

**MINISTRY OF HEALTH OF UKRAINE  
BUKOVINIAN STATE MEDICAL UNIVERSITY**

**Approved by**

Head of the Admission Board,

Rector

Igor GERUSH



**CURRICULUM**

**Entrance English Examination  
to apply for the educational level of Master**

Field of knowledge: **I Health Care and Social Services**

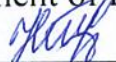
Specialties: **I1 Dentistry, I2 Medicine, I8 Pharmacy**

**Chernivtsi, 2026**

The entrance examination for foreigners seeking to obtain a second (master's) level of higher education may be taken by foreign nationals and stateless persons, in accordance with Section VII of the Procedure for Admission to Higher Education in 2026.

**Curriculum developers:**

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## **I. Explanatory Note**

Admission of foreign nationals and stateless persons to Bukovinian State Medical University for the purpose of obtaining higher education is carried out in accordance with laws, resolutions and other regulatory legal acts of Ukraine governing the admission and education of foreign nationals and stateless persons, namely:

the Laws of Ukraine “On Higher Education,” “On the Legal Status of Foreigners and Stateless Persons,” “On Ukrainians Abroad,” “On Refugees and Persons in Need of Supplementary or Temporary Protection,” and “On the Establishment of Additional Legal and Social Guarantees for Citizens of the Republic of Poland Residing in Ukraine”;

Resolution of the Cabinet of Ministers of Ukraine No. 729 of 12 September 2018 “Issues Concerning the Acquisition of Higher Education by Certain Categories of Persons”;

Resolution of the Cabinet of Ministers of Ukraine No. 758 of 28 June 2024 “Certain Issues of Admission and Education (Internship) in Institutions of Vocational (Vocational-Technical), Professional Pre-Higher and Higher Education of Ukraine for Foreigners and Stateless Persons,” which approved the Procedure for Organizing Admission to Institutions of Vocational (Vocational-Technical), Professional Pre-Higher and Higher Education in Ukraine and the Training (Internship) of Foreigners and Stateless Persons Using the Unified Interagency Information System;

Order of the Ministry of Education and Science of Ukraine No. 1498 of 2 December 2019 “On Approval of the Procedure for Establishing Quotas for Higher Education for Foreigners and Stateless Persons Within the Limits of the State Order in Accordance with Ukraine’s International Treaties,” registered with the Ministry of Justice of Ukraine on 10 February 2020 under No. 153/34436;

Order of the Ministry of Education and Science of Ukraine No. 373 of 26 February 2026 “On Approval of the Procedure for Admission to Higher Education in 2026”.

Admission of international students may be carried out in person and/or remotely and may include an entrance examination and/or an interview. The entrance examination is an admission assessment administered by a higher education institution to evaluate an applicant's level of preparation in one or more subjects through a written or multiple-choice test. The assessment may also be conducted as an interview, consisting of a recorded oral evaluation of the applicant's level of preparation.

The entrance examination, conducted as an English-language interview, has been designed in accordance with the Common European Framework of Reference for Languages (CEFR) at the B2 level.

<b>General Provisions</b>	<p>Within the modern educational paradigm, a foreign language serves as a key tool for intercultural communication. The content of the foreign-language entrance examination, conducted as an interview, is based on typical social situations involving interaction with speakers from other linguistic and cultural backgrounds. It is designed to ensure effective communication by integrating communicative, cognitive, sociocultural, and competence-based components.</p> <p>The interview, as an entrance examination, enables assessment of applicants' motivation, communication skills, and personal qualities that cannot be adequately evaluated through written or multiple-choice tests.</p> <p>During the interview, applicants are assessed on their ability to engage in conversation, discuss various issues, express and justify their opinions, provide supporting arguments, use lexical and grammatical structures accurately, construct coherent sentences and extended responses, draw conclusions, and express their attitudes toward the information presented.</p>
<b>The purpose of the foreign language (English) interview for applicants</b>	<p>The assessment is intended to evaluate applicants' proficiency in English, including their knowledge, skills, abilities, and competences necessary for successful study at the University. It also aims to determine the level of applicants' professionally oriented communicative competence in English within the relevant subject area, as well as their motivation to pursue higher education. The assessment is conducted in view of the integration of Ukraine's education system into the European and global educational space and the growing importance of foreign language proficiency.</p>
<b>Duration of the exam</b>	30 minutes
<b>Exam format</b>	Interview (conducted remotely in real time via the Google Meet or Zoom video conferencing service)

## **II. Curriculum outline**

### **Conversation topics**

The examination questions cover theoretical topics related to geography, history, education, healthcare, climate and the environment, family values, and future careers.

#### **1. The geography and history of your country**

Location, borders and neighbouring countries. Main geographical features (mountains, rivers, lakes, climate). Key cities, regions and capitals. Major historical events (independence, wars, treaties). Important historical figures. The evolution of political, social and cultural systems.

#### **2. Customs and traditions of your country**

Social norms (greetings, rules of conduct, everyday life). Key cultural traditions linked to national identity (traditional clothing, food and festivals). Family customs and traditions (celebrations, gatherings, etc.) passed down from generation to generation. The significance of these traditions in modern life.

#### **3. Hobbies and interests**

Hobbies and their impact on your life. Can a hobby become a career and generate an income? Does your hobby help you in your professional life? How do your chosen interests contribute to your personal development? Have your hobbies changed over the years? Why or why not? What challenges have you encountered while pursuing your hobby?

#### **4. Choosing a future career**

Personal reasons for choosing a career in medicine. Experiences that have influenced your decision. Career goals and areas of medicine that interest you. The impact or contribution you hope to make to the healthcare sector. The pros and cons of a career in medicine.

#### **5. Basic information about Ukraine**

What do you know about the country where you plan to study (location, main geographical features, key historical events, etc.)? Important customs, traditions and holidays. Recent events and their significance in a global context. Why did you choose to study here? How did you find out about our university?

#### **6. The concept of friendship and personal experience**

What friendship means to you (trust, support, etc.). A description of your best friend (how you met, your relationship, shared interests, etc.). Explain why this person is important in your life.

#### **7. The healthcare system in your country**

The structure of the healthcare system (public and private sectors). Access to healthcare services for the population. Current issues (funding, quality, speed, availability, etc.). What improvements would you suggest to make the healthcare system more efficient and patient-friendly?

## **8. The education system in your country**

An overview of the levels of education (primary, secondary, and higher education). Core subjects and academic focus at each level. Standardised examinations and required qualifications. Issues such as inequality, access, and quality in education. How has education changed in recent years in your country? Do you think education prepares students well for real life and work?

## **9. Public holidays in your country**

List the main national and religious holidays and how they are celebrated. The historical or cultural significance of each holiday. Which holidays are important to you and why? The role of public holidays in shaping national identity and cultural traditions. The impact of public holidays on social life, tourism, and the economy.

## **10. Environmental Protection**

Environmental issues in your country (pollution, deforestation). Government initiatives and policies regarding environmental protection. Why you believe environmental protection is important. Your personal contribution to addressing this issue.

## **11. Climate Change on Earth**

An explanation of climate change and its causes. The impact on the environment and human societies. Global and national initiatives to combat climate change.

## **12. Challenges of the 21st Century**

Major global issues (climate change, technology, inequality). How these challenges affect different parts of the world. Approaches and innovations for addressing these challenges.

## **13. Your Goals for the Future**

Educational and career aspirations. Professional development, training, or workshops. Steps you plan to take to achieve your goals. Where do you see yourself in 5–6 years? What is needed for rapid career growth?

## **14. Your greatest achievements and failures**

Significant achievements in various aspects of your life. Reflections on past mistakes and the lessons learned. Do you have any regrets, and how did they influence your subsequent actions?

## **15. Key Qualities of a Successful Doctor**

Compassion and patience in a doctor's work. What continuous professional development entails. Effective communication with patients. The need to stay informed about the latest medical advances (sources of information)

## **16. Travel and Leisure**

A list of countries you would like to visit and why. What types of travel do you prefer (tourism, business trips, educational trips, etc.)? What are the advantages and disadvantages of travel? How does travel influence a person's worldview?

## **17. Stress, Its Impact, and Consequences**

How do you cope with stress? How quickly do you adapt to new surroundings? Methods you use to manage stress (exercise, mindfulness, time management). Examples of how you have adapted to new surroundings or situations. Reflections on past experiences with stress management and adaptation.

## **18. Teamwork and Leadership**

What teamwork means and its importance for achieving goals. Qualities that make someone a good team leader (communication skills, decision-making ability). Examples of your role in teamwork and leadership situations.

## **19. Social Media: Pros and Cons**

Access to information. Communication and connection. Self-education. Communities and like-minded people. A tool for business. Cybersecurity. Bullying, psychological issues. The spread of misinformation.

## **20. Artificial Intelligence in the Medical Field**

Reduced human error, faster diagnosis, more effective treatment, lower costs. Data privacy concerns, unclear legal liability for AI errors, potential algorithmic bias, risks to critical thinking

## **Grammar topics to be covered in the exam**

### **Noun**

Singular and Plural

Possessive Case

### **Article**

Definite, Indefinite

### **Adjective**

Categories and Types

Degrees of Comparison

### **Pronoun**

Types of Pronouns

### **Verb**

Regular and Irregular Verbs

Imperative Mood

Modal Verbs

### **Adverb**

Categories and types of adverbs

Degrees of comparison

### **Numeral**

Cardinal and ordinal numbers

### **Preposition**

Types of prepositions

### **Conjunctions**

Conditional sentences

Direct and indirect speech

Word formation

### III. Assessment Criteria

The English language entrance examination is conducted orally in English. The examination questions cover theoretical topics related to history, education, healthcare, climate and the environment, family values, and future careers.

The overall assessment of applicants' knowledge is based on the total score obtained in the theoretical section and is expressed on a 200-point scale. It defines four levels of achievement: high, sufficient, average, and basic, and is converted to the 200-point scale in accordance with the table below:

151-200 point	<p><b>Knowledge of the topic.</b> The applicant provides comprehensive information on the topic, presents arguments, and offers detailed explanations and examples.</p> <p><b>Language.</b> The applicant uses a wide range of vocabulary and grammatical structures with control and flexibility. Pronunciation is clearly intelligible despite an obvious foreign accent. The applicant uses features of connected speech and intonation patterns appropriate to the genre. Occasional errors may occur, but they do not hinder communication.</p> <p><b>Discourse management.</b> The applicant uses complex linguistic structures. Contributions are relevant, and ideas are clearly organized. A wide range of cohesive devices and discourse markers is used. One or two minor errors may occur, but they do not negatively affect the effectiveness of the speech.</p> <p><b>Interactive communication.</b> The applicant demonstrates a good understanding of the rules and principles of information exchange, effective management of interactional strategies, and the ability to communicate successfully with a partner in various situational contexts and achieve mutual understanding.</p>
131-150 point	<p><b>Knowledge of the topic.</b> The applicant has a few minor knowledge gaps, which do not prevent them from actively discussing the topic.</p> <p><b>Language.</b> The applicant uses a wide range of everyday vocabulary, occasionally employing less common words that are not entirely appropriate, as well as simple and some complex grammatical structures, which are generally handled well. The applicant's pronunciation is clear and intelligible despite a noticeable foreign accent and occasional errors that may slightly hinder comprehension; however, these do not impede communication. The range of expressions is limited, but the applicant demonstrates awareness of speech style.</p> <p><b>Discourse management.</b> The applicant uses complex sentence structures, cohesive devices, and discourse markers. The applicant's ideas are mostly well organized. A few errors may occur, but they do</p>

	<p>not lead to misunderstandings.</p> <p><b>Interactive communication.</b> The applicant takes the initiative, responds appropriately, maintains and develops interactions, negotiates with minimal support, and employs corrective strategies (e.g., clarification) where necessary.</p>
101-130 point	<p><b>Knowledge of the topic.</b> The applicant covers the topic comprehensively (at least 60%).</p> <p><b>Language.</b> The applicant generally uses simple grammatical forms correctly and employs everyday vocabulary appropriately for the most part, although there is occasional overuse of certain words. While errors are noticeable, the meaning remains clear. The applicant shows limited adherence to genre conventions or minimal evidence of them.</p> <p><b>Discourse management.</b> The applicant's text is well developed; despite some hesitation, the applicant's contribution is relevant and contains little repetition, making use of a range of cohesive devices.</p> <p>Interactive communication. There may be occasional communication breakdowns, but they do not lead to misunderstandings.</p> <p><b>Interactive communication.</b> There may be occasional communication breakdowns, but they do not lead to misunderstandings.</p>
1-100 point	<p><b>Knowledge of the topic.</b> The applicant lacks knowledge of the topic, hindering or preventing meaningful discussion.</p> <p><b>Language.</b> The applicant demonstrates incorrect pronunciation, an inability to produce certain sounds, a limited vocabulary, and uses very basic grammatical structures with frequent and serious errors, making it very difficult to convey the message.</p> <p><b>Discourse management.</b> The applicant speaks in short sentences; their comments may be irrelevant, and there are many repetitions, long pauses, and hesitations, which make it difficult to understand what they are saying.</p> <p><b>Interactive communication.</b> The applicant demonstrates poor interpersonal skills and consistently fails to adhere to the rules of information exchange, resulting in communication breakdowns.</p>

*Approved:*

*at the meeting of the Admission Board on 31 March, 2026, Records № 3.*

Associate Professor

at the Department of Foreign Languages

Liubov STEHNITSKA