



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## REPORT

**on the results of the External Expert Panel's assessment of compliance with the institutional accreditation standard requirements of the State Medical and Pharmaceutical University named after Nicolai Testemitanu of the Republic of Moldova (SMPU) for compliance with the Independent Agency for Accreditation and Rating international standard criteria for accreditation of medical education organizations (WFME/AMSE based) in the period from June 3 to 5, 2019, Chisinau**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

*External Expert Panel*

*To the IAAR*

*Accreditation Council*



Независимое агентство  
аккредитации и рейтинга

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**Chisinau, 2019**

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## LIST OF SYMBOLS AND ABBREVIATIONS

SMPU - State Medical and Pharmaceutical University named after Nicolae Testemitsanu  
CUSIM - University simulation center in medical education  
(Centrul Universitar de Simulare în Instruire medicală)  
ECTS – European Credit Transfer and Accumulation System  
EQF – European Qualifications Framework  
QF-EHEA – Qualifications Frameworks in the European Higher Education Area  
SIMU-University Management Information system  
(Sistemul Informațional de Management Universitar)  
ASM - Academy of Sciences of Moldova  
AC - Administrative Council  
ASRM - Association of students and residents in medicine  
BUS - Bureau of the University Senate  
WHO – World Health Organization  
Dr. Biol. Sc. - Doctor of Biological Sciences  
Dr. Med. Sc. – Doctor of Medical Sciences  
Dr. Ped. Sc. - Doctor of Pedagogical Sciences  
Dr. Phil. - Doctor of philosophy  
Dr. Phar. Sc. - Doctor of Pharmaceutical Sciences  
Dr. Med. Sc. - Doctor of Habilitation of Medical Sciences  
Dr. Chem. Sc - Doctor of Chemical Sciences  
DA – Department of accounting  
DIA – Department of Internal Audit  
DITC - Department of information technology and communications  
DHR - Department of human resources  
DCPR - Department of communications and public relations  
DIREI – Department of International Relations and European Integration  
DCME - Department of Continuous Medical Education  
PMD - Property Management Department  
DURAM - Department of academic work and academic management  
DSFMS - Doctoral school in the field of medical sciences  
DEBF - Department of economy, budget and Finance  
EU – European Union  
IT - Information Technology  
QAPEC – Quality Assurance and Programs Evaluation Commission  
MOH - Ministry of Health  
MHLSP – Ministry of Health, Labour and Social Protection  
ME – Ministry of Education  
MECR - Ministry of Education, Culture and Research  
MPC - Methodological Profile Commission  
HCI - Health care institutions  
ANACEC – National Agency for quality assurance in education and research  
SD - Scientific Department  
R&D – Research Work  
NHIC – National Health Insurance Company  
AP - Academic positions  
SPS - Scientific and pedagogical staff  
NQF - National qualifications framework  
NCAA - National Council for Accreditation and Certification  
EP - Educational Program  
TP - Teaching positions  
OC – Overlapping competencies

GD - Government Decree  
TP - Teaching Positions  
TS – Teaching staff  
PS-Teaching staff  
PC - Professional competencies  
RM – Republic of Moldova  
QMS - Quality Management System  
QMSU - Quality Management System of the University  
ISDC - Institutional Strategy Development Council  
ISW - Independent student work  
SU - Senate of the University  
FC - Faculty Council  
UAF – University Agency of the Francophonie  
UCPH – University clinic of primary health care  
UMP - University of Medicine and Pharmacy “G.T. Popa”, Iasi, Romania  
AC – Academic Curriculum  
DAP – Discipline Academic Programme  
SC – Scientific Council  
UDC - University Dental Clinic  
MESF - Medical Education Support Funds  
CAA - Center for Academic Assessment  
CCAM - Center for clinical activity management  
CPCCG - Center for Psychological Counseling and Career Guidance  
CAMC - Clinical Activity Management Center  
LD - Legal Department



## (I) INTRODUCTION

The External Expert Panel (EEP) visit to the “Nikolay Testemitanu State Medical and Pharmaceutical University of the Republic of Moldova” with the scope of activity covering higher, postgraduate education have been arranged under the IAAR order No. 68-19-OD dated 10/05/2019 from **June 3 to 5, 2019**. Institutional accreditation procedure of the IAAR was conducted by the following Panel structure:

1. **Panel Chair - Bakhyt Kosherova**, Vice-rector for clinical work and continuous professional development, Dr. Med. Sc., Professor, Medical University of Karaganda (Republic of Kazakhstan);
2. Expert - **Tatiana Litvinova**, Ph.D. in Pharmacy, Associate Professor, I.M. Sechenov First Moscow State Medical University (Moscow, Russian Federation);
3. Expert - **Janis Zalkalns**, Dr. Med. Sc., Professor, Riga Stradins University (Riga, Republic of Latvia)
4. Expert - **Grigore Tinica**, Professor, Grigore T.Popa University of medicine and pharmacy (Iasi, Romania);
5. Employer - **Andrey Uncuta**, Head of the medical service of the Ministry of Internal Affairs of the Republic of Moldova (Chisinau, Republic of Moldova);
6. Student - **Nicolae Malancea**, Ph.D. student, State Agrarian University of Moldova (Chisinau, Republic of Moldova);
7. Observer - **Sava Lucia**, National Agency for Quality Assurance in Education and Research (ANACEC) (Chisinau, Republic of Moldova).
8. Agency’s Observer - **Aigerim Aimurziyeva**, Head of the Agency’s medical projects (Nur-Sultan, Republic of Kazakhstan).

## (II) INTRODUCTION OF THE EDUCATIONAL ORGANIZATION

“Nicholas Testemitanu State Medical and Pharmaceutical University of the Republic of Moldova” was founded in October 1945 as a result of the dislocation to Chisinau of the Medical Institute of Kislovodsk, established during the Second World War based on the 1<sup>st</sup>, 2<sup>nd</sup> and Pediatric Institutes of Leningrad, that were evacuated during the war, the only University in the country that provides higher medical and pharmaceutical education, scientific and clinical activities.

Currently, the University implements multi-level training of specialists: pre-University education (language training for international students), licentiate (“optometry” and “General nursing”), integrated higher education (“medicine” and “preventive medicine” – 6 years of training; “dentistry” and “pharmacy” – 5 years of training), postgraduate (residency, doctoral studies) and continuous medical training in the field of medicine and pharmacy for 256 programs.

Students of the University determine an individual learning trajectory with the possibility to choose elective and elective subjects for all course programs:

“medicine”: elective - 22 disciplines; optional - 12;

“preventive medicine”: elective - 22 disciplines; optional - 7;

“pharmacy” and “dentistry”: elective - 18 disciplines; optional - 10;

“general nursing”: elective - 12 disciplines; optional - 6;

optometry: optional – 14 disciplines; optional - 7.

The University has two faculties of medicine (for local and international students), dental, pharmaceutical, residency, and continuous medical education.

SMPU is the founder of two public health institutions: the University primary care clinic and the University dental clinic, which provide medical services to the population.

N. Testemitanu SMPU is included in Directories of medical schools “Avicenna” who is a member of the Association for Medical Education in Europe (AMEE), the Association for the Study of Medical Education (AMSE), the International Association of universities (IAU), the La Francophonie University Agency (AUF), the International conference of Deans of Francophone Faculties of Medicine (CIDMEF).

In 2001, 2007, and 2018 the University curricula were accredited by the National Agency for Quality Assurance in Education and Science of the Republic of Moldova.

The University were also evaluated by the European Commission on the Academic Evaluation of the Association DentEdEvolvers (2002) and Council of the International Conference of Deans of the French-Speaking Medical Faculty (CIDMEF) (2005).

In 2016 and 2018 educational program of the faculty of dentistry has been accredited for a period of 5 years by the Dental Council of California (USA).

In the period 2013-2014, the University’s activities were evaluated based on the WFME standards, the Expert Panel of AMEE and WFME, as a result of which the following conclusion was made: ***In general, the Nicolae Testemitanu State Medical and Pharmaceutical University of the Republic of Moldova is an example of good practice for all countries of the region, both for the surrounding post-soviet states and for other countries of the black sea basin.***”

In 2016, the University was accredited by 7 research profiles by the Decree of the National Council for Accreditation and Certification: Biomedical; Public health and management; Internal diseases; Surgery; Maternal and child health; Pharmacy; Dentistry and it was assigned the category **A – “internationally recognized organization”**.

Today, SMPU is one of the leading state HEI in the Republic of Moldova, providing multi-level specialist training for the health care system, carrying out all types of activities: educational, research and highly qualified medical care.

“Nicholas Testemitanu State Medical and Pharmaceutical University of the Republic of Moldova” is located at 165 Stefan cel Mare, Chisinau.

SMPU conducts its operations in accordance with the constituent documents:

- SMPU Charter (approved by the Senate No. 4/6 as of 25/04/2019, the IPCIRC as of 22/04/2019, registered with the Public Services Agency of the Republic of Kazakhstan No.



533 dated 31/07/2007);

- Certificate of registration of a legal entity No. 1007600000794 dated January 31, 2007, re-registration dated May 2, 2019, No. 5936;
  - Certification of accreditation (National Agency ENQA) No. 160
- SMPU has findings of the sanitary and epidemiological service and the state fire control on the use of educational buildings No. 1807 dated 15/06/2018 – 01/07/2020.

**Table 1. EP of higher education at the University**

No.	Program code and title	ISCED//EQF Level	Duration of training in years	Number of credits, ECTS
1	0912.1 Medicine	7 / Integrated education	6	360
2	0910.1 Preventive medicine	7 / Integrated education	6	360
3	0911.1 Dentistry	7 / Integrated education	5	300
4	0916.1 Pharmacy	7 / Integrated education	5	300
5	0913.1 General nursing	6 / Licentiate	4	240
6	0914.4 Optometry	6 / Licentiate	4	240

**Table 2. List of specialties of continuing educational programs**

No	Title of the specialty	Educational program	Program duration
1.	<b>0910.1 Preventive medicine</b>	Laboratory medicine	4 years
2.		Occupational medicine	4 years
3.		Epidemiology	3 years
4.		Hygiene	3 years
5.		Microbiology	3 years
6.		Nutricia and nutrition	3 years
7.	<b>0911.1 Occupational medicine</b>	Oral and maxillofacial surgery	3 years
8.		Endodontics	3 years
9.		Orthodontics	3 years
10.		Prosthetics	3 years
11.		Pedodontia	3 years
12.		Periodontology	3 years
13.	<b>0912.1 Medicine</b>	General surgery;	5 years
14.		Thoracic surgery;	5 years
15.		Cardiac surgery;	5 years
16.		Vascular surgery;	5 years
17.		Oral and maxillofacial surgery;	5 years
18.		Children's surgery;	5 years
19.		Plastic, aesthetic surgery and reconstructive microsurgery;	5 years
20.		Neurosurgery;	5 years
21.		Orthopedics and traumatology;	5 years
22.		Urology;	5 years
23.		Pathological anatomy;	4 years
24.		Anesthesia and intensive care	4 years
25.		Infectious diseases;	4 years
26.		Cardiology	4 years
27.		Clinical pharmacology;	4 years
28.		Gastroenterology	4 years
29.		Medical genetics;	4 years
30.		Geriatrics	4 years



No	Title of the specialty	Educational program	Program duration
31.		Laboratory medicine;	4 years
32.		Internal diseases	4 years
33.		Occupational medicine	4 years
34.		Nuclear medicine	4 years
35.		Nephrology	4 years
36.		Nephrology	4 years
37.		Obstetrics and gynecology;	4 years
38.		Ophthalmology	4 years
39.		Oncology	4 years
40.		Otorhinolaryngology;	4 years
41.		Pediatrics;	4 years
42.		Pneumology;	4 years
43.		Psychiatry;	4 years
44.		Radiology and medical imaging;	4 years
45.		Rheumatology;	4 years
46.		Allergology and immunology;	3 years
47.		Dermatovenerology	3 years
48.		Endocrinology;	3 years
49.		Epidemiology	3 years
50.		Hematology;	3 years
51.		Hygiene;	3 years
52.		Family medicine	3 years
53.		Urgent medicine;	3 years
54.		Forensic medicine	3 years
55.		Sports medicine	3 years
56.		Microbiology;	3 years
57.		Neonatology;	3 years
58.		Nutrition and dietetics;	3 years
59.		Rehabilitation and physical medicine.	3 years
60.	<b>0916.1 Pharmacy</b>	Analytical pharmacy;	2 years
61.		Clinical pharmacy	2 years
62.		Community and hospital pharmacy	2 years
63.		Industrial pharmaceutical technology	2 years

The University has a sufficient infrastructure (material and technical facilities) for educational purposes: 45 own buildings for educational, clinical and social purposes with a total area of 108,532.4 m<sup>2</sup>, of which 65,011.30 m<sup>2</sup> are intended for the learning process and 12,421.10 m<sup>2</sup> are residential premises provided to students and residents (dormitories). The material and technical facilities of the University include academic buildings, clinics, pharmacies, a Simulation Center in medical education, a scientific and medical library with 6 reading rooms, research laboratories, a Center for Traditional Chinese Medicine, a Rehabilitation Center, experimental sites, and engineering installations.

One of the priorities of the University's Development Strategy is internationalization. Currently, 2477 international students from more than 30 countries study at the University.

As of 01/01/2019, the number of teaching staff was 957, including 817 full-time employees. There are 94 full-time professors, 368 associate professors, 22 teachers and 333 assistants.

Clinical subjects are taught by teachers who have qualified categories. 77% of full-time clinical teaching staff have qualification categories, including 88% (553) - the highest category (Table 4). The categories of professional qualification (CPC) are assigned in line with the Regulations on certification of doctors and pharmacists of the RM.

The University is equipped with teaching staff in all specialties and languages of study.

### Research projects

The University conducts research in the field of basic and applied medicine, including clinical trials, both at the national and international levels. Scientific research is carried out by scientific and pedagogical staff in 19 scientific laboratories and departments, within the framework of national and international projects. Research in the field of medicine is also a priority for the Nicolae Testemitsanu SMPU under the provisions of the University's Development Strategy for the period up to 2020 and Programs for the development of medical and pharmaceutical education in the Republic of Moldova for the period 2011-2020. (Item No. 1006, dated 27/10/2010).

#### Research projects at the Nicolae Testemitanu SMPU (2016-2018)

Project commencement / implementation	2016	2017	2018
Total number of projects	45	59	53
Number of international projects	21	30	23

The results of the domestic University's and international research are implemented in medical education via their inclusion in the University curriculum and teaching materials used in the learning process (textbooks, manuals, collections, national clinical protocols, etc.)

### (III) DESCRIPTION OF THE EEP VISIT

The work of the EEP was implemented based on the program of the visit of the Expert Panel on institutional accreditation of educational programs to the Nicolae Testemitsanu SMPU during the period **June 3-5, 2019**.

For the purposes of collecting objective information about the quality of educational programs and the entire infrastructure of the University, as well as for clarification of the content of the self-assessment report EEP conducted meetings with the first Vice-rector, Vice-rector on educational work; as well as special interview meetings to discuss the quality and academic assessment; international students; doctoral programs for postgraduate education; research activities; clinical activities; international relations; financial and administrative activities; on social issues and educational work, deans of the faculties of general medicine, public health, dentistry, pharmacy, international faculty, postgraduate education, heads of structural divisions, heads of departments, teachers, students, graduates. A total of 266 people took part in the meetings.

According to the results of an anonymous online survey, it is possible to note the satisfaction of both teachers and students with the working and learning conditions at this University. The anonymous survey was attended by 73 representatives of the teaching staff and 109 students of SMPU.

**Table 5. Information about the categories of meeting participants**

<i>Category of participants</i>	<i>Quantity</i>
<b>Rector</b>	<b>1</b>
Vice-rector	10
Deans	5
Heads of structural divisions	20
Heads of departments	32
Tutors	71
Students, residents, undergraduates, doctoral students	73
Graduates	27
Employers	27
<b>Total</b>	<b>266</b>

The EEP has made a visual inspection of the University infrastructure: classrooms, computer classes, library, reading room, sports hall, medical center, catering center, simulation center, dormitories. The EEP has also studied the documentation of the University departments and visited the bases of practical training: Republican clinical hospital, multidisciplinary clinical hospital no. 1.

The University has signed contracts with 49 health, medical and social institutions with 6,719 deployed beds and a total area of 19,260.47 m<sup>2</sup>, where 558 University employees work.

A total of **342** medical institutions are used as clinical bases for SMPU departments.

Practical training of students is carried out in accordance with the Framework regulation on practical training in higher education No. 203 of 19.03.2014, the Regulation on the organization and conduct of practical training of SMPU students, in compliance with an EP, Academic calendar, AC.

To conduct professional practice, the University has signed cooperation agreements with clinical bases, pharmacies and other medical organizations.

For professional students' internships and work placements, departments define clinical bases, organizations, enterprises, research organizations as practice bases, and coordinate programs and schedules of practical training.

The responsibility for organizing and conducting work placements is borne by the heads of departments and heads of practice bases under the terms of the correspondent agreement.

The orders of the Ministry of health, Labor and Social protection and the Rector of the University are the basis for students' work placements. Orders are issued before the start of the semester, in which, according to the schedule, internships are conducted. These orders also identify responsible officers from medical institutions and heads of internships from the University, the composition of the Commission and schedule of final examination under the internship programme. Students are sent for internships in accordance with the schedule of the learning process, which is drawn up based on the established template. The performance results based on internships are presented in the statements of internship (work placement).

There is a close relationship between the University and medical organizations. Social partnership in the field of medical education is aimed at bringing the level of training of medical personnel closer to the needs of employers. In order to strengthen and develop social partnership with medical organizations and the University, joint work is being carried out to train qualified specialists with subsequent orientation for training in residency.

When visiting clinical bases (Republican clinical hospital, multidisciplinary clinical hospital No. 1, PHC, rehabilitation center), the experts got acquainted with the infrastructure of the medical institution, visited the administrative building, specialized departments where students undergo clinical and professional practice.

Members of the EEP met with the Directors of clinics, heads of the Department who introduced on the meeting the requirements for students and the internship process. It should be noted that clinical bases provide effective and high-quality internships, and take an active part in the assessment of students' knowledge, skills and abilities. During the visit, the Director of the clinics noted close cooperation with the University in terms of clinical training of students, providing classrooms, lecture halls, offices for heads of departments, associate professors, assistants. Teaching staff of departments were proactively engaged in medical conferences, KILI, Paki, consultations of difficult patients.

During the visit, a meeting was held with the staff and heads of the departments of Urology and Nephrology (head of the Department, Tenase Adrian, Doctor of Habilitation of Medical Sciences, Professor), gastroenterology (head of the Department, Tcaciuc Eugen, Doctor of Habilitation of Medical Sciences, Associate Professor), Rheumatology and Nephrology (head of the Department, Groppa Liliana, Doctor of Habilitation of Medical Sciences, Professor), general

surgery, semiology (head of the Department, Gutu Eugene, Doctor of Habilitation of Medical Sciences, Professor), obstetrics and gynecology №1 (head of the Department, Valentin Friptu, Doctor of Habilitation of Medical Sciences, Professor), social pharmacy named after V. Prokopishin (head of the Department, Brumerel Mikhail, Doctor of Pharmaceutical Sciences, Associate Professor), drug technologies (head of the Department, Dug Eugene, Doctor of Habilitation of Medical Sciences, Professor), University Pharmaceutical Center (pharmacist Golovey Kharalambie), pharmaceutical building No. 2 (Dean Ciobanu Nicolae, Doctor of Pharmaceutical Sciences, Associate Professor). The analysis of the classes attended showed that the teachers use the developed learning kits.

In the CUSIM simulation center, members of the EEP visited the session on practical skills in the discipline “Internal diseases semiology”, 3rd year of course study (groups M1611-M1615, Valery Istrati, Doctor of Habilitation of Medical Sciences, Professor), module “Physiological childbirth”, (1st year residents, specialty “Obstetrics and gynecology”, Kardanuk Korina, Doctor of Med. Sc., Associate Professor); the lesson on “Polytraumatism, traffic accident” (1st year residents, specialty “Anesthesiology and resuscitation”, Plemedyale Svetlana, Doctor of Med. Sc., Associate Professor), module “Laparoscopy”, 2nd year residents, specialty Surgery, Voziyan Marin, Doctor of Med. Sc., Associate Professor).

At the Republican clinical hospital, members of the EEP visited the Department of gastroenterology (5th year, tutor Svetlana Tsurkan, Doctor of Habilitation of Medical Sciences, Professor), a class on the course on continuous improvement of anesthesiologists and resuscitators on the topic “Hemodialysis Disorders and correlation of energy exchange” (Viktor Kozhokaru, Doctor of Habilitation of Medical Sciences, Professor). In the multi-specialty city hospital No. 1, members of the EEP attended a class on the discipline “Obstetrics and gynecology”, 5th year (group M1411); Surguch Semion, Doctor of Medicine, Associate Professor, attended the final exam on Pharmacy - 5th year, Dean Ciobanu Nicolae, Doctor of Pharmaceutical Sciences, Associate Professor. The Commission on final exam consists of tutors and representatives of employers.

During the visit the members of the EEP met with doctors- residents of the urology program: Bizio Paul, Bulay Felicia, Ivanov Mihaela, Krechun Marianna, Zakharchenko Grigoriy, Vasiliev Vladislav. Residents experience dual control over their academic work exercised by the University and their clinical work exercised by hospitals. Since this year, the scholarship (salary) has been increased for residents: 1,000 Romanian lei on behalf of the University and 4,500 Romanian lei on behalf of the clinic.

During the visit to the practical bases, during the meeting with the heads of medical organizations and students, EEP obtained evidence of clinical and practical training.

## **(VII) REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

### **6.1. Standard “Mission and final outcomes”**

- Developed and implemented the SMPU Development Strategy 2016-2020 with the participation of international experts.

-The mission statement of the University is defined and continuously updated with the participation of all stakeholders.

- The mission reflects all activities of the University: educational, scientific, clinical and promotion of national values.

-National legislation in the field of medicine and pharmacy education complies with the European qualification framework.

-The University provides multi-level educational activities: bachelor’s degree, integrated education, residency, doctoral studies and lifelong learning, focused on the final learning outcomes.



- Students, residents, doctors, professional union representatives and employers participate in the development and updating of academic curricula for all course programs.
- High demand for specialist doctors in the healthcare system.

### **6.2. Standard “Educational program”**

- The content of educational programs (EP) of the University contributes to the development of professional competencies of students and the achievement of learning goals;
- The University provides horizontal and vertical integration of EP;
- EP stipulates the use of information technologies (SIMU, Moodle) in the process of teaching-learning-assessment and modern teaching methods (PBL, CBL, Simulation).
- EP uses achievements in basic biomedical sciences, behavioral, social, clinical sciences, and medical ethics,
- EP regularly adjusts and introduces new achievements that are consistent with medical practice and the health system;

### **6.3. Standard “Students Assessment”**

- Availability of internal instructions governing policies and procedures for student performance evaluation at all levels
- Use of various modern methods of current and final control.
- Availability of the SIMU Training module for registration and calculation of grades
- Involvement of external examiners during final examinations
- Systematic survey of students on the degree of satisfaction with the performance evaluation system.
- Carrying out corrective actions based on students and teachers’ suggestions.
- Annual update of tests taking into account the dynamic development of science and normal practice.

### **6.4. Standard “Students”**

- The University has a student selection policy.
- For certain categories of candidates, including those with severe disabilities, a quota of 15% of the total number of places (in each specialty) is set.
- The program of international academic mobility
- Representation of students in the collegial governing bodies of the University.
- Availability of a mentoring program and a Center for psychological counseling and career guidance
- Introduction of new Eps taking into account the needs of medical services “*Optometry*” and “*General nursing*”.
- Social support for students (scholarships, financial assistance, free travel, food, etc.)
- Active participation of ASRM in identifying and solving students’ problems
- Development of internationalization and international partnerships between student non-governmental organizations.
- Implementation of projects of social and cultural integration of international students

### **6.5. Standard “Academic staff/Teachers”**

- The organization demonstrates the system of selection and placement of personnel based on the analysis of EP needs. The selection of teaching staff is implemented based on approved procedures, taking into account the business and professional qualities of applicants.
- Tutors are assigned by disciplines based on their diploma qualifications and/or work experience, all personnel procedures are transparent;
- The HEI creates conditions for teaching staff to improve their language education, training for their participation in academic mobility programs;
- EP is integrated into the international educational space (ECTS);

- Internationalization of the learning process;
- Diversification of educational programs;
- Development and intensification of scientific interests of tutors aimed at ensuring the quality of disciplines and bringing international experts to the University;

#### **6.6. Standard “Study resources”**

- Availability of the established facilities (academic buildings, clinics, scientific library with electronic reading rooms and book collection, computer and interactive classes, laboratories);
- Provision of medical and diagnostic assistance to the city population within the framework of clinical training of students;
- Access to external and internal information resources;
- Full automation of all stages of the learning process through a single automated information system “SIMU”;
- Provision of electronic services to all participants of the learning process (provision of certificates, organization of a competition for vacant educational grants, provision of places in dormitories, etc.)
- Access to international electronic databases (Cochrane Library, Web of Science, etc.);

#### **6.7. Standard “Evaluation of the educational program”**

- The University regularly monitors the EP, as well as the processes and results of students’ education;
- The results of EP monitoring are communicated to interested parties (administration, teaching staff, students) via feedback channel with information about the quality of the learning process, comments and suggestions for its improvement;

#### **6.8. Standard “Management and administration”**

The SMPU demonstrates:

- compliance of the organizational structure and functional documents with its own mission statement and development strategy;
- proven openness and accessibility of managers and administration for students, teaching staff.
- the academic management structure ensures the quality and effectiveness of the SMPU’s activities in the field of management, control and provision of processes necessary for the training of highly qualified specialists for the healthcare system.
- the performance of management and administration bodies is assessed regularly through audit missions and self-assessment, in accordance with the QMS.
- continuous improvement of the qualification level of management personnel in accordance with the ISO 9001:2015 QMS
- annual increase in the number of international students, which contributes to the consolidation of the University’s budget and enhances its development opportunities.

#### **6.9. Standard “Continuous improvement”**

- The brand recognition of the University, experience of training of medical specialists in the country and abroad;
- For the medical education model implementation purposes, and to assure the quality of the learning process, a new divisional structure has been created – the Department of educational work and academic management, and the HEI has the Commission for quality assurance and evaluation of educational programs functioning;
- Availability of a system of professional development and continuous professional growth of teaching staff and employees;
- Opening of new popular specialties (Optometry, General nursing);
- Existence of partnerships and cooperation agreements with international universities;

- Implementation of a risk management system;
- For the quality of document flow improvement purposes, the HEI has introduced an automated system “SIMU”;
- The University has access to the largest electronic resources – “Cochrane library”, “Medicine and healthcare in Russia”, Polpred.com, Thomson Reuters, Springer Link, ELSEVIER, Science Direct, Scopus, Reaxys, Emabse, Engineering Village;

## **(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT**

### **6.1. Standard “Mission and final outcomes”**

1. Define criteria for performance evaluation and encouraging students’ involvement in medicine related research

***Area for improvement:***

- ✓ Specify the vision of the University with an indication of the University’s future aspirations

### **6.2. Standard “ Educational program»**

1. Improve the mechanisms for developing students’ ability to lifelong learning;
2. Intensify the development of joint study programs with international partner universities.

***Area for improvement:***

With an aim to ensure students’ scientific thinking to expand the elements of scientific research in the educational program.

### **6.3. Standard “Students’ Assessment”**

1. Standardize the conduct of assessment and practical exams.

### **6.4. Standard “Students”**

***EEP recommendations:***

1. Increase the involvement of students in research.
2. Improve the availability of medical and laboratory equipment for theoretical and clinical departments and the center for practical skills.

***Area for improvement:***

- Introduction of psychological testing for applicants’ admission to the HEI.

### **6.5. Standard “Academic staff/Tutors”**

1. Continue to implement the policy of activity and employee development, which allows to maintain a balance between teaching, research and service functions, including setting the time for each type of activity, taking into account the needs of the University;
2. Intensify publication activity of the teaching staff in journals indexed in the database of Web of Science, Scopus.
3. Continue the practice of improving differentiated remuneration.

***Area for improvement:***

- Increase the training of employees in research methodology, to involve more international partners in conducting joint research.

### **6.6. Standard “Study Resources”**

1. Define and implement the policy for conducting review related to the development of educational programs, teaching methods, and assessment of students’ knowledge and skills;

***Area for improvement:***



- Contribute to the development of the legislative and regulatory framework, as well as to submit request to the Government of the Republic of Moldova, the Ministry of health, Labor and Social Protection to establish their own University multidisciplinary clinic (hospital)



**6.7. Standard “Evaluation of the educational program”**

1. Continue working on the development of evaluation mechanisms for the educational program aimed at the students’ progress.
2. Conduct an ongoing analysis of students’ academic achievements through feedback from the structural units responsible for their selection, consulting, and planning of the educational program;

**6.8. Standard “Management and administration”**

1. It is necessary to promote the inclusion of representatives of professional public organizations in the collegial management bodies.
2. The University should also have sufficient autonomy in the allocation of resources, including decent remuneration of the teaching staff aiming to achieve good learning outcomes.

**6.9 Standard “Continuous improvement”**

1. Expand the participation of research and teaching staff and training beneficiaries in competitions for grants and nominal scholarships.
2. Ensure that training and research meet the highest quality standards;

**(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION**

1. Expand the strategy of scientific policy in the field of medical education at all levels of training of medical and pharmaceutical personnel.
2. Extend the infrastructure (facilities) by creating the University owned multidisciplinary clinic (hospital)

### INSTITUTIONAL PROFILE PARAMETERS

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education assessment			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
		<b>1.</b>	<b>"MISSION AND OUTCOMES"</b>				
		<b>1.1</b>	<b>Defining the mission statement</b>				
1	1	1.1.1	The medical institution of education <b>must</b> define its <i>mission</i> and communicate it to stakeholders and <b>the health sector</b> .	+			
			The mission statement <b>must</b> contain <b>goals and an educational strategy</b> to train a competent doctor at the level of <b>basic medical education</b> :				
2	2	1.1.2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, <b>administrative medicine</b> and scientific research in medicine.	+			
3	3	1.1.3	able to fulfill the role and function of a doctor <b>in compliance with the healthcare sector requirements</b> .	+			
4	4	1.1.4	prepared for <b>postgraduate</b> 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 institution of education <b>should</b> ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.	+			
7	7	1.1.7	Medical institution of education <b>should</b> ensure that the stated mission covers aspects of global health and reflects major international health issues	+			
		<b>1.2</b>	<b>Participation in defining the mission statement</b>				
8	8	1.2.1	Medical institution of education <b>must</b> ensure that <i>the main stakeholders</i> are involved in defining the mission statement.	+			
9	9	1.2.2	Medical institution of education <b>should</b> ensure that the stated mission is based on the opinions / suggestions of other <i>relevant stakeholders</i> .	+			
		<b>1.3</b>	<b>Institutional autonomy and academic freedom</b>				
			Medical institution of education <b>must</b> 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 academic programme;	+			
11	11	1.3.2	use of allocated resources required for the implementation of the academic programme.	+			
			Medical institution of education <b>should</b> guarantee <i>academic freedom</i> to its employees and students:				

12	12	1.3.3	in relation to <i>the current academic 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 academic programme.	+			
		<b>1.4</b>	<b>Final learning outcomes</b>				
		1.4.1	The medical institution of education <b>must</b> 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 social responsibility.	+			
19	19	1.4.2	Medical institution of education <b>must</b> 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 institution of education <b>should</b> 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 institution of education <b>should</b> determine the results of students' involvement in conducting medical research;				+
22	22	1.4.5	Medical institution of education <b>should</b> pay attention to the outcomes related to global health.	+			
23	23	1.4.6	Medical institution of education <b>should</b> use the assessment results of graduates' competencies as a feedback tool to improve the academic programme.	+			
			<b>Total</b>	<b>23</b>		<b>1</b>	
		<b>2</b>	<b>ACADEMIC PROGRAMME</b>				
		<b>2.1</b>	<b>Academic programme model and learning methods</b>				
24	1	2.1.1	The medical institution of education should define an academic 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 institution of education <b>must</b> 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 academic programme develops students' lifelong learning abilities.	+			
27	4	2.1.4	Medical institution of education must ensure that the academic programme is implemented in accordance with the principles of equality.	+			
28	5	2.1.5	Medical institution of education should use teaching and learning methods based on the modern theory of adult education.	+			
		<b>2.2</b>	<b>Scientific method</b>				
		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 academic programme.</i>	+			
33	10	2.2.2	Medical institution of education <b>should</b> include in the academic 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 institution of education should promote the involvement of students in conducting or participating in research projects.		+		
			<b>Basic biomedical sciences</b>				
			Medical institution of education should define and include in the academic 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 academic 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.	+			
			<b>2.4 Behavioral and social sciences and medical ethics</b>				
		2.4.1	Medical institution of education must determine and include in the academic 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 institution of education <b>should</b> 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.	+			
			<b>2.5 Clinical sciences and skills</b>				
			The medical institution of education should in the academic 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 <i>main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>	+			
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 academic 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.	+			
		<b>2.6</b>	<b>Structure of the academic programme, content and duration</b>				
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 academic programme in order to ensure that the appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines is observed.	+			
			The medical institution of education should in the academic 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 academic 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.	+			
		<b>2.7</b>	<b>Programme management</b>				
60	37	2.7.1	The medical institution of education must determine the structural unit responsible for the academic programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the academic programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, academic programme and learning courses assessment in order to achieve the final learning outcomes.	+			
61	38	2.7.2	Medical institution of education <b>must</b> guarantee representation of teachers and students in the structural unit responsible for academic programmes.	+			
62	39	2.7.3	Medical institution of education <b>should</b> , through the structural unit, responsible for academic programmes,	+			

			plan and implement innovations in the academic programme.				
63	40	2.7.4	Medical institution of education <b>should include</b> representatives from <i>other relevant stakeholders</i> , in the structure of the medical education organization responsible for academic programs, <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>	+			
		<b>2.8</b>	<b>The link with medical practice and health care system</b>				
64	41	2.8.1	The medical institution of education should provide an operational link between the academic 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 academic 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 <b>should</b> ensure that the structural unit responsible for the academic programme:				
65	42	2.8.2	takes into account the particular conditions in which graduates have to work and modify the academic programme accordingly;	+			
66	43	2.8.3	reviews the modification of the academic programme based on feedback from the public and society as a whole.	+			
			<b>Total</b>	<b>41</b>	<b>1</b>	<b>1</b>	
		<b>3.</b>	<b>STUDENTS ASSESSMENT</b>				
		<b>3.1</b>	<b>Assessment methods</b>				
			Medical institution of education <b>must</b> :				
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;	+			
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 institution of education <b>should</b> :				
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.	+			
		<b>3.2</b>	<b>The link between assessment and learning</b>				
			Medical institution of education <b>must</b> 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 evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their links with the assessment process.	+			
			Medical institution of education <b>should</b> :				
80	14	3.2.5	regulate the number and nature of examinations of the various elements of the academic 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 academic programme;	+			
81	15	3.2.6	guarantee the provision of timely, precise, constructive and fair feedback to students based on the assessment outcomes.	+			
			<b>Total</b>	<b>14</b>		<b>1</b>	
		<b>4.</b>	<b>STUDENTS</b>				
		<b>4.1</b>	<b>Admission and selection policy</b>				
			Medical institution of education <b>must</b> :				
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	have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country;	+			
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 <b>should</b> :				
85	4	4.1.4	establish the links between the students' selection and the mission of the medical institution of education, the academic 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 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 national minorities;	+			
87	6	4.1.6	use the system to appeal admission decisions.	+			
		<b>4.2</b>	<b>Student recruitment</b>				
88	7	4.2.1	The medical institution of education <b>must</b> 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 <b>should</b> 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.	+			
		<b>4.3</b>	<b>Student counseling and support</b>				
			Medical institution of education <b>must</b> :				
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 <b>should</b> 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.	+			
		<b>4.4</b>	<b>Student representation</b>				
96	7	4.4.1	Medical institution of education <b>must</b> 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 academic programme, and other students related issues.	+			
97	8	4.4.2	Medical institutions of education <b>should promote and support student activities</b> and student organizations, including <i>the provision of technical and financial support to student organizations.</i>	+			
			<b>Total</b>	<b>16</b>			
		<b>5.</b>	<b>ACADEMIC STAFF / TEACHERS</b>				
		<b>5.1</b>	<b>Selection and Recruitment Policy</b>				
			Medical institution of education <b>must</b> determine and implement a <i>policy of selection and admission of employees, which:</i>				
98	1	5.1.1	determines their category, responsibility and <i>balance of teaching staff / teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the academic 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;				
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 <b>should</b> 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 academic 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>	+			
		<b>5.2</b>	<b>Development policy and employee activities</b>				
			Medical institution of education must determine and implement the policy of the activities and development of employees, which:				
104	6	5.2.1	allows to maintain <i>a balance</i> between <i>teaching, scientific and service functions</i> , which include the establishment of <i>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	guarantees <i>deserved recognition of its academic activities</i> , with an appropriate focus on pedagogical, research and clinical qualifications, and <i>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	guarantees <i>the adequacy of knowledge by each employee of the academic programme, which includes knowledge of the methods of teaching/learning and the general content of the academic 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 <b>should</b> :				
109	11	5.2.6	take into account the proportion of "teacher-student" depending on the various components of the academic programme;	+			
110	12	5.2.7	develop and implement employee promotion policy.	+			
			<b>Total</b>	<b>10</b>		<b>2</b>	
		<b>6.</b>	<b>EDUCATIONAL RESOURCES</b>				
		<b>6.1</b>	<b>Material and technical base</b>				
			Medical institution of education <b>should</b> :				
111	1	6.1.1	have a sufficient <i>material and technical base</i> for teachers and students to ensure adequate implementation of the academic programme;	+			
112	2	6.2.2	provide <i>a 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 <b>should</b> improve the			+	

			student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in the learning practice.				
		<b>6.2</b>	<b>Clinical training resources</b>				
			The medical institution of education <b>must</b> 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 <b>should</b> <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>				+
		<b>6.3</b>	<b>Information Technology</b>				
<b>118</b>	<b>8</b>	<b>6.3.1</b>	Medical institution of education <b>must</b> determine and implement a policy that aims at <i>the effective use and evaluation of the relevant information and communication technologies in the academic programme.</i>	+			
119	9	6.3.2	Medical institution of education <b>must</b> provide access to network or other e-media outlets	+			
			Medical institution of education <b>should</b> 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 <b>should</b> ensure that students have access to relevant patient data and healthcare information systems.	+			
		<b>6.4</b>	<b>Medical research and scientific achievements</b>				
			Medical institution of education <b>must</b> :				
125	15	6.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the academic 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 <b>should</b> 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.	+			
		<b>6.5</b>	<b>Inspection review in the field of education</b>				
			Medical institution of education <b>must</b> :				

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 <b>must</b> determine and implement a policy on the inspection reviews in the field of education:				
132	22	6.5.2	in the development of an academic programme;	+			
133	23	6.5.3	in developing teaching methods and assessing knowledge and skills.			+	
			Medical institution of education <b>should</b> :				
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.	+			
		<b>6.6</b>	<b>Exchange in education</b>				
			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 academic programme, which may be transferred from other educational organizations and which may be facilitated by concluding agreements on mutual recognition of academic 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 <b>should</b> :				
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.	+			
			<b>Total</b>	<b>26</b>		<b>4</b>	
		<b>7.</b>	<b>PROGRAMME EVALUATION</b>				
		<b>7.1</b>	<b>Programme monitoring and evaluation mechanisms</b>				
			Medical institution of education <b>must</b>				
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 academic 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 <b>must</b> establish and apply mechanisms for evaluation of the academic				



			programme, which:				
143	3	7.1.3	is focused on the academic programme and its <i>main components, including the model of the academic programme, the structure, content and duration of the academic 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 academic programme and disciplines curriculum;	+			
			Medical institution of education <b>should</b> periodically conduct a comprehensive <i>evaluation of the academic 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 academic 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 <b>should</b> rely on social responsibility/accountability.	+			
		<b>7.2</b>	<b>Teacher and student feedback</b>				
150	10	7.2.1	The medical institution of education <b>must</b> systematically collect, analyze, and provide teachers and students with feedback that includes <i>information about the process and products of the academic 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 <b>should</b> use feedback results to improve the academic program.	+			
		<b>7.3</b>	<b>Students' learning performance</b>				
			Medical institution of education <b>should analyze</b> the educational achievements of students and graduates in relation to:				
152	12	7.3.1	<i>its mission and learning outcomes</i> of the academic 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	academic program;	+			
154	14	7.3.3.	availability of resources.	+			
			Medical institution of education <b>should</b> 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 <b>should</b> 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	academic programme planning;	+			
159	19	7.3.8	students consulting.	+			
		<b>7.4</b>	<b>Stakeholder involvement</b>				
			Medical institution of education in its programme of monitoring and evaluation of the academic programme <b>must</b> 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 academic 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 academic programme.	+			
			<b>Total</b>	<b>23</b>		<b>1</b>	
		<b>8.</b>	<b>MANAGEMENT AND ADMINISTRATION</b>				
		<b>8.1</b>	<b>Management</b>				
165	1	8.1.1	Medical institution of education <b>must</b> 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 <b>should</b> 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 <b>should</b> ensure <i>the transparency</i> of the management system and decisions that are published <i>in bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.</i>	+			
		<b>8.2</b>	<b>Academic leadership</b>				
170	6	8.2.1	Medical institution of education <b>must</b> clearly define the responsibility of <i>academic leadership</i> in the development and management of the academic 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.	+			
		<b>8.3</b>	<b>Budget for learning and resource allocation</b>				
			Medical institution of education <b>must:</b>				
172	8	8.3.1	have a clear set of responsibilities and authorities to provide the academic programme with resources, including a targeted budget for training;	+			
173	9	8.3.2	allocate resources necessary for the implementation of the academic programme and distribute educational resources in accordance with the correspondent needs.	+			
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 <b>should:</b>				



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.	+			
		<b>8.4</b>	<b>Administrative staff and management</b>				
			Medical institution of education <b>must</b> 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 academic 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 <b>should</b> develop and implement an internal quality assurance management programme, including review of the needs for improvement, and conduct regular management review and analysis.	+			
		<b>8.5</b>	<b>Interaction with the healthcare sector</b>				
180	16	8.5.1	Medical institution of education <b>must</b> develop <i>a constructive interaction</i> with the healthcare sector, with related health industries at the society and the government levels, <i>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 <b>should</b> be given an <i>official status of cooperation</i> with partners in the healthcare sector, which includes <i>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>	+			
			<b>Total</b>	<b>15</b>		<b>2</b>	
		<b>9.</b>	<b>CONTINUOUS IMPROVEMENT</b>				
			Medical institution of education <b>must</b> 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 <b>should</b> :				
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.	+			

188	7	9.1.7	Adaptation of the academic programme model and methodological 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 academic 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 academic 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 academic programme.	+			
194	13	9.1.13	Improving the process of monitoring and evaluation of the academic 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.	+			
			<b>Total</b>	<b>13</b>		<b>1</b>	
			<b>GRAND TOTAL</b>	<b>181</b>	<b>1</b>	<b>13</b>	