



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the evaluation of compliance with the requirements of the IAAR standards for international accreditation of basic medical and pharmaceutical education abroad

(based on WFME/AMSE standards)

0912.1 Medicine (ISCED level 7)

NICOLAE TESTEMITANU STATE UNIVERSITY
OF MEDICINE AND PHARMACY

in the period from 13 to 15 September 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to
Accreditation
Council of the IAAR*



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Chisinau , 2022

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

Nicolae Testemitanu University – Nicolae Testemitanu State University of Medicine and Pharmacy

CUSIM	– University Center for Simulation in Medical Training (Centrul Universitar de Simulare în Instruirea Medicală)
ECTS	– European Credit Transfer and Accumulation System
EQF	– European Qualifications Framework
QF-EHEA	– Qualifications Frameworks in the European Higher Education Area
SIMU	– University Informational Management System
AS RM	– Academy of Sciences of the Republic of Moldova
MB	– Management Board
ASRM	– Association of Students and Residents in Medicine
BUS	– Bureau of University Senate
WHO	– World Health Organization
MD in biology	
MD in medicine	
MD in pedagogy	
MD in philosophy	
MD in pharmacy	
PhD in medicine	
MD in chemistry	
AD	– Accountancy Department
DIA	– Internal Audit Department
DITC	– Department of Information Technology and Communication
HRD	– Human Resources Department
DCPR	– Department of Communications and Public Relations
DIREI	– Department of International Relations and European Integration
DCTM	– Department of Continuing Training in Medicine
AMD	– Assets Management Department
DDAM	– Department of Didactics and Academic Management
DSMT	– Doctoral School in Medical Training
DEBF	– Department of Economics, Budget and Finance
EU	– European Union
IT	– information technology
CQACA	– Commission for Quality Assurance and Curricular Assessment
MH	– Ministry of Health
MHLSP	– Ministry of Health, Labour and Social Protection
ME	– Ministry of Education
MECR	– Ministry of Education, Culture and Research
SC	– Specialty Commission
HI	– Healthcare Institutions
NAQAFER	– National Agency for Quality Assurance in the Field of Education and Research
SD	– Science Department
RW	– Research Work
NMIA	– National Medical Insurance Agency



RTP	– Research and teaching positions
AS	– academic staff
NQF	– National Qualification Framework
NAAA	– National Agency for Accreditation and Attestation
EP	– Educational Program
TP	– Teaching positions
TC	– Transversal competences
GD	– Government Decision
AP	– academic positions
AS	– academic staff
TS	– Teaching staff
PC	– Professional competences
RM	– the Republic of Moldova
QMC	– Quality Management Council
UQMS	– University Quality Management System
CISD	– Council for Institutional Strategic Development
STS	– Self-training of students
US	– University Senate
FC	– Faculty Council
UFA	– University Francophone Agency
UCPM	– University Clinics for Primary Medicine
UMPh	– University of Medicine and Pharmacy “G.T. Popa”, Iasi, Romania
SP	– Study Plan
SPD	– Study Program on Discipline
SC	– Scientific Council
UDC	– University Dental Clinics
MESF	– medical education support funds
AAC	– Academic Assessment Centre
CMC	– Clinical Management Center
CPCPG	– Centre for Psychology Consulting and Professional Guidance
COMC	– Clinical Operations Management Center
LD	– Legal Department

(II) INTRODUCTION

In accordance with the order No. 95-22- OD of 01.09.2022 of the Independent Agency for Accreditation and Rating, from September 13 to 15, 2022, an external expert commission assessed the compliance of the educational program 0912.1 Medicine (ISCED level 7) of Nicolae Testemitanu State University of Medicine and Pharmacy IAAR standards for international accreditation of basic medical and pharmaceutical education abroad (based on WFME / AMSE standards) (No. 68-18 / 1-OD of May 25, 2018).

The report of the external expert commission (EEC) contains an assessment of the submitted educational program to the IAAR criteria, recommendations of the EEC for further improvement of the educational program and profile parameters of educational programs.

The composition of the EEC:

- 1) **Chairman of the EEC** – Dosmagambetova Raushan Sultanovna, Doctor of Medical Sciences, Professor, Karaganda Medical University (Republic of Kazakhstan) *About ff - line*
- 2) **IAAR expert – Irine** Sakhelashvili, PhD, professor, Georgian American University (Georgia) *O n - line participation*
- 3) **Expert IAAR _** – Eslyamgalieva Ardak Manapovna, Candidate of Medical Sciences, Professor, NJSC "Astana Medical University" (Republic of Kazakhstan) *On - line participation*
- 4) **Expert IAAR _** – Georgiyants Victoria Akopovna, Doctor of Pharmacy, Professor, National Pharmaceutical University (Ukraine) *On-line participation*
- 5) **Expert IAAR , Employer** – Ciocanu Mihail, Director, Institute of Emergency Medicine (Republic of Moldova) *O ff-line Participation*
- 6) **Expert IAAR , student – Cozlovschi** Alexandru, President of Student Council, Technical University of Moldova (Republic of Moldova) *O ff-line participation*
- 7) **Expert IAAR , student Shibovskaya Lydia Nikolaevna, 5th year student of the** educational program "222 - Medicine", International European University (Ukraine) *O n - line participation*
- 8) **Expert IAAR , with a student** - Sultan Ilyas, a 3rd year student of the EP "Dentistry", Semey Medical University, a member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) *O n - line participation*
- 9) **IAAR Coordinator** – Saydulaeva Malika Akhyadovna, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *O ff - line participation*

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova is the only university in the country that provides higher medical and pharmaceutical education, trains specialists for the country's healthcare system, and carries out scientific and clinical activities.

The founder of the University is the Ministry of Health of the Republic of Moldova. In educational and scientific terms, the activity of the University is subordinated to the Ministry of Education and Research of the Republic of Moldova.

Nicolae Testemitanu University is a follower of the Chisinau Medical Institute, founded in October 1945 as a result of the transfer to Chisinau of the Kislovodsk Medical Institute, created during the Second World War on the basis of the potential of the 1st, 2nd and Pediatric Institutes in Leningrad, evacuated during the war.

The basis for the transfer was the Decree of the Council of People's Commissars No. 12835 of August 28, 1945 and the Order of the Deputy Chairman of the Committee on Higher Education and the People's Commissar for Health of the USSR No. 427/699 of August 31, 1945 on the transfer of the Medical Institute of Kislovodsk to Chisinau and renaming it into Chisinau State Medical Institute. The Institute began its activity with the only Faculty of Medicine, in 32 departments of which about 1000 students studied and 20 doctors and 23 candidates of sciences worked.

Based on the growing needs of local healthcare system in personnel, other faculties were subsequently founded: Pediatrics (1954), Dentistry (1959), Improvement of doctors (1962), Preventive Medicine (1963) and Pharmacy (1964). In 1965, the Institute was awarded the 1st category and the introduction of postgraduate education through subordination and internship was started.

In 1990, the Institute was named after Nicolae Testemitanu, an outstanding public health figure, scientist, Minister of Health and Rector of the Institute.

In 1996, by Government Decree No. 705, the educational institution was reorganized into Nicolae Testemitanu State University of Medicine and Pharmacy.

In 1991, the University introduced a new form of postgraduate education through residency, which, according to the Education Law of 1995 (art. 281, paragraph 4), became mandatory for all graduates of a medical university. The new human resources strategy of the Ministry of Health and the European requirements for medical education led to the closure of the Faculty of Pediatrics and the merger of the Faculty of Preventive Medicine and Medicine in 1999.

Currently, the University has two faculties of Medicine (No. 1 for local and No. 2 for foreign students), the Faculty of Dentistry, the Faculty of Pharmacy, the Faculty of Residency and the Department of Continuing Medical Education.

In 2007, the State University of Medicine and Pharmacy was registered by the State Registration Chamber of the Republic of Moldova as a Public Institution with an unlimited period of activity (series MD No. 062700).

The basic documents that make up the legal framework for the activities of the university are: the Constitution of the Republic of Moldova; Code of Education of the Republic of Moldova No. 152 of July 17, 2014; Strategic plan for the development of SUMPh for the period 2021-2030; GD RM No. 482 of June 28, 2017 on the approval of the List of areas of professional training and specialties in higher education; Order of the Ministry of Health of the Republic of Moldova No. 175 of December 23, 2015 on the approval of the List of specialties for post-university education through residency; Regulations of the SUMPh.

During many years of activity of the University, a lot of work has been done to form the legal framework, to introduce the principles and mechanisms of collegiate management (Council for the Development of Institutional Strategy, Department of Internal Audit, University Ethics Commission). Annual action plans were developed to implement the University's strategy, plans and reports of the quality assurance system. The quality of the educational process has been improved through the development and implementation of the Center for Academic Assessment, the Center for Psychological Counseling and Career Guidance, the University Management Information System (SIMU), the Test-editor and MOODLE teaching and assessment platforms, computer-aided testing

classes, the University Center for Simulation in Medical Education (CUSIM).

The University presents all levels of university and postgraduate education:

- language training (pre-university education for foreign students);
- 6th level ISCED / 6EQF / 1QF-EHEA, higher education, full-time, I cycle license, 4 years of 240 credits: Optometry; General nursing; Radiological technologies; public health;
- 7th level ISCED / 7EQF / 2QF-EHEA, integrated higher education, I + II cycles, full-time: Medicine and Preventive Medicine - 6 years of study; Dentistry and Pharmacy - 5 years of study;
- Level 7 ISCED/7EQF/2QF-EHEA, master's degree, II cycle, full-time, 2 years, 120 credits each: Molecular technologies in health care; Public Health Administration;
- 8th level ISCED / 8EQF / 3QF-EHEA, higher education, III cycle doctoral studies, 180 credits each: full-time (4 years) and part-time (5 years) - 46 doctoral programs;
- Residency lasting 2–5 years for the purpose of compulsory professional training of doctors and pharmacists in 68 specialties;
- continuous medical training in the field of medicine and pharmacy in 424 programs.

By March 1, 2022, 6207 students studied at the University, including 1865 foreign students from 32 countries of the world (Israel, India, USA, Romania, Turkey, Russia, etc.), 1312 resident doctors, 17 clinical fellows,

In 75 educational units, 19 laboratories and 5 Centers, 1177 employees carry out educational, scientific and medical activities, including 8 academicians and 6 corresponding members of the Academy of Sciences, 160 PhDs, 506 doctors of sciences, 92 professors, 415 associate professors. Teaching support and maintenance personnel is 149 people. 504 teachers are certified in knowledge of foreign languages (levels C1, C2, B2), including 433 - English, 71 - French.

The development of practical skills and clinical activities are carried out in university clinics located in republican, municipal and district medical institutions (GD No. 42 of 12.01.2006).

Nicolae Testemitanu University is the founder of 3 public health institutions - the University Clinic of Primary Care and two University Dental Clinics, providing medical services to the population. At the same time, the University is the founder of the Rehabilitation Center, Vasily Prokopishin University Pharmaceutical Center and Scientific and Practical Center for Medicinal Plants.

Currently, the university cooperates with 90 medical universities, faculties and centers from more than 27 countries. In the field of medical education, science and clinical activities, the partners of the university are medical universities and research centers from different countries: France, Romania, Belgium, the Netherlands, Bulgaria, Russia, Belarus, Poland, Turkey, Italy, Ukraine, Germany, USA, Jordan, Switzerland, Morocco, Kazakhstan, Latvia, Georgia, Japan, Lithuania, etc.

Nicolae Testemitanu University actively involved in projects funded framework programs FP7, Horizon 2020, EPLUS and 3HP European commissions, being partner in projects EECALink (FP7-HEALTH-2007-B), ESPOIR (FP7-HEALTH-2011), Introducing Problem Based Learning in Moldova: Toward Enhancing Students' Competitiveness and Employability (EAC-A04-2014; E PLUS), Strengthening Research Management and Open Science capacities of HEIs in Moldova and Armenia (EAC-A05-2017; EPLUS), RECOVER-E (H2020-SC1-2017-RTD) and InfAct(HP-JA-2017; 3HP). Members of the teaching staff of the University are experts and representatives of the Republic in the Committees of the Horizon 2020 SC1Health Program, Demographic Change and Wellbeing, the international consortium for personalized medicine ICPeMed.

At the initiative of the SUMPh, in 2019 the Republic of Moldova became a full member of the ICGEB (International Center for Genetic Engineering and Biotechnology), a research organization created and operating under the auspices of the UN.

From year to year, the number of publications of the University staff cited in international scientific databases (ISI, SCOPUS, etc.) is growing. The university is the founder of 2 scientific journals: "The Moldovan Medical Journal" and "Medical Journal of Health Sciences" and the university newspaper "Medicus".

The University named after N. Testemitanu is included in the WHO Avicenna Directory of Medical Schools. It is also a member of the Association for Medical Education in Europe (AMEE)

since 2011, the Association for the Study of Medical Education (AMSE) since 2013, the International Association of Universities (AIU) since 2012, the University Agency of Francophonie (AUF) since 1997, International Conference of Deans of Francophone Medical Faculties (CIDMEF) since 2005.

Educational program **0912.1 MEDICINE Level 7 ISCED/7EQF/2QF-EHEA, integrated higher education (I+II cycles), full-time, 6 years, 360 ECTS credits.**

Date of introduction of the EP - 1945; Previous accreditation - Certificate about [external assessment](#) estimates quality for a period of 5 years under accreditation issued on November 20, 2018 by [the National Agency](#) for Quality Assurance in Education and Scientific Research No. 000132 - 0912.1 Medicine (Order of the Ministry of Education and Science of the Republic of [Moldova No. 1902](#) of December 26, 2018).

Entry Requirements - Bachelor's Degree / Diploma of professional Education / Diploma of Higher Education;

Opportunities for further education - Participation in the competition for admission to residency in specialties approved by the Ministry of Health of the Republic of Moldova and / or enrollment in a doctoral program

Learning outcomes in - specialty Medicine with the qualification "licentiate in medicine" - Specialization - Doctor

Main departments:

Profile (clinical) departments - 44: Obstetrics and Gynecology, Preventive Medicine, Internal Medicine-Semiology, Cardiology....

Fundamental departments: - 14 Anatomy and clinical anatomy, histology, cytology and embryology, pathophysiology and clinical pathophysiology, ...

The educational program is implemented in four languages: Romanian, Russian, English and French.

The total number of students by March 1, 2022 is 4269 students, including 1672 foreign students; Total number of local students - 2693; Total number of international students -1806

In 75 educational units, 19 laboratories and 5 Centers, 1177 employees carry out educational, scientific and medical activities, including 8 academicians and 6 corresponding members of the Academy of Sciences, 160 habilitate doctors, 506 doctors of sciences, 92 professors, 415 associate professors. Teaching support and maintenance personnel is 149 people. 504 teachers are certified in knowledge of foreign languages (levels C1, C2, B2), including 433 - English, 71 - French.

According to the legislation of the Republic of Moldova , after completing the EP Medicine, the licentiate can continue his studies in residency and / or doctoral studies. Postgraduate education through residency is organized by the University and coordinated by the Ministry of Health (MoH), according to the legislation on the training of medical specialists ([Law on Health Protection No. 411](#) of 03/28/1995). MoH o defines specialties and duration of residency training; organizes admission to residency training in accordance with the annual plans established by the Government, the needs of the healthcare system in medical specialists and signs individual contracts with resident doctors for the training and employment of doctors (and pharmacists); controls the process of hiring and remuneration of resident doctors in the structure of the clinical bases of the University from among the providers of medical services ([order No. 521](#) of 07/26/2021); and also distributes young professionals in the labor market according to the needs of the health system; In addition , students have the right to employment in any country.

Interuniversity cooperation is carried out at the national and international levels in accordance with the Strategic Development Plan for the period 2021-2030 and the University Charter. Academic mobility is implemented in the form of exchanges of teaching staff and students of the EP Medicine, internships, participation in conferences, international symposiums and congresses, etc. through cooperation with more than 20 foreign medical and medical educational institutions from more than 10 countries, including medical profile faculties from Romania, the USA, Austria, Poland, the

Republic of Belarus, Ukraine, the Czech Republic, Slovakia, Estonia, Hungary, etc. (*Note 6.18*).

Nicolae Testemitanu University conducts scientific research in accordance with the provisions of the Strategy for strengthening the field of research and innovation at Nicolae Testemitanu University for the period 2020-2030. (GD No. 5/1, dated May 28, 2020). Over the past three years (2019-2020-2021), 47 projects have been implemented, including 18 international research projects. Research projects focus on the priority areas of health, research and innovation.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International program accreditation of OP 0912.1 Medicine (ISCED level 7) according to IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for program accreditation of educational programs to Nicolae Testemitanu University from September 13-15, 2022.

In order to coordinate the work of the EEC 12, on September 20, 2022, an introductory meeting was held, during which powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 171 representatives took part in the meetings (Table 1).

Table 1 - Information about employees and students who took part in meetings with the EEC IAAR:

Participant category	Quantity
Rector	one
Vice-Rectors and Head of the Rector's Office	5
Heads of structural divisions	fifteen
Deans of faculties	2
Heads of departments	eighteen
teachers (insert from the program according to your cluster)	25
students (insert from the program according to your cluster)	eleven
Graduates	12
Employers	9
Total	98

Due to the fact that the EEC work process was carried out in a hybrid format, both online and offline, the medical expert visited in a remote format: - the university building, the central computer class, the biochemical laboratory, the departments, the library. The simulation center and the class of phantom casts, educational anatomical and pathoanatomical museums and a sports hall were also examined. Inspection of the above buildings was carried out by video call.

During the tour, members of the EEC got acquainted with the state of the material and technical base, the University Center for Simulation in Medical Education (CUSIM), the University Clinic for

Primary Care, the University Rehabilitation Center; Department of Anatomy and Clinical Anatomy and Museum of Anatomy;

At the meeting of the EEC IAAR with the University target groups, the mechanisms for implementing the policy of the university were clarified and certain data presented in the self-assessment report of the university were specified.

During the visit, according to the program, members of the EEC visited the base **for** internships:

- Educational building No. 1 named after. L. Kobylyansky, st. T. Testemitanu, 27 and

Practical lesson - Physiopathology, III year; Morphopathology, III year.

All inspected classrooms are equipped with the necessary modern equipment for all types of courses: a projector, a projection screen, Internet access and suitable furniture. The study rooms are equipped in accordance with the types of activity and comply with the standards and norms specific to medical education in all disciplines of the curriculum that require laboratory studies. Equipment and fixtures allow you to achieve the goals of each discipline.

In accordance with the accreditation procedure, a survey of 250 teachers, 822 students was conducted, of which 344 were medical students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the university was requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university.

<https://usmf.md/en>

As part of the planned program, recommendations on accredited educational programs of the University, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership 15.09.2022.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

6.1. Standard "Mission and outcomes"

Evidence

Nicolae Testemitanu State University of Medicine and Pharmacy (Nicolae Testemitanu University) is the only higher educational institution of the Republic of Moldova (RM) in the field of medicine and pharmacy, accredited at the national level (2001, 2007, 2018) and internationally (2019), which operates on the basis of the Constitution of the Republic of Moldova, Code of Education and University Charter.

The mission of Nicolae Testemitanu University was formulated at the time the University was founded, but has undergone a number of significant changes in the course of the development of the university and depending on the changing conditions of medical education and healthcare. The final version of the Mission was approved on 09/01/2021. It is contained **in the Rector's Declaration on Quality Policy**, and **in Nicolae Testemitanu University Strategic Development Plan for the period 2020-2030**.

The priority mission of the university is to provide the highest level of services in the field of education, research, medical care, continuous professional development of doctors and pharmacists, constant concern for maintaining high quality standards, as well as promoting national values in the modern conditions of globalization.

Stakeholders took part in the development of the mission and its revision: the administration of the University, faculty, employees of structural divisions, students, representatives of healthcare organizations, representatives of professional medical and pharmaceutical organizations, as well as international experts and other interested parties (Note 1.01). O is reviewed annually at expanded meetings of the Senate and the Quality Management Council and the necessary amendments are made to it, taking into account new requirements. the mission was last revised in 2021.

The medical education program also has a mission, which includes the preparation of qualified and competitive specialists in the field of medicine and health care, taking into account the achievements of modern medicine and scientific research, as well as in accordance with national and

international requirements. Labor market.

The involvement of students in research work is guaranteed by the program documents: “Strategies for strengthening the field of research and innovation at Nicolae Testemitanu University for 2020-2030.” and “Open Science Strategies for the Period 2021-2026.” C students with academic staff actively participate in various research projects and present the results at scientific meetings at the national and international level.

According to the legislation of the Republic of Moldova (**CODE OF EDUCATION OF THE REPUBLIC OF MOLDOVA**), the education system is decentralized and autonomous, which guarantees the operation of the university in conditions of institutional autonomy and academic freedom, having its own budget and policies. This autonomy and freedom is also guaranteed by the Charter of the University.

A FM administration and teaching staff have institutional autonomy in the development and implementation of policies, for the development and maintenance of EP Medicine or other programs to define and implement quality policy, student admissions, staff assessment and recruitment, research, allocation of extrabudgetary resources, and other important issues.

Nicolae Testemitanu University, by its legal status, is a state higher educational institution that operates in the mode of financial and economic self-government. The University is a financially autonomous and non-profit entity that operates under self-government conditions and has two main sources of support for activities: funding from the state budget in accordance with the Plan (state order) for training specialists and research activities, as well as income from other sources within the framework of legislation on provision of educational and other paid services. The university has financial autonomy, within the framework of national regulatory documents: the Code of Education of the Republic of Moldova, the Decree of the Government of Moldova PP RM No. 930 of December 22, 2020, on the approval of the Methodology for calculating tariffs, lists of paid works, services and tariffs, as well as the Regulations on the procedure for generating income collected by public institutions.

The analysis and allocation of funds and resources necessary for the implementation of educational programs is carried out at meetings of the CQACA, the Quality Management Council and the Senate for each EP separately. The distribution of funds is carried out taking into account the specifics and needs of each training program.

The medicine program aims to train highly qualified, competitive professionals. The program determines the final results, which assume the achievement of graduates in a range of competencies consistent with the Dublin Descriptors. The curriculum provides for the following forms and types of assessment of students' theoretical and practical knowledge: - Current assessment (performed in practical classes, laboratories, seminars in various ways: tests, including computer, abstracts, projects, individual works, medical records, practical skills.). The results of the current assessment are taken into account in the final assessments. - Final assessment (is a combined method consisting of testing, oral examination and practical skills).

Quality control of education happens at the final exam, upon successful completion of this exam, the graduate receives a degree licentiate in medicine. In the subsequent postgraduate years, the graduate can continue his studies in residency in the specialty and doctoral studies, as well as the graduate of the EP Medicine is required to take refresher courses to obtain a category in the chosen specialty.

The university has research circles of various directions, which are focused on developing research skills in students, in addition, all students are required to complete a thesis in the final course, and its assessment is an integral part of the graduation assessment. The university updates the program in accordance with critical problems and requirements global health. The university is updating the program to meet the critical challenges and demands of global health. This process is guaranteed and documented by relevant official documents and reports.

Nicolae Testemitanu University /FM regularly conduct a survey of students, graduates other stakeholders to identify their satisfaction with the educational process, and uses the results to improve the educational program itself, to achieve the final learning outcomes, to ensure compliance with

modern industry requirements and standards.

Analytical part

It should be noted that 95% of the documents are presented in Romanian. Considering that this is an international accreditation, having an international expert in the team, the documents must be submitted in English.

The mission was developed with the active participation of pedagogical and academic staff. During interviews with staff and students, it was revealed that the staff, students, graduates are well acquainted with the mission and employers. The mission is included **in** the Rector's Declaration on the quality policy, and in the Strategic Plan for the Development of Nicolae Testemitanu University for the period 2020-2030. both papers were the expert group.

The Strategic Development Plan (2021-2030) as well as the Rector's Declaration on Quality Policy is also very difficult to access, especially for international students. <https://usmf.md/ro>

The mission is recommended to be placed on the university network in a prominent place, acquaintance with the university should begin with the presentation of the mission and vision.

The educational program "Medicine", implemented by the University for the period of accreditation, with its goals and final results in accordance with the mission of the University. The final results of the educational program are aimed at mastering by students the general and special competencies necessary for medical professional activity. The procedure for evaluating the final learning outcomes is prescribed in the Educational and Professional Program of Higher Education, as well as in the self-assessment report.

During the interview, the active involvement of almost all academic staff, teachers, as well as students in the entire process of working on the mission, including the educational program, was clear and visible.

During the review of the documents, it turned out that the institute has sufficient academic and financial independence, which is guaranteed by the relevant state and institutional documents (presented).

The teaching staff has sufficient freedom to determine the necessary resources needed to achieve the final results of the program, and to dispose of these resources in accordance with the needs of the disciplines and the program.

The review of the educational program confirmed that the outcomes are closely related to both postgraduate education and global health requirements. The procedure for evaluating the final learning outcomes is prescribed in the Educational and Professional Program of Higher Education, as well as in the self-assessment report.

Educational program presented by the University does not provide for educational courses c first years of study, aimed at developing students' research skills.

Such mandatory courses aimed at developing research skills should be included in the program from the very beginning, in parallel with the foundation courses, in order to ensure the achievement of appropriate results. However, the involvement of students in research activities is ensured by the functioning of scientific circles, as well as an obligatory component of the thesis scientific work, which the student must defend in the last year of study to receive a diploma. The participation of university students in research activities is confirmed by the submitted documents (certificates of participation in conferences, published articles, etc.).

According to the submitted documents (Appendix 2.14 on scientific circles), in the past 2019-2020, medical students completed more than 100 research papers in endocrinology, dermatovenereology, surgery, orthopedics, pharmacology, general hygiene, infectious diseases, anatomy and other areas. A number of abstracts from international conferences are also presented, which confirm the involvement of students in research projects and participation in international conferences. for example, NANO-2019: Limits of Nanoscience and Nanotechnologies; EULAR 2022 – Annual European Congress of Rheumatology; International Medical Congress for Students and Young Doctors MedEspera.

This information was also confirmed during online interviews with students.

The university presented documents confirming the conduct of surveys of students, alumni and employers, using their results to improve (questionnaires and their analyses).

Strengths/best practice

Strengths have not been identified.

EEC recommendations

1. The mission statement is recommended to be posted on the university website so that it is easily accessible to interested parties in all languages - (deadline -3 months).
2. Integrate training courses into the educational program aimed at developing students' research skills throughout the entire educational process, both at the basic and at the clinical stage of education (term - Until September 2025).

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

Strong - 0, satisfactory - 23; suggest improvements - 0; unsatisfactory - 0.

6.2. Standard "Educational program"

Evidence

According to the self-assessment report, EP Medicine created simultaneously with the opening of the University in 1945 and since then has undergone many changes. The latest version available at the time of accreditation was approved at the meeting of the Federation Council (minutes No. 8 dated 06/22/2021), approved at the meeting of the SC (minutes No. 06 dated 06/24/2021), agreed with the Ministry of Health (IPL-01-19060 dated 11.05. 2021) and MER of the Republic of Moldova (), higher medical education is carried out at SUMPh through integrated education (I + II cycles), higher education in doctoral studies (III cycle), postgraduate education in residency and continuing medical professional training. in the Republic of Moldova, the EP Medicine belongs to the category of integrated education, regulated by legal norms ([art. 91 of the Education Code of the Republic of Moldova](#)), and is implemented in accordance with [art. 121](#) “ Higher medical education in medicine is organized only in the form of full-time education lasting 6 years with the provision of 30 transferable credits (credits) for each semester. Admission to higher education programs in medicine and pharmacy is carried out on the basis of a bachelor's degree, on a competitive basis, according to the criteria established by the MER in agreement with the Ministry of Health. The EP Medicine corresponds to ISCED/EQF level 7 and ends with the final exams and the issuance of a diploma of a licentiate of medicine, which gives the right to participate in the competition for admission to residency, admission to doctoral programs and allows you to find a job in the profession you have received. Continuous medical training in medicine is mandatory throughout the entire professional activity and is organized in the form of various forms of training regulated by the Ministry of Health.

The main regulatory documents for the development of EP Medicine are the [Code of Education](#), the [List of areas of professional training and specialties in higher education](#); [Framework plan; Regulations](#) on the initiation, approval, monitoring and periodic evaluation of educational programs at the SUMPh; [Regulations](#) on the organization of training in higher education on the basis of the National System of Educational Credits; [Regulations](#) on the organization of higher education training on the basis of the National System of Educational Credits of the SUMPh , [Regulations on the organization of training](#) in higher education at the SUMPh, Regulations on continuing education for adults ([GD No. 193 of 03/24/2017](#)).

In order to get closer to European standards, the Republic of Moldova has approved a national qualifications framework, the directives and guidelines of which are taken into account by the medical program. ([Decree No. 1016 of November 23, 2017 on the approval of the National Qualifications Framework of the Republic of Moldova](#)). OP 0912.1 Medicine is included in the List of areas of professional training and specialties in higher education (code 0912) and in the Classification of

Occupations of the Republic of Moldova (CORM 006-2021).

The content of the EP Medicine of higher education provides for the study of fundamental, general educational, behavioral, social and clinical disciplines, as well as the passage of clinical practice in the relevant areas of training in accordance with the national qualifications framework. The educational and teaching process is carried out under the guidance and with the participation of the following structures: departments / departments, IPC, CQACA, dean's office of the Faculty, QMS.

EP Medicine is carried out using classical, linear (first-third academic year) and modular (fourth-sixth academic year) training systems.

SP contains fundamental, general, social-humanitarian and specialized clinical disciplines, divided into compulsory, elective and optional disciplines, which are studied in the form of theoretical courses, seminars and practical / laboratory classes, clinical internships / practices. Each academic discipline is assigned a certain number of ECTS study credits (1 credit = 30 h. learning).

Consideration and revision of the educational program and the introduction of necessary changes are carried out with the participation and involvement of the following structures: Departments, educational units, Profile methodological commissions - PMC, Commission for Quality Assurance and Curricula Assessment- CQACA, Quality Management Council - QMC; the final decision on the approval of the change is made by the University Senate.

According to the self-assessment report, faculty, students, employers and other stakeholders are directly involved in the development of the educational program. Representatives of the administration of medical institutions are full members of the FC, QMC, Dean's office, CQACA. The collaborative review process involves all persons directly or indirectly related to the educational program, including members of the administration of the medical school, clinicians, as well as representatives of the Ministry of Health.

Among the most important changes made to the EP in 2021 according to the self-assessment report are:

- redistribution of disciplines by semesters and years of study in accordance with the provisions of the Code of Education and the Framework Plan, in compliance with the ratio of 30 credits for each semester.
- redistribution of the current medical PM with a minimum number of hours and a semester duration (15 weeks), according to the requirements of the MER;

The curriculum includes fundamental, general, social and humanitarian and specialized clinical disciplines, divided into compulsory and elective disciplines studied in the form of theoretical courses, seminars, practical / laboratory work.

The acquisition of practical clinical skills by students is provided in all courses of study. Starts in the first year clinical internship (initiation of practice / introduction to practice), II year - clinical practice (nursing), III year - clinical internship (nursing practice), IV-V course - specialized clinical practice. The clinical skills acquired by students are assessed through an objective, structured clinical examination by the OSCE, within CUSIM.

The university has a state-of-the-art resource center for assessment and testing in clinical subjects such as stations required for OSC E. Checklists have also been introduced to assess students' clinical skills at the stations.

According to the report, the program provides for vertical and horizontal integration in the following form: for example, such subjects are combined - human genetics and medical genetics; structural and metabolic biochemistry; Bioethics - Clinical Practice Patient Care; Pathological Physiology - Morphopathology - Pharmacology - Internal Medicine - Semiology - Surgery - Semiology, etc.

According to the self-assessment report, the forms of learning and teaching provided for in the EP include: lecture courses, seminars, practical laboratory work, clinical practice, research activities and independent work. Teaching methods are specified in the curriculum of the discipline.

According to the self-assessment report, the educational process at the University is carried out on the basis of innovative teaching technologies, informatization and computerization of the entire

learning process. Interactive methods and types of learning include interactive lecture and/or lecture with visual support (PowerPoint, Prezi), "icebreak", pair or group work method.

It should be noted that During the *COVID-19 pandemic*, all teaching and assessment methods have been adapted to distance learning. SIMU created a module "Cursuri live" (Live Courses), through which both online training and process monitoring were carried out.

As indicated in the report, and also confirmed by the submitted documents, the faculty of the university underwent a number of trainings on modern teaching methods: TBL, CBL, PBL, RBL. ,

During a visual inspection of the university (online), it was revealed that the classrooms are equipped according to modern standards: (electrocardiographs, oscilloscopes, electromyographs, electroencephalographs, microscopes, microbiological analyzers, high-precision simulators, dummies, etc.). The university is provided with the Internet, computer classes are functioning, interactive whiteboards are used, courses on the Moodle and SIMU platforms, other IT elements, such as the BIOPAC system, the PACS system, Radiant DICOM, e-learning getformationhours FR, EPOS, etc.

O The educational program is implemented in accordance with the principles of equality. According to the university charter, equality is ensured regardless of gender, ethnicity, religion, socioeconomic status, or physical ability.

University faculty have received a number of trainings in modern teaching methods, however their use as both teaching methods and assessment methods is not reflected in the course syllabuses and was not confirmed during interviews.

Principles of research methodology are taught, the development of research skills among students on the basis [of the SUMPh Research and Innovation Strengthening Strategy for 2020-2030](#) and [the SUMPh Open Science Strategy "Nicolae Testemitanu" for the period 2021-2026](#). The university encourages students to participate in scientific conferences. Students participate in research activities by visiting scientific circles created at the departments of the University. Within the framework of the AMSR (Association of Medical Students and Residents), a scientific department was created. According to the submitted documents, interviews and reports, with the financial support of the university, an international congress of students and young doctors "MedEspera" is held every two years, where scientific works performed by students or with their participation are presented.

In addition, it should be noted that all students are required to develop a thesis for the licentiate degree, which allows a thorough assessment of the research skills and abilities of each student.

The university has a strong research potential in the form of faculty and experienced researchers, research circles and biomedical laboratories, which is a good basis for developing students' research skills and abilities.

According to the presented curriculum (in Romanian and English), the EP for foreign students consists of compulsory and elective courses. It includes both biomedical disciplines as well as behavioral, social and clinical disciplines.

The core biomedical disciplines are included in the curriculum in the first two years of study, and includes core biomedical sciences; human anatomy, Physiology, Molecular biology, Biochemistry, Histology, Cytology and embryology etc. The Behavioral and Social Sciences block includes: Behavioral sciences. Medical sociology, Health communication basics, Health promotion, Medical psychology, etc.

The program provides for the study of clinical disciplines and skills from the age of 3 and includes such disciplines as Internal diseases. semiology; Surgical diseases; Pharmacology; Pathophysiology, Pathomorphology etc.

The program also includes elective courses at the end of each semester. Biophysics of fundamental investigations in medicine; Biophysics of fundamental investigations in medicine, Cross-sectional anatomy, Clinical psychology; Neurophysiology, etc.

Analytical part

According to the EEC experts, the presented curriculum (curriculum) is not an example of an integrated curriculum as such, and is not fully built according to WFME standards. The model of the

EP Medicine, according to the self-assessment report and in fact, is a classical linear model based on academic disciplines. As examples horizontal and vertical integrations are the integration of human genetics and medical genetics; structural and metabolic biochemistry; Pathological Physiology - Morphopathology - Pharmacology - Internal Medicine - Semiology - Surgery - Semiology. However, these disciplines are presented in the curriculum as separate subjects and do not serve as an example of integration. Vertical integration involves the integration of core and clinical subjects into a single curriculum by system and/or syndrome. In horizontal integration, fusion refers to adjacent courses in the core or clinical aspect, where the fusion occurs primarily around the system. This approach helps not only to give the student static knowledge, but also to develop flexible clinical thinking. The integrated and semi-integrated program creates a curriculum that helps the student develop critical thinking and determine the path to self-development.

Vertical integration should combine basic and clinical sciences. This involves a combination of basic and clinical sciences in such a way that the traditional gap between pre-clinical and clinical subjects is blurred and the student gains comprehensive knowledge and understanding.

The university of disciplines aimed at developing the analytical and critical thinking of students should introduce, starting from the junior years, and preferably the spiral integration of these courses into the curriculum. For example, Biostatistics and Research Methodology takes only 45 contact hours in the sophomore year (3 credits) and critical reading only 10 hours (1 credit) in Year 5. It is recommended to include evidence-based and critical thinking-oriented subjects from the first years of study and to teach them continuously every year of study.

What is also very important: it is necessary to integrate not only subjects, but also the assessment system as a whole. Therefore, the traditional assessment methods provided by the presented educational program cannot be used for the assessment of integrated subjects: The entire system and criteria for assessing the educational program after “real” integration must be changed in accordance with the WFME standards and requirements.

In the educational process, classical teaching methods are used (lectures, presentations and typical seminars-discussions, etc.). The state of the art methods mentioned in the self-assessment report were not validated during attendance at ongoing workshops, nor during meetings with faculty. In a conversation with students, it was found that teachers mainly use didactic teaching methods (lecture seminars), especially in basic courses. As it turned out during the interview, such modern methods of teaching adults as clinical situations, examples from practice - Case Studies; problem-based learning (Problem-Based Learning), resource-based learning - RBL, is of a singular nature and is not integrated into the curriculum and syllabuses.

The teaching staff of the university has undergone a number of trainings on modern teaching methods, however, their use as both teaching methods and assessment methods is not reflected in the subject programs and was not confirmed during the interview, but they are actively involved in the process of working on the educational program, which was confirmed in the course of communication with them in an online interview.

It should be noted that during the online interview, the meetings were attended by heads of various clinics (for example, the director of V. Ignatenco Municipal Children's Clinical Hospital; the director of T. Mosneaga Republican Clinical Hospital; the director of the University Clinic of Primary Care; etc.), as well as responsible persons of the Ministry of Health of Moldova (ex. State Secretary of the Ministry of Health of the Republic of Moldova), it turned out that they are actively involved in the process of reviewing the educational program and have extremely close cooperation with the university.

The university has a state of the art resource center for assessment and testing in clinical subjects such as stations required for OSC E. However, they are only used for assessment in Clinical Practice disciplines. It is recommended to integrate it, like other modern teaching methods, as an assessment method in other basic and clinical subjects, and, of course, to reflect in the appropriate form in the curricula, defining assessment criteria and rubrics, taking into account that university staff have already passed a number of trainings in this direction.

Strengths/best practice

1. The University has representatives from other relevant stakeholders, as part of the structural unit of the medical education organization responsible for educational programs, representatives from clinical sites, graduates of medical education organizations, healthcare professionals, and they take an active part in the learning process and in the development of educational programs.

WEC recommendations

1. The University should continuously implement the latest advances in science and technology in the field of medicine in the learning process and in practice in order to develop research skills in students from the first year of study. - until 2024 4 years.

2. The leadership of the EP is recommended to include disciplines focused on evidence-based practice and critical thinking in the curriculum from the first years of study and to teach throughout the entire period of study - until 2024 4 years.

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

Quantitative indicators of criteria: *strong* - 1, *satisfactory* -43; *imply improvements* - 0; *unsatisfactory* - 0.

6.3. Standard "Students assessment"***Evidence***

The assessment of students in each discipline is carried out in accordance with the regulations of the European Credit Transfer and Accumulation System (ECTS) and with the internal regulations of the Republic of Moldova and the University: Regulations on assessment and academic performance at Nicolae Testemitanu University, Regulations on the organization of training in higher education at Nicolae Testemitanu University, Regulations on the organization of graduation examination of integrated higher education at Nicolae Testemitanu University, Regulations on the development and defense of a thesis at Nicolae Testemitanu University, Regulations on practical internships at Nicolae Testemitanu University (All documents are submitted). Within the framework of the EP Medicine, methods for assessing the educational activities of students are used in the course of the educational process by: an oral exam, computerized testing, passing practical skills. Monitoring and evaluation of the student's educational activities, learning outcomes and practical skills are carried out during the semester through the current assessment (intermediate assessment), as well as at the end of each semester through current assessments, and the final assessment is carried out at the end of the subject / subjects in the examination sessions. The final examination table is compiled one month before the exams. In just 6 years, students must pass 92 exams.

Methods and forms of assessment, as well as assessment criteria, are developed by the relevant departments and departments with the participation of the dean's office and are reflected in the curricula of disciplines / subjects. This is also reflected in the submitted documents, which are brought to the attention of students before the relevant exams (Ex. 3.01- List of skills for clinical Patient Evaluation Ex 3.02 - Case Evaluation Form for Final Oral Examination). The rubrics of assessment correspond to both national and international standards (A to Fx). Grades from "5" to "10", obtained as a result of assessing the study of the discipline, mean lending (receiving loans) in volume.

In 2021, an OSCE exam was introduced to test practical skills, which is held at the end of the second or third year. At the end of 6 years of study, students take a final exam, which assesses the level of achievement of the final learning outcome, as well as the general and specific competencies acquired by students during the educational process. The final exam consists of 3 stages: the defense of the thesis (dissertation), a computer test and an oral exam, which evaluates the student's practical skills. Topics and criteria for grading theses are set by the commission and announced in advance in SIMU.

When developing assessment methods, criteria such as validity, correctness, focus on development, effectiveness, acceptability are taken into account. Objectivity and validity are ensured using modern computer technologies (SIMU, Moodle, GoogleForms). Exam results are immediately available to students and interested individuals.

All students enjoy the same rights and opportunities to appeal or correct their academic achievements. The examination mark can be disputed in accordance with the Regulations on the organization of training in the licentiate and integrated training in higher education; Regulations on assessment and academic performance at Nicolae Testemitanu University; Regulations on the development and defense of the thesis at Nicolae Testemitanu University; Regulations on the organization of the final exam of integrated higher education; Regulations on practical internships and the procedure for filing an appeal. The assessment can be changed both in the direction of decrease and in the direction of increase. In this case, the University forms an Appeal Commission consisting of at least three people, including representatives of the administration. The results of the appeal are not subject to further review.

At the end of each semester, the employees of the dean's office and the educational and methodological department analyze the results achieved by various types of control. The results obtained are covered in the relevant protocols and annual reports.

Analytical part

Regulations and regulations were provided in electronic form that regulate the procedure and policy for assessing learning outcomes. In the submitted documents and in the SUMPh Self-Assessment Report, as well as during interviews with the teaching staff and students, methods for assessing the quality of student learning used during the educational process were described in the form of: oral and written exams, testing multiple choice in writing or using computers, delivery of practical skills. In accordance with the curriculum, the knowledge gained, including the independent work of students, is checked and evaluated during the semester (current assessment), as well as during the examination session (final/final assessment). The types of assessment are determined in accordance with the goals and objectives of the learning process.

Disciplines assess learning outcomes in accordance with the Regulation Rule of the European Transfer and Accumulation System (ECTS) and regulations governing the educational process at the university. Students' knowledge in the learning process is assessed by participating in lecture seminars, speeches, practical, laboratory and written assignments, oral presentations, answers to questions, abstracts, specially designed tests and questionnaires. The assessment components and their specific proportion are reflected in the course curriculum. Completion of training and assessment of the achievement of the final results of the EP is carried out through three-stage final exams: dissertation defense, computer testing and testing / assessment of practical skills.

The schedule of sessional exams is compiled by the dean's office and communicated to students through the website, as well as through SIMU. During the interview teaching staff and students noted that students enjoy the same rights and opportunities when appealing or correcting their academic achievements. The University does not allow direct or indirect discrimination, which was confirmed by a survey of students.

Studying the curriculum and the presented syllabuses, as well as conducting a survey of staff and students, it was found that the use of modern teaching and assessment methods (CBL; PBL, CBCR...) is not taken into account in the assessment and is not of a systemic nature and This depends mainly on the goodwill of the teacher, although most of the academic staff are trained in modern methods of teaching and assessment. OS CE has been introduced, although it is only taught in the second or third year and is not included in the curricula of all relevant (eg pre- clinical) subjects.

Since the so-called integrated curriculum differs significantly from the standard curriculum, and modern teaching methods are fundamentally different from traditional teaching methods, assessment methods must be adapted to the integrated curriculum, learning goals and objectives. In addition, these assessment methods should be described in detail in the course syllabuses.

Strengths/best practice

No strengths have been identified for this standard.

EEC recommendations

1. It is recommended to integrate modern teaching methods into the curriculum and prescribe them in syllabuses not only as teaching methods, but also as assessment methods. Appropriate Case study analysis - for assessment, PBL tests for exams, scripts, assessment rubrics and criteria, their implementation in practice as a mandatory component of training and assessment - must be prepared by September 2025.

Conclusions of the EEC according to the criteria:

Quantitative indicators of criteria: *strong - 0, satisfactory -15; imply improvements - 0; unsatisfactory - 0.*

6.4. Standard "Students"***Evidence***

Since SUMPh is a public educational institution, the number of students admitted and their funding is determined from the budget by the Government of the Republic of Moldova, in accordance with national policies and existing labor market requirements.

For the period of accreditation (2021-2022 academic year), the quota for enrolling students in the EP Medicine was determined - 395 places. Policy and implementation of student admission is regulated Regulations on the student selection process. As of 03/01/2022, 4269 students (2597 local and 1672 foreign) are studying at Nicolae Testemitanu University in the EP Medicine. All citizens of the Republic of Moldova with a bachelor's or professional education diploma, as well as foreign applicants with equivalent diplomas, as well as graduates of educational institutions from the left-bank regions of the Republic of Moldova and the city of Bender, can participate in the competition. Foreign applicants must have a certificate of completion of secondary education.

According to the report, due to the pandemic situation, in the last 2 years, registration for the entrance competition took place online, on the institutional platform <https://eadmitere.usmf.md/>. However, traditionally, the information on this site was available only in Romanian, due to which, of course, the experts could not assess either the content or the amount of information available. The information is not available in any other language.

admission competition held on the basis competitive middle points candidates calculated on formula, specified in Regulations about reception. Admission of foreign students is carried out according to the same criteria, in accordance with Law no. 200 of 16.07.2010 on the regime of foreigners in the Republic of Moldova, Government Decision no. No. 504/20). Foreign students are accepted twice during the academic year, according to the study schedule, on October 15 and February 15, before the start of the autumn and spring semesters.

In order to regulate the admission process, by order of the rector, a selection committee is created, whose responsibilities include preparing information events and materials on the admission procedure; Ensuring suitable working conditions for the Secretariat and supervising the work carried out; Preparation and publication of information on the recruitment plan, tuition fees, contract places for the medical program; Analysis and evaluation of the results of admission / enrollment, publication and preparation of recommendations for improving the admission process.

According to the report, the University has an appropriate policy for the admission and conditions of education of persons with disabilities, based on republican and intra-university legislative acts: Regulations on the organization and conduct of admission to Nicolae Testemitanu University for the 2021-2022 academic year, in accordance with the law of the Republic of Moldova on the social integration of people with limited opportunities. According to these legislative acts, 15% of budget places are reserved for people with disabilities. It should be noted here that the university, first of all, in order to fill this 15 percent quota, of course, in accordance with the law, begins enrolling

for the program with those applicants who have the status of children left without parental care, then candidates with severe or pronounced degree of limitation. At the time of accreditation, in the period 2017-2021. 22 students left without parental care were enrolled in the EP Medicine.

Nicolae Testemitanu University has a policy of transferring students from other medical schools. The policy of transferring students from other universities and other programs is described in the Regulations on the organization of education at Nicolae Testemitanu University. Mobility is possible from the second year to the last 6th year only after the end of the academic year, but no later than October 1 of the new academic year, and is carried out only in the specialty in the same field of education / training or in related fields, subject to the conditions for enrolling in the EP Medicine and the successful completion of the academic year. Since the university is the only one in the republic that offers a program of higher medical education, there is no intra-country mobility.

According to the report, in order to ensure the objectivity and transparency of the admission process, the university introduced (2018) a live broadcast of the admission through various news channels: on Privesc.eu portal, Nicolae Testemitanu University website and Facebook page.

The university has a well-developed system of counseling and student support. There are different types of structures to guide freshmen and first-time students both towards the learning process and integration into the local environment: student tutors, mostly fourth-year students , help future colleagues navigate the learning process; the elders of all groups are an intermediate link between the university administration and students; Also, each dormitory has its own headman, who provides the process of solving issues that are interesting or sore for students. The Association of Students and Residents in Medicine - ASRM is actually the only union of medical students in the country, which is the initiator and implementer of various types of student activities, both educational and extracurricular activities.

The existence and effective functioning of this system is confirmed both by the submitted documents and in the course of conversations with students.

As part of the educational program, there is also a program of social and material support for students. Medical insurance is mandatory for international students. Successful students not only for academic success, but also for other extracurricular achievements (sports, art, social activities) can become owners of a special scholarship.

Students in need of academic support can contact the dean's office, where a decision is considered and made using an individual approach to each student. When advising students, curators of academic groups, employees of the dean's office and teachers of the University respect confidentiality in individual work with wards and ensure the protection of personal data in accordance with applicable law. Also, the University has introduced the practice of anonymous appeal through SIMU.

The university has several dormitories where accommodation is provided based on the application of students according to the relevant criteria. The university also has ethnic student associations, for example. Association of Indian Students. Every year, about 100 students from socially vulnerable families receive discounts on meals in the canteens of the University in the amount of 20 lei for each academic day. Free passes for travel in public transport are provided, monthly, to 100 students from socially vulnerable families. What students confirmed during online interviews with them.

Analytical part

As it turned out after reviewing the documents and visiting Nicolae Testemitanu University online, the university is more in line with the “students” standards stipulated by the NAAR. However, in the course of a detailed study, some shortcomings were identified.

According to the report, due to the pandemic situation, in the last 2 years, registration for the entrance competition took place online, on the institutional platform <https://eadmitere.usmf.md/>. traditionally, as well as other websites, this information was available only in Romanian, which is why, of course, the experts could not assess either the content or the amount of information available.

In general, the experts did not find evidence that information on the foreign language pages of

the university is published with the same frequency and volume as in Romanian, the site operates only in Romanian, and there is very little information in all other languages (Russian, English, French). or not at all.

At the time of the interview, none of the foreign students studying in the English-language medical program were present at the meeting, so it was not possible to clarify in what ways and how they received information about the admission procedure and the university as a whole.

Existence and effective functioning of a powerful student support system system was confirmed both by the submitted documents and during conversations with students. Students in need of academic support can contact the dean's office, where a decision is considered and made using an individual approach to each student. During conversations with students, the availability of various types of material assistance, food and travel vouchers for students, as well as other financial support programs at the university was also confirmed.

The meeting with the students was attended by active members of the Association of Students and Residents in Medicine - ASRM , who provided the experts with detailed information about student educational, scientific, sports and other extracurricular activities carried out at the university and beyond, as well as about various programs material and social assistance within the university; discounts on meals in university canteens , also free travel passes for public transport for 100 students from socially vulnerable families confirmed the students during online interviews with them.

Strengths/best practice

No strengths have been identified for this standard.

EEC recommendations

It is recommended to post and update all necessary information related to the university in all languages of instruction, Romanian, Russian, English and French.

Conclusions of the EEC according to the criteria:

Quantitative indicators of criteria: *strong* - 0, *satisfactory* -1 6; *imply improvements* - 0; *unsatisfactory* - 0.

6.5. Standard "Academic Staff/Faculty"

Evidence

The personnel policy of the University is based on two legislative provisions of the Republic of Moldova: Education Code of the Republic of Moldova, Labor Code of the Republic of Moldova, as well as on the Regulations on the organization, holding of the competition and the replacement of pedagogical, scientific-pedagogical and scientific positions in the field of higher education, approved by the Order of the Ministry of Education and Science of the Republic of Moldova. According to the report, the personnel policy is based on a number of normative acts of the university, which were approved by the university at different times and which regulate different areas of the university's activities, for example: Nicolae Testemitanu University Charter, Nicolae Testemitanu University Strategic Development Plan for the period 2021-2030, the Human Resources Strategy in research within the framework of Nicolae Testemitanu University for 2022-2027, the Moral Code of the SUMPh , the Regulations on the organization and conduct of a competition for teaching and scientific and pedagogical positions, the Regulations on the awarding of scientific and pedagogical titles...

For the period of accreditation, according to the submitted report and documents, the university staff included the following specialists: a total of 992 full-time teachers in all educational programs, including: 74 heads of educational departments, 88 professors, 374 associate professors, 6 teachers and 467 assistants and a total of 156 teaching support staff. Of the total number of teaching staff, 475 have the scientific title of Doctor of Science, and 150 people have the title of Doctor of Habilitate Sciences; 6 corresponding members and 6 academicians of the Academy of Sciences of Moldova also work at the University, according to the OP Medicine there were 687 people with the status of full-

time employees, including 50 professors, 297 associate professors, 7 teachers and 335 assistants. According to the provided documentation, at the time of accreditation, out of the total number (687), 69.1% (475) teach clinical disciplines, 22.6% (155) teach basic biomedical disciplines, and 8.3% (57) teach general and social and humanitarian disciplines

A competition is announced for filling vacancies / positions, the holding of which and the determination of the list of necessary requirements for filling the announced position are regulated by the relevant state and intra- university legislative acts: in accordance with the aforementioned national legislation (Order of the MECR RM No. 126 dated February 10, 2021). The appointment procedure (hiring) is based on the competence, honesty and transparency of the procedure. Information about the conditions of employment is provided to interested persons in full. The objectivity of the selection of candidates for positions is carried out on the basis of clear criteria in assessing the level of training and compensation of all candidates, the selection takes place in accordance with a higher level of professional training.

Rationing of pedagogical activity of academic staff also regulated at the legislative level of the country (see above). The scope of work of each pedagogical and scientific-pedagogical employee (including part-time employees) is registered in an individual plan drawn up for the entire academic year and consists of the following sections: classroom teaching activities, extracurricular teaching activities, research activities, methodological work, quantified in conventional hours, as well as the timing of their implementation. When evaluating the work of teachers, all the specified criteria are taken into account. Control over the scientific and pedagogical activities of academic staff during the year is carried out by the head of the department.

The university observes the principle of gender equality, as well as the principles of fair and non-discriminatory selection of personnel. At the time of accreditation, the full-time teaching staff of the EP Medicine consisted of 381 women (55%) and 306 men (45%). The distribution of the academic staff of the EP Medicine, depending on age, is 185 people (27%) under the age of 40, 350 people (51%) aged 40-60 years and 152 (22%) - after 60 years, the majority are middle age employees (40-60 years old).

The university has a well-defined faculty incentive policy that is in line with national policy. Evaluation of achievements and the establishment of a salary increment is carried out quarterly based on the following evaluation criteria: quality of results, labor productivity, knowledge and skills; professional adaptation; discipline. From the 2020-2021 academic year, a competition for the title of Nicolae Testemitanu University Teacher of the Year is being held.

Nicolae Testemitanu University Strategic Development Plan for the period 2021-2030 reflects the policy of the development and activities of employees. Rationing of scientific and pedagogical activities of teaching staff are distributed according to the following scheme - professor: 200–300 hours; associate professor: 300-400 hours; teacher: 400–500 hours; assistant: 500–600 hours. Rationing of the scientific and pedagogical activities of the teaching staff includes: Classroom and extracurricular educational activities, methodological and scientific activities.

Material incentives are regulated by the Regulations on remuneration, incentives and financial assistance to Nicolae Testemitanu University employees. Material incentives include monthly or quarterly bonuses, funding for participation in conferences or the publication of scientific articles, funding for participation in trainings and seminars, etc. Among the forms of non-material incentives, the university uses career advancement for successful activities, as well as the awarding of awards and titles of various (institutional, industry, national) levels. University submitted to applications

Both the presented report and the attached documents confirm the high scientific potential of the employees, as well as active participation in research activities both at the national and international levels. In order to ensure continuous medical education, the university cooperates with foreign partners, has a wide network of cooperation and many years of successful partnership experience. A number of employees of the university have been trained abroad. A number of employees of the university underwent internships abroad and improved their skills, and also participated in international, joint research projects. The report provides data on the participation of scientific and pedagogical workers in international conferences. See table below.

Table 1. **Participation of teaching staff of the EP Medicine in scientific forums abroad**

Years	2017	2018	2019	2020	2021	Total
The general composition of the teaching staff	356	392	32	eleven	19	810
Full-time teaching staff	342	372	12	ten	eighteen	754
Part-time teaching staff	fourteen	twenty	twenty	one	one	56

Analytical part

As a result of the study of the submitted documents, as well as after interviews with academic staff, it was confirmed that the university has a scientific and pedagogical staff with more than sufficient experience, knowledge and professionalism.

In the submitted documentation, the list of documents submitted for the announced competition for various academic positions fully complies with European educational standards and ensures the successful achievement of the learning outcomes envisaged by the program.

PPP during the interview confirmed that the University protects the freedom of every member to create, impart and assimilate knowledge, without discrimination or restriction of any kind, and the freedom of thought, conscience, expression and association, in accordance with law. These principles are set out in the Charter of the University and the Regulations on the Prevention and Combating of Discrimination and Ensuring Equality at Nicolae Testemitanu University.

The team also confirmed that the university has created all the conditions for development and career growth. They noted that the tangible and non-material rewards guaranteed by the documents are actually systematic, and the higher education institution really cares about the development of their professional as well as educational skills.

For example, the university submitted to the application Regulations on the organization and holding of the competition "Professor of the Year" at Nicolae Testemitanu State University of Medicine and Pharmacy. The participation of teachers in national and international conferences is encouraged, foreign specialists are invited to develop the pedagogical skills of personnel, and trainings and seminars on modern pedagogical and educational skills are held not only in the field, but teachers also have the opportunity to travel to various leading foreign universities for study and exchange advanced experience.

When studying documents, the active participation of teachers in exchange programs and scientific conferences is confirmed by certificates and scientific publications.

Both during the study of documents and during online visits and interviews with employees, it was revealed that the university is guided by a clearly defined personnel policy, which is based, on the one hand, on the national, national legislative framework, and a broad intra-university personnel policy has been created, which actually covers all aspects, from the selection of personnel implementing the program, and ending with their development and quality assurance, on the other hand, the university focuses on European standards and best practices in relation to academic staff. Both gender balance and a balanced distribution of employees by age groups are maintained. The University does not allow discrimination in the team, all employees have equal rights and opportunities, regardless of race, citizenship, gender, political beliefs, age, disability and religion. In general, the university has a well-developed organizational culture and corporate ethics, which, of course, can be considered as one of the results of the ongoing personnel policy.

Strengths/best practice

Strengths have not been identified.

EEC recommendations

None.

Conclusions of the EEC according to the criteria:

Quantitative indicators of criteria: *strong - 0, satisfactory -1 2; imply improvements - 0; unsatisfactory - 0.*

6.6. Standard "Educational Resources"

Evidence

According to the report, the EP Medicine is carried out in various educational buildings of the SUMPh and at the clinical bases of the city of Chisinau, specifically, the University has 45 own buildings for educational, clinical and social purposes with a total area of 108.532.4 m², of which 65.011.30 m² are intended for the educational process, 3.815.40 m² - for administrative divisions and 12.421.10 m² - hostels. EP Medicine is carried out on the basis of the structure of the SUMPh, including 6 educational buildings, 41 lecture halls, rooms for laboratory work, a medical scientific library, CUSIM, University Rehabilitation Center, Chinese Medicine Center, university sports complex, University food complex. The laboratories of the departments are equipped in accordance with the specifics of the taught discipline with microscopes, spectrophotometers and other modern instruments, anatomical preparations, permanent micropreparations, interactive whiteboards, educational and visual aids (including dummies, tables), laboratory glassware, reagents, etc.

The University has a sufficient number of clinical bases of different categories, which include clinics, outpatient services, primary medical institutions, health centers, as well as clinical skills laboratory centers that allow clinical training of SUMPh employees. Clinical activities of Nicolae Testemitanu University employees are carried out in accordance with relevant regulations: Order of the Ministry of Health No. 925 dated July 31, 2018 "On university clinical bases / clinics of the SUMPh departments" as well as the Internal acts of the university. The University has contracts with 41 medical and sanitary and medical and social institutions, which employ 505 employees of the University.

Clinical bases are presented, for example, in two clinics of Nicolae Testemitanu University, 21 Republican medical institutions, 35 Regional medical institutions, etc. In total, clinical training is conducted on the basis of 340 medical institutions.

Unfortunately, the university does not have its own university clinic and cooperates with all clinical bases on the basis of memorandums.

Practical skills are developed and improved on the basis of the University Center for Simulation Training in Medicine - CUSIM, which is equipped with modern simulation technologies and equipment, simulators and "partial task-trainers" that simulate emergency departments, operating rooms, intensive care units; obstetrics information management system - Learning Space, etc. In CUSIM, for the first time in 2021, according to the report, the final certification of clinical internships for 2-6 year students of Nicolae Testemitanu University was carried out "(Objective Structured Clinical Examination -OSCE).

The clinical practice of students is carried out in accordance with the Regulations on practical internship within the framework of Nicolae Testemitanu University at the clinical bases of the University on the basis of relevant agreements, orders of the rector and the Ministry of Health in accordance with the relevant regulations:

According to the report, the introduction of information technologies in the educational process is also determined and required by the national legislative framework, on the basis of which the university's regulations have been developed - Nicolae Testemitanu University Informatization Strategy for the period 2021-2030, and regulated by the Regulation on the use of electronic services. the Information Management System of the University (SIMU) has been developed, which allows computerizing educational activities (database of students, monitoring of attendance, progress and quality of education; software for current and final assessment of acquired knowledge; electronic student attestation card; electronic statements, etc.). Websites of Faculties and Departments have been created, constantly updated and improved, guaranteeing the protection of the university information system. At the department level, access to information about the schedule of lectures and practical classes, consultations, exams, group assignments, calendar plans, methodological and information

support of disciplines, internships, etc. is provided through the Information for students section. In the university space (educational blocks and student campus) free access to WiFi is provided.

As already mentioned several times above, the full information on the website is only available in Romanian. In all other languages taught at the university (Russian, English and French), the site is not informative and the information is very scarce.

The University has an Academic Assessment Center, which consists of 3 computer rooms 222 with computers designed to evaluate students through test control in SIMU. Students of the EP Medicine, along with all students of the University, take transfer and final exams at this examination center.

Medical Scientific Library of Nicolae Testemitanu University (<https://library.usmf.md/ro>) provides access to a wide range of electronic resources, also printed, electronic editions, scientific and educational publications, periodicals, 104 databases, among them Scopus, PubMed Library, Cochrane Library and others.

The university has a strong research potential and a long history of research activities. Within the framework of the EP Medicine, the preparation of students for the participation and planning of scientific research in the field of medicine is stimulated. Participation of students in scientific research starts from I-III years of study. In the Introductory course, the Fundamentals of Information Culture applied to scientific research are studied, and then in the course of Biostatistics and Research Methodology. However, contact hours and, therefore, credits in these subjects, as well as their duration, are not enough. also analysis of the obtained results.

Analytical part

The university has sufficient space for the implementation of the educational program of medicine, and is also equipped with modern information technologies to promote the educational process, as well as to develop basic and clinical skills in students. In practice, the university cooperates with the majority of medical institutions of the republic at all levels. The material and technical characteristics and potential of the university are a guarantee of its sustainability. In accordance with the Mission, goals and objectives, Nicolae Testemitanu University annually conducts an analysis and a set of measures to improve the state of the material and technical base, as well as a number of actions to improve and introduce new trends in educational services based on information technology.

Cooperation with clinical bases is confirmed by the submitted cooperation agreements.

Unfortunately, the university, the only one in the country in the field of medical education, does not have its own university clinic and cooperates with all clinical bases on the basis of memorandums.

During the online visit, the experts had the opportunity to get acquainted with the material and technical base and equipment described in the report, both for teaching basic and clinical disciplines. The experts were given the opportunity to get acquainted on the spot (online) with the clinical bases, where the students acquire clinical knowledge and skills provided by the educational program.

In addition, the students confirmed the availability of the necessary material and technical base for the implementation of the program during an online interview. The university has a wide network of comfortable hostels, including for foreign students, which was confirmed both during interviews with students and during a visual inspection (online)..).

According to EEC experts, the University has a very good, modern material and technical base and the means necessary to ensure the educational process and successfully achieve learning outcomes in educational programs.

Strengths/best practice

1. According to EEC experts, the University has a very good, modern material and technical base and the means necessary to ensure the educational process and successfully achieve learning outcomes in educational programs.

2. The University provides full comprehensive access to the necessary resources to obtain the necessary professional skills, both in its own space and in partner clinics.

3. The university is equipped with the latest information and communication tools that are necessary for the implementation of the educational program.

EEC recommendations

It is recommended to have at least one university clinic to ensure the teaching of the educational program in their own clinical base.

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

Quantitative indicators of criteria: *strong* - 3, *satisfactory* -27; *imply improvements* - 0; *unsatisfactory* - 0.

6.7. Standard "Programme evaluation"

Evidence

According to the self-evaluation report, internal and external mechanisms are used to monitor and evaluate the educational program at the University.

All stages and levels of quality assurance of the EP Medicine are regulated by the current legislation and regulations: the Charter of the University; moral code; Regulations on assessment and academic performance at Nicolae Testemitanu University; Regulations on the organization of training represented by ciature and integrated teaching of higher education at Nicolae Testemitanu University; The methodology for organizing and conducting the final/license examination at the SUMPh and in the Guidelines for the Quality Management System.

For monitoring and periodic evaluation of the EP Medicine as an intra-university control, the University uses the following methods: certification of the current progress of students, final certification, certification of all types of practice, checking the state of the methodological support of the educational process, collecting and analyzing data on customer satisfaction, internal audits.

Responsibility for continuous monitoring and improvement of the EP Medicine is delegated at the faculty level : CQACA; Dean's of faculties, Quality Management Council, and at the University level: Vice-Rector for Academic activity, DAMD; QMS; CISD; US. The entire teaching staff, students, organizational structures of quality assurance at the level of the university, faculty/department/department, as well as employers are involved in the monitoring process. The main monitoring tools at the administration level are: self-assessment, sociological monitoring, rating of departments, certification of jobs, results of a survey of employers' satisfaction. At the faculty level, such tools are sociological monitoring and rating of students, analysis of complaints and suggestions from consumers, the results of a survey of employee satisfaction, the results of a survey of graduates, and at the level of departments - the rating of departments and teachers, analysis of academic performance, the results of a survey of student satisfaction.

External mechanisms include independent evaluation of graduates and the application of the International QMS Standard ISO 9001-2015, which is documented, maintained and improved through annual external monitoring and verification, which ensures that processes comply with legal regulations and expected results.

The results of monitoring and corrective actions are recorded in the annual report of the FM units, which are discussed at meetings of the departments, the Quality Management Council, and, if necessary, the Supervisory Board. The dean's office, together with CQACA, summarizes the information and draws conclusions contained in the Annual Report on Academic Quality Assurance at the faculty. All reasonable opinions regarding changes in the EP Medicine are considered comprehensively and put into practice only after they are approved by the FC and US, starting from the next academic year.

Mechanisms for evaluating the EP Medicine are varied and include: peer review of the EP Medicine and its components by teachers, students and representatives of employers at all levels;

participation of practical healthcare workers in the management of production practices; inclusion of practical healthcare workers and employers in the Graduation Examination Boards and commissions for primary accreditation of specialists; involvement of employers and practical healthcare workers in the development and review of the EP Medicine.

To improve the assessment of students' progress, and in order to increase objectivity and transparency, an information system (SIMU) was created and improved, which processes the results of all types of control: attendance at classes, determining practical skills, etc.

Students also have the opportunity to express their opinion, satisfaction or, conversely, dissatisfaction with the educational process, or the program, or any other issue related to it.

The university has a code of morality, rules for living in a hostel, a code of conduct at the university and other regulatory documents that ensure the formation and consolidation of professional standards of behavior and skills among students.

To collect information, questionnaires and surveys are widely used, which are systematic. To collect information, questionnaires and surveys are widely used, which are systematic. Information on the degree of satisfaction of different beneficiaries is collected for each discipline, for which the university has developed different questionnaires, taking into account the specifics of the subject and beneficiaries. According to the report, alumni and residents, as well as employers, are surveyed annually to use their feedback to improve the program.

Also, according to the report, there is a constant monitoring of the progress and progress of students. Also, according to the report, there is a constant monitoring of the progress and progress of students. To help backward students, the report notes, the university uses a variety of methods: curating and mentoring; assistance to ASRM; group and individual consultations;...

Analytical part

SUMPh presented numerous documents (surveys and their analyses), along with a review of legislative documents, as well as expert opinions during the online visit, the university uses multifaceted methods for evaluating the educational program.

The university has a systematized system of both internal and external audits, there is a regular system of both internal and external monitoring, thanks to which it is possible to assess how the learning outcomes set by the educational program have been achieved.

The university submitted survey documents of all possible beneficiaries dated by different academic years. Documentation showing the results of their analysis is also provided. These papers prove that the survey is truly systemic and feedback is taken into account to improve the program.

It should be noted that the presented documents indicate that both current students and graduates, and, importantly, employers are participating in the survey. It is especially important to confirm the active participation of employers in the survey and the feedback received from them, since they are the final beneficiaries of the program and can objectively assess both the advantages and disadvantages of the program in practice and provide their opinions to the university implementing the program.

The information provided in the report that the student community participates in the process of assessment and monitoring of the teaching-learning-assessment process as representatives was confirmed during an online meeting with students.

In general, according to experts, the legal framework created by the university, as well as the structural units and the existing quality control and monitoring system, contribute to the achievement of learning outcomes provided for by the educational program of medicine.

Strengths/best practice

Strengths have not been identified.

EEC recommendations

None.

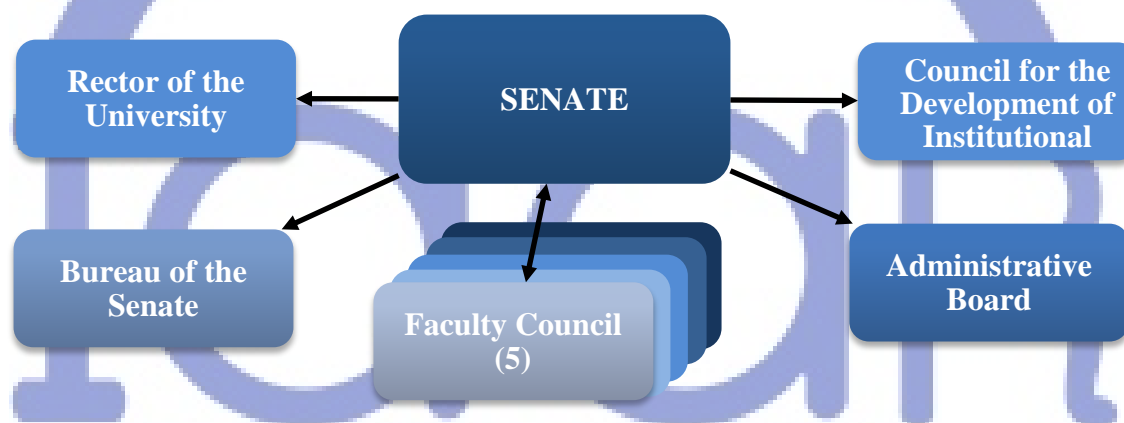
Conclusions of the EEC according to the criteria:

Quantitative indicators of criteria: *strong* - 0 , *satisfactory* -24; *imply improvements* - 0; *unsatisfactory* - 0.

6.8. Standard "Management and Administration"**Evidence**

Nicolae Testemitanu University policy, organizational structure and their interaction are clearly defined in accordance with the mission, goals and objectives presented in the SUMPh Strategic Development Plan for 2021-2030 and in the annual development plans of the institution.

According to the National and intra-university legislative and regulatory acts, the management of higher education is carried out at two levels: at the national level - MEI - in terms of education policy; MZ - as the Founder; at the institutional level - by the governing and administrative structures of the University. Nicolae Testemitanu University governing body system consists of the Senate; Bureau of the Senate; Council for the Development of Institutional Strategy; Scientific Council; Administrative Board; Rector of the University; Faculty Council. These governing bodies are guided in their activities by internal regulations developed in accordance with the requirements of national legislation. The figure below shows the structure of these administrative controls.



Rice. 1. The system of governing bodies of Nicolae Testemitanu University

Their functions are clearly defined and delegated, as described in the relevant legal documents. The powers, duties and rights of university departments and their staff are established by internal regulations and job descriptions, developed and approved in the prescribed manner. The key unit within the Nicolae Testemitanu University is the Faculty. The general management of the faculty is carried out by the Federation Council, which is elected for a period of 5 years. The executive management of the faculty is carried out by the dean.

According to the report, In order to ensure and monitor the implementation of quality control strategies and policies, in accordance with the mission and policy of the SUMPh, in full accordance with the national, European and international dynamics in this area, the Quality Management Council (QMC) was founded at the University level , which is an advisory body of the Senate university in the field of academic quality.

In terms of finance and budget, the university is a state budgetary institution. However, according to the Charter of Nicolae Testemitanu University, the University is a financially autonomous and non-profit entity that operates under self-government conditions and has two main sources of support for activities: funding from the state budget in accordance with the Plan (state order) for training specialists and research activities, as well as income from other sources within the framework of the legislation. From above the mentioned legislative and regulatory acts, Nicolae Testemitanu University, through its own governing bodies, as well as administrative and support

units, provides financial and administrative management of property through the management of financial resources through bank accounts, including funds allocated from the state budget; use of available funds for the implementation of statutory activities in accordance with their own decisions; accumulation of own income from tuition fees, services rendered, works performed and other specific activities, according to the list of services provided, approved by the Government; and others

Nicolae Testemitanu University closely cooperates with the Ministry of Health in the field of university training of students, postgraduate education of graduates of faculties, as well as in the field of continuing medical education of doctors and pharmacists.

Analytical part

The university has a strong administrative and management structure, a senate, deans, departments, a control service, etc.

A review of the documents submitted by the university showed that the areas of management, duties and responsibilities of the administration and all functional units are clearly defined and there is no confusion in responsibilities.

Interviews with administrative and academic staff, as well as employers, showed that the university has very close relationships with various health structures and the Ministry of Health, which ensures constructive cooperation with the health sector, society and the state, which contributes to the exchange of information, as well as ensuring the training of qualified doctors in accordance to the needs of society.

With regard to finances, although one of the main sources of funding for the university is the budget of the Republic of Moldova, and the rules and norms for spending allocated funds are also strictly regulated by the charter, but at the same time, the university retains sufficient autonomy to determine the needs of educational programs, including the EP Medicine, and funds, necessary for implementation, including the search for and attraction of alternative sources of funding (for example, grants, provision of public services, etc.).

In general, according to IAAR experts, the University has a strong administrative structure, with a clear delegation of responsibilities, additionally ensures the transparency of the management and administrative system and decisions made by informing about financial sources and their spending.

Strengths/best practice

The university has very close relationships with various health structures and the Ministry of Health, Active university staff, including leaders, are represented at the highest level in the health sector, which ensures constructive cooperation with the health sector.

EEC recommendations

None.

Conclusions of the EEC according to the criteria: (strong/satisfactory/ suggest improvements/unsatisfactory)

Quantitative indicators of criteria: *strong* - 1, *satisfactory* - 1 6; *imply improvements* - 0; *unsatisfactory* - 0.

6.9. Standard "Continuous Update"

Evidence

The updating of the educational program of disciplines is carried out taking into account the needs of employers and the labor market, as well as in accordance with new regulatory legal acts, e.g. _ Nicolae Testemitanu University Strategic Development Plan for 2021-2030, activity plans of the Faculty of Medicine No. 1 and No. 2;

Quality Management System The university conducts internal and external audits annually,

monitoring, performance evaluation, revision of the policy in the field of quality assurance of the EP based on information management, depending on the requirements of the labor market and the environment. The University uses mechanisms to explore needs and allocate resources for continuous improvement. These mechanisms and procedures are supported by relevant regulations. Identified needs are funded in accordance with the law, based on the principles of transparency and fairness. These mechanisms and procedures are supported by relevant regulations. All university structures at all levels are involved in identifying and defining program needs: CUSIM, CAO Campus, Scientific and Practical Center for Medicinal Plants (SPCMP), National Institute for Research in Medicine and Health.

Monitoring of the application of the educational program is carried out on the basis of the results obtained: academic performance, feedback based on the survey, protocols of departments, reporting units.

Analytical part

Online interviews with the administration of the university, as well as with faculty and students, confirmed that the university is interested in the successful implementation of the medicine program and systematically collects information to identify needs and the need for renewal.

The verification of the submitted documents confirmed that all departments of the university are actively and intensively involved in the program revision process, and this process, as well as its monitoring and control of the results, is carried out on the basis of clearly defined procedures. The university constantly analyzes the degree of implementation of strategic plans, the management confirmed that the activities of structural units are constantly discussed at meetings, which is reflected in the relevant protocols.

Strengths/best practice

Strengths have not been identified.

EEC recommendations

None.

Conclusions of the EEC according to the criteria:

Quantitative indicators of criteria: *strong* - 0, *satisfactory* - 14; *imply improvements* - 0; *unsatisfactory* - 0.

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICE FOR EACH STANDARD

7.1. Standard 1 "Mission and outcomes"

Strengths have not been identified.

7.2. Standard 2 "Educational program"

The University has representatives from other relevant stakeholders, as part of the structural unit of the medical education organization responsible for educational programs, representatives from clinical sites, graduates of medical education organizations, healthcare professionals, and they take an active part in the learning process and in the development of educational programs.

7.3. Standard 3 "Students assessment"

Strengths have not been identified.

7.4. Standard 4 "Students"

Strengths have not been identified.

7.5. Standard 5 "Academic Staff/Faculty"

Strengths have not been identified.

7.6. Standard 6 " Educational Resources "

1. According to EEC experts, the University has a very good, modern material and technical base and the means necessary to ensure the educational process and successfully achieve learning outcomes in educational programs.

2. The University provides full comprehensive access to the necessary resources to obtain the necessary professional skills, both in its own space and in partner clinics.

3. The university is equipped with the latest information and communication tools that are necessary for the implementation of the educational program.

7.7. Standard 7 "Educational program evaluation"

Strengths have not been identified.

7.8. Standard 8 "Management and administration"

The university has very close relationships with various health structures and the Ministry of Health, Active university staff, including leaders, are represented at the highest level in the health sector, which ensures constructive cooperation with the health sector.

7.9. Standard 9 "Continuous Update"

Strengths have not been identified.

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY**8.1. Standard 1 "Mission and outcomes":**

one. The mission statement is recommended to be posted on the university website so that it is easily accessible to interested parties in all languages - (deadline -3 months).

2. Integrate training courses into the educational program aimed at developing students' research skills throughout the entire educational process, both at the basic and at the clinical stage of education (term - Until September 2025).

8.2. Standard 2 " Educational program "

3. The University should continuously implement the latest advances in science and technology in the field of medicine in the learning process and in practice in order to develop research skills in students from the first year of study. - until 2024 4 years.

4. The leadership of the EP is recommended to include disciplines focused on evidence-based practice and critical thinking in the curriculum from the first years of study and to teach throughout the entire period of study - until 2024 4 years.

8.3. Standard 3 " Students Assessment "

It is recommended to integrate modern teaching methods into the curriculum and prescribe them in syllabuses not only as teaching methods, but also as assessment methods. Appropriate Case study analysis - for assessment , PBL tests for exams, scripts, scripts, assessment rubrics and criteria, their implementation in practice as a mandatory component of training and assessment - must be prepared by September 2025.

8.4. Standard 4 " Students"

It is recommended to post and update all necessary information related to the university in all languages of instruction, Romanian, Russian, English and French.

8.5. Standard 5 " Academic Staff/Faculty "

None.

8.6. Standard 6 " Educational Resources "

It is recommended to have at least one university clinic to ensure the teaching of the educational program in their own clinical base.

8.7. Standard 7 "Educational program evaluation"

None.

8.8. Standard 8 "Management and administration"

None.

8.9. Standard 9 "Continuous Update"

None.

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

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(X) RECOMMENDATION TO THE ACCREDITATION BOARD

“Members of the EEC came to the unanimous opinion that EP 0912.1 Medicine (level 7 ISCED) is recommended for accreditation for a period of 5 years.



Annex 1. Evaluation table " PROGRAM PROFILE PARAMETERS"

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Defining the mission statement				
1	1	1.1.1	The medical education organization must define its <i>mission</i> and mission of the educational programme and communicate it to stakeholders and the health sector .		+		
			The mission statement must contain goals and an educational strategy to train a competent doctor at the level of basic medical education :		+		
2	2	1.1.2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine.		+		
3	3	1.1.3	able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements .		+		
4	4	1.1.4	prepared for postgraduate education.		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from own practice and recognized activities in the <i>CPD / CME</i> .		+		
6	6	1.1.6	Medical education organization should ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	Medical education organization should ensure that the stated mission covers aspects of global health and reflects major international health issues		+		
		1.2	Participation in defining the mission statement				
8	8	1.2.1	Medical education organization must ensure that <i>the main stakeholders</i> are involved in defining the mission statement.		+		
9	9	1.2.2	Medical education organizations should ensure that the stated mission is based on the opinions / suggestions of other <i>relevant stakeholders</i> .		+		
		1.3	Institutional autonomy and academic freedom				
			Medical education organization must have <i>institutional autonomy</i> for the development and implementation of a policy for which the administration and teaching staff are responsible for in relation to the following:				
10	10	1.3.1	development and elaboration of the educational programme;		+		
11	11	1.3.2	use of allocated resources required for the implementation of the educational programme.		+		
			Medical educational organization should guarantee <i>academic freedom</i> to its employees and students:				
12	12	1.3.3	in relation to <i>the current educational programme, which will be allowed to rely on different points of view in the description and analysis of medical issues</i> ;		+		
12	12	1.3.4	in the ability to use the results of new research to improve the study of specific disciplines / issues without extending the educational programme.		+		
		1.4	Final learning outcomes		+		
		1.4.1	The medical institution of education must determine the <i>expected learning outcomes</i> that students should manifest upon completion, regarding:		+		
13	13		their achievements at a basic level in terms of knowledge, skills and abilities;		+		
14	14		an appropriate basis for a future career in any medical area;		+		
15	15		their future roles in the health sector;		+		
16	16		student's subsequent postgraduate training;		+		
17	17		student's commitment to lifelong learning;		+		
18	18		health and sanitary needs, healthcare system needs and other aspects of		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			social responsibility.				
19	19	1.4.2	Medical educational organization must ensure that the student fulfills obligations of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioral norms.		+		
20	20	1.4.3	Medical education organization should determine and coordinate the connection of the final learning outcomes, required on completion, with those required in post-graduate education;		+		
21	21	1.4.4	Medical education organization should determine the results of students' involvement in conducting medical research;		+		
22	22	1.4.5	Medical education organization should pay attention to the outcomes related to global health.				
23	23	1.4.6	Medical educational organization should use the assessment results of graduates' competencies as a feedback tool to improve the educational programme.		+		
			Total	0	23	0	0
		2	EDUCATIONAL PROGRAMME				
		2.1	Educational programme model and learning methods				
24	1	2.1.1	The medical education organization should define an educational programme, including an integrated model based on disciplines, systems of bodies, clinical problems and diseases, a model based on a modular or spiral design.		+		
25	2	2.1.2	The medical education organization must determine the <i>teaching and learning</i> methods used that encourage, train and support students in taking responsibility for their educational process.		+		
26	3	2.1.3	The medical institution of education should ensure that the educational programme develops students' lifelong learning abilities.		+		
27	4	2.1.4	Medical institution of education must ensure that the educational programme is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	Medical education organization should use teaching and learning methods based on the modern theory of adult education.		+		
		2.2	Scientific method				
		2.2.1	Throughout the entire programme of study, the medical institution of education should teach students:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		<i>which requires the appropriate competence of teachers and will be a compulsory part of the educational programme.</i>		+		
33	10	2.2.2	Medical educational organization should include in the educational programme <i>elements of basic or applied research</i> for the formation of scientific thinking and the application of scientific research methods.		+		
34	11	2.2.3	Medical education organizations should promote the involvement of students in conducting or participating in research projects.		+		
			Basic biomedical sciences				
			Medical institution of education should define and include in the educational programme:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> to develop students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			Medical institution of education should in the educational programme adjust and introduce new achievements of biomedical sciences for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of the community and the health care system.		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	Medical institution of education must determine and include in the educational programme the achievements of:		+		
39	16		<i>behavioral sciences;</i>		+		
40	17		<i>social sciences;</i>		+		
41	18		<i>medical ethics;</i>		+		
42	19		<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural conditions, causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will facilitate the analysis of public health problems, effective communication, clinical decision making and ethical practice.</i>		+		
		2.4.2	The medical educational organization should adjust and introduce new achievements in the behavioral and social sciences and also medical ethics for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of the community and the health care system.		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The medical institution of education should in the educational programme define and implement the achievements of clinical sciences and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge, clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable part (one third) of the programme in scheduled contact with patients, including review of the goal, of the appropriate number and their adequacy for training in the relevant clinical bases;		+		
48	25	2.5.3	carry out work on health promotion and prevention.		+		
49	26	2.5.4	The medical institution of education must establish a certain amount of time for training of the main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The medical institution of education should organize clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in a clinical setting.		+		
			The medical institution of education should adjust and introduce new clinical science achievements in the educational programme for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of the community and the health care system.		+		
53	30	2.5.8	The medical institution of education should ensure that every student has early contact with real patients, including his gradual participation in assisting the patient, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical bases.		+		
54	31	2.5.9	The medical institution of education should structure the various components of clinical skills in accordance with the specific stage of the training programme.		+		
		2.6	Structure of the educational programme, content and duration				
55	32	2.6.1	The medical institution of education should give a description of the content, scope and sequence of courses and other elements of the educational programme in order to ensure that the appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines is observed.		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			The medical institution of education should in the educational programme:				
56	33	2.6.2	provide horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	provide vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	35	2.6.4	provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the educational programme, including a combination of compulsory elements and electives or special components of choice;		+		
59	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.		+		
		2.7	Programme management				
60	37	2.7.1	The medical institution of education must determine the structural unit responsible for the educational programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the educational programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, educational programme and learning courses assessment in order to achieve the final learning outcomes.		+		
61	38	2.7.2	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for educational programmes.		+		
62	39	2.7.3	Medical institution of education should , through the structural unit, responsible for educational programmes, plan and implement innovations in the educational programme.		+		
63	40	2.7.4	Medical institution of education should include representatives from <i>other relevant stakeholders</i> , in the structure of the medical education organization responsible for educational programmes, <i>including other participants of the learning process, representatives from clinical sites, graduates of medical education organizations, health professionals involved in the training process or other faculty members of the university.</i>	+			
		2.8	The link with medical practice and health care system				
64	41	2.8.1	The medical institution of education should provide an operational link between the educational programme and the subsequent stages of vocational training (internship, specialization, CPD / CME) or practice that the student will begin after graduation, including defining health problems and required learning outcomes, clearly determining and describing elements of educational programmes and their links at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical aid.		+		
			Medical institution of education should ensure that the structural unit responsible for the educational programme:				
65	42	2.8.2	takes into account the particular conditions in which graduates have to work and modify the educational programme accordingly;		+		
66	43	2.8.3	reviews the modification of the educational programme based on feedback from the public and society as a whole.		+		
			Total	1	43	0	0
		3.	STUDENTS ASSESSMENT				
		3.1	Assessment methods				
			Medical institution of education must :				
67	1	3.1.1	determine, approve and publish the <i>principles, methods and practices used to assess students</i> , including the number of exams and other tests, the balance between the written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (CSVE or the Mini-clinical exam), as well as determine the criteria for setting passing scores, grades and the number of allowed retakes;		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of methods and format of assessment;		+		
70	4	3.1.4	guarantee that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for inspection by external experts;		+		
72	6	3.1.6	use the system to appeal the assessment results.		+		
			Medical education organization should :				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing assessment practices;</i>		+		
74	8	3.1.8	introduce the new, demand-driven assessment methods;		+		
75	9	3.1.9	use the system to appeal the assessment results.		+		
		3.2	The link between assessment and learning				
			Medical institution of education must use the principles, methods and practice of assessment, including students’ learning achievements and assessment of knowledge, skills, professional values of relationships that:		+		
76	10	3.2.1	clearly comparable with the learning and teaching outcomes;		+		
77	11	3.2.2	guarantee that students achieve final learning outcomes;		+		
78	12	3.2.3	promote learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage learning and <i>evaluate the student’s academic progress, which requires the establishment of rules for assessing progress and their links with the assessment process.</i>		+		
			Medical institution of education should :				
80	14	3.2.5	<i>regulate the number and nature of examinations of the various elements of the educational programme in order to facilitate the acquisition of knowledge and integrated learning and to avoid adverse effects on the learning process and eliminate the need to study excessive amounts of information and overload of the educational programme;</i>		+		
81	15	3.2.6	guarantee the provision of timely, precise, constructive and fair feedback to students based on the assessment outcomes.		+		
			Total	0	15	0	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			Medical institution of education must :				
82	1	4.1.1	define and implement an admission policy based on the principles of objectivity, including a clear setting for students selection;		+		
83	2	4.1.2	<i>have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country;</i>		+		
84	3	4.1.3	have a policy and introduce the practice of transferring students from other programmes and medical education organizations.		+		
			Medical institution of education should :				
85	4	4.1.4	establish the links between the students’ selection and the mission of the medical institution of education, the educational programme and the desired quality of graduates;		+		
86	5	4.1.5	periodically review admission policies based on the relevant data from the public and professionals in order to satisfy the health <i>demands of the population and society as a whole, including review of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for the low income students and</i>		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			<i>national minorities;</i>				
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student recruitment				
88	7	4.2.1	The medical institution of education must determine the number of enrolled students in accordance with the material and technical capabilities at all stages of education and training, and making decisions on the recruitment of students implies the need to regulate national requirements for human resources for healthcare when medical institutions of education do not control the number of recruited students, then responsibilities should be demonstrated by explaining all relations, paying attention to the consequences of the decisions made (imbalance between the student enrollment and the material, technical and academic potential of the university).		+		
89	8	4.2.2	Medical institution of education should periodically review the number and admitted students' population in consultation <i>with the relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human health resources (such as insufficient and uneven distribution of human resources in healthcare, migration of doctors, the opening of new medical institutions of higher education)</i> and introduce regulations to meet the health needs of the population and society as a whole.		+		
		4.3	Student counseling and support				
			Medical institution of education must :				
90	1	4.3.1	have a system of <i>academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate education, career planning, appointment of academic mentors (supervisors) for individual students or small groups of students;</i>		+		
91	2	4.3.2	offer a student support programme aimed at <i>social, financial and personal needs, which includes support due to social and personal problems and events, health and financial problems, access to medical care, immunization programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;</i>		+		
92	3	4.3.3	allocate resources to support students;		+		
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			Medical institution of education should provide counseling:				
94	5	4.3.5	based on monitoring of student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes counseling and career planning.		+		
		4.4	Student representation				
96	7	4.4.1	Medical institution of education must determine and implement the <i>policy of student representation</i> and their <i>respective participation</i> in the definition of the mission, the development, management and evaluation of the educational programme, and other students related issues.		+		
97	8	4.4.2	Medical institutions of education should <i>promote and support student activities</i> and student organizations, including <i>the provision of technical and financial support to student organizations.</i>		+		
			Total	0	16	0	0
		5.	ACADEMIC STAFF / TEACHERS				
		5.1	Selection and Recruitment Policy				
			Medical institution of education must determine and implement a <i>policy of selection and admission of employees</i> , which:		+		
98	1	5.1.1	determines their category, responsibility and <i>balance of teaching staff/</i>		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			<i>teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational programme, including the proper link between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;</i>				
99	2	5.1.2	contains criteria for the scientific, pedagogical, and clinical merits of applicants, including the appropriate balance between pedagogical, scientific, and clinical qualifications;		+		
100	3	5.1.3	identifies and monitors the responsibilities of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			Medical institution of education should in its policy for the selection and reception of staff to consider such criteria as:				
101	4	5.1.4	<i>relation to its mission, significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical institution of education and educational programme;</i>		+		
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>		+		
		5.2	Development policy and employee activities				
			Medical institution of education must determine and implement the policy of the activities and development of employees, which:		+		
104	6	5.2.1	<i>allows to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of the medical institution of education and professional qualifications of teachers;</i>		+		
105	7	5.2.2	<i>guarantees deserved recognition of its academic activities, with an appropriate focus on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;</i>		+		
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;		+		
107	9	5.2.4	<i>guarantees the adequacy of knowledge by each employee of the educational programme, which includes knowledge of the methods of teaching/learning and the general content of the educational programme, and other disciplines and subject areas in order to encourage cooperation and integration;</i>		+		
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.</i>		+		
			Medical institution of education should :				
109	11	5.2.6	take into account the proportion of "teacher-student" depending on the various components of the educational programme;		+		
110	12	5.2.7	develop and implement employee promotion policy.		+		
			Total	0	12	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			Medical institution of education should :				
111	1	6.1.1	have a sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the educational programme;	+			
112	2	6.2.2	provide a <i>safe environment</i> for employees, students, patients and those who takes care of them, including provision of the necessary information and <i>protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and while using the equipment.</i>		+		
113	3	6.1.3	The medical institution of education should improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			development in the learning practice.				
		6.2	Clinical training resources				
			The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	number and category of patients;		+		
115	5	6.2.2	number and categories of <i>clinical sites</i> , which include <i>clinics, outpatient services (including primary health care), primary health care facilities, health centers and other institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines;</i>		+		
116	6	6.2.3	observation of students' clinical practice.		+		
117	7	6.2.4	Medical institution of education should <i>study and evaluate</i> , adapt and improve resources for clinical training to meet the needs of the population served, which will include <i>relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.</i>		+		
		6.3	Information Technology				
118	8	6.3.1	Medical institution of education must determine and implement a policy that aims at <i>the effective use and evaluation of the relevant information and communication technologies in the educational programme.</i>		+		
119	9	6.3.2	Medical institution of education must provide access to network or other e-media outlets		+		
			Medical institution of education should provide opportunities for teachers and students to use information and communication technologies:				
120	10	6.3.3	for self-study;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	case management;		+		
123	13	6.3.6	healthcare jobs.		+		
124	14	6.3.7	Medical institution of education should ensure that students have access to relevant patient data and healthcare information systems.		+		
		6.4	Medical research and scientific achievements				
			Medical institution of education must :				
125	15	6.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the educational programme;		+		
126	16	6.4.2	identify and implement a policy that promotes the link between the research and education;		+		
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical institution of education;		+		
128	18	6.4.4	use medical research as the basis for a study programme		+		
			Medical institutions of education should guarantee that the link between research and education:				
129	19	6.4.5	is taken into account in teaching;		+		
130	20	6.4.6	encourages and trains students to participate in medical research and development.		+		
		6.5	Inspection review in the field of education				

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
			Medical institution of education must :				
131	21	6.5.1	have access to <i>education related inspection reviews</i> , where necessary, and conduct such reviews that examine the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or involving experts from other national and international institutions.		+		
			Medical institution of education must determine and implement a policy on the inspection reviews in the field of education:				
132	22	6.5.2	in the development of an educational programme;		+		
133	23	6.5.3	in developing teaching methods and assessing knowledge and skills.		+		
			Medical institution of education should :				
134	24	6.5.4	provide evidence of the internal or external inspection reviews in the field of medical education to develop the potential of employees;		+		
135	25	6.5.5	pay due attention to the development of <i>inspection reviews in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education</i> ;		+		
136	26	6.5.6	promote the aspirations and interests of staff in conducting research on medical education.		+		
		6.6	Exchange in education				
			Medical institution of education must define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels <i>with other medical institutions of higher education</i> ;		+		
138	28	6.6.2	<i>the transfer and offsetting of studying credits, which includes review of the scope limits of the educational programme, which may be transferred from other educational organizations and which may be facilitated by concluding agreements on mutual recognition of educational programme elements and active coordination of programmes between medical institutions of education as well as the use of a transparent system of credits and flexible course requirements.</i>		+		
			Medical institution of education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	guarantee that the exchange is organized in accordance with the objectives, taking into account the needs of employees, students, and with respect for ethical principles.		+		
			Total	3	27	0	0
		7.	PROGRAMME EVALUATION				
		7.1	Programme monitoring and evaluation mechanisms				
			Medical institution of education must				
141	1	7.1.1	have a process and outcome <i>monitoring programme</i> that stipulates collection and analysis of <i>data on key aspects of the educational programme in order to ensure that the educational process is implemented appropriately and to identify any areas that require interventions, as well as collection of data which is part of the administrative procedures associated with students admission, assessment and completion of training.</i>		+		
142	2	7.1.2	control that the relevant assessment results affect the curriculum		+		
			The medical institution of education must establish and apply mechanisms for evaluation of the educational programme, which:				
143	3	7.1.3	is focused on the educational programme and its <i>main components</i> ,		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
3			<i>including the model of the educational programme, the structure, content and duration of the educational programme, and the use of compulsory and elective parts;</i>				
144	4	7.1.4	student progress centered;		+		
145	5	7.1.5	identify and review <i>problems that include the lack of achievement of the expected learning outcomes</i> , and will assume that the information received about the learning outcomes, including on the identified deficiencies and problems, will be used as feedback for activities and corrective action plans to improve the educational programme and disciplines curriculum;		+		
			Medical institution of education should periodically conduct a comprehensive <i>evaluation of the educational programme</i> , focused on:				
146	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical institution of education;</i>		+		
147	7	7.1.7	<i>special components of the educational programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;</i>		+		
148	8	7.1.8	<i>general outcomes, which will be measured based on the national exams, international exams, career choices and postgraduate studies;</i>		+		
149	9	7.1.9	Medical institution of education should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical institution of education must systematically collect, analyze, and provide teachers and students with feedback that includes <i>information about the process and products of the educational programme, and also contains information about unfair practices or improper behavior of teachers or students with and/or legal consequences.</i>		+		
151	11	7.2.2	Medical institution of education should use feedback results to improve the educational programme.		+		
		7.3	Students' learning performance				
			Medical institution of education should analyze the educational achievements of students and graduates in relation to:				
152	12	7.3.1	<i>its mission and learning outcomes</i> of the educational programme, which contains information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest, including on elective components, as well as interviews with students on the repeat courses, and interviews with students who quit from their studies;		+		
153	13	7.3.2	educational programme;		+		
154	14	7.3.3.	availability of resources.		+		
			Medical institution of education should analyze the students' studying achievements regarding:				
155	15	7.3.4	<i>their prior experience and conditions, including social, economic, cultural conditions;</i>		+		
156	16	7.3.5	level of training at the time of admission to the medical education organization.		+		
			Medical institution of education should use the analysis of students' studying achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	students selection;		+		
158	18	7.3.7	educational programme planning;		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
8							
159	19	7.3.8	students consulting.		+		
		7.4	Stakeholder involvement				
			Medical institution of education in its programme of monitoring and evaluation of the educational programme must involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			<i>For other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized education and health authorities, professional organizations, as well as those responsible for post-graduate education:</i>				
162	22	7.4.3	provide access to the evaluation results of the course and educational programme;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational programme.		+		
			Total	0	24	0	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	Medical institution of education must determine the management structures and functions, including their <i>links with the university, if the medical institution of education is affiliated with or a branch of the university.</i>		+		
			Medical institution of education should in their management structures determine the <i>structural units with the establishment of the responsibility of each structural unit and include in their composition:</i>				
166	2	8.1.2	representatives of teaching staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	<i>other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public.</i>		+		
169	5	8.1.5	Medical institution of education should ensure the <i>transparency</i> of the management system and decisions that are published in <i>bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.</i>		+		
		8.2	Academic leadership				
170	6	8.2.1	Medical institution of education must clearly define the responsibility of <i>academic leadership</i> in the development and management of the educational programme.		+		
171	7	8.2.2	Medical institution of education should periodically assess academic leadership regarding the achievement of its mission and the final study results.		+		
		8.3	Budget for learning and resource allocation				
			Medical institution of education must :				
172	8	8.3.1	have a clear set of responsibilities and authorities to provide the educational programme with resources, including a targeted budget for training;		+		
173	9	8.3.2	allocate resources necessary for the implementation of the educational programme and distribute educational resources in accordance with the correspondent needs.	+			

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
174	10	8.3.3	The system of financing the medical institution of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
			Medical institution of education should :				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes;		+		
176	12	8.3.5	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and correspondent needs.		+		
		8.4	Administrative staff and management				
			Medical institution of education must have <i>the appropriate administrative staff, including their number and composition in correspondence with the qualifications</i> , in order to:				
177	13	8.4.1	ensure the implementation of the educational programme and relevant activities;		+		
178	14	8.4.2	guarantee proper management and allocation of resources.		+		
179	15	8.4.3	The Medical institution of education should develop and implement an internal quality assurance management programme, including review of the needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	Medical institution of education must develop <i>a constructive interaction with the healthcare sector, with related health industries at the society and the government levels, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.</i>	+			
181	17	8.5.2	Medical institution of education should be given an <i>official status of cooperation with partners in the healthcare sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and/or concluding a joint contract and the establishment of a coordinating committee, and joint activities.</i>		+		
			Total	1	16	0	0
		9.	CONTINUOUS IMPROVEMENT				
			Medical institution of education must as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies;		+		
183	2	9.1.2	allocate resources for continuous improvement.		+		
			Medical institution of education should :				
184	3	9.1.3	base the update process on prospective studies and analysis and on the results of own research, evaluation, and medical education related literature;		+		
185	4	9.1.4	guarantee that the process of renewal and restructuring leads to a revision of its policy and practice in accordance with previous experience, current activities and future prospects; direct the update process to the following:		+		
186	5	9.1.5	Adaptation of the Regulations on the mission and final outcomes to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation.		+		
187	7	9.1.6	Modification of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation.		+		
187	7	9.1.7	Adaptation of the educational programme model and methodological		+		

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education viewpoint			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
8			approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning.				
189	8	9.1.8	Correction of the elements of the educational programme and their interrelation in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.		+		
190	9	9.1.9	Development of evaluation principles, and methods of conducting and the number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of a student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the educational programme.		+		
192	11	9.1.11	Adaptation of a recruitment policy and the formation of academic staff in accordance with changing needs.		+		
193	12	9.1.12	Upgrading educational resources to meet changing needs, such as student enrollment, a number and profile of academic staff, an educational programme.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the educational programme.		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective operations in a changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	0	14	0	0
			GRAND TOTAL	5	190	0	0