ПІДВИЩЕННЯ ЯКОСТІ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ

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ACCREDITATION EXPERTISE OF THE "GENERAL MEDICINE" TRAINING PROGRAM FOR THE SPECIALTY 222 "MEDICINE" OF THE SECOND (MASTER'S) LEVEL OF HIGHER EDUCATION AT IVAN HORBACHEVSKY TERNOPIL NATIONAL MEDICAL UNIVERSITY OF THE MINISTRY OF HEALTH OF UKRAINE

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АКРЕДИТАЦІЙНА ЕКСПЕРТИЗА ОСВІТНЬОЇ ПРОГРАМИ «ЛІКУВАЛЬНА СПРАВА» СПЕЦІАЛЬНОСТІ 222 «МЕДИЦИНА» ДРУГОГО (МАГІСТЕРСЬКОГО) РІВНЯ ВИЩОЇ ОСВІТИ В ТЕРНОПІЛЬСЬКОМУ НАЦІОНАЛЬНОМУ МЕДИЧНОМУ УНІВЕРСИТЕТІ ІМЕНІ І. Я. ГОРБАЧЕВСЬКОГО МІНІСТЕРСТВА ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ

Abstract. The article characterizes the procedure of accreditation expertise of the "General Medicine" training program for the second (master's) level in the specialty 222 "Medicine", implemented at Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine. The relevance of the topic is determined by new approaches to the accreditation of educational programs in Ukraine, which require the implementation of autonomous methods for managing the quality of education in accordance with European standards. The results of the expertise carried out by the members of the expert group and the sectoral expert council of the National Agency for Higher Education Quality Assurance (NAQA) was analysed. The article describes how the Ministry of Education and Science of Ukraine, the Accreditation Commission, and the National Agency for Higher Education Quality Assurance conduct monitoring of training programs through assessing their compliance with established standards. The research shows that accreditation not only determines the quality of education but also helps identify the strengths and weaknesses of training programs, providing information to all stakeholders. The main results of the expert evaluation highlight a high level of training for specialists in line with current labour market demands and emphasize the importance of adapting curricula to the conditions of healthcare reform. The article underscores the significance of ongoing monitoring of education quality to enhance the competitiveness of graduates. The manuscript focuses on the uniqueness and advantages of the training program, its evaluation, as well as the recommendations and suggestions provided by NAQA experts.

Key words: university; accreditation; training program; master's degree; general medicine; medicine; TNMU; NAQA.

Анотація. У статті охарактеризовано процес акредитаційної експертизи освітньо-професійної програми «Лікувальна справа» для другого (магістерського) рівня зі спеціальності 222 «Медицина», що реалізується в Тернопільському національному медичному університеті імені І. Я. Горбачевського Міністерства охорони здоров'я України. Актуальність теми зумовлена новими підходами до акредитації освітніх програм в Україні, які вимагають впровадження автономних методів управління якістю освіти відповідно до європейських стандартів. Проаналізовано результати роботи членів експертної групи та галузевої експертної ради Національного агентства із забезпечення якості вищої освіти. У статті описується, як Міністерство освіти і науки України, Акредитаційна комісія та Національне агентство із забезпечення якості вищої освіти реалізують моніторинг освітніх програм через оцінювання їх відповідності встановленим стандартам. Дослідження показує, що акредитація не лише

визначає якість освіти, а й сприяє виявленню сильних і слабких сторін освітніх програм, надаючи інформацію всім зацікавленим сторонам. Основні результати експертизи відзначають високий рівень підготовки фахівців відповідно до сучасних вимог ринку праці, а також акцентують увагу на важливості адаптації навчальних програм до умов реформування охорони здоров'я. Стаття підкреслює значення постійного моніторингу якості освіти для підвищення конкурентоспроможності випускників. У рукописі зосереджено увагу на унікальності та перевагах освітньої програми, її оцінці, рекомендаціях і побажаннях експертів НАЗЯВО.

Ключові слова: університет; акредитація; освітньо-професійна програма; магістр; лікувальна справа; медицина; ТНМУ; НАЗЯВО.

Introduction. The new approach to the training programs accreditation has significantly boosted the implementation of autonomous quality management methods in the activities of Ukrainian universities. As stated in the Law of Ukraine "On Higher Education" and "On Education", the quality assurance system in a higher education institution must include monitoring training programs and periodically reviewing them to consider current stakeholder requirements [2, 3].

The quality of education is regulated by its monitoring concerning compliance with existing educational standards and the forecasting of prospective development pathways. In Ukraine, the development of a quality monitoring system in higher education is associated with the reform of Ukrainian higher education. As a result of integration with the Bologna Process, the country has launched procedures for developing, updating, and modernizing state higher education standards for each educational level of professional training within a specific specialty [5, 11]. Thus, the requirements for the content of student training began to be regulated, and new forms and criteria for assessing the effectiveness of higher education, considering the education quality assessment systems of the European Union countries, were introduced [13].

The primary responsibility for monitoring the quality of higher education was assigned to the Ministry of Education and Science of Ukraine, the Accreditation Commission of Ukraine, and the State Inspection of Educational Institutions. In 2011, the Cabinet of Ministers of Ukraine's Resolution on the "Procedure for Monitoring and Evaluating the Quality of Education" determined the procedure for monitoring and evaluating the quality of education. This procedure provided for obtaining current and reliable information on the quality of higher education; studying the current state of the higher education system and forecasting prospective development paths; evaluating the state of the higher education system in Ukraine according to the educational tasks defined by normative documents; systematically submitting necessary statistical and analytical data on the quality of higher education to

12 state authorities [8]. The regulatory document for conducting quality monitoring of higher education was the order of the State Inspection of Educational Institutions of Ukraine "On Approving the Programs of State Inspection of Higher Education Institutions" [10].

By the Resolution of the Cabinet of Ministers of Ukraine No. 244 as of April 15, 2015, the National Agency for Higher Education Quality Assurance (NAQA) was established in Ukraine. Based on the regulations developed by NAQA, the latter conducts licensing and accreditation expertise of training programs (TPs) implemented in institutions, including higher medical education institutions [12].

The purpose of accreditation is to evaluate the TP for its compliance with the educational standard and the ability of the educational institution to ensure that students achieve the learning outcomes provided in the TP [1, 13]. Institutional accreditation and TP accreditation address three main tasks: 1. It helps the higher education institution to identify the strengths and weaknesses of the TP and/or (in the case of institutional accreditation) the quality assurance system and to develop specific measures to improve them. 2. It determines the compliance of the TP with established requirements. 3. It provides all interested parties (stakeholders) with information about the quality of training programs implemented in the higher education institution and the reliability of their quality assurance.

The monitoring process involves both internal (teachers, students) and external stakeholders (graduates, employers), which allows for the improvement of the educational process to train a competitive specialist and enhance the quality of professional training [4, 7]. The implementation of the monitoring mechanism includes not only determining the content of professional training for students, combining their theoretical education with practical work, but also considering internal and external influences on educational activities within the higher education institution, introducing modern interactive teaching methods and technologies, involving students in scientific work, and providing them with an

individual educational pathway considering a student-centred approach to learning [6, 9].

Systematic monitoring allows for determining the current state of the education system in academic institutions, identifying problems and possible deviations from higher education standards, as well as potential ways to correct the institution's activities to improve the quality of student training, expanding the search for new forms, methods, and teaching techniques, and implementing modern technologies that enhance the institution's educational activities and increase its effectiveness.

The aim – to analyse the accreditation expertise procedure of the "General Medicine" training program for the specialty 222 Medicine of the second (master's) level of higher education at Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine (TNMU).

Theoretical framework. According to the Resolution of the Cabinet of Ministers of Ukraine on the "Procedure for Monitoring and Evaluating the Quality of Education" and the order of the Ministry of Education and Science of Ukraine "On Approving the Procedure for Monitoring the Quality of Education", the main methods of conducting quality monitoring of higher education include: surveys, testing, and interviews with the teaching staff, students, graduates, and employers; observing the educational process; obtaining and analysing data on the current state of the higher education system; studying and analysing documents of the higher education institution [8, 9].

In accordance with the requirements of the Law of Ukraine "On Higher Education", TNMU ensures the development, monitoring, annual review, and updating of training programs for students in the specialties 222 "Medicine", 221 "Dentistry", 226 "Pharmacy, Industrial Pharmacy", to guarantee the achievement of established educational goals and meet the needs of society in line with the mission of TNMU. The monitoring of training programs at the university is conducted to identify and track trends in the development of higher education quality, the relevance and alignment with the stated goals, the needs of students, and their competitiveness in the labour market. The monitoring of training programs at TNMU involves the analysis and evaluation of components such as the relevance of the program and its content, changes in stakeholders' needs, the level of correspondence with the expectations, needs, and interests of students regarding the training program, the correspondence between the educational environment and students' learning objectives, and the expectations and satisfaction level of employers regarding the proficiency of graduates.

From February to April 2024, TNMU underwent the accreditation of the "General Medicine" TP for the specialty 222 Medicine of the second (master's) level of higher education under new requirements (decision of the National Agency for Higher Education Quality Assurance dated November 27, 2019, Minutes No. 16) according to the following model of higher education quality monitoring: filling out a self-assessment report form on the main criteria of TNMU activities – online visits by experts from the National Agency for Higher Education Quality Assurance to TNMU – preparation of a draft expert report on the TP evaluation by experts – analysis and evaluation of the expert report by the sectoral council of the National Agency for Higher Education Quality Assurance in the field of knowledge 22 "Healthcare" – approval of the report results and decision-making on TP accreditation – publication of the results – further actions by TNMU for the development and improvement of the accredited TP.

The training program for masters was developed in 2020 by a TNMU project group (approved by the university rector's order No. 662 dated December 30, 2020). The TP is based on a conceptual goal, namely to ensure the training of competitive qualified doctors capable of providing quality medical services under healthcare reform and martial law conditions. The guarantor of the training program and the head of the project group is O. M. Oleshchuk, DSc in Medicine, Professor, Head of the Department of Pharmacology and Clinical Pharmacology. The working group for developing the TP included leading TNMU scientists with significant experience in teaching in higher education institutions: L. Ya. Fedoniuk – DSc in Medicine, Professor, Head of the Department of Medical Biology; P. R. Lykhatskyi – DSc in Biology, Professor, Professor of the Department of Medical Biochemistry, Dean of the Faculty of Medicine; O. R. Boyarchuk – DSc in Medicine, Professor, Head of the Department of Children's Diseases and Paediatric Surgery; L. M. Malanchuk – DSc in Medicine, Professor, Head of the Department of Obstetrics and Gynaecology No. 1; L. P. Martyniuk – PhD in Medicine, Associate Professor, Associate Professor of the Department of Emergency Medical Care; A. R. Vaida – PhD in Medicine, Associate Professor, Associate Professor of the Department of

Surgery No. 2; I. V. Smachylo – PhD in Medicine, Associate Professor, Associate Professor of the Department of Internal Medicine No. 1; S. V. Kucher – PhD in Medicine, Associate Professor, Associate Professor of the Department of Propedeutics of Internal Medicine and Phthisiology; V. A. Miroshnyk – 4th-year student of the TP; Panesar Avnish Pal – 5th-year student of the TP.

By NAQA order dated February 12, 2024, an expert group was appointed, consisting of: head of the expert group – D. V. Varyvonchyk, members of the expert group – M. O. Faustova and S. S. Tkachuk, who conducted an accreditation expertise remotely (online) from February 28 to March 1. The accreditation expertise procedure was carried out in compliance with all requirements of the Regulation on Accreditation of Training Programs and instructional documents regarding the justification of analysis and understanding of accreditation criteria. During the evaluation phase, the expert group professionally and competently conducted the accreditation expertise of the "General Medicine" TP (USEDE ID 3224).

The self-assessment report included an analysis of TNMU activities and provided answers to questions covering: program goals, definition of general, professional competences, and learning outcomes; curriculum, student workload, and ensuring the possibility of their academic mobility; conditions for admission to the TP; requirements for the teaching staff; criteria and procedures for assessing students' knowledge and skills; availability of material and technical resources to support the educational process; compliance with TNMU's quality assurance procedures. Relevant documents confirming the provided information were attached to the self-assessment report.

During constructive dialogue with the administration of the higher education institution, the guarantor of the training program, employers, Ukrainian and foreign students, graduates, academic staff, and heads of structural units involved in implementing the training program, a democratic atmosphere, friendliness, high communication culture, and professionalism of the experts were evident.

NAQA experts, in an online streaming format, had the opportunity to see the material and technical facilities of TNMU, clarified the conditions for the implementation of the training program, and noted that the educational environment created at the university meets the needs and interests of the students. The academic community widely uses the printing services of its own "Ukrmedknyha" publishing house for educational, methodical and scientific literature. Certified and accredited laboratories are used for conducting scientific research by students; they acquire practical skills in the Centre for Medical Simulation, accredited by SESAM and equipped with modern simulators, educational software, as well as in the department laboratories, using virtual and augmented reality technologies. Academic buildings are equipped with multimedia boards, video systems, projectors, and computer classes. Educational buildings and the library have free Wi-Fi zones; the library serves as a place for learning, recreation, and cultural development of the academic community, providing free access to its collections, including books and journals, online educational platforms, and portals.

The NAQA expert group had the opportunity to verify that the academic community's safety and wellbeing are ensured at the university. In the event of threats and emergencies caused by martial law, participants in the educational process have the opportunity to stay in equipped shelters located in each educational building and dormitory.

The expert group members also worked with documents and evidence materials available on the university's website, including regulatory documents governing the educational process and the quality assurance system; provisions on collegial bodies and structural units; procedures and conditions for competitive selection for vacant positions; the code of ethics and documents on the Policy for Promoting Academic Integrity, Information Security; documents on the policy for preventing and combating corruption, resolving conflict situations, preventing and combating discrimination, sexual harassment, and bullying; regulations on the procedure for awarding and paying scholarships; rules of conduct. The experts noted that TNMU's internal regulatory framework fully coordinates the mechanisms of control measures, procedures for assessing students' competences, and issues of academic integrity.

The expert group had the opportunity to familiarize themselves with TNMU's activities, the organization of the educational process, information about university offices, academic and research institutes, departments, the student campus, student catering complex, library, sports sections, practical classes, and student leisure activities from the university's

information resources: the YouTube channel, "Medical Academy" ("Medychna Akademiia") and "University Hospital" ("Universytetska Likarnia") newspapers, official social media pages, and the Media Bank. To aid student adaptation, a Student Guide, 3D tours of buildings, the TNMU Portrait, milestones in history, and university museums have been developed.

The active participation of TNMU in international projects and the effectiveness of this area of work was also emphasized. The university cooperates with 105 institutions from 33 countries worldwide. Academic mobility is implemented at the student's initiative, supported by the TNMU administration. Internationalization is ensured by the academic community's participation in international grants, joint publications in Q1, Q2 journals. The university collaborates with 9 partners in Erasmus+ KA1, under which 10 teachers and 3 students have completed internships. Over the last five years, 74 people have participated in academic mobility. TNMU implements five Erasmus+ KA2 CBHE projects: SAFEMED+, BACE, REHAB, Open4Ukraine, LIFESTRAND, a Ukrainian-Swiss project; RECOOP has provided 11 grants to the university.

The professional qualifications of the academic staff involved in implementing the training program, allowing for the full achievement of educational goals and program learning outcomes, were highly evaluated. In the expert group's draft report, it was noted that TNMU provides favourable, extensive conditions for students' academic mobility, non-formal education, and recognition of their results, significantly expanding the opportunities for acquiring general and professional competencies based on leading European medical research institutions. The experts also highlighted the active involvement of students in scientific work and participation in international research projects, as well as the high level of academic freedom for both academic staff and students. TNMU creates favourable conditions for independent choice of topics for student research. The student-centred approach is also ensured by students' participation in the development and updating of the training program, educational components, free choice of elective courses, and individual work aimed at their professional and scientific development. The use of modern teaching methods allows for considering the students' personal abilities, their own interests, needs, unique experiences, and makes them autonomous, responsible participants in the

educational process. They are members of the training program working group, the academic board of the faculty and the university, and the quality assurance council. The university's Student Parliament is actively working, and students express their opinions on the forms and methods of education at meetings with the administration and the guarantor.

The NAQA expert group positively highlighted the involvement of the academic community in international educational and scientific projects, as well as the collaboration with a large number of foreign educational institutions. Strong points in the context of the evaluation were also the use of interactive computerized methods, such as computer-based testing and electronic checklists for OSCE exams.

As stated in the EG report, TNMU strictly adheres to the effective procedures and provisions it has developed for internal quality assurance in higher education. The mechanisms for internal quality assurance of higher education, monitoring, and improvement of the training program (TP) are defined by the relevant regulations. Compliance with this criterion is ensured by the implementation of a quality management system at TNMU in accordance with the ISO 9001 international standard, the creation of a functional five-level internal quality assurance system (IQAS) in which students are represented at every level, monitoring the quality of the educational process at the faculty and university levels with the involvement of the Rector's Representative on Quality, the functioning of the TNMU School for Training Program Coordinators with the development of a coordinator's webpage, which is a significant tool in the IQAS, the involvement of 33 employers in the educational process, including four members of the employers' council, which actively operates at TNMU, and the participation of prominent professionals and experts in the medical field in the TP, including lectures by neurosurgeon Henry Marsh and plastic surgeon Roman Valikhnovskyi. In addition, TNMU students (Yaroslav Bilyk) and faculty members (Hryhoriy Zahrychuk, Andrii Chornomydz, Oksana Boyarchuk, Oleksandra Oleshchuk, Larysa Fedoniuk, Mariya Marushchak) are involved in the work of expert groups and sectoral expert councils of NAQA. TNMU has established a Young Teacher School to enhance the educational and professional level of academic staff.

The NAQA expert group noted that TNMU adheres to clear rules and understandable procedures

that regulate the rights and responsibilities of all participants in the TP, which are governed by the regulations. TNMU ensures the public availability of information regarding the TP by placing it on the official website, ensuring transparency in its activities.

TNMU is a leader among medical higher education institutions in Ukraine in the Ranking Web of Universities (Webometrics) based on criteria such as visibility, transparency, and quality.

The TNMU website has a user-friendly interface for interaction with users, including students, and maintains stability through a secure server. The structure and navigation of the TNMU website are simple and easy to use, with information systematically organized for a wide range of user groups and presented in an accessible manner.

The university consistently holds a leading position among medical higher education institutions in the "Top-200 Ukraine" ranking, in the international scientometric ranking Scimago Institutions Rankings, and in the UniRank ranking, which aims to identify the most popular universities based on reliable, unbiased information, as well as its presence on social networks.

The active work of the communication and marketing department is focused on highlighting TNMU's activities on the official website, social media pages (Facebook, Instagram, TikTok, Twitter, YouTube, Telegram), in the electronic encyclopaedia "Wikipedia", the "Medical Academy" newspaper, Ukrainian and foreign media. TNMU is widely promoted to create a positive image, develop a university marketing strategy, and conduct advertising and information campaigns aimed at advancing the university in the educational services market.

TNMU's powerful information resources include the Media Bank and the official YouTube channel, where video materials about the educational and extracurricular processes, university facilities, significant events, conferences, and more are freely available.

TNMU also runs its own video projects: "ITA TNMU" (Intelligent, Talented, Active students who make history at TNMU); "I Choose TNMU", "Best Students of TNMU", "Successful Graduates", "TNMU Experts" (featuring academic staff answering pressing questions in the field of medicine), "TNMU is Me!" (about university employees and their life priorities), "TNMU Volunteers", "Admissions Committee Information".

The university has repeatedly won the "People's Brand" contest in the "Higher Educational Institutions" category.

Further analysis by the sectoral expert council (SEC) in the field of knowledge 22 "Healthcare" and their assessment of the expert report on the TP "General Medicine" in specialty 222 was based on nine clearly defined criteria: structure and content of the training program; organization of admission and recognition of learning outcomes obtained in other educational institutions; organization of the educational process; assessment procedure, evaluation of program learning outcomes of students and academic integrity; academic staff involved in implementation of the training program; educational environment and material resources; internal quality assurance of the training program; transparency and publicity. In the course of the analysis, it was established that the TP and educational activities under this program meet the criteria requirements, and the SEC duly and prospectively assessed TNMU's educational capabilities.

Members of the sectoral expert council noted that, in accordance with TNMU's established policy, procedures for internal quality assurance in higher education according to the institution's regulations involve monitoring the quality of the TP with the participation of students through questionnaires. As stated by the EG members, students are sufficiently satisfied with the quantity and quality of available clinical skills, practical training, and the level of educational workload. The elective specializations of Surgery, Internal Medicine, Obstetrics and Gynaecology, and General Practice – Family Medicine in the 6th year of study involve only those components which are relevant for the chosen specialization taking into account international experience and labour market demand. The comprehensive simulation training program, the Practical Skills Matrix, the clinical case catalogue, and the OSCE are updated as tools for acquiring practical skills, developing clinical thinking, gaining professional competencies, and achieving learning outcomes. The introduction of the CC 61 Practical Simulation Training with a focus on acquiring basic and advanced life support skills and the opportunity to obtain BLS and ALS certificates is considered an innovative and strong point of the TP. In early March 2024, the working group conducted an analysis of the usefulness and quality of the elective components of the TP, and it was recommended to exclude the elective component

"Medical Biotechnology" from the TP for the 2024–2025 academic year.

To independently obtain information regarding the organization and satisfaction with the educational process in the TP by students, the student government initiated alternative surveys, the results of which will be taken into account when reviewing the TP, which is a positive practice.

The sectoral expert council noted that the support for the idea of integrity and respectful relations among participants in the educational process, the principles of academic culture, the promotion of zero tolerance for violations of academic integrity, the principles of decency, objectivity, honesty, mutual respect and trust, and responsibility are widely implemented at TNMU. As part of the cooperation with the American Councils, the TNMU community participated in the "Academic Integrity and Quality Education Initiative" (Academic IQ) project, under which a study was conducted in 2021 to identify the strengths and weaknesses of the educational process related to academic integrity and education quality, as noted in the EG report (based on the results of the 2021 student survey). However, the results of the 2023 survey of students and teachers showed that participants in the educational process are familiar with the principles of academic integrity (93.8 % of students and 97.5 % of academic staff) and with the consequences of not adhering to these principles (94.2 % of students and 84.0 % of academic staff), which indicates an increased awareness of academic integrity issues among participants.

Strengths of the TP as identified by SEC members:

1. Implementation of a comprehensive simulation-based training program, including Matricula, clinical case studies, and the Objective Structured Clinical Examination (OSCE) as tools for acquiring practical skills, developing clinical thinking, and gaining professional competencies.

2. Introduction of simulation-based training with a focus on mastering basic and advanced life support measures, with the opportunity to earn BLS and ALS certificates.

3. Implementation of the Objective Structured Clinical Examination following international standards as a stage in intermediate, final, and certification assessments, and as a tool for acquiring practical skills, developing clinical thinking, and gaining professional competencies.

4. Creation of elective courses tailored to future specialization.

5. Integration of the basics of the electronic health care system into the educational process.

6. High level of international academic mobility for the university staff and students, with the implementation of numerous programs and projects.

7. A student-centred approach is realized through the free choice of courses, individual work, and specialization, ensuring the individualized development of students' abilities in education, research, and creative activities. The Mentorship Corps is active, and there is a high level of student self-governance.

8. Organization of learning through research and practice by recognizing results obtained in non-formal education, enabling students to publish works in high-ranking journals.

9. The presence of a certified department for independent student testing at TNMU ensures transparency in the final assessment of students' knowledge, as well as the opportunity for students to undergo an oral interview for final assessment with three independent examiners to prevent and resolve conflicts of interest and ensure objective evaluation.

10. Adoption of international standards in conducting the Objective Structured Clinical Examination as a stage in intermediate, final, and certification assessments.

11. Functioning of the Centre for Pedagogical Skills Improvement, which promotes principles of objectivity and zero tolerance for violations of academic integrity, along with the work of a group dedicated to promoting academic integrity, which advocates for norms of academic honesty and integrity within the academic community.

12. Encouragement of continuous professional development for the staff, including incentives for teaching excellence through material rewards for personal achievements (faculty rating), bonuses for teaching in English, funding for participation in scientific forums, internships, bonuses for dissertation work and scientific supervision, free publication of scientific articles in 11 specialized TNMU journals, and free courses for learning English.

13. Well-developed material and technical infrastructure: Centre for Medical Simulation, accredited by SESAM, equipped with modern simulators; virtual laboratories of departments; the "Ukrmedknyha" publishing house; and the "Chervona Kalyna" training centre.

14. Accessibility, openness, professionalism, and transparency of the methodological support for teaching courses are realized through interactive

resources on the Moodle and ASC platforms, a powerful informational website, a YouTube channel, university media, official social media pages, and a Media Bank.

15. An effective policy for preventing and combating corruption, bullying, discrimination, and sexual harassment has been developed, with mobile psychological assistance, a Psychological Counselling Centre, a trust hotline, and a feedback page on the TNMU website.

16. A well-developed internal quality assurance system has been organised, including establishment of the Employers' Council, the School for Guarantors, Research Supervisors' School, and Young Teacher School.

As per the decision of NAQA, the SEC's report results were approved, and the decision was made to accredit the "Medicine" training program of the second (master's) level of higher education, specialty 222 "Medicine" with a compliance "B" level.

Key recommendations and suggestions from NAQA experts included:

1. To continue improving the content and rational distribution of courses and elective components to further enhance students' satisfaction level.

2. To increase graduates' involvement in reviewing and updating the content of the training program.

3. To continue enhancing students' acquisition of practical skills for further improvement of their satisfaction levels.

4. To sustain efforts to staff educational disciplines with academic personnel who have the appropriate expertise in those areas.

Conclusions and Prospects for Research. The "General Medicine" training program of the second (master's) level of higher education in the specialty 222 "Medicine" at Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine successfully passed the accreditation procedure by NAQA, thanks to its uniqueness in training doctors based on the principles of student-centeredness, subjectivity, interactivity, and integration, which is realized in TNMU's educational process on the basis of a competency-based approach using innovative forms, methods, and teaching technologies. The professional development of students as well as the formation and development of their competences take place through participation in scientific research aimed at improving the quality of the educational process.

Taking into account the recommendations and suggestions of NAQA experts will improve the quality of educational services in the "General Medicine" training program and will further contribute to the successful passing of post-accreditation monitoring.

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