



**AMSE Seal**

**Certification Report**

**General Medicine**

**Faculty of Medicine and Dentistry,  
Palacký University Olomouc**

Version: 17. September 2020

## Introduction

This pilot accreditation procedure conducted at the Faculty of Medicine and Dentistry, Palacký University Olomouc from March 19<sup>th</sup> to 21<sup>st</sup>, 2019 is one of altogether 6 pilot procedures in various European countries, organised in cooperation between The Association of Medical Schools in Europe (AMSE) and the internationally recognized German Accreditation Agency ASIIN in 2019.

AMSE und ASIIN in this context have entered into an agreement in the wake of a decision by the Education Commission for Foreign Medical Graduates (ECFMG) in the United States of America regarding the exercise of the medical doctor profession in the country. ECFMG therein stipulates that as of the year 2023, only those graduates emanating from international medical programs which have been accredited against the standards of the World Federation of Medical Education (WFME) for basic medical education are entitled to take the United States Medical Licencing Examination (USMLE). Only upon successful completion of this three-step examination, international doctors, who comprise 25% of all medical doctors in the U.S., are entitled to practice their profession within the U.S.

Against this background, ASIIN has been commissioned by AMSE to conduct this and another five pilot accreditation procedures in Europe, testing the WFME Standards in the process. WFME uses altogether nine criteria in its standards for basic medical education. The rubrics of fulfilment of these criteria foresee so-called “basic standards” as a minimum requirement as well as more challenging “quality development standards” signalling best practice. The experts, who were jointly selected by AMSE and ASIIN, decide after the onsite visit whether and at which level these nine criteria (and their subsets) have been attained by the applicant Higher Education Institution (HEI). After completion of this procedure, ASIIN will hand over this accreditation report to AMSE. Its outcomes will be discussed by AMSE and a final decision reached, whether the basic and quality development standards of WFME have been met.

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# About the Accreditation Process

## General Data

<b>Website of the Medical School</b>	www.lf.upol.cz
<b>Faculty/Department offering the Degree Programme</b>	Faculty of Medicine and Dentistry, Palacký University Olomouc
<b>Name of the degree programme (in original language)</b>	Všeobecné lékařství
<b>(Official) English translation of the name</b>	General Medicine

<b>Certification Subjects</b>	
<b>Submission of the final version of the self-assessment report:</b> 05.02.2019	
<b>Date of the onsite visit:</b> 19.-20.03.2019	
<b>at:</b> Faculty of Medicine and Dentistry, Palacký University Olomouc	
<b>Peer panel:</b>	
Prof. Dr. Beate Brand-Saberi, Ruhr University Bochum	
Prof. Dr. Peter Dieter, Technical University Dresden (AMSE)	
Dr. Sandy Kujumdshiev, University Leipzig (M.ME)	
<b>Representative of the ASIIN headquarter:</b> Christin Habermann	
<b>Responsible decision-making committee:</b> ASIIN; AMSE Executive Committee	
<b>Criteria used:</b>	
European Standards and Guidelines as of 15.05.2015	
WFME Global Standards for Quality Improvement: Basic Medical Education 2015	

## Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF <sup>1</sup>	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
General Medicine	Master's programme Doktor medicíny, MUDr.  Doctor of Medicine, M.D.	General Medicine and Dentistry	7	Full time	--	12 Semesters	360 ECTS	September each year

For the General Medicine Programme at the Palacký University Olomouc, the Faculty of Medicine and Dentistry has presented the following profile in their self-assessment report:

“The mission of the Faculty of Medicine and Dentistry, Palacký University Olomouc (UP) is to promote the involvement of students in all areas of research, cultivate their critical and creative thinking, and provide high-quality university education in medical sciences on Master's and Doctorals levels. (...) The Faculty of Medicine and Dentistry has traditionally been a leading institution of biomedical research. It aims to become a significant centre of innovation and excellence not only among the Czech medical schools but also within the broader Central European space. The medical faculty is together the Faculty of Science the most efficient part of the university when considering the research activity. Supporting science and research is the faculty's priority. Research activities mean professional growth of individuals, teams and departments and at the same time serve as important economic factor making the faculty stable and creating conditions for its future successful development. (...)

One of the principal advantages for the research at FMD is the close proximity and personnel interconnection with the University Hospital Olomouc, the possibility of joint projects and technological sharing. A number of faculty teams have been in close cooperation with the departments of the Faculty of Science, research institutions of the Czech Academy of Sciences and also with significant institutions from abroad.

Graduates from the General Medicine Master's Degree Study Programme receive comprehensive education in all theoretical, preclinical and clinical medical disciplines so that the extent of their knowledge and practical skills enables them to provide general medical care or to further specialize. They acquire basic practical skills in clinical departments and medical simulation centres. The main

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<sup>1</sup> EQF = The European Qualifications Framework for lifelong learning

## **0 Characteristics of the Degree Programmes**

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objective is to gain a broad theoretical background for understanding the causes and development of diseases, their possible prevention, mastering the principles and interpretation of modern diagnostic methods and rational effective therapy. During their training, much attention is paid to moral, ethical and legal aspects of their future medical practice.”

# Analysis and Findings of Peers

## 1. Mission and Outcomes

<b>Criterion 1.1 Statements of purpose and outcome</b>
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**Evidence:**

Palacký University Strategic Plan 2016-2020

Webpage of UP (<https://www.lf.upol.cz/en/>)

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

The mission of the degree programme is described in a concise way in the self-assessment report available to the peers. Here it states that the objectives of the Faculty of Medicine and Dentistry is based on the areas of Study and Education, Internationalization of Study Programmes, Quality Research and Creative Activity as well as International Academic and Working Environment. Graduates from the General Medicine Master's Degree Study Programme receive comprehensive education in all theoretical, preclinical and clinical medical disciplines so that the extent of their knowledge and practical skills enables them to provide general medical care or to further specialize during their clinical training or their PhD. The main objective is to gain a broad theoretical background for understanding the causes and developments of diseases, their possible prevention, mastering the principles and interpretation of modern diagnostic methods and rational effective therapy. During their studies, much attention is paid to the moral, ethical and legal aspects of the students' future medical practice.

More specifically, UP has set up the following intended learning outcomes in their self-assessment report:

Acquire theoretical and practical knowledge of biophysics, biology, biochemistry, pharmacology, morphology and physiology of human organisms in normal and pathological state to the extent specified in the annotations of the individual courses.

Learn the basics of the Czech language and Latin terminology

Perfectly identify life-threatening conditions and provide qualified first aid

Master basic methods of medical examination using basic medical devices and laboratory methods including differential diagnostics of diseases typical for the Czech population and significant for their seriousness

Have an ability to perform basic medical and nursing tasks

Become acquainted with the principles of treatment for all serious health disorders and their sorting based on urgency, manner and site treatment.

Know and be ready to exercise the rules of primary and secondary prevention health promotion

Become acquainted with both the national and international health care policy and with the basic legislation

Become aware of the economic rules of health-care facilities

Understand social and economic determinants of health and diseases

Master the basics of medical psychology and be able to apply those in the medical practice.

Be able to independently search for relevant information and become acquainted with the methodology of research work and principles of statistical analysis of clinical data

While the mission of the degree programme as well as that of the Faculty of Medicine and Dentistry and Palacký University is published in various official documents and can be assessed by all students, teachers and other stakeholders, the peers notice that the subject-specific learning outcomes are solely to be found in the self-assessment report. The programme coordinators explain that at the beginning of each course, the lecturers give the students a verbal description of the desired learning outcomes to be gained in this specific course. This was confirmed by the teachers and students the peers spoke with during the on-site visit. Yet, the objectives and learning outcomes – as delineated in the self-assessment report – must also be anchored, e.g. in the Study Plan or the individual module descriptions.

Furthermore, the peers notice that while the objectives consider most of the WFME-criteria, it is not stated that students are prepared for post-graduate training or for the needs of the health care system. The peers inquire if these skills and competencies are taught to the students and learn that students are indeed prepared for post-graduate training, that advisory services exist to support students who want to continue with their doctoral degree, and that some students undertake this career. With regard to the needs of the health care system, the peers recognize that students learn about this field in the compulsory courses Social Medicine I and II as well as during their practical work in the hospitals with

patients and their research project. The peers thus acknowledge that the students are trained in these two core learning outcomes but urge UP to include them in their missions and learning outcomes and to also publish them in a form easily accessible.

The auditors hold the view that the objectives and intended learning outcomes of the degree programme under review are generally reasonable and well founded and they are convinced that the intended profiles of the degree programme allow students to become successful medical doctors. The degree programme is designed in such a way that it meets the objectives set for it and the peers judge the objectives and learning outcomes of the degree programmes suitable to reflect the intended level of academic qualification. They strongly urge UP, however, to anchor the mission and the learning outcomes in a manner that is easily accessible.

### **Criterion 1.2 Participation in the formulation of mission and outcomes**

#### **Evidence:**

List of faculty bodies (Board of Trustees, Academic Senate, Scientific Board, Curriculum Committee)

Higher Education Act of 2017

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The Higher Education Act, published in 2017, delineates the structure of Czech higher education institutions (HEIs), including their official bodies: the Academic Senate and the Scientific Council. It is mandatory for UP to follow the regulations and structures set up in the Higher Education Act and the peers acknowledge the existence of these necessary bodies. The peers inquire about the participation of these bodies in the formulation of the curriculum and especially its mission and outcomes and learn that both bodies – the Academic Senate and the Scientific Council – must approve of them or of any changes made hereto. The Academic Senate is elected by the academic body every four years and consists of academic personnel and students from each faculty. The Scientific Council is faculty-specific and consists of 2/3 internal academics and 1/3 external experts from the industry or other HEIs. The peers are interested to learn about a variety of changes and innovations to the learning outcomes made over the past years that have been initiated by the official boards. These include many changes aimed at strengthening the practical preparation of the students in line with the needs of the health care system.

The peers acknowledge that UP has designated official bodies that regularly oversee the mission and outcomes and adapt them if necessary. They furthermore recognize that UP ensures that its principal stakeholders, especially the students, partners from the industry as well as internal and external HEI-personnel, is involved in formulating the mission and outcomes of the study programmes.

### **Criterion 1.3 Institutional autonomy and academic freedom**

#### **Evidence:**

Higher Education Act of 2017

Constitution of Palacký University Olomouc of 1 March 2017

Regulations of the Scholarly Board, the Academic Senate, and the Internal Assessment Board

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

In Section 5 of the Higher Education Act, the following academic freedoms and rights are guaranteed at HEIs:

Freedom of scholarly, scientific, research and artistic activities as well as publication of the results thereof

Freedom of teaching, in particular with regard to openness to different scientific and scholarly views, scientific and research methods and artistic movements

The right of learning, which includes free choice of specialization within the framework of degree programmes as well as freedoms to express one's views during classes

The right of members of the academic community to elect their representative academic bodies

The right to use academic insignia and to hold academic ceremonies.

Section 6 of the Higher Education Act further delineates the freedoms of HEIs, regarding their internal organization, the determination of the number of applicants and the admission criteria, the design and implementation of degree programmes, and the cooperation with other HEIs.

The peers acknowledge that UP holds institutional autonomy and academic freedom to formulate and implement policies, especially with regard to the design of the study programme and the utilization of allocated resources.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:**

Re: Criterion 1.1.:

During the audit the peers have noticed that the subject-specific learning outcomes are well documented in the University's self-assessment report, yet they were not officially accessible for relevant stakeholders such as students or people interested in studying at UP. After the audit, those responsible for the study programme explain, that such subject-specific learning outcomes can already be found in the module descriptions of the module database (UP Portal). Here, students and other external stakeholders are able to search for any specific module of the course and read its descriptions that depict, among other information, also the subject-specific learning outcomes.

Furthermore, the peers have noticed while examining the qualification objectives that they do not state that students are prepared for post-graduate training or for the needs of the health care system. After the audit, UP has updated the profile and employment of graduates on their websites, which now includes the preparation for post-graduate training. UP also states that this profile will be further elaborated. The peers thank UP for the quick updates made but asks the university to also specify that students be prepared for the needs of the health care systems. Furthermore, these profiles must also be included into the qualification objectives and not only be named on the website.

The peers see that these qualification objectives are already accessible for all external stakeholders in an online version of the module handbook. With regard to the qualification objectives of the overall study programme, they must include that students are prepared for post-graduate training as well as for the needs of the health care system.

*The peers regard criterion 1 as partially fulfilled.*

## **2. Educational Programme**

<b>Criterion 2.1 Curriculum model and instructional methods</b>
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**Evidence:**

Study programme of the degree programme

Module Descriptions

Overview of pre-requisites for each course

Diploma Supplements

The Rector's Directive No. B3-11/11-SR: Applicants and Students with Special Needs at Palacký University in Olomouc

The Study and Examination Code of Palacký University Olomouc (SEC)

Self-Assessment Report

Discussions during the on-site visit

### **Preliminary assessment and analysis of the peers:**

In their study plan, Palacký University Olomouc has defined and published a curriculum, delineating the individual topics taught in each module. The peers notice, however, that the individual module descriptions do not describe the learning outcomes of each module, which would aid the students with choosing the courses (if they are electives) and with organizing their study plan adequately (cf. criterion 1.1). In line with anchoring the objectives and intended learning outcomes of the entire study programme, the peers urge UP to include the module-specific learning outcomes in the form of acquired skills and competences in the module descriptions.

The peers notice that the form of instruction consists of lectures, practical seminars, seminars, courses, hands-on-trainings, laboratory lessons, field trips and consultation. The teachers oftentimes utilize modern technology such as video transmission so that while some students work on a simulation, the teacher and the rest of the class can observe this on a television in an adjoining room.

The curriculum is furthermore delivered in accordance with the principles of equality. The Rector's Directive No. B3-11/11-SR regulates the conditions of applicants with special needs during the admission procedure and the conditions of students with special needs during their study at UP. Lecturers of courses attended by special needs students receive special training so as to be able to efficiently adapt the teaching methods and strategies to the needs of these students. Equal access is observed in student assessments and is anchored in The Study and Examination Code of UP.

The peers acknowledge, that UP has defined a curriculum and the instructional and learning methods employed. The curriculum ensures that students are prepared for lifelong learning. It is delivered in accordance with principles of equality.

<b>Criterion 2.2 Scientific method</b>
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**Evidence:**

Study programme of the degree programme

Module Descriptions

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

Students are introduced to various research activities throughout the course of their medical studies, as research activities form an integral part of the curriculum. As such, all students acquire knowledge in epidemiological methodology, the different types of studies and their designs, advantages and disadvantages of hypothesis formulation, data analysis and interpretation of results. To utilize this theoretical knowledge, all students have to evaluate a paper dealing with the effectiveness of a new diagnostic test and a paper dealing with the effectivity of a new drug.

The peers learn that the elective modules are also often based upon research being done within the departments and reflect the current work of the experts in the different medical fields. Students also have the option to conduct their own research project or join an ongoing project with other students or professors. While the goal of UP is not to educate the students primarily for a research position, students who express the desire to follow this career path have the chance to conduct research and are able to continue their education with a doctoral degree.

<b>Criterion 2.3 Basic Biomedical Sciences</b>
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**Evidence:**

Study programme of the degree programme

Module Descriptions

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

The peers recognize that the curriculum of the General Medicine degree programme incorporates the contributions of the basic biomedical sciences to create understanding of scientific knowledge and introduce concepts and methods fundamental to acquiring and applying clinical sciences. In courses such as Medical Biophysics, Biology, Histology and Embryology or Biochemistry, the students acquire the basic understanding of scientific

knowledge and are introduced to the concepts and methods fundamental to applying clinical science.

### **Criterion 2.4 Behavioural and social sciences and medical ethics**

#### **Evidence:**

Study programme of the degree programme

Module Descriptions

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The peers recognize that the curriculum of the General Medicine degree programme is designed to teach students about behavioural and social sciences as well as medical ethics and medical jurisprudence. The relevant skills and competencies are taught to the students in courses such as Social Medicine and Medical Ethics, Epidemiological Methodology, Medical Law or Forensic Medicine. The peers agree that these courses are sufficiently integrated into the curriculum to prepare the students in these fields of their medical education.

### **Criterion 2.5 Clinical sciences and skills**

#### **Evidence:**

Study programme of the degree programme

Module Descriptions

Information on Internships and Clinical Trainings on the university's website

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

Over the course of the recent years, the curriculum of the study programme under review has been adapted to include more practical training sessions to further develop the students' clinical skills. As a result, the instruction in clinical subjects begins in the sixth semester with a course on internal medicine. From the seventh semester on, student learn about all other clinical subjects (surgery, paediatrics, obstetrics and gynaecology, neurology) together with subjects connected to public health (social medicine, medicine law). The whole sixth year is then devoted to bedside training in internal medicine, surgery, gynaecology and obstetrics. Furthermore, it is mandatory for students to partake in clinical trainings in selected medical specialities to extend the students practical skills.

The students may chose to perform these clinical trainings at the University Hospital Olomouc, or at other health care facilities in the Czech Republic or abroad.

The peers inquire how much time of a module, such as anatomy, is spent on practical training. They learn that half the time of each module is devoted to lectures and the other half is spent on practical training. Additionally, students must partake in a so-called dissection week, where students work solely on cadavers to practice their skills. The peers acknowledge that students are able to practice on dummies as well as on human bodies, which prepares them adequately for their further career in the medical field. In order to trace their practical experience, every student has to work with a logbook, a record of clinical skills, acquired during the classes attended and signed for by the respective teacher.

The peers inquire further, which clinical procedures the students are trained in and learn that during the second year, for example, students learn how to take blood samples, how to insert a catheter and how to place an IV. While the students state during the on-site discussions that they feel prepared enough and have spent sufficient time with patients to enter employment, they would still like to increase the practical training during their studies. The peers agree with the assessment of the students, especially in the field of emergency medicine. Due to the importance of this field with regard to everyday situation, the peers recommend teaching emergency medicine classes more often.

The peers commend, however, that there exist many extra-curricular or additional opportunities for students to practice their clinical skills. For example, students can volunteer to accompany a surgeon on his nightshifts. This way, students are on on-call duty and can observe surgeries when they occur. The peers agree with the medical professors that this programme is excellent as it allows students to experience a surgeon's working routine as well as to partake in surgeries. Therefore, the peers recommend making this project a mandatory part of the study programme.

In summary, the peers recognize that the study programme allows the students to acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibility after graduation and enables them to spend a reasonable part of the programme in relevant clinical settings.

### **Criterion 2.6 Curriculum structure composition and duration**

#### **Evidence:**

Study programme of the degree programme

Module Descriptions

Study and Examination Code of Palacký University

Self-Assessment Report

Discussions during the on-site visit

### **Preliminary assessment and analysis of the peers:**

The curriculum of the General Medicine degree programme is organized in accordance with a credit system compatible with the European Credit Transfer System (ECTS). It consists of 12 semesters and holds a total of 360 ECTS. As a rule, 60 ECTS correspond to one academic year. The study programme is set up for the duration of six years or twelve semesters. The Study and Examination code of UP defines the maximum length of study as the standard time of six years plus three additional years. Should the student fail to graduate during this the maximum length of study, this shall constitute ground for the termination, although special precautions are taken to accommodate special needs or circumstances of certain students.

The first four semesters include theoretical subjects (Normal Anatomy, Histology and Embryology, Medical Biophysics, Medical Chemistry, Biochemistry, Biology, Physiology etc.). Preclinical subjects (Pathology, Microbiology, Pathological Physiology, Pharmacology etc.) are taught in semesters five to seven. Subsequent semesters include clinical subjects (Internal Medicine, Surgery, Urology, Orthopaedics, Neurosurgery, Anaesthesiology and Resuscitation, Gynaecology and Obstetrics, Paediatrics, Dermatology and Venereology, Neurology, Otorhinolaryngology, Ophthalmology, Clinical Oncology, Psychiatry etc.) together with public health care subjects (Social Medicine, Epidemiology, Forensic Medicine and Medical Law). Adequate attention is devoted to other subjects such as Medical Genetics and Foetal Medicine, Medical Immunology, Medical Ethics, Latin and other foreign languages. Practical training in the main clinical disciplines (Internal Medicine, Paediatrics, Surgery, Gynaecology and Obstetrics) as well as training in the office of a general practitioner form an integral part of the course. The course concludes with the final state examination in Internal Medicine, Paediatrics, Surgery, Gynaecology and Obstetrics, and Epidemiology, Social Medicine and Medical Law.

With the exception of the first semester of study and unless the study plan stipulates a different time period, students have a certain leeway as to the course of their studies and they may create their personal study plans consisting of mandatory, elective and optional subjects. Elective courses offered include, for example, Selected Chapters from Sports Medicine, Laboratory Diagnostics in Clinical Practice or Clinical Pharmacology. Optional courses, which can be chosen as an add-on to the curriculum by the students, include courses such as DNA Profiling and Its Forensic Interpretation, Fractures in Children or Animal Models in Human Diseases. For some courses, certain prerequisites in the form of preclusive courses exist. The peers notice that the module descriptions note these prerequisites for each course.

In summary, the peers regard the structure, composition and duration of the study programme to be adequate to reach the intended qualification objectives and to prepare students for a career in the medical sector.

### Criterion 2.7 Programme management

#### **Evidence:**

Overview of Faculty Bodies: <https://www.lf.upol.cz/en/about/faculty-bodies/>  
Constitution of Palacký University Olomouc  
Self-Assessment Report  
Discussion during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

Palacký University holds a comprehensive system of instruments and bodies that continuously monitor and develop the program under review. While minor changes to the curriculum can be decided and implemented by the university itself, major changes must be reported to and signed off by a national board. As part of the Academic Senate, the Curriculum Committee is responsible for minor changes to the curriculum. It consists of five persons and meets regularly to discuss any suggestions being brought forward to develop the curriculum. The peers notice, however, that the committee's members hold no didactical training in medical education and while they are indubitably very engaged in developing the curriculum, the peers recommend to include also members to the curriculum committee that hold expertise in the field of education and teaching. Over the recent years, the curriculum committee has introduced various changes to the curriculum. For example, in the sixth year clinical training has been arranged in regional hospitals especially in the field of Gynaecology and Obstetrics as well as Internal Medicine in order to prepare final year students for their state final exams.

The peers recognize that UP has a curriculum committee, which under the governance of the academic leadership has the responsibility and authority to plan and implement the curriculum to secure its intended educational outcomes. Yet the peers wish to see members of the curriculum committee with experience not only in the medical field but also in the field of medical education.

### Criterion 2.8 Linkage with medical practise and the health sector

#### **Evidence:**

Sample Agreement for Clinical Training  
Overview of grants received targeting the curriculum innovation  
Overview of changes in the study plan initiated by the curriculum committee  
Self-Assessment Report

Discussion during the on-site visit

### **Preliminary assessment and analysis of the peers:**

The Faculty of Medicine and Dentistry has been closely cooperating with the University Hospital Olomouc, its major partner providing linkage between the theory and medical practice. The same is true for the Olomouc Military Hospital and the policlinic AGEL. Medical professionals from the hospitals are oftentimes members of the state exam committees and act as clinical training mentors. This synergic cooperation allows to evaluate whether or not the graduates from the given study programme are meeting the requirements of the practice. During the discussion with partners from the industry, the peers learn that they are convinced by the expertise of the graduates, especially since it reflects the needs of the labour market.

Other cooperation partners of the Faculty of Medicine and Dentistry include medical faculties of other universities, such as Charles University in Prague and Masaryk University in Brno as well as partnerships with healthcare facilities all across the Czech Republic. The peers see that UP ensures operational linkage between the educational programme and the subsequent stages of training or practice after graduation.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:**

#### Criterion 2.5:

During the audit the students had expressed the wish for more teaching and training in the field of emergency medicine; a wish the peers supported. In their statement, UP states that they plan to significantly extend the course “Acute Conditions in Medicine (PLE/VA031)”, which is offered during the 6th year. In the upcoming academic year 2019/20, for the first time this course will consist of 96 teaching hours compared to the previous 30 teaching hours. The peers laude the quick manner in which UP has reacted to the student’s wish.

*The peers regard criterion 2 as fulfilled.*

### 3. Assessment of Students

<b>Criterion 3.1 Assessment methods</b>
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**Evidence:**

Module descriptions

Study and Examination Code of Palacký University Olomouc

Relevant results from internal surveys and evaluations with respect to exam management and the learning outcome orientation of the exams

Examples of exam schedules (including the dates of the exams)

Academic Calendar

Statistical data about the progress of studies, e.g. average grade, failure rate, amount of re-sits

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

The Study and Examination Code of Palacký University Olomouc defines, states and publishes the principles, methods and practices used for assessment of its students, including the criteria for passing marks, grade boundaries and number of allowed retakes.

The examination periods are defined in the Academic Calendar for each academic year in advance and take place either immediately after the teaching period of the semester or after the so-called block teaching has finished, but no later than within 14 days. The date of the examination must be announced within four weeks after the beginning of the teaching periods and the students agree that they are informed early enough about these dates to plan accordingly.

The peers discuss with the students how many and what kind of exams they have to take each semester. They learn that for each course, one final exam is arranged while additional quizzes or small tests may occur during the semester and that most exams occur either in an oral or a written form. Only the final exam, however is graded. The students state that they would like the final grade to also include other efforts during the course of the semester, e.g. great engagement in practical work, good performance on quizzes, or engaging in oral participation in class. The peers agree with the students that taking into consideration additional efforts besides the final assessment for the module's grade would motivate the students to learn throughout the entire semester and not just for the final examination.

The peers learn that every exam can be repeated three times. If the student fails on the third attempt, he has to repeat the entire class in the following year. This prolongs the

duration of the student's entire study as most classes serve as prerequisites for other classes. The prerequisites are defined and anchored in the respective module's description. In any case, a fourth repeat may be granted by the rector of the University, if the student's personal or medical situation calls for it. Nonetheless, the peers notice that most students are able to pass an exam within the first three attempts and finish their studies on time. For the first year, however, the students are obliged to pass all classes before continuing onto the second year as these classes serve as the basis for further studies. The peers learn that around 20% of enrolled students drop out during the first year as they fail their exams. As this drop-out rate is a regular occurrence not only at UP but within the medical study field in general, UP calculates the student intake-rate accordingly. Students who wish to challenge their received grade may ask the head of the department, which guarantees to have the situation reviewed within seven days of making the results of the examination public.

### **Criterion 3.2 Relation between assessment and learning**

#### **Evidence:**

Module descriptions

Study and Examination Code of Palacký University Olomouc

Relevant results from internal surveys and evaluations with respect to exam management and the learning outcome orientation of the exams

Examples of exam schedules (including the date of the exams)

Academic Calender

Statistical data about the progress of studies, e.g. average grade, failure rate, amount of re-sits

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

According to the understanding of UP, an examination is a means of course completion used to check the depth and width of a student's theoretical knowledge and practical skills and the student's ability to utilize such skills in a creative manner. An examination may thus be oral or written, or may consist of an assessment of practical or creative performance, or a combination thereof.

The peers learn during the discussions with the programme coordinators and the students, that for the practical lessons, students have oral examinations while the basic courses hold written assessments. From the second semester of the second year on, students thus generally only have oral exams. The peers are very surprised that the practical lessons are not

followed by a practical examination, as they believe this to be a more appropriate way to examine the students' skills and competences. Especially with regard to the intended learning outcomes, which state that students should "master basic methods of medical examination" and "have an ability to perform basic medical and nursing problems", it is indispensable that the students' practical skills are checked. While oral exams are a great way to test the students' knowledge, it is not a sufficient form for examining practical skills and competences. As such, the peers urge UP to implement practical exams. They especially recommend introducing Objective Structured Clinical Examinations (OSCE) as this practice allows evaluating the students various practical competences such as physical examinations, interpreting and communicating results or procedures such as reanimation and intubation.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 4 as partially fulfilled.*

## 4. Students

### **Criterion 4.1 Admission policy and selection**

#### **Evidence:**

Admission Procedure Code of Palacký University Olomouc

Rector's Directive regarding Applicants and Students with Special Needs

Higher Education Act

Information about the number and composition of applicants and admitted students

#### **Preliminary assessment and analysis of the peers:**

In its Admission Procedure Code and the additional directive regarding applicants and students with special needs, UP has formulated and implemented an application policy based on the principles of objectivity that includes a clear statement on the process of the selection of the students. The admission standards are being reviewed every year and must be approved by the Academic Senate.

As of this moment, admission to studies is conditional upon the completion of a secondary education. Applications for studying are filled in only electronically through a web interface in the University Information System. Provided that a complete application was handed in on time, applicants will be invited to take the entrance examination, which is undertaken in English and consists of written evaluation in three subjects: Chemistry, Biology and either Physics or Mathematics. Participants having passed the subject-specific test have to undertake a language test, unless they are

able to show significant proof of their English-speaking abilities beforehand (e.g. having studied in an English-speaking country or having passed a language examination with a minimum score of B2). Afterwards, an interview will be held, assessing the general knowledge, motivation and aptitude for studying at the Faculty of Medicine and Dentistry at UP. Applicants with special needs are provided information about the Support Centre for Applicants and Students with special Needs. They are required to submit a medical report specifying the manner of their impairment and a request for adjustment of the entrance examination.

In accordance with the Higher Education Act, an applicant has the right to submit a written request for a review of the Dean's decision. Place made free by applicants, who are offered enrolment, but decide not to enrol for studies, will be offered to applicants who passed the entrance examination but were originally not offered administration due to capacity reason.

The peers see that the admission policy of UP is fair and objective and is anchored in specific documents.

### Criterion 4.2 Student intake

#### **Evidence:**

Admission Procedure Code of Palacký University Olomouc

Rector's Directive regarding Applicants and Students with Special Needs

Information about the number and composition of applicants and admitted students

#### **Preliminary assessment and analysis of the peers:**

The possible intake of students is duly discussed by the Faculty management and by the Academic Senate, while taking specifically into account the teaching capacity. The estimated number of admissions into the General Medicine programme in English for the 2019/2020 academic year is 65, with approximately 8 students applying for one spot.

The peers inquire whether it is possible for students to transfer from other universities and finish their degree at UP. They learn that theoretically this is an option if the students have not been away from studying for more than three years. It is difficult, however, since the student must have acquired a basic understanding of the Czech language, which is taught in the reviewed study programme in the first semesters. In general, UP assesses each case individually with regard to the students performances and the skills and competences he already acquired.

### Criterion 4.3 Student counselling and support

#### **Evidence:**

Overview of services provided by the Support Center for Students with Special Needs

Self-Assessment Support

Discussions during the on-site visit

### **Preliminary assessment and analysis of the peers:**

UP offers a comprehensive system for all students. There are three tutors available for the students, who are specialised to help with both personal and academic issues. There is furthermore a system in place, which, if needed, provides students with the confidential advice or medical help of a psychologist, a dentist, a GP and a gynaecologist.

At the beginning of each new school year, there is an introductory course for the first year students organized by the faculty. The newly enrolled students obtain information about UP's information system, schedules, academic calendar and study rules and get introduced to the faculty management, registrars and tutors. The students agree that they can easily access their teachers and tutors at all times. The foreign students state during the discussions that they would like to have more guidance at the beginning of their studies, especially with regard to living in a new country, housing situations and bureaucratic affairs. Through a student initiative, a buddy programme has been established last year, that aids foreign students in their adaptation period.

The Student Career and Consultancy Centre focuses on developing students' skills, establishing relationships between students and employers, it organizes workshops and offers personal consultations. Since 1996, the Support Centre for Students with Special Needs has been available and offers courses targeted to the specific needs of the individual students, as well as courses focused on counselling and training regarding the approaches to people with special education needs. Services provided include composing individual education plans, training specific learning strategies, social-law counselling or adaption of exams.

The peers are impressed by these services and share the opinion of the students, that UP provides sufficient counselling and support to its students.

<b>Criterion 4.4 Student representation</b>
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**Evidence:**

Higher Education Plan

Constitution of Palacký University Olomouc

Overview of Faculty Bodies: <https://www.lf.upol.cz/en/about/faculty-bodies/>

Overview of Student Associations at UP: <https://www.lf.upol.cz/en/students/practicalinformation/#c23376>

### **Preliminary assessment and analysis of the peers:**

UP ensures the participation of student representatives in all major committees and thus ensures that students are able to participate in the design, management and evaluation of the curriculum and all other matters relevant to students. In UP's Academic Senate, for example, students must take up a share of at least one-third of all members. As another example, the Academic Senate of the Faculty of Medicine and Dentistry represents the academic staff (24 representatives) and the students (12 representatives). At present, the faculty senate has an economic, legislation and teaching committee, all of which entail student representatives.

Students have further opportunities to represent themselves in the official student body of their study programme (PEPA), which works in close cooperation with the university's management to continuously improve the curriculum and additionally plans various events and activities for the student body.

During the discussions, the peers learn that the students feel well represented in the university's bodies and that their wishes and concerns are taken up by the decision-makers. For example, students wanted more quizzes in their curriculum, which were then included. International students only lament that most senate meetings are held in Czech, so that their ability to participate is limited. Yet, they also agree that some students act as translators to increase participation of international students.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 4 as fulfilled.*

## **5. Academic Staff/Faculty**

### **Criterion 5.1 Recruitment and selection policy**

#### **Evidence:**

Higher Education Act

Demands on academic staff as defined by the Government Regulation on Standards for Accreditation in Higher Education

Academic Staff Recruitment Policy at Palacký University Olomouc

Procedure to Grant Associate or Full Professorship at UP

Departments and Academic Staff of the Faculty of Medicine and Dentistry  
CVs of teachers participating in the study programme

### **Preliminary assessment and analysis of the peers:**

As a public institution, all major decisions of UP, including hiring members of staff, are subjected to regulations set up by the Ministry of Educations. These are reflected in the Higher Education Act and the Government Regulation on Standards for Accreditation in Higher Education, which determine the demands on academic staff as well as the requirements for the staff in the individual degree programmes run by UP. The Academic Staff Recruitment Policy of UP further secures a fair, objective and quality-based recruitment process for all staff members. The peers judge these requirements and regulations and deem them as sufficient to guarantee the quality of teaching and learning at UP.

The peers conclude that UP has formulated and implemented a staff recruitment and selection policy, which outlines the type, responsibility and balance of the academic staff required to deliver the curriculum adequately, and which addresses the criteria for scientific, educational and clinical merit.

### **Criterion 5.2 Staff activity and development policy**

#### **Evidence:**

Self-Assessment Report

Discussions during the on-site visit

### **Preliminary assessment and analysis of the peers:**

In their Self-Assessment Report, UP states that the professional development and growth of its employees is of great importance and is furthered through research internships abroad, participation in scientific conferences and support for research activities. In the discussion with the teaching staff, however, the peers learnt that research is regarded by many as solely a “hobby” due to a lack of sufficient time. Between clinical work and teaching, research projects are oftentimes neglected. Teachers would appreciate defined and structured periods of time only devoted to research to concentrate on working in the laboratories and writing research papers. The peers learn that the budget for teaching pre-clinical subjects was increased this year to support the members of staff. Now, clinical experts may be hired to teach subject-specific courses, which allows the members of staff more time to focus on their own research projects. The peers recommend to implement further practices to allow all members of staff sufficient time for their research projects.

The peers notice further, that UP holds no formal department of medical education and offers no didactical training. The members of staff are indubitably experts in their field of teaching, yet they lack formal training in the field of medical education. The programme coordinators and teachers alike are aware of this deficiency and agree with the peers that measures must be implemented to address these shortcomings. Hence, teachers are already meeting with members of staff from other universities to discuss educational methods or acquire literature on didactical methodology on their own. While these individual efforts are very laudable, the peers agree that UP must support these efforts and implement didactical programmes.

In summary, the peers are of the opinion that the members of staff are exceptionally qualified in their field of expertise, but that they lack sufficient time to conduct research as well as opportunities to learn didactical methodologies and other instruments necessary to also become exceptional teachers.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 5 as partially fulfilled.*

## 6. Educational Resources

### **Criterion 6.1 Physical facilities**

#### **Evidence:**

Self-Assessment Report

On-site visit

#### **Preliminary assessment and analysis of the peers:**

During their on-site visit, the peers visited the physical facilities of UP and were impressed by the modern and large spaces available for both students and staff. All theoretical and preclinical disciplines are taught in the Theoretical Institutes Building located on the University Hospital Olomouc campus. The new annex, which opened in 2012, further extended the scientific and teaching capacity of the faculty and includes, for example, many small seminar rooms equipped with modern technology that serve group discussions and small teaching sessions. In addition to the new laboratory facilities at the departments of Pathological Anatomy, Forensic Medicine, Medical Microbiology, Immunology, Medical Biology,

Anatomy, Histology and Embryology, the facilities count more than 3000 square metres. The peers recognize that the premise further includes four big lecture halls, various classrooms, a library, and a cafeteria.

All laboratory facilities and classrooms are furnished with modern equipment that allows the students to practice all medical procedures necessary for their future career. The peers noticed that there exist, for example, enough microscope, slides or dummies of body parts so that students can work either on their own or in small groups of maximum of three to five students. The peers were especially impressed with UP's new Aesculap Academy, which opened in 2017 and allows students to practice simulating surgical performances. The training of surgical skills, unavailable during assistance in the operating theatre, is enabled by simulators for laparoscopic operations and other sets of specialised simulators and various unique devices in the simulation laboratory.

With regard to providing a safe environment for staff and students, the peers ask about the percentage of formalin, as a new regulation by the European Union has been set into action, limiting it to 0,37mg/m<sup>3</sup>. They are informed that UP has not yet checked for this rate. While the peers did not discern any other safety concerns during their on-site visit, they nonetheless urge UP to quickly examine if all safety standards, including that of formalin, match EU-regulations and to update the equipment, if necessary.

The peers are very satisfied with the modern facilities and equipment of the Faculty of Medicine and Dentistry and recognize that it ensures the adequate delivery of the curriculum and the professional education of the students.

### **Criterion 6.2 Clinical training resources**

#### **Evidence:**

Self-Assessment Report  
On-site visit

#### **Preliminary assessment and analysis of the peers:**

Clinical disciplines are taught in the University Hospital Olomouc, which is one of the largest inpatient facilities in the Czech Republic and part of a network of university hospitals directly managed by the Ministry of Health. The modern complex that was opened in 2005 serves as the centre of the hospital, where a large part of the surgical disciplines, diagnostic complements, central operating theatres, as well as intensive and resuscitation care centres are concentrated. The complex also includes a highly specialized workplace of the

Emergency Department, which is the hospital gateway for acute patients from a wide region of Central Moravia.

The peers acknowledge that the clinical training resources are adequate to teach students practical skills, so they are capable to perform them with a maximum degree of accuracy and responsibility. The students have the opportunity to perform basic medical procedures on patients or observe the treatment of patients undertaken by medical experts. During the on-site discussions with the students, the peers gather the impression that the students' supervision by medical experts during these practical training sessions could be improved so that students receive immediate feedback during or after their time with the patient. As students agreed that they learn the most while working directly with patients, the peers recommend increasing these training sessions.

### **Criterion 6.3 Information technology**

#### **Evidence:**

Self-Assessment Report

Discussion during the on-site visit

Website of UP Portal: <https://www.portal.upol.cz/>

#### **Preliminary assessment and analysis of the peers:**

UP has formulated and implemented a policy, which addresses effective use and evaluation of appropriate information and communication technology in the educational programme. This enables students and staff to use existing and to exploit appropriate new information and communication technology for independent learning, accessing information, managing patients, and working in health care delivery systems. The Faculty continuously provides modern technical equipment for conducting study programs, including computer classrooms for performing practical classes or video conferences.

UP has also set up an intense central information system (UIS) that covers various applications, such as the study plans, catering and accommodation systems, e-learning systems or applications for UP employees. Furthermore, UP utilizes the information study system STAG, which manages study programmes, disciplines, curricula and courses in order to compile schedules, register for courses and exams, and grade records. Finally, the e-learning platform Moodle is used to provide educators, administrators and students with a single system to create a personalized environment.

In summary, the peers see that UP has set up information technology that enables and supports a smooth learning and teaching environment.

<b>Criterion 6.4 Medical research and scholarship</b>
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**Evidence:**

Module Descriptions

Study Plan

Examples of research projects undertaken by students

**Preliminary assessment and analysis of the peers:**

According to the Self-Assessment Report, the Faculty of Medicine and Dentistry is one of the main centres of biomedical research in the Czech Republic. The close proximity, both geographically and personally, to the University Hospital Olomouc allows for joint projects and shared technology. Currently, research at the faculty is focused on three areas: Disease development and progression, novel diagnostic and therapeutic methods, and epidemiology and prevention of the most serious diseases. As has been stated before when discussing the staff development policy, the peers noticed during the on-site visit that teachers generally do not have sufficient time to undertake research. The peers thus recommend UP ensuring that its staff members are capable of spending their time not only on teaching and treatment but also on research. However, the peers commend that UP invites medical experts and researchers from other universities to hold lectures in order to expose the students to the latest knowledge within the medical field. Furthermore, teachers oftentimes teach their own current research subjects in form of an elective subject. The peers thus recognize that current research and scholarship is reflected sufficiently in the curriculum.

With regard to the students, each department of the faculty may offer up to ten positions for student researchers. A list of possible topics for student research projects is released once a year and students can then apply for a particular project. Those students elected work on their project throughout the whole academic year under the supervision of their tutors. They acquire basic knowledge of the scientific method and preparation of experiments both in a laboratorial and clinical setting and they furthermore learn to analyse collected data and to present them in the form of a simple publication (abstract). At the end of their project, students present their projects at a student research conference; the three best projects will receive an award.

The peers recognize these research projects as a great way for students to gain knowledge and experience in the field of research and are told by the students that they enjoy having this opportunity. However, not enough spots for all interested students are offered, which is mainly due to financial reasons, since each student researcher receives an allowance. Notwithstanding, the peers recommend opening up more student researchers position so that all students may benefit from this opportunity.

In summary, the peers acknowledge that UP utilizes medical research and scholarship as their basis for the educational curriculum and that the university fosters a relationship between medical research and education.

### Criterion 6.5 Educational expertise

#### **Evidence:**

Self-Assessment Report

Discussion during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

According to the Self-Assessment Report, teachers at UP can make use of life-long learning designed to strengthen and broaden their teaching methods and strategies. While programmes like the UP Employee Continuing Education Module, which provides all employees with a range of courses focusing on personal development, or IT skills, the peers notice a lack of didactical training. During the on-site discussions, both teachers and programme coordinators expressed their wish to introduce didactical training for the teachers to increase their educational expertise. The peers agree with this assessment and are glad to hear that UP is already planning to introduce respective programmes.

### Criterion 6.6 Educational exchanges

#### **Evidence:**

Information on exchange programmes: <https://www.lf.upol.cz/en/students/exchangeprogrammes/>

Erasmus+ agreements

Mobility overview including rates of outgoing/incoming students and staff members

Self-Assessment Report

Discussing during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

UP provides an open and accommodating environment for the support of international mobility of both its students and its members of staff. The programme mostly used for educational exchanges is Erasmus+ and the peers are glad to notice that UP currently holds bilateral Erasmus+ agreements with 28 universities all around Europe, including France, Germany and Finland. To ensure that the courses students take abroad can be transferred, the partner universities have been selected individually based on the comparability of their curriculum.

Most students of this programme, however, are not interested in spending a semester abroad, mostly because they themselves are international students. The peers laude that

academic members of staff are regularly spending time abroad and that – albeit at a lesser number – visiting scholars are regularly staying at UP.

The peers also learn that many students opt to conduct an internship or pursue their obligatory hospital training abroad, for example in their home countries. While the students have to organize these exchanges by themselves, UP provides financial support. To further students' conducting an internship internationally, UP has introduced the optional modules "Foreign General Practice 1, 2 and 3", so the student can gain credits for their internships.

The peers agree that UP has formulated and implemented a policy for national and international collaboration with other educational institutions as well as the transference of educational credits.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:**

With regard to providing a safe environment for staff and students, the peers have asked UP to check its rate of formalin to make sure it adheres to the new regulation by the European Union. In their statement, UP asserts that the management of the medical faculty was made aware of this concern immediately and that the level of formalin now complies with these new regulations. The faculty is currently cooperating with the Palacký University Safety Office on setting up measurements for on-going check-ups to ensure that the safety standards as well as the equipment matches EU-regulations. The peers appreciate the actions undertaken by UP but ask for documentation of the formalin levels measured.

*The peers regard criterion 6 as partially fulfilled.*

## **7. Programme Evaluation**

### **Criterion 7.1 Mechanisms for programme monitoring and evaluation**

#### **Evidence:**

Rules for Quality Assurance and Internal Quality Assessment of Education, Creative and Other Related Activities at Palacký University Olomouc

Rules of Procedure of the Internal Assessment Board of UP Olomouc

Sample questionnaire for teaching evaluation

Sample questionnaire for student evaluation

Evaluation results for the 2017/2018 academic year

Instruction for the students on how to partake in the evaluations:

Self-Assessment Report

Discussions during the on-site visit

### **Preliminary assessment and analysis of the peers:**

The Internal Assessment Board (RVH) is responsible for monitoring the internal system of quality assurance and assessment of Palacký University Olomouc. It ensures the teaching quality of educational programmes, is responsible for managing the evaluation system, approves related methodical documents and focusses on further development of the UP quality assurance system.

UP has further implemented an information system for the assessment of academic staff (IS HAP) in order to facilitate the assessment of the activity of academics and researchers. This system ensures easy and effective evaluation of the creative and educational activities of the employee in a given period in accordance with the specifics of the employee's specialization and the policies of the employee's workplace. The IS HAP primarily ensures interconnection of quality assessments with educational and creative activities. Further evaluations provided by students, graduates and employees focus on the monitoring of developments in the number of study applications, admission results, academic success or failure and graduate employability. These evaluations are held on a regular basis, at least once every year, and assess different level of UP, e.g. an individual course, the entire degree programme, the faculty workplace or the University as a whole.

The guarantor of the study programme (the head of programme coordination) holds a special responsibility in the system of quality assurance and internal assessment as he is liable for the content and methodical quality of the degree programme as well as for the proper implementation of instruction in accordance with the valid accreditation.

From the information in the self-assessment report as well as the discussion during the on-site visit, the peers gathered that UP has implemented various mechanisms for monitoring and developing its study programmes, but that as of yet no concise quality management system has been constructed. The programme coordinators agree with this assessment. They explained that UP is already in the process of centralizing its quality management system and has, for example, established the position of vice-rector for quality management. The peers appreciate that UP is already working towards organizing and centralizing their quality management system and support them in this endeavour since a structured quality management system is key to guaranteeing the study programmes development.

The peers recognize that UP has established and applies various mechanisms for programme evaluation and assessment, which the provided sample questionnaires for teaching and student evaluations as well as the evaluations results for the 2017/2018 academic year depict. Yet, UP has of yet not fully centralized their quality management system, which is necessary to utilize the various mechanisms to its fullest.

### Criterion 7.2 Teacher and student feedback

**Evidence:**

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

The quality of UP activities is primarily assessed by students, graduates and members of staff. As has been discussed under criterion 7.1, these activities include evaluations of individual courses, the entire degree programme, the faculty workplace and the University as a whole. The Dean of each faculty is responsible for discussing the student evaluations with the respective teachers. Additionally, each year the vice-rector and rector review all feedback gathered by every faculty to account for any problems.

The peers ask the students whether they feel that their feedback is taken seriously and is adequately dealt with. The students explain that they are informed about the results of their evaluations at the end of each course and that many changes have been implemented reflecting their feedback. For example, the students had wished for more quizzes throughout each course to prepare them better for their final exam, which were then introduced into the curriculum. Additionally, UP provides the peers with their evaluation results for the 2017/2018 academic year, which recites both the comments and suggestions of the students, as well as the actions the Faculty of Medicine and Dentistry has undertaken to answer the feedback. For example, students expressed the wish for more practical trainings. To meet these demands, the Faculty of Medicine and Dentistry has purchased new simulators and has extended the practical training in the clinical disciplines.

The peers thus acknowledge that UP systematically seeks, analyses, and responds to teacher and student feedback in an adequate manner.

### Criterion 7.3 Performance of students and graduates

**Evidence:**

Website of the Alumni Club: <http://absolventi.upol.cz/club-1>

Self-Assessment Report

Discussions during the on-site visit

**Preliminary assessment and analysis of the peers:**

According to the self-assessment report, the primary tool for its programme evaluation is the feedback provided by students, graduates and employers. This level inherently includes the monitoring of developments of the number of study applications, admission results, academic success or failure and graduate employability. As has been documented in criterion 7.1 and 7.2, there exists an extensive network of student assessment and evaluation

that serves to analyse the students' performance especially with regard to the programme's objectives, curriculum, and resources.

Additionally, UP monitors the graduates' employment and employability by utilizing data from the Labour Office of the Czech Republic and graduate questionnaire surveys, whose findings suggest that graduates of the UP General Medicine degree programme are very highly employable. Through a variety of different organisations and events, such as the Alumni Club of Palacký University, or the annual alumni gathering, UP encourages graduates to share their experience of studying at UP as well as their current employment and career.

The peers are satisfied with the tools UP applies to document and analyse the performance of cohorts of students and graduates.

### Criterion 7.4 Involvement of stakeholders

#### **Evidence:**

Rules for Quality Assurance and Internal Quality Assessment of Education, Creative and Other Related Activities at Palacký University Olomouc

Rules of Procedure of the Internal Assessment Board of UP Olomouc

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

Additionally to students and teachers, external stakeholders are also involved in monitoring and assessing the degree programme. The Board of Trustees encompasses 15 external members and acts chiefly as a supervisory body. It is responsible for monitoring UP's purpose as a public university, observing the public interest of all UP activities, and the due management of all UP properties. In particular, the Board of Trustees reviews annual reports on operations and accomplishments as well as evaluation results.

#### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 7:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 7 as fulfilled.*

## 8. Governance and Administration

### Criterion 8.1 Governance

### **Evidence:**

Constitution of Palacký University Olomouc

Organizational Code of Palacký University Olomouc

Rules of Procedure of the Scholarly Board of Palacký University Olomouc

Rules of Procedure of the Internal Assessment Board of UP Olomouc

Organizational Structure of UP: <https://www.upol.cz/en/university/organization-structure/>

Organizational Structure of Faculty of Medicine and Dentistry:  
<https://www.lf.upol.cz/en/about/organisation-structure/>

### **Preliminary assessment and analysis of the peers:**

The head of Palacký University is the Rector and its main representative body is the Academic Senate. Additional self-governing bodies include the Scholarly Board, the Board of Trustees, and the Internal Assessment Board. The Rector's Board serves as the permanent advisory body to the Rector. The powers, competencies, and responsibilities of the University bodies and dignitaries are governed by the relevant laws of the Czech Republic, in particular the Higher Education Act No. 111/1998 Coll, the Constitution of Palacký University and the UP Organization Code.

The UP Constitution defines the basic activities and competences of the university bodies, the method of appointing members, the number of members and the composition details of each respective body. Further specifications concerning, for example, the course and form of negotiations, the form of elections or clarification of the competences of individual university bodies are stipulated by further internal standards.

The Scholarly Board, the Academic Senate, and the Internal Assessment Board are also governed by their own regulations, which include the Scholarly Board's Rules of Procedure, the Academic Senates Elections and Proceeding Codes, and the Rules of Procedure of the Internal Assessment Board. The Senate has further established the Economic and Legislative Commission to prepare documents and opinions for the Senate to conduct detailed investigations into specific issues, if necessary.

Additional bodies include the Editorial Committee, an advisory body to the Rector in charge of UP editing carried out through Palacký University Press. The Ethics Commission assesses violations of the Code of Ethics while the Pedagogical Committee serves as an advisory body for study affairs. Finally, the Coordination Council for Lifelong Learning is an advisory body focussed on issues of lifelong learning.

The faculties are managed by Deans reporting to the Rector. Each faculty has a respective Dean's Board, a Scholarly Board, and an Academic Senate, these being the bodies of inter-

nal self-government that cooperate with the faculty management. The powers, competences, and responsibilities of the individual faculties' bodies are defined by the constitutions of the respective faculty, the organization manual of the faculty and further regulations, if occurring. Each academic and faculty body includes student members, who, for example, make up one-third of both the Academic Senate of the University as well as the faculty's Academic Senate.

The Scholarly Board is especially important with regard to the development of the study programmes. It is appointed by the Rector for the duration of the Rector's term in office, and its members are experts from a variety of different fields to cover a multitude of study programmes offered by UP. At least one-third of the members are external experts. Its powers, as defined by the Higher Education Act, include discussions of strategic documents, approval of granting professorship, approval of applications for institutional accreditation, as well as furthering the development and quality assessment of the University. The Scholarly Board of each respective faculty is responsible for approving the degree programmes and any changes made to them as well as approving new professors or associate professors.

The peers recognize that Palacký University defines its governance structures and functions including their respective relationship within the University.

### **Criterion 8.2 Academic leadership**

#### **Evidence:**

Constitution of Palacký University Olomouc

Organizational Code of Palacký University Olomouc

Rules of Procedure of the Scholarly Board of Palacký University Olomouc

Self-Assessment Report

Discussions during the on-site visit

Rules of Procedure of the Internal Assessment Board of UP Olomouc

#### **Preliminary assessment and analysis of the peers:**

The Faculty of Medicine and Dentistry is managed by a dean, who reports to the rector of Palacký University. Additionally, the faculty is governed by the Dean's Board, the Scholarly Board, and an Academic Senate; these being the bodies of internal self-government that cooperate with the faculty management. The powers, competencies and responsibilities of these bodies of the Faculty of Medicine and Dentistry as well as the senior management of UP are defined by UP's Constitution, its Organizational Code as well as other regulations dealing with the individual faculty bodies.

After having revised the necessary documents, the peers recognize that Palacký University describes the responsibilities of its academic leadership and thus ensures sufficient management of the study programme.

### **Criterion 8.3 Educational budget and resource allocation**

#### **Evidence:**

Rules for the Provision of Grants and Subsidies to Public Universities by the Ministry of Education, Youth and Sports of the Czech Republic

Overview of the study programme's financial management

Constitution of Palacký University Olomouc

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The budget of any public university in the Czech Republic as a whole is based on the methodology of the Ministry of Education, Youth and Sports (MEYS), which is defined in the MEYS Rules for the Provision of Grants and Subsidies to Public Universities. In addition, UP also receives funds through specific grants for research, development and innovation as well as through grants from EU programmes. UP also receives funds through study-related channels, such as admission fees or other study fees, e.g. for students who accede the standard number of terms or who study several programmes in succession.

The Faculty of Medicine and Dentistry receives its budget from the overall budget of Palacký University. Supplementary funding is provided by the Ministry of Health, which agreed last year to significantly increase the amount of funding for medical education as the Czech Republic currently experiences a substantial lack of medical doctors. As a result, the budget is expected to increase by 25 to 27%. The peers inquire about the investment of this increased budget and learn that a transparent finance plan has been finalized, stating the precise budget allocation. Every year, each departments of the Faculty of Medicine and Dentistry receives an overview of the planned budget allocation and may decide independently on the fund's usage.

The programme coordinators provide an overview of the study programme's financial management, which delineates the amount of money received by each source, such as the Ministry of Education, the Ministry of Health and the grant resources. The peers also learn that a significant share of the budget is directly utilized for the implementation of the curriculum and educational resources. Oftentimes a deficiency in educational resources is brought to the department's attention either through direct student-teacher discussions or through evaluations. For example, students have noted in their evaluations that they wish to have more simulators to increase their practical training. Once the department was made aware

of this, they directed some of their financial budget to purchase more simulators. The peers are very pleased with this quick and efficient practice and agree that the educational budget and resource allocation is sufficient to guarantee a successful study programme.

### Criterion 8.4 Administrative staff and management

#### **Evidence:**

Constitution of Palacký University Olomouc

Organizational Structure of UP: <https://www.upol.cz/en/university/organization-structure/>

Self-Assessment Report

Discussions during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

As has been delineated in criterion 8.1, Palacký University is governed by a variety of bodies that are responsible for the administrative work and management of the University. For the Faculty of Medicine and Dentistry, two departments are responsible for all student issues and affairs; one dealing with all national Czech students, the other being in charge of the foreign students. The programme coordinators, the academic staff and the students acknowledge that the administrative staff is suitable to support the implementation and conduction of the study programme. The peers fully agree with this assessment.

### Criterion 8.5 Interaction with health sector

#### **Evidence:**

Contract between Palacký University and University Hospital Olomouc

Organizational Structure of Faculty of Medicine and Dentistry:

<https://www.lf.upol.cz/en/about/organisation-structure/>

Self-Assessment Report

Discussing during the on-site visit

#### **Preliminary assessment and analysis of the peers:**

The Faculty of Medicine and Dentistry has been closely cooperating with the University Hospital Olomouc, which acts as the university's major linkage between theory and medical practice, as well as the Olomouc Military Hospital and the policlinic AGEL. As one of eight faculty hospitals in the Czech Republic, the University Hospital Olomouc is directly governed by the Ministry of Health, which ensures the proper education of the students. Con-

tracts have been set up to anchor these partnerships between the University and its constituents in the health sector. Additionally, medical professionals from the hospitals are oftentimes members of the state exam committees and act as clinical training mentors. This synergic cooperation allows to evaluate whether or not the graduates from the given study programme are meeting the requirements of the labour market.

The peers see that Palacký University holds constructive interaction with the health and health related sectors of both society and government.

### **Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 8:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 8 as fulfilled.*

## 9. Continuous Renewal

### **Evidence:**

Documents describing the involvement of stakeholders

Regulations about governance and administration

### **Preliminary assessment and analysis of the peers:**

This final criterion of the WFME standard has been dealt with as an integral part of the analysis of the first eight criteria in this report. Overall, the peers assessed that continuous monitoring and renewal of curricular contents, educational resources and the overall structure of the degree programme are indeed taking place. They furthermore recognize that bodies and instruments, governing the internal quality regulation of the university exist, containing a system of evaluations, assessments, and feedback-loops including all relevant stakeholders. However, the peers noticed that currently these different bodies and organs of quality assessment are not yet consolidated into one concise quality management system. The peers thus urge UP to ensure that an adequate, concise, and organized quality management system is implemented in the near future.

Overall, the peers acknowledge that UP is capable of assessing its own strength and weaknesses, as they have been delineated in this report, and that the university, its governing bodies, its members of staff, and its students alike, are motivated and engaged to improve the study programme continuously.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 9:**

UP does not give a statement regarding this criterion.

*The peers regard criterion 9 as not fulfilled.*

## Additional Documents

No additional documents needed

## **Comment of the Higher Education Institution (10.05.2019)**

The institution provided a statement as well as the following additional documents:

Link to the online version of the module handbook: <https://stag.upol.cz/portal/studium/prohlizeni.html>

Link to the updated graduate's profile on the University's website: <https://www.lf.upol.cz/en/studyat-our-faculty/#c21184>

## Summary: Peer recommendations (22.07.2019)

Taking into account the additional information and the comments given by Palacký University Olomouc the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN seal	Subject-specific labels	Maximum duration of accreditation
General Medicine	With requirements for one year	AMSE	30.09.2024

### Requirements

- A 1. (WFME 1.1) The qualification objectives must also include the preparation for post-graduate training and the needs of the health service.
- A 2. (WFME 3.2) More practical exams must be implemented.
- A 3. (WFME 5.2) Ensure that the teachers receive didactical training.
- A 4. (WFME 6.1) Ensure that all safety standards match EU-regulations.
- A 5. (WFME 9) Ensure that an adequate, concise and organized quality management system is implemented.

### Recommendations

- E 1. (WFME 2.2) Make possible for more students to take part in the research projects.
- E 2. (WFME 2.5) Increase the teachings of practical skills, especially in the fields of emergency medicine.
- E 3. (WFME 2.5) Make it mandatory for students to join night shifts so that all students can assist in surgeries
- E 4. (WFME 2.7) Ensure that the curriculum committee is composed of experts from the fields of medicine and medical science.
- E 5. (WFME 3.2) Introduce Objective Structured Clinical Examinations (OSCE) as forms of assessment.

- E 6. (WFME 3.2) The final grade should not only be based on the final exam but also take into consideration additional academic performances of the students.
- E 7. (WFME 5.2) Ensure that teachers have sufficient time to conduct their own research.
- E 8. (WFME 5.2) Ensure that a supervisor is always available during clinical training session to give direct feedback to the students.

## **Comment of the Technical Committee 14 – Medicine (03.09.2019)**

*Assessment and analysis for the award of the ASIIN seal:*

The technical committee discusses the accreditation procedure and supports the five requirements. The technical committee changes the wording of some recommendations.

The technical committee 14 – Medicine recommends the award of the seals as follows:

<b>Degree Programme</b>	<b>ASIIN seal</b>	<b>Subject-specific labels</b>	<b>Maximum duration of accreditation</b>
General Medicine	With requirements For one year	AMSE	30.09.2024

### **Requirements**

- A 1. (WFME 1.1) The qualification objectives must also include the preparation for post-graduate training and the needs of the health service.
- A 2. (WFME 3.2) More practical exams must be implemented.
- A 3. (WFME 5.2) Ensure that the teachers receive didactical training.
- A 4. (WFME 6.1) Ensure that all safety standards match EU-regulations.
- A 5. (WFME 9) Ensure that an adequate, concise and organized quality management system is implemented.

### **Recommendations**

- E 1. (WFME 2.2) It is recommended to include more students in research projects. Make possible for more students to take part in the research projects.
- E 2. (WFME 2.5) It is recommended to increase teaching practical skills, especially in the field of emergency medicine.
- E 3. (WFME 2.5) It is recommended to make it mandatory for students to join night shifts so that all students can assist in surgeries.
- E 4. (WFME 2.7) It is recommended to include experts on medical education in the curriculum committee.
- E 5. (WFME 3.2) It is recommended to introduce Objective Structured Clinical Examinations (OSCE) as forms of assessment.
- E 6. (WFME 3.2) It is recommended to not only base the final grade on the final exam but to take additional academic achievements also into consideration.
- E 7. (WFME 5.2) It is recommended to give teachers more time for conducting research.
- E 8. (WFME 6.2) It is recommended to increase the practical training sessions and to make sure that a supervisor is always present to give direct feedback to the students.

## Decision of the Accreditation Commission (20.09.2019)

*Assessment and analysis for the award of the subject-specific ASIIN seal:*

The accreditation commission for study programmes discusses the procedure and follows the assessment of the peers' and the technical committee.

The Accreditation Commission for Degree Programmes decides to award the following seals:

<b>Degree Programme</b>	<b>ASIIN seal</b>	<b>Subject-specific labels</b>	<b>Maximum duration of accreditation</b>
General Medicine	With requirements for one year	AMSE	30.09.2024

### Requirements

- A 1. (WFME 1.1) The qualification objectives must also include the preparation for post-graduate training and the needs of the health service.
- A 2. (WFME 3.2) More practical exams must be implemented.
- A 3. (WFME 5.2) Ensure that the teachers receive didactical training.
- A 4. (WFME 6.1) Ensure that all safety standards match EU-regulations.
- A 5. (WFME 9) Ensure that an adequate, concise and organized quality management system is implemented.

### Recommendations

- E 1. (WFME 2.2) It is recommended to include more students in research projects. Make possible for more students to take part in the research projects.
- E 2. (WFME 2.5) It is recommended to increase teaching practical skills, especially in the field of emergency medicine.
- E 3. (WFME 2.5) It is recommended to make it mandatory for students to join night shifts so that all students can assist in surgeries.
- E 4. (WFME 2.7) It is recommended to include experts on medical education in the curriculum committee.
- E 5. (WFME 3.2) It is recommended to introduce Objective Structured Clinical Examinations (OSCE) as forms of assessment.

- E 6. (WFME 3.2) It is recommended to not only base the final grade on the final exam but to take additional academic achievements also into consideration.
- E 7. (WFME 5.2) It is recommended to give teachers more time for conducting research.
- E 8. (WFME 6.2) It is recommended to increase the practical training sessions and to make sure that a supervisor is always present to give direct feedback to the students.

## Fulfilment of Requirements (17.09.2020)

### Analysis of the peers and the Technical Committee (01.09.2020)

- A 1. (WFME 1.1) The qualification objectives must also include the preparation for post-graduate training and the needs of the health service.

Initial Treatment	
Peers	fulfilled Justification: The university has updated the web pages (programme description, graduates' profile, educational goals) so that the objectives are now clearly identifiable. The qualification objectives now include also the preparation for post-graduate training and the needs of the health service.
TC 14	Fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 2. (WFME 3.2) More practical exams must be implemented.

Initial Treatment	
Peers	fulfilled Justification: The university has significantly increased the number of practical exams.
TC 14	Fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 3. (WFME 5.2) Ensure that the teachers receive didactical training.

Initial Treatment	
Peers	fulfilled Justification: Didactical training is now available for all teachers via the co-operation with the Faculty of Education and the Centre for the Development of Didactical Competences.
TC 14	Fulfilled Justification: The Technical Committee follows the assessment of the peers.

- A 4. (WFME 6.1) Ensure that all safety standards match EU-regulations.

Initial Treatment	
Peers	fulfilled

	Justification: The safety standards have been improved and together with Palacký University's Safety Office a system that will ensure, on an ongoing basis, that all safety standards match EU-regulations has been introduced.
TC 14	Fulfilled Justification: The Technical Committee follows the assessment of the peers.

A 5. (WFME 9) Ensure that an adequate, concise and organized quality management system is implemented.

Initial Treatment	
Peers	fulfilled Justification: A complex quality management system has been introduced recently at the whole University, in accordance with the Rules for the System of Evaluating Teaching, Publishing, Creative and Related Activities.
TC 14	Fulfilled Vote: unanimous Justification: The Technical Committee follows the assessment of the peers.

## Decision of the Accreditation Commission (17.09.2020)

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
General Medicine, M.D.	All requirements fulfilled	AMSE	30.09.2024

## Appendix: Programme Learning Outcomes and Curricula

According to the University's Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualification profile)** shall be achieved by the MD programme General Medicine:

The **mission of the Faculty of Medicine and Dentistry**, Palacký University Olomouc (UP) is to promote the involvement of students in all areas of research, cultivate their critical and creative thinking, and provide high-quality university education in medical sciences on Master's and Doctoral levels. Active partnership on the part of UP with both the regional community and the global community contributes to the development of the intellectual wealth of society and its sustainable scientific, technological, cultural and social development.

### **Faculty of Medicine and Dentistry (FMD) Objectives:**

- Quality Study and Education;
- Internationalization of Study programmes; Quality Research and Creative Activity; International
- Academic and Working Environment

The Faculty of Medicine and Dentistry has traditionally been a leading institution of biomedical research. It aims to become a significant centre of innovation and excellence not only among the Czech medical schools but also within the broader Central European space. The medical faculty is together with the Faculty of Science the most efficient part of the university when considering the research activity. Supporting science and research is the faculty's priority. Research activities mean professional growth of individuals, teams and departments and at the same time serve as important economic factor making the faculty stable and creating conditions for its future successful development. The faculty leadership aims to bring the best local students and graduates in the field of biomedical sciences as well as efficient researchers from other Czech regions and also stimulate the return of excellent colleagues from foreign research fellowships or long-term internships.

**Graduates** from the General Medicine Master's Degree Study Programme receive comprehensive education in all theoretical, preclinical and clinical medical disciplines so that the extent of their knowledge and practical skills enables them to provide general medical care or to further specialize. They acquire basic practical skills in clinical departments and medical simulation centres. The main objective is to gain a broad theoretical background for understanding the causes

and development of diseases, their possible prevention, mastering the principles and interpretation of modern diagnostic methods and rational effective therapy. During their training, much attention is paid to moral, ethical and legal aspects of their future medical practice.

The profile of a General Medicine Master's degree graduate fully corresponds with the Government Decree No. 275/2016 on the fields of study in higher education.

The graduate

- acquires theoretical and practical knowledge of biophysics, biology, biochemistry, pharmacology, morphology and physiology of human organism in normal and pathological state, in the extent specified in the annotations of the individual courses
- shows basic knowledge of Czech language and Latin terminology
- can perfectly identify life threatening conditions and provide qualified first aid
- masters basic methods of medical examination using basic medical devices and laboratory methods including differential diagnostics of diseases which are typical for the Czech population and which are significant for their seriousness
- has an ability to perform basic medical and nursing procedures
- has been acquainted with the principles of treatment of all serious health disorders and their sorting based on urgency, manner and site of treatment
- knows and is ready to exercise the rules of primary and secondary prevention and the health promotion
- has been acquainted both with the national and international health care policy and with the basic legislation
- is aware of the economic rules of health-care facilities
- understands social and economic determinants of health and diseases
- masters the basics of medical psychology and is able to apply those in the medical practice
- is able to independently search for relevant information and has been acquainted with

The following curriculum is presented:

**Obligatory courses (status A)**

(348 Credits Required)

Abbreviation	Course name	Credits	Hours	Completed by	Year	Semester
<a href="#">CJA/VAA031</a>	Latin & Medical Terminology	3	0S+0S+30S	Con,Ex	1	WS/SS
<a href="#">BIO/VAA11</a>	Biology	0	30S+45S+0S	Con	1	WS
<a href="#">CJA/VAA41</a>	Czech I	0	0S+0S+60S	Con	1	WS
<a href="#">LBF/VAA11</a>	Medical Biophysics, Biometrics & Computer Technology	0	30S+30S+0S	Con	1	WS
<a href="#">LCH/VAA11</a>	Medical Chemistry	7	45S+15S+0S	Con,Ex	1	WS
<a href="#">NAN/VAA13</a>	Anatomy 1	0*	60S+60S+0S	Con	1	WS
<a href="#">NAN/VAA14</a>	Anatomy - Dissection Course 1	0	0S+30S+0S	-	1	WS
<a href="#">PVL/VAB71</a>	Basic Communication Ethics for Praxis	1	0S+10S+5S	Co	1	WS
<a href="#">BIO/VAB11</a>	Biology	13*	30S+45S+0S	Con,Ex	1	WS
<a href="#">CJA/VAB41</a>	Czech I	6*	0S+0S+60S	Con,Ex	1	SS
<a href="#">HIE/VAB11</a>	Histology & Embryology 1	5	30S+45S+0S	Con	1	SS
<a href="#">KAR/VAB11</a>	First Aid	2	15S+6S+0S	Co	1	SS
<a href="#">LBF/VAB11</a>	Medical Biophysics, Biometrics & Computer Technology	10*	30S+30S+0S	Con,Ex	1	SS
<a href="#">LCH/VAB20</a>	Biochemistry 1	0*	30S+45S+0S	Con	1	SS
<a href="#">NAN/VAB13</a>	Anatomy 2	13*	60S+45S+0S	Con,Ex	1	SS
<a href="#">NAN/VAB14</a>	Anatomy - Dissection Course 2	0*	0S+30S+0S	-	1	SS
<a href="#">CJA/VAA42</a>	Czech II	0*	0S+0S+60S	Con	2	WS
<a href="#">FYZ/VAA11</a>	Physiology	0*	45S+45S+15S	Con	2	WS

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<a href="#">HIE/VAA12</a>	Histology & Embryology 2	8*	45S+45S+0S	Con,Ex	2	WS
<a href="#">LCH/VAA20</a>	Biochemistry 2	15*	60S+30S+30S	Con,Ex	2	WS
<a href="#">PSY/VAA13</a>	Medical Psychology 1	0*	15S+15S+0S	Con	2	WS
<a href="#">PLE/VAA81</a>	Basic Procedures in Healthcare 1	2*	0S+30S+15S	Con	2	WS
<a href="#">CJA/VAB42</a>	Czech II	6*	0S+0S+60S	Con,Ex	2	SS
<a href="#">FYZ/VAB12</a>	Physiology	16*	45S+60S+0S	Con,Ex	2	SS
<a href="#">MIK/VAB11</a>	Microbiology 1	3*	30S+30S+0S	Con	2	SS
<a href="#">PSY/VAB13</a>	Medical Psychology 2	4*	15S+15S+0S	Con,Ex	2	SS
<a href="#">PLE/VABP1</a>	Basic Procedures in Healthcare - Clinical Practice	1*	15 days	Con	2	SS
<a href="#">PVL/VAB13</a>	Social Medicine & Medical Ethics	3*	0S+0S+30S	Con	2	SS
<a href="#">PVL/VAB32</a>	Communication with a Patient in Praxis	1*	0S+0S+7S	Con	2	SS
<a href="#">PLE/VAB81</a>	Basic Procedures in Healthcare 2	1*	0S+8S+0S	Co	2	SS
<a href="#">CJA/VAA43</a>	Czech III	0*	0S+0S+30S	Con	3	WS
<a href="#">INO/VAA11</a>	Introduction to Clinical Medicine 1	5*	0S+45S+55S	Con,Ex	3	WS
<a href="#">MIK/VAA12</a>	Microbiology 2	6*	30S+30S+0S	Con,Ex	3	WS
<a href="#">PAT/VAA11</a>	Pathology	0*	45S+60S+0S	Con	3	WS
<a href="#">PFY/VAA11</a>	Pathological Physiology	0*	30S+45S+0S	Con	3	WS
<a href="#">PVL/VAA11</a>	Epidemiological Methodology; EBM	1*	0S+0S+12S	Con	3	WS
<a href="#">CJA/VAB43</a>	Czech III	6*	0S+0S+30S	Con,Ex	3	SS
<a href="#">FAR/VAB11</a>	Pharmacology 1	3*	30S+45S+0S	Con	3	SS
<a href="#">CH0/VAB12</a>	Introduction to Clinical Medicine 2	4*	0S+21S+16S	Co	3	SS
<a href="#">IN2/VAB22</a>	Internal Medicine 1	5*	0S+74S+60S	Con	3	SS
<a href="#">KIM/VAB12</a>	Medical Immunology	3*	0S+12S+14S	Con	3	SS

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<a href="#">PAT/VAB11</a>	Pathology	14*	60S+60S+0S	Con,Ex	3	SS
<a href="#">PFY/VAB11</a>	Pathological Physiology	10*	30S+60S+0S	Con,Ex	3	SS
<a href="#">PLE/VABP2</a>	Obligatory Practice in General Practitioner's Office	1*	5 days	Con	3	SS
<a href="#">CH1/VA012</a>	Surgery 1	6*	0S+100S+26S	Co	4	WS/SS
<a href="#">IN1/VA022</a>	Internal Medicine 2	5*	0S+79S+41S	Con	4	WS/SS
<a href="#">KOZ/VA012</a>	Dermatology & Venereology	3*	9S+30S+15S	Con,Ex	4	WS/SS
<a href="#">LGE/VA012</a>	Medical Genetics	2*	0S+5S+25S	Con,Ex	4	WS/SS
<a href="#">NEU/VA042</a>	Clinical Rehabilitation	1*	0S+10S+10S	Con,Ex	4	WS/SS
<a href="#">PRL/VA011</a>	Occupational Medicine	2*	0S+8S+22S	Co	4	WS/SS
<a href="#">PVL/VA012</a>	Epidemiology 1	3*	0S+0S+60S	Con	4	WS/SS
<a href="#">RAD/VA013</a>	Radiology & Nuclear Medicine	4*	0S+46S+24S	Con,Ex	4	WS/SS
<a href="#">SLP/VA011</a>	Forensic Medicine	3*	0S+28S+14S	Con,Ex	4	WS/SS
<a href="#">TVL/VA042</a>	Exercise Medicine	1*	0S+13S+18S	Con,Ex	4	WS/SS
<a href="#">FAR/VAA12</a>	Pharmacology 2	6*	30S+45S+0S	Con,Ex	4	WS
<a href="#">INF/VAA11</a>	Infectious Diseases 1	0*	0S+21S+9S	Con	4	WS
<a href="#">KIM/VAA12</a>	Clinical Immunology & Allergology	1*	0S+6S+9S	Con,Ex	4	WS
<a href="#">PVL/VA041</a>	Social Medicine 1	1*	0S+0S+24S	Con	4	WS
<a href="#">DET/VABP2</a>	Paediatrics - Clinical Training	1*	10 days	Con	4	SS
<a href="#">CH1/VABP2</a>	Surgery - Clinical Training	1*	10 days	Con	4	SS
<a href="#">INF/VAB11</a>	Infectious Diseases 2	4*	0S+9S+9S	Con,Ex	4	SS
<a href="#">NEU/VA013</a>	Neurology	5*	0S+72S+18S	Con,Ex	4	SS
<a href="#">PSY/VA023</a>	Psychiatry	5*	18S+48S+24S	Con,Ex	4	SS

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<a href="#">DET/VA011</a>	Paediatrics	6*	0S+104S+34S	Con	5	WS/SS
DET/VA091	Paediatrics	0*	0+0+0	Sri	5	WS/SS
<a href="#">IN3/VA012</a>	Internal Medicine 3	10*	10S+60S+50S	Con,Ex	5	WS/SS
<a href="#">KAR/VA023</a>	Anaesthesia& Intensive Care	5*	0S+43S+20S	Con,Ex	5	WS/SS
<a href="#">NCH/VA011</a>	Neurosurgery	2*	0S+0S+18S	Co	5	WS/SS
<a href="#">OCC/VA011</a>	Ophthalmology	4*	8S+40S+0S	Con,Ex	5	WS/SS
<a href="#">ONK/VA011</a>	Clinical Oncology	3*	0S+24S+0S	Con,Ex	5	WS/SS
<a href="#">ORL/VA011</a>	Otorhinolaryngology	4*	0S+24S+24S	Con,Ex	5	WS/SS
<a href="#">ORT/VA011</a>	Orthopaedics	4*	30S+30S+20S	Con,Ex	5	WS/SS
<a href="#">PGY/VA011</a>	Gynaecology& Obs- tetrics I	6*	0S+60S+30S	Co	5	WS/SS
<a href="#">PVL/VA021</a>	Epidemiology 2	2*	0S+0S+30S	Con	5	WS/SS

PVL/VA091	Epidemiology, Law & Social Medicine	0*	0+0+0	Sri	5	WS/SS
<a href="#">SLP/VA022</a>	Medical Law	1*	0S+0S+2S	Con	5	WS/SS
<a href="#">PVL/VA043</a>	Social Medicine 2	1	0S+0S+4S	Con	5	WS/SS
<a href="#">URG/VA023</a>	Emergency Medicine	3*	5S+24S+10S	Con,Ex	5	WS/SS
<a href="#">URO/VA011</a>	Urology	4*	27S+42S+21S	Con,Ex	5	WS/SS
<a href="#">PGY/VABP2</a>	Gynaecology& Obs- tetrics - Clinical Train- ing	1*	10 days	Con	5	SS
<a href="#">CH0/VA025</a>	Surgery 2	16*	25 days	Con	6	WS/SS
CH1/VA093	Surgery 2	0*	0+0+0	Sri	6	WS/SS
<a href="#">IN0/VA041</a>	Internal Medicine 4	24	45 days	Con	6	WS/SS
IN0/VA091	Internal Medicine	0*	0+0+0	Sri	6	WS/SS
<a href="#">PGY/VA013</a>	Gynaecology& Obs- tetrics 2	10*	20 days+16S	Con	6	WS/SS

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PGY/VA091	Gynaecology& Obs-tetrics	0*	0+0+0	Sri	6	WS/SS
<a href="#">PLE/VA031</a>	Acute Conditions in Me-dicine	6*	0S+48S+48S	Co	6	WS/SS
<a href="#">PLE/VA042</a>	General Practical Medicine	2*	0S+0S+5S	Con	6	WS/SS
<a href="#">PLE/VA052</a>	Mandatory Clinical Training in Selected Medical Specialties	2*	19 days+2S	Con	6	WS/SS

### Elective courses (status B)

(Minimum 7 Credits Required)

Abbreviation	Course name	Credits	Hours	Completed by	Year	Semester
<a href="#">RAD/VAB30</a>	Radiological Images of Normal Structures 1	2*	0S+0S+12S	Co	1	WS
<a href="#">RAD/VAA31</a>	Radiological Images of Normal Structures 2	2*	0S+0S+12S	Co	1	SS
<a href="#">NAN/VAB21</a>	Clinical & Topographi-cal Anatomy	2*	0S+15S+0S	Co	2	SS
<a href="#">TVL/VAA21</a>	Selected Chapters from Sports Medicine	2	0S+4S+12S	Con	3	WS
<a href="#">MIK/VA051</a>	Clinical Cases of Antibiotic Therapy	1*	0S+0S+6S	Co	4	WS/SS
<a href="#">MIK/VA071</a>	Clinical Cases of Viral Infections	1*	0S+0S+5S	Co	4	WS/SS
<a href="#">RAD/VA041</a>	Interpretation of Imaging Methods Findings	1*	0S+4S+0S	Con	4	WS/SS
<a href="#">LBF/VA021</a>	Clinical Biophysics	2*	15S+0S+15S	Co	4	WS
<a href="#">PVL/VAA51</a>	Instruments of Evi-dence - Based Healthcare	2	0S+10S+5S	Co	4	WS
<a href="#">LCH/VAA62</a>	Laboratory Diagnostics in Clinical Practice	2*	0S+0S+25S	Co	4	SS
<a href="#">LCH/VA031</a>	Clinical Biochemistry	2*	0S+21S+0S	Con,Ex	5	WS/SS
<a href="#">TVL/VA011</a>	Comprehensive Prevention & Re-habilitation in In-ternal Medicine	2*	0S+4S+12S	Co	5	WS/SS

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<a href="#">FAR/VAB21</a>	Clinical Pharmacology	2*	0S+0S+30S	Co	5	SS
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### Optional courses (status C)

(Minimum 5 Credits Required)

Abbreviation	Course name	Credits	Hours	Completed by	Year	Semester
<a href="#">KSV/VA011</a>	Europe: User's Guide	2	12S+0S+0S	Con	1	SS
<a href="#">HIE/VAB21</a>	Basic Histochemistry	1*	0S+0S+4S	Con	2	SS
<a href="#">MTM/VAB31</a>	DNA Profiling and Its Forensic Interpretation	2*	0S+0S+8S	Con	2	SS
<a href="#">PAT/VAB31</a>	Molecular Pathology	3*	0S+0S+15S	Con	3	SS
<a href="#">CH1/VA031</a>	Basics of Surgical Suture	1*	0S+4S+0S	Con	4	WS/SS
<a href="#">LGE/VA021</a>	Rare Diseases - Cases from Genetic Clinic	1*	0S+0S+4S	Con	4	WS/SS
<a href="#">PFY/VA021</a>	Seminars in Pathophysiology	2*	0S+0S+10S	Con	4	WS/SS
<a href="#">RAD/VA021</a>	Practical Sonography	2*	0S+8S+0S	Con	4	WS/SS
<a href="#">TRA/VA041</a>	Fractures in Children	1*	0S+0S+4S	Con	4	WS/SS
<a href="#">FAR/VA042</a>	Modern Biologic and Hormonal Pharmacotherapy	2*	0S+0S+8S	Co	4	WS
<a href="#">MTM/VAA21</a>	Animal Models in Human Diseases	2*	0S+0S+10S	Con	4	WS
<a href="#">PVL/VAB31</a>	Actual Epidemiological Situation in the Occurrence of Infectious & Non- Infectious Diseases in Selected Countries	1*	0S+0S+6S	Con	4	SS
<a href="#">PVL/VAB52</a>	Importance of Systematic Reviews in the Medicine	2	0S+10S+10S	Co	4	SS
<a href="#">TRA/VA021</a>	Hand & Wrist Surgery	1*	0S+0S+4S	Con	5	WS/SS

<a href="#">TRA/VA031</a>	Advanced Trauma Life Support Principles	1*	0S+0S+4S	Con	5	WS/SS
OCC/VAA21	New Trends in the Treatment of Anterior and Posterior Eye Segment	1*	0S+0S+4S	Con	5	WS
<a href="#">PSY/VAA31</a>	Psychiatry & Psychotherapy in the Movies	2*	0S+0S+16S	Con	5	WS
<a href="#">ONK/VAB32</a>	Oncological Emergencies	2*	0S+0S+8S	Con	5	SS

### **Explanatory Notes to Abbreviations and Marks Used**

#### **Number of Credits**

\* subjects marked with an asterisk are bounded either with a prerequisite or they are taught in two semesters, when both winter and summer semester are obligatory

0 credits assigned when it either concerns a 2-semester course, credits being granted only upon the second semester completion, or in case of state rigorous examination which result is not included in the weighted study average

#### **Instruction**

30+45+60 (30 hrs. of lectures, 45 hrs. of practicals, 60 hrs. of seminars) S  
number of hours per semester

#### **Way of completion**

Con Course Credit

Co Colloquium

Ex Examination

Sri State rigorous examination