and documented by an appropriate education certificate, including the competencies acquired by an individual.

EDUCATIONAL SERVICE - a complex of actions of an educational institution or another subject of educational activity established by legislation, educational program, and/or contract that have a defined cost and are aimed at achieving the expected learning outcomes by the education recipient.

EDUCATIONAL PROGRAM (EDUCATIONAL-PROFESSIONAL, EDUCATIONAL-SCIENTIFIC) - a comprehensive set of educational components (subjects of study, disciplines, individual assignments, assessment measures, etc.) planned and organized to achieve defined learning outcomes. At the higher education levels, an educational program specifies requirements for the level of education of individuals who can start studying according to this program, a list of educational disciplines and their logical sequence, the number of ECTS credits required to complete the program, and the expected learning outcomes (competencies) that the learner should acquire for the respective degree of higher education.

PERSON WITH SPECIAL EDUCATIONAL NEEDS - an individual who requires additional, permanent or temporary support in the educational process to ensure their right to education.

ASSESSMENT - any quantitative or qualitative measure based on established criteria used to determine the level of mastery of learning outcomes in an individual course or an educational/training program as a whole.

ASSESSMENT OF HIGHER EDUCATION CANDIDATES - a formalized process of determining the level of achievement of planned (expected) learning outcomes by higher education candidates, which is necessary for improving the educational process, increasing teaching effectiveness, and the development of higher education candidates.

PEDAGOGICAL ACTIVITY - intellectual, creative activity of a pedagogical (scientific-pedagogical) worker or a self-employed person in the field of formal and/or informal education aimed at teaching, upbringing, and personal development, as well as the development of their general cultural, civic, and/or professional competencies.

CREDIT TRANSFER/TRANSFER OF CREDITS - the process of recognizing credits assigned in another higher education institution for the purpose of obtaining a qualification. Credits assigned to participants within the same educational program of a particular educational institution can be transferred for accumulation in another program offered by the same or a different educational institution if the learning outcomes satisfy some or all of the requirements of a specific program, its components, or qualifications.

POSTGRADUATE EDUCATION - specialized further education and professional development of an individual through deepening, expanding, and updating their professional knowledge, skills, and experience acquired at an earlier educational level.

QUALITY ASSURANCE POLICY IN EDUCATIONAL ACTIVITY AND HIGHER EDUCATION AT THE UNIVERSITY - a set of standards, recommendations, and decisions adopted in accordance with the principles of quality assurance in educational activity and higher education at the University, and the process of their implementation.

CREDIT ALLOCATION - the formal process of determining the number of ECTS credits of educational workload necessary for a student to complete a particular educational/training program or its components.

CREDIT AWARD - the act of assigning a certain number of ECTS credits to a student. The awarding of ECTS credits confirms that the student's learning outcomes have been assessed, and the student has met the requirements of the educational/training component or qualification.

CONFERMENT OF A DEGREE/EDUCATIONAL QUALIFICATION - the act of awarding a specific higher education degree/educational qualification to a higher education candidate based on the successful completion of the corresponding educational program.

PROGRAM COMPETENCIES - the most important competencies that define the specificity of the program and are included in the Program Profile. It is expected that program competencies for similar programs in different universities are similar or comparable.

PROGRAM LEARNING OUTCOMES - a set of agreed-upon statements about what a student should know, understand, and be able to do upon successful completion of an educational program.

PROGRAMME TEAM OF SPECIALTY - a group of scientific and pedagogical workers appointed by the order of the rector responsible for initiating educational activities in a particular specialty at a certain level of higher education and in the field of postgraduate education for individuals with higher education, and meeting the approved qualification requirements.

PROFESSIONAL QUALIFICATION - a recognized and standardized set of competencies (learning outcomes) acquired by an individual, certified by a qualification center, an educational institution, or another authorized entity, which enables the person to perform a specific type of work or engage in a particular professional activity.

PROGRAM PROFILE - an integral part of the program description created to provide essential information about an educational program in a standardized form. It allows for precise positioning of the educational program among others, aligning it with the themes of research, facilitating its understanding by all key stakeholders: higher education candidates, employers, researchers, educators, quality assurance agencies, and others. It defines the subject area to which the educational program belongs, its educational level, and specific features that distinguish it from similar programs.

QUALITY ASSURANCE PROCESS IN EDUCATIONAL ACTIVITY AND HIGHER EDUCATION AT THE UNIVERSITY - a set of procedures aimed at implementing the principles of quality assurance in educational activity and higher education in accordance with the legislation of Ukraine and the "Regulations on the Internal Quality Assurance System of Educational Activity and Higher Education Quality at the European Medical University."

REPOSITORY - an archive for the long-term accumulation, storage, and reliable open access via the Internet to electronic versions of documents (works) of scientific, scientific-methodical, educational, medical, and other purposes. The repository includes documents created by employees of any structural unit of the University, individuals studying at the University, resources on the network that store and support publications. Typically, data in a repository is stored in the form of files available for further distribution on the network. Repositories commonly provide access to dissertations, monographs, scientific publications, research works of scientific and pedagogical workers, educational and methodical materials, patents, and qualification works of higher education candidates.

LEARNING OUTCOMES - knowledge, skills, competencies, ways of thinking, attitudes, values, and other personal qualities acquired during the learning, upbringing, and development process that can be identified, planned, assessed, and measured, and that a person is capable of demonstrating upon completion of an educational program or specific educational components.

EDUCATION LEVEL - a completed stage of education characterized by the complexity of the educational program, the set of competencies usually defined by educational standards, and corresponding to a specific level of the National Qualifications Framework.

SELF-PLAGIARISM - the publication (partially or entirely) of one's previously published scientific results as new scientific results.

INTERNAL QUALITY ASSURANCE SYSTEM - a system for ensuring the quality of educational activity and higher education, involving such procedures and measures as:

Determination of principles and procedures for quality assurance in higher education.

Monitoring and periodic review of educational programs.

Annual evaluation of higher education candidates, scientific and pedagogical workers of the University, and regular publication of evaluation results.

Ensuring the professional development of teaching, research, and scientific-pedagogical staff.

Providing necessary resources for organizing the educational process, including independent student work, for each educational program.

Ensuring the presence of information systems for effective educational process management.

Ensuring the public availability of information about educational programs, degrees of higher education, and qualifications.

Ensuring an effective system for preventing and detecting academic plagiarism in the research works of staff and higher education candidates.

Other procedures and measures.

SPECIALIZATION - a component of a specialty defined by the University. It involves a specialized educational-professional training program for higher education seekers. Within one higher education program, several related specializations may be introduced. Specialization may be aimed at acquiring competencies defined by the relevant professional standard.

PLAGIARISM - the completion of written assignments using external sources of information, except those allowed for use, especially during the evaluation of learning outcomes.

INTERNSHIP - a planned period as part of an educational program for gaining experience outside the higher education institution (e.g., at a potential workplace) with the aim of developing specific skills, knowledge, and abilities in higher education seekers.

STRUCTURAL-LOGICAL SCHEME OF PREPARATION - a scientific and methodological justification for the implementation of the educational training program and the basis for creating educational and work curricula.

STUDENT - an individual enrolled in a higher education institution with the aim of obtaining a bachelor's or master's degree.

STUDENT-CENTERED APPROACH - involves the development of educational programs focused on learning outcomes, taking into account the specific priorities of the learner, based on the realism of the planned educational workload, which is coordinated with the duration of the educational program. This approach provides students with more opportunities to choose the content, pace, method, and location of learning.

DEGREE PROGRAM - a set of educational components, after successful completion of all requirements, a corresponding degree is awarded to the higher education seeker.

DEGREE - a qualification in higher education, typically awarded after successful completion of an educational program at a certain cycle/level of higher education.

TUTOR - a person who conducts individual or group sessions with education seekers, a tutor, mentor. A tutor is a key figure in distance learning responsible for conducting sessions with learners.

FABRICATION - the invention of data or facts used in the educational process or scientific research.

FALSIFICATION - the deliberate alteration or modification of existing data related to the educational process or scientific research.

PROFESSIONAL (SPECIALIZED, SUBJECT-SPECIFIC) COMPETENCIES - competencies that depend on the subject area and are essential for successful professional activity in a specific field.

FORMAL EDUCATION - education that is purposeful, planned with the participation of state and recognized private organizations, resulting in the award of nationally recognized qualifications within a certain level of education (stage, cycle), and is carried out in educational institutions.

BRIBERY - the provision (receipt) by a participant in the educational process or an offer of funds, property, services, benefits, or any other material or non-material benefits with the aim of gaining an unlawful advantage in the educational process.

EDUCATION QUALITY - compliance of learning outcomes with the requirements established by legislation, specific educational standards, and/or a contract for the provision of educational services.

QUALITY OF EDUCATIONAL ACTIVITY - the level of organization and implementation of the educational process that ensures individuals receive quality education and meets the requirements established by legislation and/or a contract for the provision of educational services.

1.4. The organization of the educational process at the University is carried out in accordance with this Regulation, taking into account the University's Concept of Educational Activities, the Regulation on the Academic Council of the University, the Regulation on the Faculty of the University, the Regulation on the Department of the University, Internal Regulations at the University, and other documents regulating the activities of the University.

1.5. This Regulation and any amendments to it are adopted by the Academic Council of the University.

1.6. The main direction of the University's educational activities is the training at the master's level of higher education of highly qualified and competitive specialists for scientific and educational institutions, state bodies, enterprises, institutions, and organizations of all forms of ownership, as well as the promotion of national, cultural, and universal values.

Additional directions of the University's educational activities include:

- professional development of individuals with higher education;
- provision of services for preparation for admission to programs of professional higher education for citizens of other countries.

1.7. The organization of the educational process at the University is based on the following principles:

- the autonomy of the University in making independent decisions regarding the organization of the educational process, determining the forms of the educational process, and the methods of teaching;
- efficient use of human potential, material, financial, and other resources;
- ensuring quality education in all educational programs;
- academic mobility of education seekers and scientific-pedagogical (pedagogical) staff;
- the functioning of the quality assurance system of educational activity and education;
- building trust in the University among consumers of educational services, employers, higher education institutions in Ukraine and foreign countries.

1.8. The organization of the educational activities of the University includes:

Integration of education, research, and production.

Ensuring competitiveness through high guaranteed quality.

Development of educational programs based on a competency-based approach, in accordance with the levels of the National Qualifications Framework.

Ensuring a unified approach to the development of educational programs at all levels, with mandatory consideration of educational and professional standards, criteria for assessing learning outcomes (knowledge, skills, competencies), terms, and procedures for confirming qualifications acquired by individuals.

Independent and objective assessment of acquired qualifications.

Development of academic policies based on an analysis of labor market needs and the development prospects of relevant industries.

Facilitating the professional qualification of education seekers.

Recognition of the quality practical training of higher education seekers as a necessary condition for obtaining qualifications at all levels.

Ensuring equality of access to University educational programs for those groups of individuals who, due to educational deficiencies resulting from personal, social, cultural, or economic circumstances, require special support to realize their educational potential.

Independence of educational activities from the influence of political parties and religious organizations.

Involvement of all University staff (administration, academic, teaching, educational support, administrative, and economic personnel) in ensuring the educational activities of the University.

Involvement of all categories of University staff, education seekers, graduates, and employers in quality assurance measures for educational programs.

1.9. The educational process at the levels of higher education is carried out taking into account the recognized principles in the European Higher Education Area (EHEA) and recommended mechanisms and procedures by the European Credit Transfer and Accumulation System (ECTS), while complying with the requirements of the standards and recommendations for quality assurance in the EHEA.

1.10. The content of education is determined by the educational (educational-professional) program, the structural-logical scheme of training, educational plans, working educational plans, individual educational plans of higher education seekers, programs of educational disciplines, regulatory documents of higher education authorities and the University, and is reflected in the respective educational and educational-methodical materials.

1.11. Normative acts of the University regarding educational programs, academic mobility, organization of practical training, assessment of learning outcomes of higher education seekers, quality assurance systems for educational activities and the quality of higher education, examination committees, diplomas with honors, and other documents regulating specific aspects of the educational process shall not contradict this Regulation.

1.12. The language of the educational process (the language of instruction and assessment) at the University is the state (Ukrainian) language. The use of foreign languages in the educational process at the University is carried out in accordance with current legislation.

2.1. Educational activities at the University at various levels of education are carried out through corresponding educational and professional programs (hereinafter referred to as Educational Programs).

2.2. The University's Educational Programs are aimed at:

Providing individuals who are studying with higher education at the master's (specialist) level.

Preparing students for education at the corresponding level of higher education.

Individuals who successfully complete the respective Educational Program are guaranteed to receive the corresponding diploma and/or certificate.

2.3. The content of the University's Educational Programs, in addition to professional training, must ensure the development of key competencies in individuals who are studying, which are necessary for self-realization, active civic engagement, social harmony, and the ability to gain employment in a knowledge-based society. These competencies include:

Formation of spiritual and moral values at a level that promotes their integration into society and the development of active civic positions.

Formation of a worldview that is adequate to the current level of scientific knowledge (in accordance with the level of higher education), basic competencies in the field of science and technology.

Communication competence, cultural education, the ability to integrate into national and world cultures.

Promotion of the multifaceted development of personality, including the ability to learn with an appropriate level of independence, critical thinking, creative approach, initiative, problem-solving skills using acquired knowledge and skills, risk assessment, determination, and constructive emotion management, entrepreneurship.

2.4. The procedure for developing, reviewing, and approving Educational Programs, as well as compliance with quality assurance principles and procedures (monitoring, evaluation, periodic review, termination procedure, etc.), is determined by separate regulations of the University.

2.5. Higher education Educational Programs are developed taking into account the requirements of the relevant specialty's higher education standard (if available), including the ECTS credit volume, the list of graduate competencies, learning outcomes, forms of student assessment, and resource provision. The development of Educational Programs also considers the professional standards (if available) and is based on the approved University mission and an analysis of societal needs, resulting in decisions of the Academic Council regarding the general competencies of University graduates. In the absence of a higher education standard, the draft Educational Program is developed based on the draft standard and undergoes review after its approval.

2.6. The volume of higher education Educational Programs is determined in ECTS credits, and for medical specialty programs at the master's level, it is typically 300-360 ECTS credits, unless otherwise specified by the higher education standard.

2.7. The standard duration of study for Educational Programs is defined in academic years. For levels of higher education, the academic workload of a full-time student is typically 60 ECTS credits per academic year (except for education seekers who entered based on a previous educational qualification of "junior specialist").

2.8. The language of instruction and assessment for Educational Programs at the University is the state language, with the possibility of offering one or more courses in other (foreign) languages. Educational Programs designed for foreign citizens and stateless persons who are pursuing higher education at their own expense may include instruction and assessment in English. In such cases, the Educational Program includes the study of the state language as a separate subject. The use of foreign languages in joint programs with foreign higher education institutions is carried out in accordance with applicable laws.

2.9. The description of the Educational Program includes:

Program profile (description of program objectives, program competencies and learning outcomes, teaching and assessment specifics, resource provision, requirements for potential learners, and more).

List of components (elements) of the educational program.

Structural and logical scheme of the program.

Description of student assessment methods.

Matrices for ensuring program competencies and learning outcomes with program components.

A study plan that specifies the list and volumes of study disciplines, the sequence of their study, forms of educational activities, their scope, schedule of the educational process, and forms of ongoing and final assessment is an appendix to the Educational Program. The requirements for the content and format of Educational Programs are approved by the University's Academic Council and ratified by the rector.

The procedure for developing, approving, opening, closing, monitoring, and improving Educational Programs for higher education seekers at the University is determined by the "Regulation on Educational and Professional Programs for Higher Education Seekers at European Medical University."

The language(s) of instruction and assessment for specific educational components (elements), if different from the state language, are indicated in the description of the Educational Program and in the study plan.

2.10. The University's Educational Programs are oriented towards higher education seekers, creating conditions for the formation of individual educational trajectories and aiming to expand opportunities for individuals in terms of employment and further education with a higher level of autonomy.

2.11. Educational programs should be designed in a way that promotes the development of a specific set of useful and necessary competencies for the academic and professional fields. They should help learners adapt to labor market demands and the professional needs of those who are studying.

2.12. The direct management of an Educational Program at various levels of higher education is carried out by the guarantor of the Educational Program. The guarantor is a full-time academic staff member of the University for whom the University is the primary place of work, and who holds an academic degree and/or academic title in a field related to the Educational Program. Qualification requirements, functions, and responsibilities of the Educational Program guarantor are defined in the "Regulation on the Guarantor of the Educational Program at the European Medical University." One academic staff member can be the guarantor of only one Educational Program.

The Educational Program guarantor bears personal responsibility for ensuring the quality of teaching and learning within the program, timely provision of information from program monitoring, program accreditation, and competitiveness.

The appointment of the Educational Program guarantor is made by the University Rector based on the specialty support group.

2.13. Responsibility for maintaining a high level of professionalism among academic and pedagogical staff participating in the provision of Educational Programs, as well as ensuring the availability of necessary informational resources, specialized equipment, and facilities, the relevance, objectivity, and transparency of the assessment processes of learner outcomes, falls upon the University.

Departments, as the main and basic structural units, bear full responsibility for the implementation of Educational Programs in which they are involved.

2.13. Opening of Educational Programs:

2.13.1. The University opens Educational Programs in licensed specialties to meet the needs of society for highly qualified specialists, to ensure that Ukrainian citizens have access to educational services of guaranteed quality, to fulfill the labor market demands, to ensure the professional success of graduates, and to increase the University's role in providing educational services at the international level, including participation in international academic mobility programs.

2.13.2. The project of an Educational Program is developed at the initiative of academic and pedagogical staff and/or the University administration. To develop the project of the program, initiators form a project group from among the University's academic and pedagogical staff. The minimum requirements for the composition of the project group are determined by the Licensing Terms for Educational Activities of Educational Institutions and current documents regulating the accreditation of Educational Programs.

2.13.3. The decision to open or close any Educational Program at the University is made under the following conditions:

- Adherence to the principle of transparency.
- Conducting consultations with all interested parties (academic and pedagogical staff, administration, higher education seekers, employers, etc.).
- Evaluation of the necessary methodological, personnel, and material-technical support.

2.13.4. The decision to open or close an Educational Program is made by the University Academic Council, taking into account the University's Concept of Educational Activities, this document, and

specific provisions, as well as the results of evaluations and expertise. The right to make decisions regarding the opening or closing of Educational Programs cannot be delegated to structural units.

2.14. Monitoring, Modification, and Closure of Educational Programs:

2.14.1. Monitoring of Educational Programs is carried out at the local and university levels. Local monitoring is typically conducted by members of the relevant project group, with the involvement of specialized departments and representatives of student self-government bodies. The responsibility for organizing and conducting local monitoring of an Educational Program lies with its guarantor. The results of local monitoring are discussed in the methodological commission and/or the council of the relevant structural unit.

The organization and implementation of University-level monitoring, aimed at summarizing and disseminating best practices within the University, timely identification of negative trends, and assistance in preparing self-assessment reports for program accreditation, are the responsibility of the University's educational department. An essential component of both local and University-level monitoring is surveys of higher education seekers, graduates, and employers regarding their satisfaction with the Educational Program, its components, organization, educational process provision, and faculty.

2.14.2. The main reasons for modifying and/or closing Educational Programs include:

Changes in regulatory documents governing the content of education at the corresponding level and/or specialty, including the adoption of new educational and professional standards.

Results of monitoring, which may reveal:

Inconsistencies between the planned workload and the actual workload of higher education seekers in mastering the program as a whole and/or individual subjects.

An insufficient level of achievement of program learning outcomes by the majority of higher education seekers.

Insufficient validity of assessment results.

Other facts indicating the non-fulfillment of the Educational Program's goals and/or failure to meet quality assurance standards.

Results of the labor market monitoring, indicating discrepancies between the Educational Program and the market demands.

Other circumstances defined by Ukrainian legislation.

2.14.3. Making changes to Educational Programs and deciding to terminate them is carried out following the same conditions and procedures as for their approval.

2.15. Conditions for Access to Educational Programs:

2.15.1. The main conditions for an individual to access education in the Educational Program to acquire qualifications at the relevant level (degree) include having a document certifying the acquisition of educational qualifications at the previous level (degree) and passing competitive selection or meeting competitive requirements. This may include:

The person has the right to obtain a Master's degree in a medical field provided they have completed their full secondary education.

Individuals with a higher education qualification of a junior specialist (junior bachelor's degree) may also apply for admission to a Master's degree program in a related specialty, subject to enrollment requirements.

Additional access conditions may be specified for each Educational Program.

2.15.2. Recognition of education documents from other countries is carried out in accordance with established procedures.

2.15.3. Specific requirements for access to Educational Programs are detailed in the Admission Rules for the University for the respective year. These rules are developed in accordance with the Admission Conditions approved by the Ministry of Education and Science of Ukraine.

Forms of Education:

3.1. The main forms of education at the University are full-time (daytime) and distance learning.
3.1.1. In the full-time (daytime) form of education, students actively participate in the educational process. Full-time education is the primary form of acquiring education and/or qualifications with a separation from production.

3.1.2. Distance education is an individualized process of acquiring education, primarily involving indirect interaction among participants of the educational process who are located remotely from each other. It is facilitated by specialized environments based on modern psycho-pedagogical and information-communication technologies.

3.2. A student may combine different forms of education. Simultaneous enrollment in two full-time programs is not allowed.

4. Forms of Organizing the Educational Process, Types of Educational Activities, and Assessment:

4.1. The organization of the educational process at all levels of education may be individual, group, or collective and can be implemented using various forms, including:

- Educational sessions (lectures, seminars, practical sessions, laboratory work, individual study sessions, consultations, elective courses, clinical sessions).
- Independent work (self-study of educational components, individual assignments).
- Practical training (educational and industrial internships).
- Assessment measures (examinations, tests, differentiated exams, ongoing and final assessments, comprehensive certification).

4.2. The educational process may be implemented in the following main forms: explanatory-illustrative-reproductive, problem-solving, programmed, and research-oriented.

4.3. Educational sessions are conducted through the following main types: lecture, seminar, practical session (clinical session), laboratory session, individual learning session, consultation.

4.3.1. **LECTURE** is a special type of session during which the instructor delivers new or organizes known educational material in a concentrated, logically structured form, and learners actively absorb it. A lecture is the most economical way of transmitting educational information.

Lectures are categorized:

1. by their place in the educational process (introductory, foundational, current, final, and overview);
2. by their method of delivery (informational, problem-based, visual, binary, provocative lectures, lecture-conferences, lecture-consultations, lecture-discussions, etc.).

The subject matter of lectures is determined by the educational program of the respective discipline. Lectures are delivered by lecturers, including professors, associate professors, as well as leading scientists or experts invited to deliver them. With special permission, assistants/instructors with academic degrees and/or experience in scientific and pedagogical work may also give lectures. A lecturer, who is delivering lectures for the first time, must conduct a trial open lecture. The lecturer is obliged to follow the curriculum of the educational discipline regarding lecture topics but is not limited in interpreting educational material, the sequence of its presentation, and the forms and means of delivering it to learners.

4.3.2. **LABORATORY SESSION** is a type of educational session conducted under the guidance of the instructor, during which learners perform experiments or research using relevant educational and methodological materials, equipment, computer technology, with the aim of practically confirming specific theoretical principles of the respective discipline and acquiring practical skills in working with laboratory equipment, tools, computer technology, and experimental research methodology in a specific subject area.

Laboratory sessions are conducted in specially equipped rooms (laboratories) using laboratory equipment adapted for the educational process (chemical reagents, laboratory glassware, instruments, laboratory setups, specialized licensed software). Learners are provided with instructions on occupational health and safety before attending any laboratory session in any discipline. A laboratory session includes conducting continuous monitoring of preparedness for a specific laboratory task, performing tasks related to the laboratory work topic, preparing an individual report (protocol) on the completed work, and defending it before the instructor. The instructor assesses the completion of the laboratory work.

4.3.3. PRACTICAL SESSION is a type of educational session during which the instructor organizes a detailed examination of specific theoretical principles of the educational discipline by learners and develops their practical application skills through individual completion of tasks formulated by the learner. The list of topics for practical sessions is determined by the curriculum of the educational discipline. The conduct of a practical session is based on previously prepared methodological material, a set of tasks of varying complexity to be solved during the session.

A practical session includes preliminary assessment of knowledge, skills, and abilities of learners, the formulation of a general problem by the instructor, its discussion, the solution of tasks with discussion, control tasks, their verification, and assessment. Practical sessions take place in classrooms equipped with the necessary teaching equipment. One of the types of practical sessions is a computer workshop (testing, performing interactive tasks). Practical sessions are usually conducted with a single academic subgroup (15-17 individuals).

4.3.4. SEMINAR - an educational session in the form of collective discussion of predetermined questions, presentations, reports, tasks, essays, etc. Seminar sessions aim to deepen and systematize learners' knowledge, organize and enhance their autonomy in independent learning activities, and develop evaluative judgments.

The list of seminar topics is determined and approved in the curriculum of the educational discipline. During each seminar session, the instructor assesses the quality of tasks performed by learners, their presentations, participation, ability to formulate and defend their positions, etc. The methodology for conducting seminar sessions (seminar-discussion, seminar-presentation, seminar-debate, etc.) for a specific educational discipline is developed by the instructors who teach it. Seminar sessions are usually conducted with a single academic group.

4.3.5. INDIVIDUAL LEARNING SESSION - a session conducted with individual learners to enhance their level of preparation and reveal their individual creative abilities. Individual learning sessions are organized according to a separate schedule and may cover a portion or the full extent of sessions from one or more educational disciplines. Conducting individual learning sessions involves significantly more independent work on the part of the learner compared to other types of educational sessions.

4.3.6. CONSULTATION - a type of educational session during which a learner receives explanations from the instructor regarding specific theoretical principles or aspects of their practical application within the scope of the educational discipline. Consultations can be individual or group, depending on whether the instructor advises learners on individual tasks or theoretical questions related to the educational discipline.

4.4. INDEPENDENT STUDY - a form of organizing the educational process where learners master a discipline during the time that is free from educational sessions. The purpose of independent study is to fully comprehend the educational program and to develop the ability in learners to be active participants in the educational process, including the ability to independently (without direct instructor involvement) acquire theoretical and practical knowledge, often utilizing modern information technologies.

Methodical materials for independent study of learners should allow for self-assessment. Learners are also recommended to use relevant scientific and professional literature, textbooks, manuals,

periodicals, etc. When organizing independent study, the possibility of obtaining necessary consultation or methodological assistance is provided.

The content of independent study for a specific discipline is determined by the Educational Program for that discipline and is supported by educational and methodological resources (textbooks, educational and methodological manuals, lecture summaries, etc.), tasks, and instructor's instructions. Independent study can also be performed in the form of individual assignments.

The amount of time allocated for independent study by learners is determined by the level of the Educational Program within the National Qualifications Framework, is documented in the program description, and the educational plan, and constitutes (as a percentage of the total duration of the discipline) from 1/3 to 2/3 of the credit's volume according to the European Credit Transfer System (ECTS) for the Master's degree

4.4.1. INDIVIDUAL ASSIGNMENTS - one of the forms of independent work for learners. The list of individual assignments and criteria for their evaluation are approved by the department and depend on the specifics of the discipline. Typical individual assignments include:

- Writing essays and creating multimedia presentations with reports for departmental student research meetings.
- Participation in the preparation of macro- or micro-preparations, graphological structures, tables, posters for practical sessions or for topics assigned for independent work by learners.
- Participation in subject-specific student competitions.
- Authorship/co-authorship of abstracts for presentations or articles.
- Authorship/co-authorship of oral/poster presentations at scientific conferences.
- Authorship of student research work, accepted for participation or awarded a diploma of I-III degree in the All-Ukrainian competition of student research works.

Individual assignments for learners are completed independently. Individual assignments performed within a discipline are determined by the Educational Program for that discipline.

Points for individual assignments are awarded to learners only if they are successfully completed and defended. The number of points awarded for different types of individual assignments depends on their scope and significance. These points are added to the total points earned by the learner during the current educational activities, but the total points for current educational activities cannot exceed the maximum possible points for the discipline.

4.4.2. ANALYTICAL REVIEWS (essays, reports, etc.) are assignments that contribute to the deepening and expansion of theoretical knowledge of learners in specific topics of disciplines. They also develop learners' skills in independent work with educational and scientific literature.

4.4.3. SCIENTIFIC RESEARCH WORK is a form of organizing the work of higher education learners, where they are engaged in active independent (or supervised by an instructor) scientific research to develop a scientific worldview, enhance research skills, and solve practical tasks creatively. This form helps young researchers master the methodology and methods of scientific research. Student research at the University is carried out in the following main directions:

Scientific research work in the educational process (determined by educational plans and Educational Programs).

Scientific research work of learners outside of regular classes.

Scientific and organizational events – conferences, competitions, olympiads, etc.

4.5. PRACTICAL TRAINING is a mandatory component of Educational Programs aimed at acquiring professional and general competencies by learners. It includes:

- Mastery by learners of modern methods, forms of organization, and tools of work in their future profession.

- Formation of professional skills and abilities for making independent decisions during specific work in real conditions.
- Cultivating the need for continuous knowledge renewal and creative application of knowledge in practical activities.
- Development of research skills and problem-solving abilities.
- Formation of teamwork skills.
- Enhancement of employability.
- Acquisition of the necessary work experience required for professional qualification.

4.5.1. Depending on the focus and conditions of implementation specific to the discipline, practical training is divided into several types:

- **Educational** (training, introductory, educational and production, etc.): learners, under the constant guidance of an instructor, perform educational tasks either in groups or individually.
- **Production**: learners fully or partially perform the functional duties of an employee in a relevant profession and level, dealing with real tasks. The structure of production training depends on the content of practical training and should provide for the fulfillment of the main professional functions of the positions that learners can apply for after obtaining the appropriate degree.

The list of types of practical training in a specific Educational Program, their content, forms, duration, and timing are determined in the description of the Educational Program and educational plans.

4.5.2. Practical training for higher education learners is carried out taking into account the competency-based approach at the University's practice bases, as well as in enterprises, organizations, and healthcare institutions.

4.6. CONTROL MEASURES include entrance, current, stage (intermediate), final control, and are carried out in accordance with the requirements of the "Regulation on the Organization and Conduct of Control Measures at the European Medical University."

Entrance control may be conducted (but is not mandatory) before the study of a new course to assess the level of preparedness of learners in disciplines that provide for the study of this course.

Current control is carried out during practical, laboratory, and seminar sessions to check the level of preparedness of learners for specific tasks. The form of current control during educational sessions and the system of assessing the level of knowledge are determined by the program of the respective educational discipline (practice program).

Final control is carried out to evaluate the results of learning at a certain educational (educational-qualifying) level or at its specific completed stages. The assignment of credits to learners according to ECTS and the awarding of qualifications are exclusively based on the results of final control. Final control includes semester control (during the examination session or on the last session for the block scheduling of classes) and final certification of learners.

4.6.1. **Semester assessment** is conducted in the form of an exam, differentiated grading, or specific course grading, covering the educational material defined by its Educational Program and within the schedule set by the educational plan and the educational process timetable. A student may not be admitted to the semester assessment for a specific course if they have not demonstrated the minimum level of proficiency in the learning outcomes within the timeframe specified by the educational process schedule, according to the Educational Program of that course. The scheduling of semester assessments is determined by the educational process timetables. Exams are conducted according to a schedule provided to instructors and students no later than one month before the start

of the semester assessment. In cases of objective reasons, an individual semester assessment schedule may be established for a student.

The exam is a form of final assessment of a student's theoretical and practical knowledge in a specific course and takes place as a separate assessment event. The form of conducting the exam (written, oral, written and oral) and the types of tasks (tests, open-ended questions, case assignments) are determined in the course's curriculum. Typically, more than one instructor is involved in the assessment. However, a positive grade for the course cannot be given without successfully passing the exam.

A crucial element of the standardized assessment system of students' professional competencies is **comprehensive exams**, conducted according to the requirements of the "Regulation on the Organization and Conduct of Control Measures at the European Medical University." **Differentiated grading and course grading** are forms of final assessment that evaluate a student's mastery of the educational material within a specific educational component solely based on the results of ongoing progress. A student who has successfully completed the educational plan can receive a final grade even in their absence.

4.6.2. **Certification of higher education graduates** is carried out by the Examination Commission for Graduates of the University (hereinafter referred to as the Examination Commission) upon completion of education at a specific educational (educational-qualification) level to establish the actual compliance of the level and scope of knowledge, skills, and other competencies with the requirements of education standards and the Educational Program. The forms of certification are determined in the relevant education standard and/or the Educational Program. The Examination Commission is created as a single entity for all forms of education in each specialization. In the case of a large number of graduates, commissions may be established based on Educational Programs, and several commissions may be created for one program. In the case of a small number of graduates, a joint commission for related specializations may be organized. The Examination Commission may include representatives of employers and their associations. The procedure for forming and operating the Examination Commission is determined by a separate regulation. The Examination Commission's decisions regarding the assignment of qualifications are final.

5. EDUCATIONAL PROCESS PLANNING

5.1. Educational process planning is carried out based on educational plans and the educational process timetable. To specify the educational process planning for each academic year, taking into account the conditions of study at the relevant course (academic year), a working educational plan is developed.

5.2. **The EDUCATIONAL PLAN** is a normative document of the University containing information about:

- Specialty;
- Educational or educational-scientific level;
- Qualification;
- Normative term of study;
- Schedule of the educational process;
- Sections of theoretical and practical training;
- Mandatory and elective components of the Educational Program (with an indication of their credit ECTS volume and the number of hours of educational activities);
- Specialization (if available);
- The number and forms of semester assessments;
- Final certification;

- The total budget of study time for the entire normative term of study, divided into the time allocated for educational activities and the time allocated for independent study;
- The distribution of the educational time budget for individual forms of classes for each course and for the entire term of study.

The educational plan is part of the documentation of the Educational Program and is approved by the Rector (First Vice-Rector) of the University through a decision of the Academic Council of the University.

5.2.1. Educational plans distinguish between mandatory and elective components.

5.2.2. **The mandatory component of the educational plan** for higher education programs should not exceed 75% of the volume (in ECTS credits) of the educational plan and includes educational disciplines, qualification/diploma projects/projects, internships, and other types of student educational load aimed at achieving the learning outcomes defined by the Educational Program. The mandatory component of the educational plan must include all components, the mastery of which is necessary to confer the educational qualification specified by the program.

5.2.3. **The elective component of the educational plan**, intended to provide students with the opportunity to deepen their professional knowledge within the chosen Educational Program and/or acquire additional special professional competencies, should constitute no less than 25% of the educational load of the Educational Program. Within the volume of the elective component, students have the right to choose educational components independently. If necessary, specialized (profile) blocks (packages) of disciplines, including those aimed at acquiring a specific professional qualification, may be introduced in educational plans within the elective component.

5.2.4. Educational disciplines and internships are typically planned for a volume of 3 or more ECTS credits, and their number per academic year should not exceed 16.

The total number of exams and tests cannot exceed 8 (but no more than 5 exams) for the examination session.

5.2.5. The number of hours of educational activities in academic disciplines is planned, taking into account the ability of learners to study autonomously and amounts to (at the master's level).

5.2.6. Changes to approved educational plans are made after their examination for compliance with the approved Educational Program. If the proposed changes lead to a change in the number and/or content of specialization courses outlined in the plan, the educational plan must undergo reapproval, following the established procedure. If the proposed changes affect the program learning outcomes, the entire Educational Program must be reapproved.

5.3. **EDUCATIONAL PROCESS SCHEDULE** is a normative document of the University that defines the calendar terms of the semester, vacations, semester control (examination session), additional time for academic debt clearance, and the assessment of learners' achievements. The educational process schedule is developed for an academic year and is approved by the University Rector.

5.3.1. The schedule of the educational process for full-time education is drawn up considering the following features:

- The academic year, except for graduating courses, lasts 12 months and usually starts on September 1st.
- The total duration of theoretical training, examination sessions, and practices during the academic year (except for graduating courses) cannot be less than 40 weeks and not more than 44 weeks.
- The duration of vacation for the academic year (except for the final year of study under the respective Educational Program) is not less than 8 weeks.

- The academic year is divided into 2 semesters (fall and spring), during which theoretical training ends with examination sessions (winter and summer), during which time is allocated for semester control and the completion of academic debt.

5.4. **INDIVIDUAL EDUCATIONAL PLAN** is a structured learning plan for a learner that includes information about the list and sequence of studying mandatory and elective educational components (academic disciplines and practices) within the established terms of training for a specific educational qualification level, the volume of educational workload for learners in all types of educational activities, appropriate forms of assessment, results of final assessment and learner certification.

5.5. **WORKING EDUCATIONAL PLAN** is a normative document of the University for the current academic year, specifying the types of educational activities, their scope, forms of assessment by semesters, etc. The working educational plan for the academic year is developed by the educational department for each form of education by courses (years of study) for each Educational Program. The working educational plan is a document that guides educational planning, its methodological, organizational, material, and financial support throughout the academic year.

The following are the starting points for developing the working educational plan:

- Educational plan.
- Educational process schedule.
- The number of learners studying under the Educational Program, or its forecast.
- The number of learners who have chosen educational disciplines of the program in accordance with the "Regulations on the procedure and conditions for learners of higher education to choose elective disciplines at the European Medical University."
- Norms of the number of learners in streams, groups, subgroups, tens.
- Other (resource, sanitary and hygienic, etc.) factors that affect the conduct of educational activities and practices.

The working educational plan is approved by the First Vice-Rector.

5.6. The terms and times of various types of educational work are regulated by schedules of classes, schedules of exams, schedules of work of examination committees, consultations, and practices, as well as orders for conducting practices. Learners should not be diverted from participating in educational activities and control measures established by schedules/schedules, except in cases provided for by applicable law.

5.6.1. Schedules of classes, schedules of consultations and exams are made public no later than three days before their start. Schedules for passing exams and taking tests are made public no later than a month before the start of the examination session.

6. SCIENTIFIC AND METHODOLOGICAL SUPPORT OF THE EDUCATIONAL PROCESS

6.1. Activities related to scientific and methodological support of education include:

- Development of proposals for the principles of education policy, forecasts, information-analytical materials, recommendations for humanitarian development, and improvement of the education sphere.
- Development of teaching methods, education standards, Educational Programs, programs of educational disciplines, educational plans, textbooks, manuals, and other educational and methodological materials, as well as their expertise.
- Organization of textbook (manual) publishing, including electronic versions.

- Related to the implementation of education policy, upgrading the qualifications of managerial, pedagogical, and scientific-pedagogical workers.
- Scientific and methodological support for the evaluation and monitoring of education quality, including international programs.
- Sociological research related to educational activities.

6.2. The development, evaluation, and implementation of educational and methodological support at the University are carried out by: academic and pedagogical staff, departments, scientific councils (if available) of structural units, the Central Methodological Commission of the University, and the University's Academic Council.

6.3. The documents that constitute the scientific and methodological, educational and methodological, and organizational and methodological support of the educational process and must be made publicly available include:

- Education standards by specialties.
- Regulations on the survey of participants in the educational process.
- Descriptions of Educational Programs.
- Curriculum plans.
- Programs for all compulsory disciplines.
- Methodological materials on the content and organization of self-study for students, independent study of professional literature, and other educational and methodological materials.
- Textbooks and teaching materials, including electronic ones, electronic educational courses, and lecture summaries for academic disciplines.
- Methodological materials for lectures, seminars, practical, and laboratory classes, including electronic formats.
- Internship programs.
- Educational and methodological complexes.
- Diagnostic tools for current, semester, and final assessments, sets of comprehensive assessment tasks for evaluating learning outcomes.

6.4. Requirements for the form and content of materials and documents that are part of the scientific and methodological support of the educational process, as well as rules and deadlines for their publication, are developed by the Central Methodological Commission (CMC) and submitted for approval in the established manner.

6.5. The necessary condition for posting scientific and methodological materials (including textbooks and teaching materials) on the University's website is their approval by the CMC. Recommendations for the publication of scientific and methodological materials on behalf of the University are made exclusively based on the results of consideration at the University's Academic Council.

7. ASSESSMENT OF LEARNING OUTCOMES

In accordance with the requirements of the European Credit Transfer and Accumulation System and the Standards and Recommendations for Quality Assurance in the European Higher Education Area, the assessment of learning outcomes as a tool for recognizing successful completion of education by learners is a crucial element of the educational process. The assessment of learning outcomes of students is carried out in accordance with the "Regulations on the Organization and Conduct of Control Measures at the European Medical University."

7.1. Basic principles of assessment policy:

7.1.1. The assessment of learning outcomes is carried out based on the principles of objectivity, systematicity, and consistency, planning, unity of requirements, openness, transparency, cost-effectiveness, accessibility, and clarity of assessment methods, taking into account individual learners' capabilities.

7.1.2. The language of assessment usually coincides with the language of instruction.

7.1.3. The relationship between the learning outcomes and the forms (methods) and criteria for assessment is based on the following principles:

- The learning outcomes and the corresponding assessment strategies and criteria are determined for the Educational Program as a whole, for each of its educational components separately, and are documented in the relevant regulatory documents of the University, such as the Educational Program description, the syllabus, etc.
- The forms (methods) and criteria for assessment selected for current and final assessment in a specific discipline are consistent with the learning outcomes of that discipline and with the types of educational activities implemented during the learning process.
- Forms of final assessment for the educational component are determined by the Educational Program and cannot be replaced by others.

7.1.4. The final assessment of learning outcomes at the University is carried out on a unified 200-point scale. The learner's grade corresponds to the ratio established during the assessment of the level of formation of professional and general competencies to the planned learning outcomes (in percentages). If necessary, a correspondence scale with grades based on a five-point grading system is used:

Evaluation on the multi-point (200) scale	Evaluation on the four-point scale
From 180 to 200 points	5" ("excellent")
From 150 to 179 points	"4" ("good")
From 120 to 149 points	"3" ("satisfactory")
Below 120 points	"2" ("unsatisfactory")

Correspondence of the multi-point scale to the ECTS scale:

ECTS Grade	Grade on the multi-point (200) scale
A	From 192 to 200 points
B	From 172 to 191 points
C	From 148 to 171 points
D	From 128 to 147 points
E	From 120 to 127 points
F	From 0 to 119 points

For learners who are pursuing the educational qualification level 'Specialist,' the multi-point scale is converted into a four-point scale accordingly

Evaluation on the multi-point (200) scale	Evaluation on the four-point scale
From 170 to 200 points	5" ("excellent")
From 140 to 169 points	"4" ("good")
From 101 to 139 points	"3" ("satisfactory")
Below 100 points:	"2" ("unsatisfactory")

Correspondence of the multi-point scale to the ECTS scale (for learners pursuing the educational qualification level 'Specialist'):

ECTS Grade	Grade on the multi-point (200) scale
A	From 170 to 200 points
B	From 156 to 169 points
C	From 140 to 155 points
D	From 111 to 139 points

E	From 101 to 110 points
F	From 0 to 100 points

The assessment for a discipline with a final form of examination being a credit is determined based on the results of ongoing activities and is expressed using the traditional scale ("passed" or "failed"), a multi-point scale, and ECTS. To be positively certified in a discipline ("passed"), a student must achieve a minimum of 120 points in their ongoing educational activities. The maximum number of points is 200. The assessment of the results of the comprehensive clinical practical-oriented exam, which is conducted for the final certification of learners, is carried out according to the requirements of the "Regulation on the organization and procedure of final certification of graduates at the European Medical University."

For higher education programs, when transferring grades earned in other educational institutions, recommendations of the European Credit Transfer and Accumulation System (ECTS) are applied. Such credit transfer is carried out in accordance with the "Regulation on the procedure for transferring educational disciplines and determining academic differences at the European Medical University."

7.1.5. Conditions for recognizing successful learning in the University are as follows:

- Credits are awarded to individual learners after completing the educational activities required by the formal educational program or a specific educational component, successfully assessing the results of their learning.
- The criterion for successful completion of higher education by the learner is the attainment of the minimum threshold levels of assessments for each planned learning outcome of the educational component and the minimum threshold assessment for the educational component as a whole.
- The minimum threshold assessment for each planned learning outcome of the educational component is determined by the relevant Educational Program for the educational discipline (regulation) but cannot be lower than 50% of the maximum possible score.
- The minimum threshold assessment for the educational component as a whole is uniform throughout the University and is not dependent on the form and methods of assessment, and it is 60% of the maximum possible score.
- Learners may not be allowed to the final assessment if, during the semester, they:
- Did not achieve the minimum threshold level of assessment for those learning outcomes that cannot be assessed during the final assessment.
- Earned a score that is insufficient to receive a positive assessment even if they achieve the maximum possible result during the final assessment.

The conditions for non-admission are determined in the Educational Program of the educational discipline.

- The final assessment for a discipline with the final form of examination being a credit or differentiated credit is determined as the sum of assessments/points for all successfully assessed learning outcomes. Assessments lower than the minimum threshold up to the final assessment are not added.
- The final assessment for the educational component as a whole, with the final form of examination being an exam, is determined as the sum of assessments/points for all successfully assessed learning outcomes during the semester (assessments lower than the minimum threshold up to the final assessment are not added), and the assessment obtained during the

exam. If the student's assessment on the exam is lower than the minimum threshold (less than 50 out of 80 possible points), the points for the exam are not added to the semester assessment (considered equal to zero), and the final assessment for the discipline is "failed."

- If a student does not participate in the semester assessment for reasons beyond their control (including temporary disability due to illness), they are considered to have failed the assessment with a score of "0". The student must inform the deputy dean of such reasons promptly. Upon timely submission of a corresponding application with confirmation (a certificate of the established form) of temporary disability due to illness, the student's assessment for the semester assessment is extended. The extension period for taking the semester assessment cannot exceed the duration of temporary disability.
- The number of credits that can be awarded to a student who demonstrates their own (obtained outside the program) achievements is equivalent to the number of credits established for the relevant educational component of the program.
- If an educational discipline spans two or more semesters, the final assessment is determined in the last semester assessment. The procedure for forming such assessments is approved in the Educational Program of the educational discipline.

7.1.6. The assessment aims to facilitate effective learning as follows:

- When designing ongoing assessments, feedback is provided, and students should have the opportunity to use the assessment results to improve their performance during the next assessment.
- Whenever possible, assignments are introduced that require students to apply the results of their research.
- The number of final assessments should be minimized, and whenever possible, students should be offered a choice of assessment methods.
- The assessment system should help students determine whether they have made progress in mastering the educational component.

7.1.7. Ensuring Objectivity of Assessment:

- Students must have a certain amount of time for learning before they are assessed.
- Academic and teaching staff and other persons involved in assessment (hereinafter referred to as assessors) must be familiar with the available methods of testing and examination, and, if necessary, receive support to develop their own skills in this area.
- If possible, assessment should be conducted by more than one assessor.
- Decisions regarding the number of assessors, their identities, and the involvement of external assessors should be made in a timely manner.
- Assessors should have the option to abstain from assessment in case of a conflict of interest.
- The assessment schedule for students who follow an individual schedule should correspond in structure and sequence to the standard assessment schedule, and the assessment deadlines should be set according to the individual schedule.
- If possible, assessed work should be anonymous.
- Assessment should be fair and objective and should be applied consistently to all students, following established procedures.

- The assessment schedule, assessment format, and special requirements for the procedure should be communicated to students well in advance.
- The procedure for controlling compliance with academic integrity rules during assessment should be announced, and the consequences of violating these rules should be made clear.
- Students should be informed of the means of control and their duration, as well as specific requirements for the procedure, in advance (at least one day before the assessment).
- If an assessor suspects a student of using unauthorized aids during assessment, they have the right to propose actions to refute the suspicion. If the student refuses to follow the assessor's proposal, their assessment result is considered "0" points ("unsatisfactory").
- If a student attempts to influence the assessment result through cheating, the use of unauthorized aids, or external assistance (fraud), their assessment result is "0" points ("unsatisfactory").
- If a student disrupts the assessment process, the assessor has the right to decide to terminate the procedure. In this case, the assessment is considered "unsatisfactory" (0 points).
- Any violations during the examination should be reported immediately by the assessor(s). A document confirming the violation (report, protocol, etc.) should be submitted to the management of the university on the same day.
- Before the end of the assessment, students should receive information about when the results will be published.
- Deadlines for retaking final assessments should be determined before the start of assessments.

7.1.8. Requirements for Ensuring Transparency of Assessment, Equal Opportunities, and Prevention of Unfair Privileges:

- Information about assessment should be clear, precise, and accessible to all participants in the educational process (students, teachers, internship supervisors, independent members of the examination commission).
- Assessment criteria and methods, as well as the assignment of grades, should be announced in advance (before the start of assessment).

7.1.9. Assessment Procedures:

- The timing of final assessments should allow for effective and accurate assessment of the planned learning outcomes.
- The workload of students and teaching staff during assessment procedures should be acceptable. For example, a student should not take two exams in one calendar day. When scheduling exams for full-time students, exams should not be planned more often than once every three days.
- The schedule for final assessment, including the deadlines for students to submit their work, should be determined in advance.
- The format and duration of assessments, as well as specific requirements for the procedure, should be communicated well in advance (at least one day before the assessment).
- Students should be informed about the means of control and their duration, as well as specific requirements for the procedure.
- During assessments, students should be prohibited from using any unauthorized aids.
- If an assessor suspects a student of using unauthorized aids during assessment, they have the right to propose actions to refute the suspicion. If the student refuses to follow the assessor's proposal, their assessment result is considered "0" points ("unsatisfactory").

- If a student attempts to influence the assessment result through cheating, the use of unauthorized aids, or external assistance (fraud), their assessment result is "0" points ("unsatisfactory").
- If a student disrupts the assessment process, the assessor has the right to decide to terminate the procedure. In this case, the assessment is considered "unsatisfactory" (0 points).
- Any violations during the examination should be reported immediately by the assessor(s). A document confirming the violation (report, protocol, etc.) should be submitted to the university's structural unit management on the same day.
- Students should receive information about the time of publication of their assessment results.
- Deadlines for retaking final assessments should be determined in advance.

7.1.10. Assessment Results:

Assessment results during the semester should be entered into the examination records and (except for negative results) into the student's grade book (individual study plan).

7.1.11. Retaking semester examinations with the aim of improving a positive grade is not allowed.

7.1.12. Specific content requirements, examination methods, and assessment for all forms of assessment for a particular discipline are approved by the department and are appropriately reflected in the Educational Program of the disciplinary course.

7.2. Procedures for reviewing appeals by higher education applicants regarding assessment are governed by the Regulation "On Appeals of Results of Final Knowledge Control of Higher Education Applicants at the European Medical University."

7.3. Retaking of Final Semester Examinations

7.3.1. Retaking in the case of obtaining unsatisfactory grades:

A higher education applicant has the right to retake the final semester examinations twice, including in an additional period, according to the educational process schedule.

7.3.2. Retaking in the case of a violation of the assessment procedure:

If, at the request of the higher education applicant (or upon the submission of assessors), the commission finds that violations occurred during the semester examination that affected the examination results and cannot be rectified, the Rector, no later than six months after the end of the semester examination, may decide to cancel its results and conduct a re-assessment for one, several, or all higher education applicants.

7.4. Use of Assessment Results:

7.4.1. The assessment of learning outcomes is the basis for making decisions regarding the transfer of higher education applicants to the next courses, awarding qualifications, recognizing educational credentials, forming grade distributions, and rankings of higher education applicants, as well as for monitoring educational programs.

7.4.2. Based on the results of the semester examination, credits are awarded for individual disciplines, and, provided that the educational (individual educational) plan is fulfilled, the admission of the higher education applicant to study in the next semester (transfer to the next course) is determined.

7.4.3. The academic ranking of a higher education applicant is their ordinal position among higher education applicants of a certain course, specialty, educational program, determined by the level of results of direct measurements of educational achievements of higher education applicants for each educational component during the final assessment.

Academic rankings may be calculated by semester (semester ranking), by the year of study, or for the entire term of study under a specific educational program (overall academic ranking). The procedure for forming rankings is determined by the University Senate.

Higher education applicants with academic debts at the time of ranking are not included in the rankings.

Rules for calculating rating points for specific rankings may include components other than academic performance (e.g., additional points for participation in scientific, scientific and technical, public life, creative and sports activities, etc.) or restrictions on inclusion in the ranking (e.g., in the presence of academic debts during the semester, etc.), which should be determined by the relevant provisions.

Rankings may be used in the established procedure for:

- Calculating tuition fee exemptions.
- Competitive selection for participation in international exchange programs, internships.
- Other competitive selections.

The responsibility for compiling academic rankings of higher education applicants of the faculty and the accuracy of the results lies with the dean of the medical faculty.

7.4.7. The results of semester examination for the educational program are analyzed every semester by the program coordinator, reported, and discussed at department meetings, dean's meetings, and the University Senate. The results of discussions serve as the basis for initiating changes in educational programs in terms of admission to the educational programs and assessment rules.

When making decisions on the introduction of any changes to the assessment rules or educational programs, the timing of the introduction of such changes, as well as their application to individuals who are already studying under the educational programs, must be agreed upon with the student self-government bodies.

8. QUALIFICATION AWARDS

8.1. Higher education applicants who have successfully completed the requirements of the University's Educational Program are awarded an educational qualification, and the corresponding education document is issued to them.

8.2. Educational Qualification

8.2.1. The University awards, recognizes, and confirms educational qualifications for the University's licensed specialties and levels of education and accredited Educational Programs.

8.2.2. The educational qualification is determined by the educational level (educational degree), the name of the specialty (if necessary, the name of the Educational Program and/or specialization). The formulation of the name of the educational qualification in the education document is determined by normative documents.

The educational qualification specifies the person's obtained degree of higher education, specialty (specialties), the field of knowledge (for interdisciplinary Educational Programs), and specialization (if the Educational Program specifies a specialization).

8.2.3. The University awards the educational qualification to the individual who has achieved the results of study specified by the Educational Program based on the decision of the relevant examination commission.

8.3. Final Assessment of Higher Education Applicants

8.3.1. The assessment of higher education applicants takes place at the University according to the directions, specialties, and Educational Programs and concludes with the issuance of documents of the established pattern for awarding the corresponding degree of education and qualification. The requirements for the assessment of higher education applicants are determined by the Law of Ukraine "On Higher Education," resolutions of the Cabinet of Ministers of Ukraine, normative legal acts of the central executive body in the field of education and science, normative acts of the Ministry of Health of Ukraine, higher education standards, and other special provisions of the University.

8.3.2. The assessment of higher education applicants is carried out openly and publicly. Higher education applicants and other persons present during the assessment are free to audio and/or video record the assessment process.

8.3.3. The assessment verifies the correspondence of the knowledge, skills, and other competencies acquired by the higher education applicant to the requirements of higher education standards and the Educational Program.

8.3.4. The forms of assessment of higher education applicants are determined in the Educational Program and take into account the requirements of the relevant education standards. The assessment of individuals pursuing a master's degree in a medical field is carried out in the form of a single final qualification examination in the manner determined by the Cabinet of Ministers of Ukraine.

8.3.5. The Examination Commission for the assessment of higher education applicants (hereinafter - the Examination Commission) is created annually and is approved by the rector's order. The work schedule of the Examination Commission is approved by the rector (vice-rector) and is made public no later than one month before its commencement.

8.3.6. Meetings of the Examination Commission are open and are held with the participation of more than half of its composition and in the presence of the chairman of the Examination Commission. The meetings of the Examination Commission are documented.

8.3.7. Each higher education applicant undergoes assessment after completing the educational plan for the relevant level of education. The timing of assessments is determined in the training plans for specialist training and the schedule of the educational process.

8.3.8. The awarding of higher education qualifications to higher education applicants who have received positive grades in the assessment forms provided by the Educational Program is carried out by the rector's order of the University based on the decision of the Examination Commission.

8.3.9. A higher education applicant who received an unsatisfactory grade during the final assessment is expelled from the contingent of higher education applicants at the University. An academic certificate of the established form must be issued to the expelled student.

8.5. Comprehensive Clinical Practical-Oriented Graduation Exam

8.5.1. The program of the comprehensive clinical practical-oriented graduation exam is formed based on the list of general-professional and specialized-professional competencies defined in the Educational Program (expressed in terms of learning outcomes).

8.5.2. The program, methodology, and format of conducting the comprehensive clinical practical-oriented graduation exam, as well as the assessment criteria for individual learning outcomes during the exam, are determined based on the approved Educational Program, developed by the graduating departments, and approved by the University Senate. The program of the comprehensive clinical practical-oriented graduation exam must be communicated to the higher education applicants no later than three months before the assessment.

8.5.3. The assessment of results obtained during the qualification (comprehensive qualification) exams is carried out in accordance with the University's established system for assessing learning outcomes, following the requirements of the "Regulation on the Organization and Procedure for the Final Assessment of Graduates at the European Medical University."

8.5.4. If the response of a higher education applicant in the comprehensive clinical practical-oriented graduation exam does not meet the assessment level requirements, the Examination Commission makes a decision that the higher education applicant did not pass the assessment, which should be recorded in the meeting protocol.

8.5.4. In case of disagreement with the assessment in the comprehensive clinical practical-oriented graduation exam, a higher education applicant has the right to appeal to the rector. In the event of an appeal, a commission is created by the rector's order to consider it. The appeal shall be considered within three working days after its submission.

8.6. Education Documents

8.6.1. The list of information to be included in an education document is established by the Cabinet of Ministers of Ukraine.

The procedure for the production, issuance, and record-keeping of education documents provided for by special laws, requirements for their form and/or content are approved by the central executive body in the field of education and science, taking into account the requirements of special laws.

Samples and technical descriptions of higher education documents are approved by the University Senate.

8.6.2. An education document is issued to an individual who has successfully completed the respective Educational Program and passed the assessment.

8.6.3. The University issues a master's (specialist) diploma when awarding the educational qualification of the corresponding level.

8.6.4. An integral part of the master's (specialist) diploma is a European-style diploma supplement containing structured information about completed education.

8.6.5. The University issues state-standard higher education documents only for accredited Educational Programs. For non-accredited Educational Programs, the University produces and issues its own higher education documents according to the procedure and sample determined by the University Senate.

8.6.6. The cost of education documents is included in the cost of education.

8.6.7. Information about issued education documents must be entered into the Unified State Register of Education Documents according to the procedure established by the central executive body in the field of education and science.

8.7. Issuance of Duplicate Education Documents

8.7.1. In case of loss, destruction, or damage to an education document, the University issues a duplicate document with content corresponding to the previously issued education document under the current form. The production of duplicates is carried out at the expense of the person receiving the duplicate.

8.7.2. The production and issuance of a duplicate education document are carried out based on the rector's order, which is issued upon a personal application of the person regarding the loss of the education document (with information about the document's name, the name of the educational institution, and the date of its completion, the reason for the loss, contact information, etc.) and an archive certificate. The application for the issuance of a duplicate must be accompanied by:

- A copy of an identity document;
- Consent to the collection and processing of personal data;
- A certificate from the law enforcement agency regarding the loss of the education document (if available);
- A copy of the lost, destroyed, or damaged education document (if available);
- A copy of the marriage or divorce certificate, name change document, or other documents (if necessary);
- A copy of the announcement in printed mass media in the place of residence of the document holder regarding the invalidation of the education document (indicating the name, issuer, number, and date of issuance).

8.8. Academic Certificate

8.8.1. A person who is withdrawn from the University before completing the Educational Program receives an academic certificate containing information about the Educational Program, the subjects studied, grades received in exams and tests, as well as the number of ECTS credits earned.

8.8.2. The procedure for creating, issuing, and maintaining academic certificates, as well as requirements for their form and content, are determined by the central executive body in the field of education and science, taking into account the requirements of special laws.

8.8.3. Academic components for which the student received unsatisfactory grades are not included in the academic certificate. Individuals who withdraw from the University during their first year and have not taken exams and/or passed tests receive an academic certificate with a record stating that the student did not complete exams and tests.

8.8.4. A higher education student has the right to request an academic certificate in the event of an interruption in their studies.

8.9. Cancellation of Education Documents

8.9.1. Erroneously issued education documents must be canceled, withdrawn, and, if necessary, replaced.

8.9.2. The basis for deciding to cancel the issued education document is the issuance of an act on the erroneous production and/or issuance of the education document or the establishment of a violation of academic integrity.

8.9.3. The authority to decide on the cancellation of the issued education document belongs to the University's rector.

9. EDUCATIONAL ACHIEVERS

9.1. Rights and Obligations of Educational Achievers

The rights and obligations of higher education students are defined by the Constitution of Ukraine, the Laws of Ukraine "On Education," "On Higher Education," and other regulatory acts of Ukraine in the field of education. All individuals acquiring higher education at the University have equal rights and responsibilities.

9.2. Regulation of Educational Achievers' Relations

Relations of higher education students in the educational process are regulated by the laws of Ukraine, resolutions and orders of the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and Science of Ukraine, the University's Statute, this Regulation, other regulatory acts of the University, and the educational contract (agreement).

9.3. Calculation of Educational Time

The educational time of a higher education student is determined by the number of time units allocated for mastering the Educational Program of the corresponding level. The time units of educational time for higher education students include: academic hours (used for tracking educational sessions), a study day, a study week, a semester, a course, an academic year, and ECTS credits.

9.3.1. Academic Year

The academic year lasts for 12 months (except for graduating courses) and typically starts on September 1. For higher education students, it consists of educational days, final assessment days, examination sessions, practice days, days off, holidays, and vacation days.

9.3.2. Educational Course

An educational course is a completed period of higher education within an academic year. The duration of a higher education student's stay on an educational course includes the time of educational semesters, semester assessments, final assessments, and vacations. The total duration of vacations during the educational course, except for the final one, is at least 8 weeks. The beginning and end of a higher education student's study on a specific course (except for admission to the program and graduation) are formalized by transfer orders. The condition for transferring a higher education student to the next course is the fulfillment of the requirements of the Educational Program and the individual educational plan for the educational load (for full-time educational programs - 60 ECTS credits, except for students who entered the program based on the previously acquired educational qualification level "junior specialist").

9.3.3. Duration of the Educational Semester

The duration of an educational semester is determined by the schedule of the educational process and the working educational plan of the Educational Program for the academic year. The amount of educational load time for higher education students during the semester as a whole is proportionate to its duration and typically constitutes half of the educational load of the respective educational course.

9.3.4 With the aim of ensuring the quality of the educational process, the following restrictions are established:

- The total number of educational sessions and time allocated for control measures cannot exceed 8 academic hours during the educational day.
- The number of educational sessions during the week is determined by the working educational plan of the Educational Program, but should not exceed (for full-time education) 30 hours per week for the master's level.

9.3.5. Attendance of educational sessions and completion of practical activities specified by the Educational Program is mandatory for higher education seekers.

Distracting higher education seekers from participating in educational sessions and control measures established by the schedule is prohibited, except in cases provided by applicable legislation.

With a motivated application from a higher education seeker, approved by the lecturer who conducts the lectures, the dean, by his order, may grant permission for free attendance of lecture sessions (usually such permissions are not granted to students in the 1st and 2nd years). Attendance of other types of educational sessions (except consultations) is mandatory for higher education seekers.

9.4. Free Choice of Educational Disciplines

9.4.1. Free choice of educational disciplines implies the right of higher education seekers to form an individual educational trajectory. The issue of the free choice of educational disciplines is regulated by the "Regulations on the Procedure and Conditions for the Choice of Elective Disciplines by Higher Education Seekers at the European Medical University."

9.4.2. A higher education seeker has the opportunity to choose:

- from the elective component of the educational plan of the Educational Program under which the higher education seeker is studying (specialized block of disciplines aimed at improving employability in the chosen field; simultaneous choice of a certain number of disciplines from the package; choice of one discipline from the list);
- educational disciplines at another higher education institution as part of the implementation by the higher education seeker of the right to academic mobility.

9.4.3. A higher education seeker may be refused in the implementation of his choice and offered to make a new choice if:

- the number of higher education seekers who have chosen an educational discipline or block/package of educational disciplines exceeds the maximum number established in advance
- the number of higher education seekers who have chosen an educational discipline or block/package of educational disciplines is less than the minimum set by the University
- the number of credits for the selected disciplines is less than necessary for awarding an academic qualification;
- as a result of his choice of an educational discipline, the established maximum number of educational disciplines that a higher education seeker can master simultaneously and/or the number of final (semester) forms of control is exceeded;
- the learning outcomes for the selected disciplines do not correspond to the descriptors of the level of the National Qualifications Framework of Ukraine, which the Educational Program is

orie 9.4.4. If a higher education seeker does not exercise their right to choose educational disciplines within the established deadlines without valid reasons, the higher education seeker is automatically assigned to a group for the study of a specific discipline by the decision of the dean's office, and such a discipline becomes mandatory for them.

- 9.4.5. The refusal of a higher education seeker to follow the individual educational plan formed during the exercise of their right to free choice is a serious violation of academic discipline and grounds for the expulsion of the higher education seeker from the University for non-compliance with the individual educational plan.
- 9.4.6. A change in the higher education seeker's choice after it has been approved is possible only with the consent of the dean of the faculty (who, when making a decision, takes into account the quantitative restrictions on groups and streams and considers the potential negative consequences of such a change for the provision of educational services by the choice of other higher education seekers). Changing the selected disciplines (blocks, packages of disciplines) after the start of the semester in which they are taught is not allowed.
- 9.5. Individual Educational Plan of the Higher Education Seeker.
- 9.5.1. The individual educational plan of the higher education seeker is formed in accordance with the requirements of the "Regulations on the Individual Educational Plan of the Higher Education Seeker at the European Medical University," the requirements of the Educational Program in which they are studying, and maximally takes into account (through the exercise of the right to choose educational disciplines) their individual needs and educational and professional interests.
- When forming the individual educational plan of the higher education seeker for the next academic year, their actual performance of individual educational plans for the current and previous academic years must be taken into account. The implementation of the individual educational plan of the higher education seeker is carried out within the time frame that does not exceed the duration of their studies.
- 9.5.2. All types of educational workload (mandatory disciplines, as well as those chosen by the higher education seeker when exercising the right to free choice) included in the individual educational plan are mandatory for the higher education seeker, and academic debt from them is non-compliance with the individual educational plan.
- 9.5.3. The higher education seeker is responsible for executing the individual educational plan. Control over the implementation of the individual educational plan of the higher education seeker is carried out by the dean of the medical faculty.
- 9.5.4. Failure by the higher education seeker to complete the tasks specified in the individual educational plan for practical, seminar, and laboratory classes due to absence from classes is grounds for making a decision not to admit the higher education seeker to semester control. In the case of reasons beyond the control of the higher education seeker (including temporary incapacity due to illness), they must immediately inform the dean's office. If a timely (no later than within three working days after the end of the period of temporary incapacity) application with confirmation (a certificate of the established form) of temporary incapacity is submitted, the higher education seeker must be given the opportunity to complete missed assignments

according to an individual schedule (but no later than before the end of semester control) or receive a recommendation for retraining (if an individual schedule is not possible).

9.6. Implementation of the Right to Take a Break from Studies

9.6.1. A higher education student has the right to take a break from studies due to circumstances that prevent the completion of the Educational Program (such as health issues, conscription for military service without a deferment, family circumstances, etc.). Such individuals are granted an academic leave in accordance with the established procedure. Education or internships at educational and research institutions (including foreign ones) can also be a reason for a break in studies, unless otherwise specified by international agreements or contracts between higher education institutions. Students taking an academic leave are not expelled from the ranks of higher education students. After the end of the academic leave, individuals who interrupted their studies are reinstated without paying a fee for the break in studies.

9.6.2. Types of Academic Leaves:

Academic Leave for Health Reasons: This is a break in studies that a higher education student is granted in case of reduced working capacity due to acute illnesses requiring extended recovery, exacerbation of chronic illnesses, or frequent illnesses (more than one month per semester), or anatomical defects preventing recovery during the educational process. Such leave for full-time higher education students is granted based on the conclusion of a medical advisory board (MAB).

Academic Leave Due to Participation in Academic Mobility Programs: This is a break in studies granted to a higher education student if their education or internship at educational and research institutions (including foreign ones) prevents them from fulfilling the individual educational plan, and their academic performance does not meet the requirements of a specific program, its parts, or qualifications.

Academic Leave Due to Military Service: This is a break in studies that a higher education student is entitled to in case of mobilization, conscription for compulsory military service, or enlistment in the military under a contract, in accordance with the law.

Academic Leave Due to Family and Other Circumstances: This is a break in studies granted to a higher education student based on their motivated application. The decision regarding its granting is made by the rector, taking into account the dean's position and the opinions of student self-government bodies.

9.6.3. Leaves related to pregnancy, childbirth, and childcare are granted in accordance with the Labor Code of Ukraine. If a child requires home care, leave is also granted based on the regulations outlined in the Labor Code of Ukraine.

9.6.4. The granting of academic leave (leave due to pregnancy and childbirth, childcare) is formalized by a respective order of the rector, specifying the type and basis for granting academic leave, as well as its duration

9.6.5. The maximum duration of academic leave for health reasons, due to participation in academic mobility programs, or due to family and other circumstances (except for leave related to pregnancy, childbirth, and childcare up to the child's third birthday, if the child requires home care) is one year. If necessary, the duration of such academic leave may be extended for an additional year.

9.6.6. The admission of higher education students whose academic leave has ended is carried out by an order of the rector based on the student's application, which must be submitted no later than two weeks from the start of classes. In the case of academic leave for health reasons, a medical advisory board's conclusion should be attached to the application. Admission to study for individuals who have been granted academic leave usually takes place during vacations. Higher education students who do not submit the required documents for admission within the specified period are expelled from the University.

9.7. Implementation of the Right to Repeat Studies

9.7.1. Repeat studies refer to the repetition of a semester by a capable higher education student who is not eligible for academic leave for health reasons. This right can be exercised for a specific semester, the educational plan of which was not completed in full, including for valid reasons such as extended illnesses, including those associated with epidemics, frequent illnesses (more than one month per semester), work-related trips, or failure to fulfill the individual plan for academic mobility during studies or internships at Ukrainian or foreign higher education institutions. First-year students who have completed their general secondary education are not eligible for the right to repeat studies.

9.7.2. The basis for granting a higher education student the right to repeat studies may be the failure to complete the individual educational plan of the current semester before the start of semester control, including for valid reasons supported by appropriate documents. For example, the right to repeat studies due to extended or frequent illnesses is granted upon the submission of a medical certificate from the student during the semester, which must be certified by a family doctor and submitted to the University within 3 working days after the end of the period of incapacity.

9.7.3. A request for permission to repeat studies must be submitted by the higher education student before the start of semester control for the semester in which the educational plan was not completed or was not completed in full. The decision to grant the student the right to repeat studies is made based on the submission of the dean with the issuance of the corresponding order.

9.7.4. Repeat studies start from the beginning of the semester for which the higher education student did not fulfill the educational plan. In all other cases, granting the student the right to repeat studies is possible only if they study (are enrolled) at their own expense, either through individuals or legal entities.

9.7.5. Higher education students who are allowed to repeat studies may, at their own request, have their grades for disciplines, for which they received a score not lower than 140 points (on a 200-point scale), transferred. The decision on crediting is made by the dean of the medical faculty.

9.8. Compliance with Academic Integrity by Students

9.8.1. Compliance with academic integrity by students includes:

Independent Completion of Educational Tasks: Students are expected to independently complete educational tasks, including assignments for current and final assessment of learning outcomes.

Citing Sources: When using the ideas, developments, statements, or information of others, students are required to provide proper citations.

Compliance with Copyright Laws: Students must adhere to copyright and related rights laws.

Providing Accurate Information: Students are expected to provide accurate information about the results of their educational, research, and creative activities, the methods used in research, and the sources of information.

The observance of academic integrity by students is regulated by the Regulations on Academic Integrity at the European Medical University.

9.8.2. Violations of Academic Integrity by Higher Education Students

The following are considered violations of academic integrity by higher education students:

- Academic plagiarism.
- Academic bribery.
- Academic fraud.
- Unfair assessment.
- Deception.
- Self-plagiarism.
- Cheating.
- Bribery.
- Fabrication.

- Falsification.

9.8.3. Consequences for Violations of Academic Integrity

Higher education students who violate academic integrity may face the following academic consequences:

- Repeating the assessment (exam, test, etc.).
- Repeating the relevant educational component of the educational program.
- Expulsion from the University.

Other additional and/or detailed forms of academic responsibility for specific violations of academic integrity determined by special laws and regulations and the Regulations on Academic Integrity at the European Medical University.

9.8.4. Procedure for Detecting and Establishing Violations of Academic Integrity

The procedure for detecting and establishing violations of academic integrity is determined by the Regulations on Academic Integrity at the European Medical University, taking into account the requirements of the Law of Ukraine "On Education" and specific laws.

9.8.5. Rights of Higher Education Students During Investigations

A higher education student being investigated for a violation of academic integrity has the following rights:

- Access to all materials related to the investigation of the violation and the ability to make comments on them.
- The right to provide oral and written explanations personally or through a representative or choose not to provide any explanations.
- Participation in the examination of evidence related to the violation of academic integrity.
- Being informed of the date, time, and place of the consideration of the issue regarding the establishment of a violation of academic integrity and their involvement in academic responsibility.
- The right to appeal the decision to hold them accountable for academic integrity violations to the authorized body for appeals or to the court.

9.9. Encouragement for Academic Success and Responsibility of Higher Education Students

The types of encouragement for academic success and responsibility of higher education students when fulfilling the requirements of the educational process at the University are determined by the Regulations on Compliance with the Requirements of Higher Education Students in Organizing the Educational Process at the European Medical University.

Students who demonstrate diligence in their studies, active participation in research activities, and involvement in the University's social life may be morally and materially rewarded through means such as:

- Expressing gratitude.
- Awarding certificates.
- Providing commemorative gifts.
- Awarding monetary bonuses.
- Recommending for entry into postgraduate programs.
- Other forms of encouragement determined by decisions of the University's Academic Council.

These rewards are based on significant personal achievements and/or a high position in the academic ranking.

Higher education students are responsible for:

- Complying with the requirements of legislation, the University's Statute, and Rules of Internal Regulations for Higher Education Students.
- Adhering to labor protection, safety, occupational sanitation, and fire safety rules stipulated by relevant regulations and instructions.
- Fulfilling the requirements of the Educational Program (Individual Educational Plan), observing academic integrity, and complying with the terms of the education contract.

Types of Responsibility for Higher Education Students for Non-fulfillment of Their Obligations and Duties, as well as the Procedure for Holding Them Accountable, are Determined by the Laws of Ukraine, Resolutions and Orders of the Cabinet of Ministers of Ukraine, Regulatory Acts of the Ministry of Education and Science of Ukraine, the Statute, and Other Regulatory Acts of the University, as well as the Education Contract. These include:

- Verbal warnings.
- Written warnings.
- Reprimands.
- Cancellation of assessment results.
- Removal of previously granted fee privileges for tuition.
- Expulsion from the University (for non-compliance with the individual educational plan, breach of contract terms, violations of academic integrity, and other cases as provided by law).

10.10. Dismissal, Interruption of Studies, Resumption, and Transfer of Individuals Studying at the University, as well as the Granting of Academic Leave, are Regulated by a Separate Regulation Titled "Procedure for Resuming, Transferring, Dismissing Higher Education Students, Granting Academic Leave, Granting the Right to Repeat Education, and Taking a Break in Studies at the European Medical University." This Regulation has been developed to comply with the provisions of a document approved by the central executive authority responsible for education and science.

10. Academic and Teaching Staff

10.1. The Rights and Duties of Academic and Teaching Staff are Determined by the Constitution of Ukraine, the Laws of Ukraine "On Education," "On Higher Education," "On Scientific and Scientific-Technical Activity," and Other Ukrainian Legislative Acts Related to Education. Academic and Teaching Staff Members also Have Other Rights and Duties as Provided by Legislation, the University's Statute, Regulations of Structural Units, Collective Agreements, Rules of Internal Regulations, and Employment Contracts (Contracts).

10.2. The Procedure for the Appointment of Individuals for Vacant Positions of Academic and Teaching Staff at the University, as Well as the Filling of Vacant Positions, is Determined by Ukrainian Legislation, the University's Statute, and the Relevant "Regulation on the Procedure for Conducting Competitive Selection when Filling Vacant Positions of Academic and Teaching Staff at the European Medical University." The University is Responsible for Ensuring that the Procedures and Criteria Applied When Filling Vacant Positions, as Well as When Engaging Academic and Teaching Staff on a Part-Time Basis, Ensure That All Individuals Engaged in Teaching:

- Have the relevant qualifications and/or a high level of professional competence in the respective field of science.
- Engage in scientific and/or innovative activities in the relevant specialty, capable of obtaining and generating new knowledge, adapting it to new conditions and requirements.

- Possess at least a basic level of competence for performing their job duties.
- Have the necessary skills and experience to effectively impart knowledge and understanding of the subject to higher education students in various learning situations, as well as to provide guidance to students in their educational and research pursuits and the acquisition of relevant competencies.
- Are capable of adhering to norms of pedagogical ethics, morals, respecting the dignity of students, instilling love for Ukraine in them, raising them as patriots who know and adhere to the Constitution of Ukraine and respect the state symbols of Ukraine.
- Are capable of adhering to academic integrity in the educational process and in scientific (creative) activities and ensuring its observance by higher education students.

10.3. Working Hours of Academic and Teaching Staff

10.3.1. The working hours of academic and teaching staff amount to 36 hours per week (a reduced working time), corresponding to an annual workload of no more than 1548 hours (depending on the number of holidays, days off, and the duration of annual leave).

10.3.2. The working hours of academic and teaching staff include the performance of their educational, methodological, scientific, organizational work, and other job responsibilities. The maximum annual teaching workload for one full-time academic and teaching staff position should not exceed 600 hours.

10.3.3. The list of educational, methodological, scientific, and organizational work for academic and teaching staff is established based on the recommendations of the central executive authority responsible for education and science and by order of the University's rector.

10.3.4. The volume of teaching work for academic and teaching staff is calculated based on astronomical hours, except for conducting educational activities during which an academic hour (45 minutes) is accounted for as an astronomical hour.

10.3.5. The hours for methodological, scientific, and organizational work are not standardized. The amount of time during which academic and teaching staff are required to perform these types of work is determined as the difference between the annual working hours and the teaching workload.

10.3.6. Timekeeping standards for planning and recording teaching work for academic and teaching staff are determined by the rector's order in accordance with the "Regulation on Planning and Recording the Working Hours of the Professorial and Teaching Staff of the European Medical University." The minimum amount of time for teaching work, as well as the minimum and maximum annual quantities of educational activities, must be agreed upon at a meeting of the University's Academic Council.

10.3.7. The types of teaching work for academic and teaching staff, according to their positions, are established by the rector's order based on the decisions of the rectorate and the University's Academic Council.

10.3.8. It is prohibited to demand that an employee perform work not specified in the employment contract or contract. The engagement of academic and teaching staff in work not covered by the employment contract may only occur with their consent or in cases provided for by law. The actual teaching workload in such cases must not exceed the maximum limits established by the Law of Ukraine "On Higher Education."

10.4. Planning of Working Hours for Academic and Teaching Staff, Execution of Workloads, and Reporting

10.4.1. Planning of working hours for academic and teaching staff is carried out taking into account the level of their professional, scientific, innovative, communicative, pedagogical, and legal qualifications, which determines their ability to adequately and effectively address professionally important subject-related tasks with a problem-solving character, as well as their readiness to take

responsibility for their actions. Depending on the level of qualification, it is usually established in the planning of the participation of academic and teaching staff in the educational process that:

Professors plan, organize, and supervise educational and educational-methodological work for the disciplines they teach. They give lectures, deliver authorial courses related to the areas of research of the department, conduct practical and seminar classes, provide guidance to doctoral students, supervise dissertations of postgraduates, and engage in scientific research work with higher education students and postgraduates. They develop Educational Programs of educational disciplines and oversee their methodological support. They actively participate in the professional development of departmental lecturers.

Associate Professors create conditions for the formation of the basic components of professional competence of specialists. They conduct all types of educational activities and oversee the research work of higher education students. They organize and plan the independent work of higher education students. They ensure the implementation of educational plans and the development and execution of Educational Programs. They develop Educational Programs for educational disciplines and their methodological support.

Senior Lecturer creates conditions for the formation of professional competencies in higher education students. They conduct all types of educational activities, ensure the execution of educational plans, the development and execution of educational programs. Under the guidance of professors and associate professors, they develop teaching materials, organize and plan methodological and technical support. They provide methodological assistance to assistants and lecturers in acquiring pedagogical skills and professional competencies. They also monitor and verify compliance with occupational safety and fire safety rules during educational activities.

Assistant conducts seminars, practical, and laboratory classes for the respective educational discipline or course and supervises practical training. Under the guidance of professors and associate professors, they develop teaching materials and organize methodological and technical support.

Lecturer conducts seminars, practical, and laboratory classes for the respective educational discipline and elective courses. Under the guidance of professors and associate professors, they develop teaching materials and organize methodological and technical support. They also monitor and verify compliance with occupational safety and fire safety rules during educational activities.

10.4.2. The total calculation of hours of teaching workload and personal workload for each academic and teaching staff member is carried out by departments based on the regulatory acts issued by the University, which delegate specific tasks to staff members that are accounted for in the teaching workload. The terms for the formation, submission for approval, and approval of this documentation are determined annually by the rector's order for the preparation of the new academic year.

10.4.3. The distribution of teaching workload among lecturers within a department is carried out by the department head and approved during department meetings.

10.4.4. When distributing teaching workload, qualifications (according to the diploma, academic degree, and academic title), job qualification characteristics of academic and teaching staff positions, their scientific and pedagogical qualifications, research interests, teaching experience, and other factors are taken into account.

10.4.5. Permissions for tasks that require higher qualifications than formally required by job duties (e.g., lecturing by assistants, supervision of doctoral students by associate professors) are granted according to established procedures, based on a motivated request from the department.

10.4.6. Academic and teaching staff members who are lecturing for the first time undergo a process that involves delivering an open lecture. The topic and location of the lecture are coordinated with the department head.

10.4.7. Lecturers have the right to object to their personal teaching workload if its volume exceeds the maximum permissible limits established by the University or if they lack the necessary qualifications to perform the assigned tasks effectively.

10.4.8. Allocation of teaching workload for individuals who are employed under part-time or hourly payment conditions typically occurs after the formation of the workload for full-time academic and teaching staff members. The department head bears personal responsibility for adhering to the workload norms of academic and teaching staff members.

10.4.9. The annual plan for the execution of methodological, scientific, and organizational work by academic and teaching staff members is formed for each academic year, taking into account the terms of the contract, the department's development plan, the faculty (educational and scientific center, etc.), and the University's plan. This plan is approved by the department.

10.4.10. The primary document that defines the organization of work for an academic and teaching staff member throughout the academic year is the individual work plan. Educational, scientific, methodological, and organizational-educational work is planned and included in the relevant sections of the individual work plan for the academic and teaching staff member for the academic year, specifying concrete final results.

Individual plans:

- Are created by all academic and teaching staff members (full-time and part-time).
- Are reviewed and approved during department meetings.
- Are signed by the department head (the department head's individual plan is signed by the dean of the medical faculty).

10.4.12. Academic and teaching staff members report annually on the execution of their individual workload, methodological, scientific, and organizational work at department meetings

10.4.13. Reports on the execution of teaching workload, methodological, scientific, and organizational work are discussed and approved at department meetings. Information regarding the achievement of planned indicators for teaching workload is conveyed to the University's academic department

10.4.14. If an academic and teaching staff member is planned to participate in lawfully guaranteed qualification enhancement or internship programs, their teaching workload is not planned for that period. Instead, the workload is redistributed equivalently over the academic year.

10.4.15. During short-term business trips, illnesses, or unplanned qualification enhancement or internships, the academic and teaching staff member should be exempted from performing all types of work specified in their individual work plan. Other academic and teaching staff members can perform their teaching workload during this period, subject to the 36-hour workweek and the maximum teaching workload per academic year defined by their position. Alternatively, academic and teaching staff members can be engaged on an hourly wage basis. After returning to work for the remaining period of the academic year, the academic and teaching staff member is assigned an appropriate teaching workload and the volume of methodological, scientific, and organizational work within a 36-hour workweek.

10.5. Working Hours Schedule

10.5.1. The working hours schedule for academic and teaching staff members must be determined in the timetable for educational activities and consultations, the schedule of control measures, and other types of work specified in the individual work plan for the academic year.

10.5.2. The timing of work not specified in the schedule or the schedule of control measures is determined in accordance with the University's established schedule, taking into account the specific requirements of the specialty and the forms of education.

10.5.3. Academic and teaching staff members are obligated to adhere to the established working hours schedule.

10.5.4. It is prohibited to distract instructors from conducting educational activities and scheduled control measures specified in the timetable.

10.6. Evaluation of Academic and Teaching Staff Activities

10.6.1. Evaluation of the academic and teaching activities of academic and teaching staff members at the University is carried out annually, in accordance with the published criteria, rules, and procedures outlined in a separate Regulation titled "On the Rating System for Assessing the Department's Performance at the European Medical University." The assessment system includes quantitative and qualitative indicators for all types of work performed by academic and teaching staff members. When evaluating the work of instructors, the results of monitoring surveys (by students, graduates, colleagues, etc.) are taken into account.

10.6.2. The results of the evaluation of academic and teaching staff members' activities (with differentiation by positions and considering the specificities of structural units) are the main basis for making decisions regarding contract renewals, incentives, disciplinary penalties, early termination of employment, and other related matters.

10.7. Compliance with Academic Integrity by Academic and Teaching Staff Members is Governed by the Regulation "On Academic Integrity at the European Medical University"

10.7.1. Compliance with academic integrity by teaching and academic staff members entails:

- Properly citing sources of information when using ideas, developments, claims, or facts.
- Adhering to copyright and related rights legislation.
- Providing accurate information about research methodologies and results, sources of used information, and one's own pedagogical (academic and pedagogical, creative) activities.
- Ensuring that students adhere to academic integrity.
- Objectively evaluating learning outcomes.

10.7.2. Violations of academic integrity by teaching and academic staff members include:

- Academic plagiarism.
- Academic bribery.
- Academic fraud.
- Unfair evaluation.
- Deception.
- Self-plagiarism.
- Bribery.
- Fabrication.
- Falsification.

10.7.3. Violations of academic integrity by teaching and academic staff members may result in the following academic consequences:

- Refusal to award an academic degree or confer an academic title.
- Prohibition of the author from including already published works in their list of scientific publications when instances of plagiarism are found in those works.
- Revocation of an awarded academic degree or academic title.
- Disqualification from participating in the work of certain bodies or holding specific positions as required by law.
- Refusal to confer or revocation of a conferred pedagogical title or qualification category.

- Refusal to proceed with the regular stages of dissertation defense.
- Refusal to publish the results of research or educational work.
- Reprimand.
- Removal of bonuses.
- Termination of employment.
- Other administrative and/or disciplinary measures in accordance with applicable laws.
- Other additional and/or detailed forms of academic responsibility for specific violations of academic integrity are determined by special laws and regulated by the "Regulation on Academic Integrity at the European Medical University."

10.7.4. The procedure for identifying and establishing facts of violations of academic integrity is regulated by the "Regulation on Academic Integrity at the European Medical University," taking into account the requirements of the Law of Ukraine "On Education" and special laws.

10.7.5. Individuals who are subject to consideration regarding violations of academic integrity have the right to:

- Familiarize themselves with all materials related to the investigation of the violation of academic integrity and submit comments on them.
- Provide oral and written explanations personally or through a representative or refuse to provide any explanations.
- Be informed about the date, time, and place and to be present during the consideration of the issue of establishing the fact of the violation of academic integrity and imposing academic responsibility.
- Appeal decisions regarding academic responsibility to the University body authorized to consider such appeals or to the court.

11. ACADEMIC MOBILITY

11.1. The right to academic mobility is granted to the following participants in the educational process:

- Students enrolled in educational programs aimed at obtaining full higher education qualifications (master's, specialist's degrees).
- Academic and teaching staff members.
- Other participants in the educational process.
- Participants in the educational process from domestic and/or foreign educational institutions and research institutions with which the University has relevant agreements.

11.2. Academic mobility is distinguished as follows:

11.2.1. By location of implementation:

- Internal (within Ukraine).
- International.

11.2.2. By types:

- **Degree mobility:** Education at a higher education institution (research institution) located outside the permanent place of residence/education of the participant in the educational process, with the aim of obtaining a higher education degree, supported by a document (or documents) confirming higher education qualifications, or obtaining a higher education degree from two or more higher education institutions (research institutions), including within the framework of joint or agreed educational programs or agreements.

- **Credit mobility:** Education at a higher education institution (research institution) located outside the participant's permanent place of study, with the aim of acquiring ECTS credits or the corresponding competencies/results of learning (without obtaining ECTS credits) recognized by the permanent institution of the participant's study. The total duration of study for participants in credit mobility programs at the higher education institution (research institution) sending them on mobility remains unchanged.

11.2.3. **By forms:**

a) For individuals pursuing a master's degree:

- Study under academic mobility programs.
- Language internships.
- Educational and scientific internships.
- Practical training.
- Summer and other schools.

b) For academic, teaching, and scientific staff members, as well as other mobility participants:

- Participation in joint projects.
- Teaching.
- Scientific research.
- Scientific internships.
- Professional development.

11.2.4. **By grounds:**

- Based on international agreements on cooperation in education and science.
- Under international programs and projects.
- Under agreements on cooperation between the University and domestic educational institutions (research institutions) or their main structural units.
- Under agreements on cooperation between the University and foreign educational institutions (research institutions) and their main structural units (hereinafter referred to as partner higher education institutions (research institutions)).
- At the initiative of the participant in the educational process (research collaborator) who permanently studies (works) at the University, supported by the head of the structural unit and the rector, based on individual invitations and other mechanisms.

11.3. **Recognition of learning outcomes** within the framework of academic cooperation with higher education institutions (research institutions) is carried out using the European Credit Transfer and Accumulation System (ECTS) or the system of assessing the educational achievements of education participants recognized in the partner institution's country if ECTS is not applied there.

11.3.1. After mastering/completing the educational components specified in the Learning Agreement and confirmed by an academic certificate (or other document) provided by the host higher education institution, the University must fully recognize the agreed number of ECTS credits, reassign them to the participant's higher education program, and use them to fulfill the qualification requirements.

11.3.2. Transfer of learning outcomes from educational disciplines is carried out based on a comparison of their curricula and the Academic Certificate provided by the mobility participant, with the following rules:

- Compulsory disciplines are transferred:

a) **In full**—based on matching the declared learning outcomes and the compared number of ECTS credits (with a difference of no more than 20%).

b) **Partially**—to the extent of matched learning outcomes.

c) **Asymmetrically**—several disciplines with fewer credits instead of one multi-credit discipline, and vice versa.

Elective disciplines chosen by the higher education participant, which do not affect the qualification award, can be transferred instead of any disciplines from the partner institution at the same level without restrictions.

11.3.3. If a higher education participant did not complete the study program while at the partner institution, after returning to the University, they may be offered:

a) An individual schedule for eliminating academic debt.

b) Repeating the course of study at the expense of physical or legal persons.

11.4. Academic and teaching staff members for whom the University is the primary place of employment may exercise the right to academic mobility for professional activities under a mobility program agreement. In this case, the primary place of work for these staff members remains unchanged for up to one year.

11.5. Foreign higher education participants exercising the right to academic mobility within agreements between the University and foreign partner institutions may be admitted to study at the University at the expense of:

- Funds from international programs and organizations;
- Funds from individuals or legal entities, as well as under conditions of free education in case of mutual exchange of higher education seekers, including joint Educational Programs that provide for obtaining a joint or double degree/diploma on the conditions of free education for international exchange students higher education seekers, if the number of such foreign higher education seekers does not exceed the number of higher education seekers from the University who study in a foreign institution- partner within academic mobility programs, in accordance with agreements concluded between institutions higher education.

11.6. Regulation of academic mobility at the University is carried out in accordance with "Regulations on the procedure for exercising the right to academic mobility in the European Medical University," "Regulations on the procedure for transferring educational disciplines and determining academic differences in the European Medical University," "Regulations on the procedure for reinstatement, transfer, expulsion of higher education seekers, granting academic leave, granting the right to retraining and interruptions in education in European Medical University."

12. QUALITY ASSURANCE OF EDUCATIONAL PROCESS

12.1. Ensuring the quality of education is one of the fundamental principles of state policy in the field of education. The establishment of a system for ensuring the quality of educational activities and higher education (internal quality assurance system for education) at the University is regulated by the norms of the Laws of Ukraine "On Education" and "On Higher Education" and the requirements of higher education standards. These acts determine that one of the main duties of the head of an educational institution is to ensure the functioning of the quality assurance system for educational activities and higher education.

12.2. The basic principles of the functioning of the quality assurance system for educational activities and higher education are defined in the Charter of the University and the Concept of Educational Activities of the University, the Regulation "On the system of internal quality assurance for educational activities and the quality of higher education in the European Medical University."

The purpose of the quality assurance system for educational activities and higher education is to create and maintain conditions for the high-quality training of competitive professionals in the labor market of the corresponding level, capable of effective professional activities and ready for continuous professional growth, social and professional mobility.

The main tasks of the quality assurance system for educational activities and higher education include:

- formation of a common understanding of the criteria for the quality of educational activities and the quality of higher
- education of the University and methods of their assessment;
- formation of a system of indicators that allow assessing and confirming the quality of the educational process;
- collection, analysis, and interpretation of information on the quality of the educational process;
- identification of the main factors affecting the quality of educational activities, forecasting
- and prevention of negative changes in the quality of education.

12.3. The basic principles, procedures, and indicators of quality assurance for educational activities and higher education at the University are determined by the Regulation "On the system of internal quality assurance for educational activities and the quality of higher education in the European Medical University."

12.3.1. The main principles of the functioning of the quality assurance system for educational activities and higher education at the University are:

- universality;
- transparency;
- objectivity;
- avoiding conflicts of interest;
- minimum requirements (documents, procedures);
- student-centeredness;
- systematic and systematic approach;
- involvement of all interested parties;
- subsidiarity (coordination of delegated powers and responsibilities).

12.3.2. The formation and implementation of the quality assurance policy are a priority task of the University.

Quality assurance procedures are regulated by internal regulations of the University, which developed in accordance with the legislation of Ukraine and the Charter of the University, taking into account requirements of Standards and recommendations for quality assurance in the European higher education area and other generally accepted European and international quality assurance standards in higher education.

12.3.3. The formation and implementation of the quality assurance policy for educational activities and higher education are ensured by:

- at the University - the rector, the Academic Council, the educational department, other structural units, working and advisory bodies involved in quality assurance procedures;
- at the level of structural units - their heads (dean of the medical faculty, head of the educational department, etc.);
- at the level of Educational Programs - their guarantors, departments, scientific and pedagogical workers.

Other participants in the educational process (higher education seekers and their self government bodies, potential employers, graduates, etc.) are mandatory included in the process of forming and implementing the quality assurance policy.

12.3.4. The initiation, development, approval, monitoring, review, and termination of Educational Programs at the University are carried out transparently, in accordance with the established procedures, in coordination with the Concept of Educational Activities of the University.

12.3.5. Higher education seekers participate in the design and improvement of Educational Programs, assess their components and the quality of teaching.

12.3.6. Procedures for access to education in Educational Programs, evaluation, award of qualifications, recognition of the results of previous formal and non-formal education, recognition of

learning outcomes are clearly defined, transparent, and ensure the establishment of compliance/non-compliance with the demonstrated results of higher education seekers with the requirements of the relevant Educational Program.

12.3.7. The University ensures the minimum necessary level of qualification of scientific and pedagogical staff by:

- formulating clear requirements for the substantive components of the position, including the ability and readiness of the candidate to develop relevant current and priority research directions,
- establish international cooperation and/or participate in it, transfer knowledge and technologies, etc. when announcing a competition for the position of a scientific and pedagogical staff member;
- organizing periodic evaluation of professional competence and teaching quality (including by higher education seekers);
- stimulating the professional development of scientific and pedagogical staff, encouraging them to engage in scientific and/or innovative activities;
- facilitating (organizational, informational, financial) the academic mobility of scientific and pedagogical staff;
- creating conditions for the professional development of scientific and pedagogical staff.

12.3.8. The University ensures unrestricted access to educational and methodological support, library resources, scientific databases, and provides professional consulting support to participants in the educational process (including foreign citizens and higher education seekers with special needs). It also provides adequate technical equipment for classrooms and dormitories and supports graduates in employment.

12.3.9. The University ensures the collection, analysis, and use of information necessary for effective management of educational programs and other activities (indicators of teaching and learning effectiveness, results of surveys on the quality of higher education for higher education seekers and graduates, employment of graduates, etc.).

12.3.10. The University publishes and encourages the publication (in the state language and at least one foreign language) of public information about educational programs and their components (including program of educational disciplines), data confirming the competence of scientific and pedagogical staff, admission rules, official documents on the organization of the educational process, and information about the accreditation of educational programs.

12.3.11. The University conducts comprehensive monitoring of all issues related to labor market demands, program effectiveness, content of educational programs, educational program curriculum, workload and assessment, and learning conditions.

12.3.12. The University prepares self-reports on Educational Programs, conducts self-assessment at the level of structural units and the University as a whole, and ensures the submission of applications for mandatory external evaluation of the quality of higher education in accordance with the procedures and deadlines established by current legislation of Ukraine.

13. FINAL PROVISIONS

This Regulation comes into effect on the date of its implementation by the order of the University Rector.

Control over the implementation of this Regulation is carried out by the officials of the University within the scope of their responsibilities as defined in their job descriptions.

Changes and amendments to this Regulation are discussed and adopted by the University Academic Council.

After the implementation of a new version of this Regulation, the previous version of the Regulation becomes invalid.