



## **Memorandum**

on the meeting of the Students' Feedback Subcommittee held at 10 o'clock on 28 June 2021  
in room 301 of the Education Center

**Attendees:** Professor Zoltán Papp, MD, Vice-Dean for Scientific Matters, and Chairman of the Feedback Committee; Professor Norbert Németh, MD, Vice-Dean for Educational Matters; Dr. Róza Zákány, Associate Professor; Dr. Zoárd Krasznai, Associate Professor; Dr. Pál Pap, Head of the Registrar's Office at the Faculty of Medicine of the University of Debrecen; Dániel Dobai, medical student

**Dr. Zoltán Papp, Vice-Dean,** welcomed the attendees, and announced that the meeting would be conducted in line with the posted agenda.

### **1<sup>st</sup> item on the agenda: presentation and discussion of the feedback on the first and second semester of academic year 2019-2020**

**Dr. Pál Pap,** Head of the Registrar's Office, presented the results of the feedback questionnaire on the first and second semester of academic year 2019/20 (see Appendix 1). He said he would first sum up the results of the first semester of the academic year 2019/20, starting with medical training and moving on to divided training. Questionnaires are usually evaluated 6 months following their completion; this shift was now a bit prolonged due to the Covid-19 pandemic. First, he mentioned that education and training in the first semester of academic year 2019/20 had been conducted in the traditional form – this was the semester before the start of the Covid-19 pandemic. He highlighted that for the results of the questionnaire to be measurable and meaningful a completion rate of 30% for all subjects is needed. In our assessment system students are asked to assess their subjects on a 5-point rating scale. In Hungarian students' feedback all subjects except for Preventive Medicine were rated. He added that 6<sup>th</sup> year students were reluctant to complete feedback questionnaires. In previous years, completion rates had been quite low from 1<sup>st</sup> to 6<sup>th</sup> year; therefore, some incentive measures had been introduced, for example, students completing at least 5 questionnaires a semester could register for exams in the Neptun system one day earlier than those who had failed to do so. These measures proved to be effective. This year completion rates were quite high even for block practices; nevertheless, 6<sup>th</sup> year students were still reluctant to provide feedback – completion rates among final year students were rather low, especially in the English program.

In general, English program students exhibit more critical thinking than Hungarian students do when it comes to feedback on subjects. Hungarian program students rate most subjects with 4 or above; these ratings are lower among English program students, where the average of the rates was 3.8. He highlighted that not the same subjects were rated by English and Hungarian program students, as quality assurance requirements specify that at least one subject (taught



either in English or Hungarian) at each Institute should be assessed each year. To comply with these requirements, subjects are chosen for rating on a rotational basis. As for final year English program students, sustained effort had been devoted to making them provide feedback. For instance, raffle had been organized for tickets to the Campus festival among 6th year students completing the questionnaires but that had not proved to be effective either. He added that English program students are more strongly critical of block practices than final year practices.

**2<sup>nd</sup> item: acceptance of the discussion on the feedback for the second semester of academic year 2019/20**

**Dr. Pál Pap**, Head of the Registrar's Office, went on to assess the second semester of academic year 2019/20 (see Appendix 1). He said that students' feedback on the second semester differed from the usual pattern. When the outbreak of the pandemic made it necessary to switch to online teaching, students' were asked via the internet to provide their opinion about the conduct of each and every subject, what they felt needed further modification, and what they found unavailable, etc. Based on the provided feedback a large number of measures were taken:

- A new timetable was established for students to be able to listen to the compulsory subjects both in the morning and afternoon.
- Lectures, seminars, as well as some practices were given in an online form.
- Practices requiring the personal presence of students were made up after the end of the semester, while strictly observing pandemic control guidelines (e.g. by working in small groups, applying pre-triage).
- All the exams in compulsory subjects were conducted in person.
- Students were offered the opportunity to work as voluntary helpers in clinics and hospitals; their work hours were counted (fully or partially) as professional practice.
- The academic year was extended until the end of August 2020 to support the students who had travelled home at the outbreak of the pandemic, and could not return to Hungary by the start of the examination period due to the changes in relevant regulations.

During the switch to online education, the Dean of the Faculty of Medicine had weekly meetings with students' representatives, and the Faculty continued collecting the information gathered and submitted by students' representatives on the online conduct of classes.

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Students' opinion/ requests were forwarded to the relevant Institutes, which subsequently did their best to improve and hone their online teaching methods to provide as effective and efficient teaching as possible in the given circumstances.



He concluded by saying that both students and professors considered several online methods developed during this switch to be useful and reasonable to keep even after the pandemic measures have been lifted.

**Professor Zoltán Papp, MD**, Vice-Dean said that due to the Covid-19 pandemic the Faculty of Medicine and the whole Hungarian tertiary education had experienced something unprecedented. He added that the situation had been complicated both for Hungarian and English program students, and the special challenges that international students had to face made the job of the Faculty even more complex. It was a tough time for students, professors and the staff of the Education Office alike. The Vice-Dean expressed his gratitude again for the work done by students and professors, as well as for the support provided by the Education Office. He mentioned that several higher education institutions failed to face the challenges and find solutions to the emerging problems as adequately as our institution did.

This semester, all the Ministries and other institutions governing education had direct communication with the Deans, which in turn facilitated the Deans' direct communication with the different educational and organizational units; students' feedback was also centralized to have everything under the same authority. The Dean will make the whole related documentation accessible for the Committee. Students' concerns and requests were submitted by the representatives of the Students' Union, and the Dean responded directly to these claims contacting either the Students' Union or the relevant educational units. This semester all the educational units had to submit monthly reports on how they reacted to challenges, and how they responded to students' requests. He pointed out that such constructive feedback, regular communication or response to feedback had never been seen in the history of the Faculty of Medicine. The Vice-Dean asked the members of the Committee to accept the feedback on this special semester in light of all the above. Obviously, the documentation of the feedback is essential in terms of accreditation as well. These documents are available on the website of the Faculty. He asked the Dean for further support in this respect. A number of documents are already available on the Faculty's website, which shall also include the correspondence mentioned above.

**Dr. Pál Pap**, Head of the Registrar's Office, wished to highlight that the Faculty insisted that examinations in compulsory subjects be conducted in person. Later this decision proved to be crucial as there were some countries that refused to accept the diploma of students whose education had been provided and completed in an online form. Our students were extremely grateful for this decision.

**Professor Zoltán Papp, MD**, Vice-Dean, said that considering the events of the past year we must be happy that we had managed to maintain the established educational standards and the acceptability of the training we provide. We consider it of paramount importance how the countries accepting the diplomas we issue view us, and the way we treat crisis situations can highly affect their judgement. The tensions that have risen among or between students and/or professors had proved to be manageable at local level. In addition, online teaching had provided



us with several methods or skills the use of which is worth being considered in the future. For example, online teaching provided us with the opportunity to continue teaching in smaller groups. The Education Committee is going to discuss the possible future framework for this type of education, which could enhance teaching capacities, and reduce the workload for students and professors alike.

**Professor Norbert Németh, MD**, Vice-Dean, suggested asking the Departments of the Faculty in a group email what subjects they would like to teach in an online form in the coming academic year. This would also affect the problem of room usage. The Vice-Dean also expressed his gratitude to the students for having been so disciplined and efficient in the online form of education.

**Professor Zoltán Papp, MD**, Vice-Dean, agreed with his colleague, and noted that students' mature attitude had been of great help. It had also been helpful that students had not refused vaccination; thus, they behaved responsibly in reducing the spread of the virus.

**3<sup>rd</sup> item: presentation and acceptance of the results on the feedback provided on medical training in the first semester of year 2020/21.**

**Dr. Pál Pap**, Head of the Registrar's Office, gave a presentation on the results of the feedback on the first semester of academic year 2020/21 (see Appendix 1). He noted that the difference compared to previous years was that in this particular semester students completing the questionnaires had not received any benefits. That means registration for examinations had not opened at an earlier time for anyone. As regards first year students, no regular subject in the Hungarian program reached a completion rate of 30%. At the same time, a surprisingly high percentage of upper year students provided feedback, and the scores above 4 reflected a highly positive assessment of the received education. Likewise, the results obtained from 6<sup>th</sup> year students were also positive, except for Neurology, where less than 30% of students provided feedback. Completion rates were generally a bit lower among English program students; nevertheless, a relatively high number of upper year students – starting from 3<sup>rd</sup> year – had given feedback, presenting a critical attitude. Among 6<sup>th</sup> year international students, no subject had achieved a completion rate of 30%. As a next step, the Head of the Registrar's Office presented the results of the feedback on block practices (see Appendix 1). He highlighted that external training locations received higher points in general compared to the Nagyerdei or Kenézy Campus of the University of Debrecen. Students had already indicated on several occasions that the teachers supervising them in external locations can spend more time on helping them during their practices.

**Professor Zoltán Papp, MD**, Vice-Dean, suggested making more use of simulation education as that might further improve the quality of practical training delivered at the University Campuses.



**The members of the Committee agreed that simulation activities play an extremely important role in practical training, and making a more extensive use of this facility could improve students' assessment of our practical training. Even if these activities and practices cannot substitute for patients' physical examination, their use should become more widespread and common in students' practical training.**

**Professor Norbert Németh, MD, Vice-Dean,** added that the description of students' competences should also be revised. Suggestions are expected in writing from all the organizational units regarding the professional competences required in their particular field; the suggestions could serve as basis for future modifications in the list of professional tasks to be carried out during students' practices.

**Dr. Pál Pap,** Head of the Registrar's Office, went on to present the results of the 6<sup>th</sup> year students' feedback on academic year 2019/20 and 2020/21 (see Appendix 1). He highlighted that the results for the final year are better than those for block practices.

**Professor Norbert Németh, MD, Vice-Dean,** suggested that the question *How useful did you find the block practice for developing practical skills? (drawing blood, giving an injection, wound management, ECG, US, etc.)* be modified to have a longer list of skills in brackets.

**The attending members of the Committee expressed their unanimous support in adding the items of *taking part in a surgery and physical examination* to the list. The English version should also include the items of *wound management* and *US*, as they do not appear in the current list.**

**Dániel Dobai,** student representative, commented that as a student he would interpret the question much more broadly, and would not only concentrate on the listed items; nevertheless, he would support the modification.

**Dr. Pál Pap,** Head of the Registrar's Office, presented the results of the feedback on the divided training for academic year 2019/20 (see Appendix 1). In case of Medical diagnostic analysts, completion rate was good with ratings around 4; there was only one specialization where completion rate was below 30%.

In case of Molecular Biology (Master's) the completion rate was above 30% in all subjects; however, completion rate in Nutrition Science (Master's) was extremely low like in previous years, thus, the results could not be evaluated. Similar results were seen in the case of Clinical Laboratory Researchers (Master's).

In the English program of Molecular Biology (Master's) the completion rate was above 30% except for one single subject; students' ratings were generally around 4 for the rest of the subjects (see Appendix 1).



**Professor Zoltán Papp, MD, Vice-Dean**, remarked that the coordinators of the above mentioned programs should be officially informed on how low the completion rate of the questionnaires was.

**4<sup>th</sup> item: Suggestion on the introduction of a system to assess students' professional performance in the final year of general medical training.**

**Dr. Pál Pap**, Head of the Registrar's Office, informed the attendees about an important accreditation-related matter that had already been discussed in connection with the New York accreditation process, namely the need for a system that enables the Faculty to monitor students' progress. It is important that besides students assessing their teachers professors should also assess the students. This does not mean evaluation with grades but assessment with the help of a questionnaire that was also presented by Dr. Pál Pap (see Appendix 2). He added that this questionnaire was compiled by Dr. Péter Fülöp and the Vice-Deans; and one student has already taken part in its testing. The operating principle of the system is the following:

- The teacher fills in the questionnaire about the student.
- The student uploads the answers provided by the teacher into the Neptun system, and also uploads the original document into the Neptun system.
- The student cannot register for his/her next examination without uploading the completed questionnaire.
- Introduction of the same system is also planned for lower year students.

**Professor Zoltán Papp, MD, Vice-Dean**, asked Norbert Németh, Vice-Dean, to outline a proposal defining the subjects and the years in which these questionnaires would be required to use.

Professor Zoltán Papp, Vice-Dean thanked the attendees for their work, and closed the meeting.

Zoltán Papp, M.D.

Full Professor

Chairman of the Subcommittee on  
Students' Feedback

minutes prepared by:  
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Debrecen, 28/06/2021