Ministry of Health, Labor and Social Protection of the Republic of Moldova

Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova

REPORT ON SELF-ASSESSMENT
on institutional accreditation
of Nicolae Testemitanu SUMPh

Chisinau, 2019

Ministry of Health, Labor and Social Protection of the Republic of Moldova

Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova

APPROVED

By Rector of Nicolae Testemitanu SUMPh, Academician of AS RM, PhD, professor

_____ Ion Ababii

«28» May 2019

REPORT ON SELF-ASSESSMENT
on institutional accreditation of Nicolae Testemitanu SUMPh according to international accreditation standards of medical education organizations IAAR Abroad (based on WFME / AMSE)

Chisinau, 2019

CONTENT

ABBREVIATIONS

SUMPh – State University of Medicine and Pharmacy
UCSMT – University Center for Simulation in Medical Training
MD in biology
MD in medicine
MD in pedagogy
MD in philosophy
MD in pharmacy
PhD in medicine
MD in chemistry
AAC – Academic Assessment Centre
AD – Accountancy Department
AMD – Assets Management Department
AP – academic positions
AS – academic staff
AS – academic staff
AS RM – Academy of Sciences of the Republic of Moldova
ASRM – Association of Students and Residents in Medicine
BUS – Bureau of University Senate
CISD – Council for Institutional Strategic Development
CMC – Clinical Management Center
CPCPG – Centre for Psychology Consulting and Professional Guidance
CQASPA – Commission for Quality Assurance and Study program Assessment
DCPR – Department of Communications and Public Relations
DCTM – Department of Continuing Training in Medicine
DDAM – Department of Didactics and Academic Management
DEBF – Department of Economics, Budget and Finance
DIA – Internal Audit Department
DIREI – Department of International Relations and European Integration
DITC – Department of Information Technology and Communication
DSMT – Doctoral School in Medical Training
ECTS – European Credit Transfer and Accumulation System
EP – Educational Program
EQF – European Qualification Framework
EU – European Union
FC – Faculty Council
GD – Government Decision
HI – Healthcare Institutions
HRD – Human Resources Department
IT – information technology
LD – Legal Department
MB – Management Board
ME – Ministry of Education
MECR – Ministry of Education, Culture and Research
MESF – medical education support funds
MH – Ministry of Health
MHLSP – Ministry of Health, Labour and Social Protection
NAAA – National Agency for Accreditation and Attestation
NAQAFER – National Agency for Quality Assurance in the Field of Education and Research
NMIA – National Medical Insurance Agency
NQF – National Qualification Framework

PC	– Professional competences
QF-EHEA	– Рамки квалификаций Европейского пространства высшего образования
QMB	– Quality Management Board
RM	– the Republic of Moldova
RTP	– Research and teaching positions
RW	– Research Work
SC	– Scientific Council
SC	– Specialty Commission
SD	– Science Department
SP	– Study Plan
SPD	– Study Program on Discipline
STS	– Self-training of students
TC	– Transversal competences
TP	– Teaching positions
TS	– Teaching staff
UCPM	– University Clinics for Primary Medicine
UDC	– University Dental Clinics
UFA	– University Francophone Agency
UIMS	– University Informational Management System
UMPh	– University of Medicine and Pharmacy "G.T. Popa ", Iasi, Romania
UQMS	– University Quality Management System
US	– University Senate
WHO	– World Health Organization

COMPOSITION OF THE INTERNAL COMMISSION FOR SELF-ASSESSMENT

The report was prepared by the Steering Committee and the following working group:

Olga Chernetchi - Chairman, PhD, Professor, First Vice-Rector, Vice-Rector for Didactic Activity.
Silvia Stratulat - Deputy Chairman, Head of Department of Didactics, MD, Associate Professor

Members of the Steering Committee:

1. Olga Tagadiuc, PhD, Professor, Vice-Rector for Doctoral Studies, Director of the Doctoral School in Medical Sciences;
2. Igor Chemortan, Vice-Rector for Quality and Academic Assessment, MD in Biology, Associate Professor, Head of Department of Molecular Biology and Genetics;
3. Adauji Stela, head of the Unit of Academic Quality Management, MD in Pharmacy, associate professor of the Department of Social Pharmacy "V. Procopishin ";
4. Placinta Gheorghe, Dean of the Faculty of Medicine No. 1, PhD, Associate Professor;
5. Olga Iurco, Head of Internal Audit Department.

Members of the Commission:

1. Evgenii Gutu, Vice-Rector for International Relations, PhD, Professor, Head of Department of General Surgery - Semiology No. 3;
2. Emil Ceban, Vice-Rector for Clinical Work, Ph.D., Professor of the Department of Urology and Nephrology;
3. Serghei Suman, Vice-Rector for Social Issues and Educational Work, PhD, Professor of the Department of Topographical Anatomy and Operative Surgery;
4. Kravet Victoria, Vice-Rector for Finance and Administration;
5. Sergiu Ciobanu, dean of the Faculty of Dentistry, MD in Chemistry, professor, head. Department of Odontology, Paradontology and Oral Pathology;
6. Nicolae Ciobanu, Dean of the Faculty of Pharmacy, MD in Pharmacy, Associate Professor, Department of Medicine Technology;
7. Liviu Grib, Dean of the Faculty of Residency, PhD, Professor of the Department of Cardiology;
8. Didina Nistreanu, Scientific Secretary of the Senate, MD in Philosophy, Associate Professor of the Department of Philosophy and Bioethics;
9. Oleg Galbur, Head of Department of Human Resources, MD, Associate Professor, Department of Pathophysiology and Clinical Pathophysiology;
10. Badan Vladislav, Head of the Department of Continuing Education;
11. Evelina Gherghelegiu, head of Department of International Relations and European Integration, MD, Associate Professor of the Department of Neurology No.1;
12. Silvia Ciubrei, Head of Department of Communications and Public Relations;
13. Tatiana Novac, Doctor of Law, Head of Legal department;
14. Elena Raevschi, MD, Associate Professor, Head of Department of Social Medicine and Medical Management;
15. Gennadii Curocichin, PhD, Professor, Head. Department of Family Medicine;
16. Vitalii Ojovan, Doctor of Philosophy, Professor, Head of Department of Philosophy and Bioethics;
17. Livia Uncu, MD in Pharmacy, Associate Professor, Department of Pharmaceutical and Toxicological Chemistry;
18. Virginia Salaru, MD, Associate Professor, Department of Family Medicine;
19. Angela Cazacu-Stratu, MD, Associate Professor of the Department of Hygiene;
20. Valentina Vorojbit, MD, associate professor of the Department of Microbiology;
21. Stela Cojocaru, MD, Associate Professor, Department of Infectious Diseases;
22. Marin Vozian, MD, Associate Professor, Department of Surgery No. 1 “N. Anestiadi”;
23. Gheorghe Harea, MD, associate professor of the Department of Gastroenterology;
24. Inna Pogonea, MD, Associate Professor, Department of Pharmacology and Clinical Pharmacology;
25. Andrei Romancenko, Director of the University Center for Simulation in Medical Education;
26. Liubovi Karnaeva, Director of the Scientific Medical Library;
27. Svetlana Lupasco, Chief Economist;
28. Victor Stasiuc, Deputy-Chief Economist;
29. Gabriel Russu, head of Department of Information Technology;
30. Cernitanu Mariana, MD, Associate Professor of the Department of Management and Psychology;
31. Gheorghe Buruiana, Chairman of the Association of Students and Residents in Medicine;

INTRODUCTION

The purpose of the self-assessment is to establish the compliance of comprehensive activities of Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova (SUMPh) with international standards for accreditation of medical education institutions of the IAAR abroad (based on the WFME/AMSE) to improve the quality of educational services and curricula, management of the University, as well as the qualifications of graduates.

The self-assessment was carried out on the basis of the order of the Rector of the SUMPh No. 91-A of March 22, 2019 "On conducting a self-assessment procedure and preparing a self-assessment report during institutional international accreditation according to the guidelines of the IAAR (WFME/AMSE)".

The institutional self-assessment procedure was conducted in the period from 03/28/2019 to 04/26/2019 in accordance with existing regulations and guidelines.

Counselling of the University team on self-assessment and report preparation was held at the training seminar "Formation of an internal system for assessing the quality of education" on March 27, 2019. The seminar, which was attended by 20 people, was conducted by the IAAR expert, B. Turdaliyeva, MD, Academician of APMRK.

During the period of the self-assessment process for international institutional accreditation, the University team, led by the working group on the preparation of the report, carried out work on collecting and analyzing materials characterizing the comprehensive activities of the University over the past 5 years (2014-2018).

The result of the work on the self-assessment of educational and methodical, scientific, clinical activities, the potential of the faculty, research, qualifications of graduates of this educational institution, as well as the state of the material and technical base of the SUMPh, led to a conclusion about the positive dynamics of the University and good performance in all activities.

The institutional self-assessment process according to the standards of international accreditation of medical education institutions of the IAAR abroad (based on WFME / AMSE), had a positive impact on the University comprehensive activities, as the strong and weak points in the implementation of the tasks defined by the University Development Strategy were highlighted. The legal and regulatory framework was updated, the inventory was taken and material resources were redistributed to support the educational and research activities of the SUMPh, the information system was updated, etc.

The self-assessment procedure rallied the University team and increased responsibility for the results and outcomes of the accreditation process.

Public institution 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 health system of the country, and carries out scientific and clinical activities (*Note 0.01*).

The founder of the University is the Ministry of Health, Labor and Social Protection. In educational and scientific terms, the activities of the University are subordinate to the Ministry of Education, Culture and Research of the Republic of Moldova.

The SUMPh is a successor of the Chisinau Medical Institute, founded in October 1945 as a result of the transfer to Chisinau of the Medical Institute of Kislovodsk, created during World War II on the basis of the potential of the 1st, 2nd and Pediatric Institutes of Leningrad, evacuated during the World War II.

The basis for the transfer was the Resolution 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 School and National Commissariat for Health of the USSR No. 427/699 of August 31, 1945 on transferring Kislovodsk Medical Institute to Chisinau and renaming it the ***Chisinau State Medical Institute***.

The Institute began its activities with a single Faculty of Medicine, in 32 departments of which about 1,000 students studied and 20 PhD and 23 candidates of science worked.

Based on the growing needs of health care personnel, other faculties were later established: Pediatrics (1954), Dentistry (1959), Continuing Education of physicians (1962), Preventive Medicine (1963) and Pharmacy (1964). In 1965, the Institute was awarded the 1st category and began the implementation of postgraduate education through undergraduate internship and internship.

In 1990, the Institute was named after Nicolae Testemitanu - an outstanding figure of public health, a scientist, minister of health and the rector of the institute.

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

In 1991, the University introduced a new form of post-university education through residency, which, according to the Education Law of 1995 (Article 28[1], p. 4), became compulsory for all graduates of medical schools.

The new Human Resources Strategy of the Ministry of Health and European requirements for medical education led to the closure of the Pediatric Faculty and the merger of the Faculty of Preventive Medicine and Medicine in 1999.

Currently, the University has two faculties of Medicine (for national and foreign students), faculty of Dentistry, faculty of Pharmacy, faculty of Residency and the Department of Continuing Medical Education.

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

The basic documents constituting the legal framework for the activities of the university are: the Constitution of the Republic of Moldova; Education Code of the Republic of Moldova No. 152 of July 17, 2014; GD of RM № 1006 of 10/27/2010 on the Approval of the Program of development of medical and pharmaceutical education in the Republic of Moldova for the period 2012-2020; Development Strategy of Nicolae Testemitanu State University of Medicine and Pharmacy for the period 2011-2020; GD of RM No. 482 of 06/28/2017 approving the List of areas of vocational 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-graduate education through residency; University Charter.

During the long-term activities of the University, a lot of work has been done on the formation of the regulatory framework, on the implementation of the principles and mechanisms of collegial management (Council for Institutional Strategic Development, Internal Audit Department, University Commission on the Ethics). Annual action plans were developed to implement the University strategy, plans and reports of the quality assurance system. The quality of the educational process was 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 (UMIS), teaching and assessment platforms Test-editor and MOODLE, computer testing classes, the University Center for Simulation Training in Medicine.

The University provides all levels of university and postgraduate education:

- ✓ language training (pre-university education for foreign students);
- ✓ cycle I licensing (*Optometry and General nursing*)
- ✓ integrated higher education (*Medicine* and *Preventive Medicine* - 6 years of study; *Dentistry* and *Pharmacy* – 5 years of study);
- ✓ doctoral studies – 48 doctoral programs;
- ✓ residency with a duration of 2–5 years with the aim of compulsory professional training of doctors and pharmacists in 63 specialties;
- ✓ continuing medical training in the field of medicine and pharmacy according to 256 programs.

On 01.03.2019, 5959 students, 1352 resident doctors, 22 clinical residents, including 2477 foreign students from 32 countries (Israel, India, USA, Romania, Turkey, Russia, etc.) were trained at the University.

In 75 educational departments, 19 laboratories and 5 Centers educational, scientific and medical activities are carried out by 872 employees, including 6 academicians and 6 corresponding members of the ASM, 135 PhD and 431 doctors of science. Training and support staff makes 156 people. 449 lecturers, associate professors and professors are certified in knowledge of foreign languages (levels C1, C2, B2).

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 dated January 12, 2006).

The SUMPh is the founder of two public health facilities - the University Clinic of Primary Care and the University Dental Clinic providing medical services to the population. At the same time, the

University is the founder of the Rehabilitation Center, the Pharmaceutical Center, which includes a pharmacy and the Center for the cultivation of medicinal plants.

Currently, the university cooperates with 90 medical universities, faculties and centers from more than 27 countries. The university's partners in the field of medical education, science and clinical activities are medical universities and research centers in 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.

The SUMPh actively participates in projects funded by the FP7, Horizon 2020, EPLUS and 3HP European Commission programs, being a partner in EECAlink projects (FP7-HEALTH-2007-B), ESPOIR (FP7-HEALTH-2011), Introducing Problem Based Learning in Moldova Toward Enhancing Students' Competitiveness (EAC-A04-2014; EPLUS), EFF-A05-2017; EPLUS; RECOVER-E (H2020-SC1-2017) RTD) and InfAct (HP-JA-2017; 3HP). The University academic staff are experts and representatives of the Republic in the Horizon 2020 SC1Health, Demographic Change and Wellbeing Committees, the ICPerMed international consortium for personalized medicine.

In 2019, the Republic of Moldova became a full member of the ICGEB (International Center for Genetic Engineering and Biotechnology), a research organization established and operating under the auspices of the United Nations, upon the initiative of the SUMPh.

From year to year the number of publications of the University staff published and cited in international scientific databases (ISI, SCOPUS, etc.) is growing. Thus, the number of publications in journals with ISI impact factor increased from 34 in 2017 to 46 in 2018, and those cited in the SCOPUS database from 15 in 2017 to 19 in 2018.

The university is the founder of 2 scientific journals: "The Moldovan Medical Journal" and "The Medical Journal of Health Sciences" and the university newspaper "Medicus".

Nicolae Testemitanu SUMPh is included in the WHO Avicenna Medical School Directory. It is also a member of the European Medical Education Association (AMEE) since 2011, the Association for the Study of Medical Education (AMSE) since 2013, the International Association of Universities (IAU) since 2012, the University Agency of French-speaking countries (AUF) since 1997., International Conference of Deans of French-speaking Medical Faculties (CIDMEF) since 2005.

The quality management system is a part of the University management system aimed at achieving results related to quality objectives, to meet the needs, expectations and requirements of interested parties.

The quality assurance policy is set out in the Declaration of the Rector DPCA 5.2.1, updated on April 26, 2019, the provisions of which are brought to the attention of all employees.

In N. Testemitanu SUMPh the quality assurance system was introduced in 2008 in accordance with ISO 9001: 2008, certified by AJA REGISTRARS (Romania). In October 2016, the University successfully passed a certification audit by CERTIND (Romania), as a result of which a quality certificate for compliance with the requirements of ISO 9001: 2015 was obtained.

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

The University has also received international assessment from the European Commission for Academic Assessment of the DentEdEvolvers Association (2002) and the Council of the International Conference of Deans of French-speaking Medical Faculties (CIDMEF) (2005).

In 2016 and 2018 the educational program of the Faculty of Dentistry was accredited for a period of 5 years by the California State Dental Council (USA) (*Note 0.02*).

In the period 2013-2014 the University activities were evaluated according to the WFME Standards by the AMEE and WFME expert commissions, which resulted in the following conclusion**: *"In general, Nicolae Testemitanu State University of Medicine and Pharmacy 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."*** (*Note 0.03*).

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

Today, the State Medical University is one of the leading state universities of the Republic of Moldova, providing multi-level training of specialists for the health care system, carrying out all activities: training, research and high-quality medical care.

1. GENERAL INFORMATION ABOUT UNIVERSITY

Full name of the medical education institution	**Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova**
Founders	Ministry of Health, Labor and Social Protection of the Republic of Moldova
Year of foundation (name, renaming (if implemented)	1945 - Chisinau State Medical Institute In 1991, reorganized into Chisinau State Medical Institute named after Nikolai Testemitanu GD RM No 363 of 25.07.1991 In 1991, reorganized into Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova GD RM No 705 of 18.12.1996
Current accreditation status:	
Location	165, Stefan cel Mare si Sfint, Bd, Chisinau, the Republic of Moldova www.old.usmf.md
Rector	Confirm the accuracy and truthfulness of the self-assessment report Academician of the AS RM, PhD, Professor, **Ion Ababii**
License (legal title)	✓ Certificate on accreditation of SUMPh No. 000005, series AUC of July 19, 2007, issued in accordance with Resolution of the Board of the Ministry of Education and Youth No. 851 of July 19, 2007; ✓ Certificates of Accreditation for a period of 5 years of November 20, 2018 No. 000132 - 0912.1 Medicine; No. 000133 - 0916.1 Pharmacy; No. 000134 - 0911.1 Dentistry, and of authorization No. 000161 - 0913.1 General nursing (order MECR RM No. 1902 of 12/26/2018) No. 000160 - 0914.4 Optometry; (GD RM No. 692 of 07/11/2018)
Number of students (full-time, part-time education)	The total number of **students** and **doctoral students** on 01.03.2019 is **6263**, including: ✓ **6th level** ISCED/6EQF/1QF-EHEA, Higher education, full-time, first cycle license: 4 years with 240 ETCS *credits* each; • *Optometry - **28** students;* • *General nursing - **15** students;* ✓ **7th level** ISCED/7EQF/2QF-EHEA, integrated higher education, I + II cycles, full-time: • *Medicine (6 years, 360 ETCS credits) - **4506** students;* • *Preventive medicine (6 years, 360 ETCS credits) - **147** students;* • *Dentistry (5 years, 300 ETCS credits) - **863** students;* • *Pharmacy (5 years, 300 ETCS credits) - **400** students;* ✓ **8th level** ISCED/8EQF/3QF-EHEA higher education, III cycle doctoral program (46 programs 180 ETCS credits each): • *full-time study (4 years) - 55 doctoral students;* • *correspondence course (5 years) - 249 doctoral students;*
Number of residents	The total number of **residents** of 03/01/2019 is **1352**, including: • *Medicine - **1121** resident doctors in **44** specialties;* • *Preventive medicine - **50** resident doctors in **3** specialties;* • *Dentistry - **162** resident doctors in **6** specialties;* • *Pharmacy - **19** resident pharmacists in **4** specialties;*
Number of trainees	The total number of **trainees** for 2018 is **6054**, including: doctors - **4579**; dentists - **704**; pharmacists - **771.**

INFORMATION ABOUT EDUCATIONAL PROGRAM "MEDICINE"

PART I	
Educational program	**0912.1 MEDICINE**
Level / period of study	7th level ISCED/7EQF/2QF-EHEA, integrated higher education, (I + II cycles), full-time, 6 years, 360 ECTS credits
Structural subdivision (head)	***Gheorghe Placinta***, PhD, associate professor, dean of Faculty of Medicine
Basic chairs (heads of chairs)	

1. Obstetrics, gynecology and human reproduction - Friptu Valentin, PhD, professor
2. Obstetrics and Gynecology - Olga Cernetchi, PhD, Professor
3. Alternative Complementary Medicine - Victor Lacusta, Academician of the AS RM, PhD, Professor
4. Human Anatomy - Ilia Catereniuc, PhD, Professor
5. Anesthesiology and Resuscitation No. 2 - Victor Cojocaru, PhD, Professor
6. Anesthesiology and Resuscitation No. 1 “Valeria Ghereg” - Sandru Sergei, MD, associate professor
7. Biochemistry and Clinical Biochemistry - Olga Tagadiuc, Ph.D, associate Professor
8. Military and Disaster Medicine – Dumitras Vasile, MD, associate professor
9. Hygiene - Sergei Cebanu, MD, Associate Professor
10. Histology, cytology and embryology - Lilian Saptefrat, PhD, associate professor
11. Department of Pediatrics - Ninel Revenco, MD, Professor
12. Dermatovenereology - Mircea Beciu, MD, Associate Professor
13. Pediatric Surgery, Orthopedics and Anesthesiology - Gavril Boyan, Ph.D., Associate Professor
14. Discipline Internal Diseases-Semiology - Valeriu Istrati, PhD, Professor
15. Discipline Gastroenterology - Eugen Tcaciuc, PhD, Associate Professor
16. Discipline Hematology - acting head Maria Robu, MD, associate professor
17. Discipline Cardiology - Valeriu Revenco, PhD, Professor
18. Discipline Clinical Synthesis - Sergiu Matcovschi, PhD, professor
19. Discipline Pneumology and Allergology - Victor Botnaru, Ph.D., Professor
20. Discipline Occupational Diseases - Nicolae Bodrug, PhD, Professor
21. Discipline Rheumatology and Nephrology - Liliana Groppa, PhD, Professor
22. Infectious Diseases - Gheorghe Placinta, Ph.D, Associate Professor
23. Infectious, Tropical Diseases and Medical Parasitology - Tiberiu Holban, Ph.D, Professor
24. Ultrasound diagnostics course - Andrey Testemitanu, MD, associate professor
25. Laboratory Medicine - Anatolie Visnievschi, PhD, Associate Professor
26. Management and Psychology - Larisa Spinei, Ph.D, Professor
27. Microbiology and Immunology - Valeriu Rudic, Ph.D, Academician of the AS RM
28. Molecular biology and human genetics - Igor Chemortan, MD, associate professor
29. Neurology No. 1 - Mikhail Gavriliuc, PhD, Professor
30. Neurology No. 2 - Stanislav Groppa, PhD, Academician
31. Neurosurgery - Grigore Zapuhlih, PhD, Professor
32. Emergency medical care - Gheorghe Ciobanu, PhD, Professor
33. General hygiene – Ion Bahnarel, PhD, Professor
34. Oncology – Dumitru Sofroni, PhD, Professor
35. Orthopedics and Traumatology - Nicolae Kapros, PhD, Professor
36. Otolaryngology - Acting head, Lucian Danilov, PhD, associate professor
37. Ophthalmology - Eugeniu Bendelic, PhD, Professor
38. Ophthalmology-Optometry - Valeriu Kusnir, PhD, Professor
39. Pathological Anatomy - Eugen Melnic, PhD, associate professor
40. Pathophysiology and clinical pathophysiology – Valeriu Cobet, PhD, Professor
41. Pneumophysiology - Constantin Iavorschi, PhD, Professor
42. Pre-University Training Centre – Veaceslav Gonciar, PhD, Professor
43. Psychiatry, Narcology and Medical Psychology - Anatol Nacu, PhD, Professor
44. Radiology and medical imaging - Natalia Rotaru, PhD, Professor
45. Medical rehabilitation, physical medicine, physiotherapy and manual therapy - Oleg Pascal, PhD,

Professor
46. Romanian Language and Medical Terminology - Argentina Chiriac, Doctor in Pedagogy, associate professor
47. Family medicine - Gennadii Curochin, PhD, associate professor
48. General Surgery-Semiology - Evghenii Gutu, PhD, Professor
49. Foreign languages - Daniela Esanu-Dumnazev, Doctor in Pedagogy.
50. Social Medicine and Medical Management - Elena Raevschi, MD, associate professor
51. Forensic Medicine - Andrei Padure, PhD, associate professor
52. Topographic Anatomy and Operative Surgery – Boris Topor, PhD, Professor
53. Urology and Surgical Nephrology - Adrian Tanase, PhD, Professor
54. Pharmacology and Clinical Pharmacology - Victor Ghicavii, Corresponding member of AS RM, PhD, Professor
55. Human Physiology and Biophysics - Victor Vovc, PhD, Professor
56. Philosophy and Bioethics - Vitalie Ojovan, MD, associate professor
57. Surgery No1 "Nicholas Anestiadi" - Gheorghe Rojnoveanu, PhD, Professor
58. Surgery No 2 - Vladimir Hotineanu, Corresponding member of AS RM, PhD, Professor
59. Surgery No 4 - Sergiu Ungureanu, PhD, associate professor
60. Endocrinology - Lorina Vudu, MD, associate professor
61. Epidemiology - Viorel Prisacari, Corresponding member of AS RM, PhD, Professor

Date of external visit	00.00.2019 г.
The person in charge of the accreditation (tel. / Fax / e-mail)	**Olga Cernetchi**, First Vice-Rector, Vice-Rector for Didactic Activity, PhD, professor Office tel. +373 22 205 710, mobile tel. +373 69 283 022; e-mail: prorectorcalitate@usmf.md; ocernetchi@yahoo.com
PART II	
Number of credits	**360 ECTS credits**
Duration of studies (number of semesters), form of study	**6 years, XII semesters, full-time education**
Beginning of training (autumn / spring semester)	**Autumn semester – 01 September** **Spring semester – 01 February**
Date of introduction of the educational program	**1945**
Previous accreditation (date, validity, accreditation agency	Certificates on external quality assessment for a period of 5 years for accreditation issued on November 20, 2017 by the National Agency for Quality Assurance in Education and Scientific Research No. 000132 - 0912.1 Medicine (MECR RM order No. 1902 of December 26, 2018)
Admission Requirements	Baccalaureate diploma or professional diploma, or higher education diploma
Further education opportunities	Participation in the competition for admission to residency in specialties approved by the MHLSP and / or enrollment in doctoral programs
Employment opportunity, possible career directions	According to the legislation of the Republic of Moldova, a specialist doctor has the right to work only upon the completion of residency.

2. INTERNATIONAL STANDARDS COMPLIANCE FOR ACCREDITATION

Standard 1. MISSION AND OUTCOMES

1.1. Mission statement

1.1.1. Nicolae Testemitanu State University of Medicine and Pharmacy is the only higher educational establishment in the Republic of Moldova related to Medicine and Pharmacy that was accredited at the national level (2001,2007,2018) and recognized by international organizations (2001,2005,2018), and which acts on the basis of Constitution of the Republic of Moldova, Code of Education and University Charter. The University provides optimal conditions for university and postgraduate education of medical and pharmaceutical staff by means of residency training programs, according to the International and European requirements for Education, as well as Doctoral and Postdoctoral fellowships, in order to ensure a continuing education throughout their professional activity. The teaching process is inextricably linked with the scientific research, providing professional medical care to the population, and sharing new modern advances within the field of medicine and pharmacy. The scientific and academic potential of SUMPh is characterized by high-level professionalism along with knowledge of foreign languages and information technologies.

The university belongs to category A, pursuant to Article 82 of the Code of Education, since: it provides higher education according to the requirements of professional training programs; carries out research and innovative activities; offers undergraduate and doctoral training programs.

The functional components of SUMPh are assisted by educational and research activities. Moreover, the University is the leader in supplying medical and pharmaceutical care services in the Republic of Moldova from a methodological and practical point of view.

The **mission** of SUMPh was stated since the foundation of the University in 1945. It is inextricably linked with the history of its development. The mission has been changed and updated throughout the development of the university in accordance with national and international standards and requirements of the health care system and is included within:

- ✓ The ***Charter of SUMPh***, reviewed by MECR of the Republic of Moldova of 22.04.2019, agreed at the academic Senate meeting held on 25.04.2019 and approved by MHLSP of 26.04.2019;
- ✓ ***Development strategies*** of SUMPh for the years 2011-2020, with their subsequent amendments, approved by the Academic Council of SUMPh on January 28, 2016, Council for Strategic Institutional Development of March 22, 2016 and the academic Senate of SUMPh of March 24, 2016 ;
- ✓ ***Rector's Declaration*** on Quality Policy approved on April 25, 2019.

The final version of the Mission was approved in accordance with current modifications within the medical higher education and health care system, both at national and international level, as well as considering the viewpoints of the interested parties.

> ***MISSION*** *of the University consists of offer performance services in education, research, medical and continuing professional training, showing a continuous concern for quality assurance and the promotion of national values in the context of globalization*

SUMPh is a progressive and competitive educational establishment both at national and international level in the field of higher medical and pharmaceutical education, residency training and continuing medical education, research activities and medical and pharmaceutical services oriented on ***quality, excellence, access*** and ***cooperation.***

The **vision** contains a specific future scenario for the development and assessment of the role of the university in contributing to society. The mission, vision and values give consideration not only to the development and improvement of University, but of the national and international system of higher education, as well.

University values are as follows: quality, excellence, performance, creativity and innovation, individual and university responsibility, beneficiary satisfaction, motivation and development of the

academic community, teamwork, internal and inter-university communication, proactive partnership with academic institutions, as well as governmental and non-governmental organizations within the country and abroad.

The development strategy of the University is aimed at ensuring the quality and effectiveness of educational, scientific, clinical and managerial activities in order to successfully integrate into the European Higher Education Area. The goal achievement depends on both external factors viz. the great efforts made for European integration, and internal factors viz. the vision and development of academic structures for complying with the European standards and reforming the educational system.

Strategic areas of development are as follows:

- Integrated higher education and residency training ;
- Physician continuing education, Pharmacy continuing education;
- Scientific research;
- Human Resource Development;
- Institutional management;
- International cooperation.

To fulfill its mission, the University strives to comply with the basic principles:

- university autonomy;
- social responsibility;
- education oriented on the beneficiary;
- chance equality and fairness
- compliance with the rights and freedom of beneficiaries and academic staff training;
- ensuring national and international mobility of students, academic staff and researchers;
- academic freedom
- quality assurance;
- managerial and financial efficiency;
- transparency
- ensuring independence from ideologies, religions and political doctrines;
- social partners' involvement and council in decision-making.

The development of the University and it all activities are based on the **mission of the University**, which has been brought to attention of all the interested parties – MHLSPRM, MECRRM, academic community, students, residents, doctors and pharmacists via:

- online official publications;
- data sharing via e-mail to all university departments, chairs, students and residents;
- displaying on bulletin boards of faculties;
- publishing informational brochures, etc.

1.1.2. Currently, the **mission** is clearly defined and refers to all educational programs (pursuant to the Code of Education), since the University has a multi-level training system:

- ✓ Foreign language training (pre-university training for international students);
- ✓ The 6th level of ISCED / 6 EQF / 1 QF-EHEA – higher education, cycle I, diploma of Licentiate: *Optometry* and *General Nursing* — 4 years of study (240 credits ECTS credits);
- ✓ The 7th-level ISCED / 7EQF / 2QF-EHEA – for integrated higher education, cycles I + II: *Medicine* and *Preventive Medicine* –6 years of study (360 credits ECTS credits); *Dentistry* and *Pharmacy* - 5 years of study (300 credits ETCS);
- ✓ the 8th level SCED / 8EQF / 3QF-EHEA – higher education, cycle III (180 ECTS: 4 years of full-time study: 5 years of part-time study): doctoral programs –46 doctoral programs (approved by GD No. 816 of November 11, 2015 and 1024 of June 06, 2016);
- ✓ 2–5 years of Residency training aimed at providing compulsory professional training of doctors and pharmacists based on 63 specialties, approved by the order of the Ministry of Health and Social Development No. 175 P§2 dated on December 23, 2015.
- ✓ Continuing medical training in the field of medicine and pharmacy, which is mandatory throughout the professional activity, providing various types of training, regulated by the Ministry of Health, Labour and Social Protection (MHLSP).

The accredited or temporarily authorized public educational institutions from the Republic of Moldova are the only ones to provide higher medical and pharmaceutical education by means of

integrated higher education and residency programs, as well as continuing professional medical training (pursuant to Article 121 of the Code of Education). Higher education programs in the field of medicine and pharmacy are completed by passing the final exams and issuing a diploma ***of Licentiate in Medicine, Dentistry or Pharmacy***, which entitles the person:

1. To compete for residency training admission into according to the specialties approved by the Ministry of Health, Labor and Social Protection;
2. To apply for Doctoral programs.

Higher education programs of licentiate degree, cycle I, Optometry, Nursing, which are exclusively based on full-time study, are completed by passing the final exam and issuing a diploma of a Licentiate, the holder of which has the right to compete for the second cycle of higher education, viz. Master's degree or apply for a job according to the Professional profile approved by MHLSP.

1.1.3. The university has got all the resources necessary for developing professional skills and achieving the final outcomes based on the study programs and in accordance with national and international requirements and demands of the healthcare sector. The procedure of admitting and performing medical and pharmaceutical activities in the Republic of Moldova is established by the MHLSP, in accordance with the Law on Health Protection (Article 9).

It should be noted that the levels of the National Qualifications Framework RM, including the healthcare sector, comply with the European Qualifications Framework and Council of Europe Recommendation 15.6 / 2017 dated on May 22, 2017 on the European qualifications framework for lifelong learning, which gives access to university graduates to apply for subsequent levels of higher medical and pharmaceutical education across the Europe. Therefore, the graduates of Faculties of Dentistry and Pharmacy may perform their practical activities immediately after graduating from the university program, since they hold the "degree of Licentiate in Medicine based on the educational program of Dentistry" and the "degree of Licentiate in Pharmacy based on the educational program of Pharmacy", respectively. Holders of the degree of Licentiate in Dentistry, possess specialized knowledge and skills set out in Article 34 of Directive 2005/36 / EE (Directive 2005/36 / EU of the European Parliament and Council dated on September 7, 2005 on recognition of professional qualifications) and may be engaged within their professional activity as dentists, except for a range of specialties such as Maxillofacial Surgery; Endodontics; Orthodontics; Prosthetics; Pedodoncy and Paradontology (approved by the Ministry of Health of the Republic of Moldova).

Licentiate Degree holders in Pharmacy possess specific knowledge and skills set out in Article 44 of Directive 2005/36 / EE (Directive 2005/36 / EU) and are engaged in their professional activity as pharmacists.

Pharmaceutical activity in the Republic of Moldova is carried out by specialists with higher education in accordance with the Law on Pharmaceutical Activity No. 1456 of May 25, 1993. Order № 70 of the Ministry of Health of the Republic of Moldova dated on March 03, 1999 on " training and engagement of pharmaceutical staff in the Republic of Moldova" approved a list of pharmaceutical specialties, which require postgraduate residency fellowship (pharmaceutical technician, clinical pharmacist, pharmaceutical analyst, pharmacy manager); as well as a number of jobs involved within the pharmaceutical industry.

Graduates of the Faculty of Medicine in *Medicine* and *Preventive Medicine* educational programs who hold a Diploma of Licentiate in the field of medicine (integrated education) and a Specialist Diploma can carry out medical practice in accordance with the Law on Medical Activity (article 4). The same law established the activity of a medical resident, which is carried out by a person undergoing medical residency training, including theoretical and practical professional development, as well as providing medical assistance under the supervision of a resident supervisor or a designated medical specialist according to the procedure established by the Government. The practical work of a medical resident is paid according to the amount and order established by the Government, pursuant to GD No. 884 of December 28, 2015, scholarship being preserved.

1.1.4. The Graduates of the integrated education programs in Medicine, Preventive Medicine, Pharmacy and Dentistry will acquire a set of competencies, knowledge, and practical research skills

in order to:

- To apply for post-university residency studies in accordance with the Regulation on post-university residency training, approved by the Order of the Ministry of Health from the Republic of Moldova No. 134 of November 3, 2014;
- To compete for continuing education for PhD studies, in accordance with the Regulations on higher education organization for PhD studies, cycle III, approved by GD No. 1007 of December 10, 2014, which is held on the basis of DSMT.

Residency training is based on full-time post-university studies, which provides compulsory training for specialists in accordance with the List of specialties for post-university residency programs, aimed at training qualified specialists and providing them with general cultural and professional background in accordance with the program and standards of a medical specialist necessary for independent professional medical practice. This purpose is achieved by acquisition and ongoing improvement of the appropriate level of knowledge and specific clinical skills.

Graduates of integrated education have the opportunity to receive a specialist degree based on the educational program, including the following specialties approved by the MHLSP:

- ✓ 6 specialties for the educational program 0910.1 -*Preventive medicine*:
  - 4-year training: Laboratory medicine and Occupational medicine;
  - 3 year training: Epidemiology; Hygiene; Microbiology; Nutrition and Dietology;
- ✓ 6 specialties based on a 3-year educational program, 0911.1- Dentistry: Oral Surgery; Endodontics; Orthodontics; Prosthetics;
- ✓ The educational program 0912.1 -*Medicine:*
  - 5-year studies: General Surgery; Thoracic Surgery; Heart Surgery; Vascular Surgery; Maxillofacial Surgery; Pediatric Surgery; Plastic and Aesthetic Surgery and Reconstructive Microsurgery; Neurosurgery; Orthopedics and Traumatology; Urology;
  - 4-year studies: Pathological anatomy; Anesthesia and Intensive Care; Infectious diseases; Cardiology; Clinical Pharmacology; Gastroenterology; Medical Genetics; Geriatrics; Laboratory Medicine; Internal Diseases; Occupational Medicine; Nuclear Medicine; Nephrology; Neurology; Obstetrics and Gynecology; Ophthalmology; Oncology; Otorhinolaryngology; Pediatrics; Pulmonology; Psychiatry; Radiology and Medical Imaging; Rheumatology;
  - 3-year studies: Allergology and Immunology; Dermatovenereology; Endocrinology; Epidemiology; Hematology; Hygiene; Family medicine; Emergency medicine; Forensic medicine; Sports medicine; Microbiology; Neonatology; Nutrition and Dietology; Physical medicine and Rehabilitation.
- ✓ 4 specialties based on 2-years studies for 0916.1 *Pharmacy:* Analytical Pharmacy; Clinical Pharmacy; Community and Hospital Pharmacy; Industrial Pharmaceutical Technology.

Currently, the Faculty of Residency includes 1,171 residents of all medical specialties; 162 of dental and 19 of pharmaceutical ones.

The post of medical resident was introduced into the medical institutions according to GDRM No. 884 dated on December 25, 2015, stipulating that each resident must sign a contract with the medical institution, thus becoming a member of the medical staff, who may carry out medical activity in accordance with the amount of medical care provided to patients and with the Annual Training Plan described for each specific specialty.

The Higher Education doctoral program in the Republic of Moldova is regulated by GD No. 1007 of December 10, 2014 on approval of the Regulation on the Organization of Higher Education Doctoral program, cycle III, and organized only within the PhD schools of higher education institutions and consortia.

The doctoral school in Medical Training (DSMT) was established and authorized in 2015 (GD No. 816 dated on 11.11.2015). The DSMT was founded as a consortium with SUMPh, the National Center of Public Health, the Institute of Mother and Child, the Institute of Neurology and Neurosurgery, the Institute of Cardiology, the Institute of Phthisiopulmonology, the Institute of Oncology and the Republican Clinical Hospital. The DSMT is based on the "Regulations on the Organization and Functioning of the Doctoral School in Medical Sciences", approved by the Senate No. 4/7 of August 30,

2016 and the Scientific Council of the Consortium No. 4 dated on July 4, 2016, stipulating the following major principles:

- Equal and fair access to doctoral studies for any person who fulfills the pre-conditions required for admission;
- Ensuring qualitative education by means of assessment and periodical improvement of the PhD training programs;
- Ensuring qualitative and transparent management and assessment of the PhD students.

Currently, 55 PhD students perform full-time studies and 249 students carry out part-time studies within the DSMT.

1.1.5. One of the University's objectives is providing lifelong training, in accordance with the demands of the national health system and scientific and technological advance.

Continuing education in Medicine and Pharmacy is compulsory throughout the professional activity according to:

- Code of Education, Article 121, (item 10);
- Law No. 411 of March 28, 1995 on Health Protection;
- Law No. 264 of October 27, 2005 on Medical Practice;
- Law No. 1456 of May 25, 1993 on Pharmaceutical Activity;
- GD No. 1006 of October 27, 2010 on approval of the Program for the Development of Medical and Pharmaceutical Education in the Republic of Moldova for the period of 2011–2020 (Section 2);
- GD No. 1032 dated on December 20, 2013 on approval of the National Public Health Strategy for a period of 2014-2020;
- GD No. 193 dated on March 24, 2017 on approval of the Regulation on Continuing Adult Education.

Continuing education of doctors and pharmacists is carried out in accordance with the Program of Continuing Professional Training of Doctors and Pharmacists, approved and ordered by the MHLSP per calendar year.

1.1.6. The University mission is guaranteed to include the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.

Basic disciplines of medical and biological profile, which provide acquisition of clinical disciplines, are studied in the initial courses of all training programs (Medicine, Preventive medicine, Dentistry, Pharmacy). These disciplines are more thoroughly described in standard 2.3.1.

Medical scientific achievements are reflected in the mission, vision, and values that are described in the University Charter, Development Strategy, and Internal Regulations. The research work is one of the 6 strategic areas of University development.

The policy pursued by SUMPh is aimed at constant strengthening of international scientific cooperation, which promotes the acquisition of knowledge and student preparing for integrating into the field of medical research and scientific progress.

The University obtained the Accreditation Certificate based on NAAA Resolution No. 5/1 of 11.10.2016 due to the scientific results, the university recognition at international level via publications and innovative activities, highly qualified scientific staff, and cooperation with international research centers. Nicolae Testemitanu SUMPh was accredited on 7 research profiles: Medicine and Biology; Public Health Management; Internal Diseases; Surgery; Maternal and child health; Pharmacy; Dentistry. Therefore, SUMPh is assigned **category A – "an organization recognized at international level".**

1.1.7. The University **mission** includes the aspects of global health and renders the major international health issues. The integration of graduates into national health care system, who show proper knowledge and competencies, acquired throughout the study years, provides evidence of effective University activity. Under current conditions, characterized by radical changes within all activity fields, including the education system, a thorough study of the needs of the health care system for highly qualified specialists is required, as well as education adjustment to meet the needs of modern society.

The University's mission has been developed and updated based on the presence of national and international strategic development of practical public health programs:

- Health 2020 -European policy framework supporting health and well-being actions across government and society;
- Sustainable Development Goals for the Republic of Moldova by 2030 ;
- Millennium Development Goals for the Republic of Moldova by 2015 (GD No. 288 of March 15, 2005);
- GD No.1032 of December 20, 2013, on approval of the National Public Health Strategy for the years 2014–2020;
- GD No. 006 of October 27, 2010 on approval of the Program for the Development of Medical and Pharmaceutical Education in the Republic of Moldova for the years 2011–2020 (Section 2).

In addition to the aforementioned documents, the University educational programs include certain important national programs at different levels as:

- National Programme for Prevention and Control of Diabetes for the years 2017-2021 and the Action Plan for its implementation;
- National Programme for Prevention and Control of Cardiovascular Diseases for the years 2014–2020;
- National Tuberculosis Control Programme for the years 2016–2020;
- National Tobacco Control Programme for the years 2017–2021;
- National Alcohol Control Programme for the years 2012–2020, etc.

1.2. Involvement of Interested Parties in Mission Formulation

1.2.1. The main interested parties of the University study programs are systematically engaged in mission development. The Mission review and updating is a complex process in which all interested parties take part: the University administration members, academic staff, students, residents, employers, representatives of medical and pharmaceutical organizations, as well as international experts.

The complex and multilateral activities of the University, as well as plans for continuing development in the context of the established mission, are described in details within the Development Strategy of SUMPh for the period of 2011-2020, approved in 2010 and revised in 2016. This Strategy was introduced into the Program for the Development of Medical and Pharmaceutical Education in the Republic of Moldova for the years 2011-2020 (approved by GD of October 27, 2010).

The **Development Strategy** for the period of 2011-2020 renders the mission, vision and values of SUMPh and was developed based on:

- Code of Education of the Republic of Moldova (No. 152 of July 17, 2014);
- The National Health Policy (2007-2021), approved by Government Decision No. 886 of August 6, 2007;
- Program for the Development of Medical and Pharmaceutical Education in the Republic of Moldova for the years 2011-2020, approved by Government Decision No. 1006 of October 27, 2010;
- Education Development Strategy for the years 2014-2020. "Education 2020";
- National Public Health Strategy for the years 2014-2020.

During the Strategy development, international expert consultations were conducted to significantly improve the quality of content and compliance with international standards:

- Mr. David GORDON, Professor, Chairman of the Association of European Medical Schools, vice Chairman of Organization for PhD Education in Biomedicine and Health Sciences in the European System-ORPHEUS (now the President of WFME);
- Mr. Roger WOGAN, Director, Preliminary Country Program Office of the Millennium Challenge Corporation, governed by the US Government;
- Ms. Dana FARCASHANU, President, Center for Health and Medical Services, Bucharest, Romania;
- Mr. Gabriel M. GURMAN, Professor Emeritus at Ben-Gurion University of the Negev, Special Assistant of the Dean of the Faculty of Public Health, the advisor of the head physician of the Medical Center from Soroca, Head of the Department of Manesthesiology and Internal Diseases,

the MHMC Clinic, Israel

- Mr. Thomas G. IRONS, Professor of Pediatrics, vice adviser for Regional Health Services, The Brody School of Medicine (BSOM), North Carolina, USA;
- Mr. Benoit NOTRE, Director General of a group of St. Augustine Clinics in France;
- Mr. Pierre MEWELLEC, Professor Emeritus at the University of Nantes, an European specialist in Management of Public Administration and Organization, the director of the master training program in Management Accounting, France;
- Ms. Ingrida RUMBA, Professor, vice Dean of the Faculty of Medicine at the University of Latvia, Riga, Latvia;
- Mr. Timo ULRICH, representative of the Department of International Relations of the German Federal Ministry of Health, vice Chairman of the Koch-Metschnikow-Forum (KMF) across Europe;
- Mr. Klaus VILMS, Professor, Director of the German Cancer Research Center, Germany;
- Mr. Eli COGAN, Professor, in charge for the Therapeutic Services, Advisor to the President of the Free University of Brussels, Belgium;
- Mr. Laurent ERNHAIM, University Lecturer, Department of Fundamental Neurosciences, vice Dean on Educational Issues, University of Geneva, Switzerland;
- Mr. Remy Mathieu NENDAZ, Associate Professor, Department of Internal Diseases, in charge for the Master Training Program, University of Geneva, Switzerland.

Particular attention was drawn to the formulation of the mission during the strategy development, which has to represent the University priorities regarding the educational and scientific activities, internationalization and promotion of national values.

SUMPh administration staff periodically initiates the procedure of updating the mission, vision, values, academic goals and principles of the University, which directly determine all the aspects of a qualitative educational and research process. Therefore, the University **mission** has been revised and updated simultaneously with the updating of SUMPh Charter due to conceptual changes in the medical and pharmaceutical higher education, national legislation and the development of quality assurance systems, as well as due to internationalization and globalization of the University activity.

Thus, on Rector's order, a particular working group has been created to develop the updated variant of the University **mission**. The mission has been discussed and developed within a collegial atmosphere, by consulting the academic community and considering the requirements of health care system, the national international regulatory framework for medical education, in order to develop competencies for the final learning outcomes. Based on the opinions and proposals of the working group, the final version of the mission was edited and approved at the Senate meeting.

To determine the tools for a more complete coverage of representatives of a wide range of interested parties and with the aim of involving them in the formulation of the mission and goals, the following work is in progress.

The proper formulation of the Mission is an important condition for its understanding and acceptance by the SUMPh staff. This means that the goals and interests of individual employees will be subordinate and consistent with the goals and objectives of the University as a whole.

The mission, vision and goals of the University are revised and updated periodically. It is very important for the University as many as possible of the interested parties, including external experts of international level to be involved in the formulation of the mission. In updating the Charter of the SUMPh, the Mission, vision, values and academic principles of the University, goals and objectives, etc. were revised.

To formulate the final version of the mission, the following steps were taken:

1. A working group was established by order of the Rector;

2. At the introductory meeting, a new version of the Mission was developed and dates were set for its consideration at different levels;

3. The version of the mission was sent to all interested parties: university administration, heads of departments, heads of departments, teachers, students for review and discussion via corporate mail. At this stage, the mission was discussed at faculty meetings, at dean's meetings with students and within the

framework of the Association of Students and Residents in Medicine;

4. The choice of the final version and its approval under the established procedure.

The final version of the Mission was included in the Charter of the SUMPh, which was considered and approved at a meeting of the Senate and submitted for consideration, revising and approval to the Ministry of Education, Culture and Research and the Ministry of Health, Labor and Social Protection.

Taking into account the diversity of the EP, the EP Missions mentioned in the EP curricula are revised and updated at the faculty level, the meetings of the Faculty Council (FC) and the Commission for Quality Assurance and Study Program Assessment (CQASPA). This process involves employers, graduates (doctors, pharmacists, dentists) and students, using different methods:

- questionnaires to determine the quality of educational programs (EP) provided by the university and the objectives of the curriculum;
- discussions at meetings of the Faculty Council and CQASPA.

The main goal is to identify new labor market requirements in the health sector; the introduction of new elective disciplines to individualize the training of students; to improve the conditions of clinical training, etc.

1.2.2. The University guarantees and ensures the participation of the main interested parties in the development of the mission. The assignments for the implementation of the mission and Action Plan of the Strategy for the Development of SUMPh for the years 2016-2020 (OBC5.1.) are annually reviewed and approved by the university administrative board at the University Senate meetings, where the learning outcomes of each academic year are summed up, and new tasks are established referring to all areas of the university's activities. Involvement of various interested parties provides an opportunity to reliably assess the activities of the university and correctly formulate the mission and goals for a further improvement and development of all the University areas. The University mission is aimed at long-term orientation and is constantly updated depending on both the needs of the society and scientific advances in medicine.

Taking into account the diversity of the University study programs, the curriculum update is performed by the managers of the study programs who also review the specialized missions by involving all the interested parties. Therefore, employers, graduates, residents and academic staff are surveyed regarding the quality and outcomes of educational programs. Students and employers represent the university structures at various levels (faculty - in CQASPA, SF; at the university level - in the QMB, Senate, CISD, MB) and may take part in the discussions and development of the mission, curriculum and study programs.

1.3. Institutional autonomy and academic freedom

1.3.1. The administrative staff members have institutional autonomy in the development and implementation of the policies for which they are responsible for, in terms of design and elaboration of the study programs.

Among the fundamental principles of education in the Republic of Moldova (Articles 7 and 79, Code of Education) is the decentralization and institutional autonomy. Institutional autonomy and academic freedom allows the university to operate on the basis of its own budget and space, in accordance with current legislation (Article 9 of the University's Charter). University autonomy allows the academic community to organize, self-govern, and exercise academic freedom without any ideological, political or religious interference, by accepting a number of competencies and obligations in accordance with the national policies and commitments for the development of higher education.

University autonomy refers to the management, structuring and functioning of the institution, teaching and research work, management and financing, and is implemented mainly via:

a) organization, implementation and improvement of both the academic work and scientific research;
b) determining the curriculum and the academic potential;
c) development of the curricula and discipline programs in accordance with national and international educational standards;

d) organizing the admission of applicants for all training programs;
e) selection and promotion of teaching, research and teaching-research staff, as well as other categories of personnel;
f) setting the assessment criteria for teaching and research work;
g) assigning teaching and educational research degrees;
h) designing an internal structure; property management and development of the University;
i) problem-solving of social issues among students and academic staff;
j) ensuring order and discipline within the University;
k) developing cooperative relationships with various educational and scientific institutions, centers, organizations across the country and abroad.
l) establishing a union of legal entities of professional associations in accordance with the law;
m) developing various structures for scientific, innovative, engineering, design, service and production units.

The University has an institutional autonomy regarding the implementation of new educational programs, which are carried out under one of the following conditions:

1. Training program outcomes are justified by existing or future healthcare system demands:
2. There is a demand of the potential beneficiaries of the program;
3. Convincing arguments based on European socio-economic projects, standards, directives and national and / or European standards that require training of qualified personnel in a particular field;
4. University has an adequate logistics and a competent scientific and teaching staff for the implementation of a particular program.

The university has sufficient autonomy in developing curricula for all study programs: determining the duration of the academic semester, the number of basic and clinical disciplines, a variety of elective disciplines, clinical practice, etc., that will ensure their compliance with standards of European medical schools. This contributes to the development of academic mobility of both students and teachers, as well as international cooperation among academic and research activities.

1.3.2. Financial autonomy is correlated with the principles of social responsibility of qualitative professional training, research work and service delivery, followed by an effective management of funds and state property.

SUMPh financial autonomy is guided and based on the following national regulations: Code on Education of the Republic of Moldova, Article 79; GDRM No. 928 of August 13, 2007, on the procedure of formation and expenditure of special funds of public institutions, under the Ministry of Health Department; Charter of SUMPh (on financial autonomy that is thoroughly described in Standard 8).

Educational resources are allocated depending on the needs analysis that is carried out at the meetings of CQASPA, FC and the Senate for each study program apart. The distribution of resources is performed depending on the complexity of educational programs, the specifics of the academic discipline, the conditions of practical and laboratory activities, as well as the need to attract standardized patients, etc.

Introduction of information technologies in the field of training and development of competencies in clinical disciplines in students.

The teaching staff involved in teaching clinical disciplines introduces constantly the most advanced national and international achievements into the training process, as well as some of the results of their own research through the use of information technologies.

The elements of distance learning have been introduced as part of implementation of self-training of students in individual disciplines. The university has created e-education on the basis of the Moodle system, which is also used to organize the training of doctoral students - distance learning through the developed IT platform.

The growing level of information technology, requests from students, technical and human resources available in the departments contributed to the introduction of modern teaching methods (MOODLE; e-learning, etc.). In the process of teaching-learning-assessment, various IT tools are used. The teaching staff of departments took advanced training courses on the use of information and communication technologies in education (e-learning) with the receipt of relevant certificates.

In teaching clinical disciplines, training is delivered using simulation technologies based on the UCSMT, whose task is to increase treatment safety and patient safety by using modern methods of teaching medical practical skills based on the principle of imitation, which make it possible to acquire the right medical skills and abilities according to developed programs and, that is very important, without risk to the patient, reducing the number of errors and, ultimately, improving the quality of medical care, providing to the population. The UCSMT offers courses for all levels of university education, continuing training of specialists in the field of medicine, where you can get: patient communication skills, basic practical medical and surgical procedures, personal skills improvement, work and teamwork skills, development of managerial skills, knowledge of resource management and critical situations.

1.3.3. SUMPh guarantees academic freedom to the teaching staff in accordance to the current educational program, as well as gives opportunity to choose individualized learning trajectory for students.

Academic freedom ensures the right to unlimited thinking and opinions, as well as the right of the teaching staff to freely express themselves upon a discipline, choose topics for scientific research, use various teaching methods aimed at better acquisition of knowledge and practical skills. Students' academic freedom means obtaining knowledge according to one's vocation, interests, and needs.

Individualized Educational Trajectory of students is based on elective and facultative courses, introduced into the curriculum for all training programs:

- Medicine: elective –22 disciplines; facultative –12 disciplines;
- Preventive medicine: elective – 22 disciplines; facultative –7 disciplines;
- Pharmacy and Dentistry: elective – 18 disciplines; facultative –10 disciplines;
- General nursing: elective – 12 disciplines; facultative -6 disciplines;
- Optometry: optional –14 disciplines; facultative –7 disciplines;

The choice of elective and facultative disciplines may be changed annually (if required) in accordance with the employer demands, beneficiary preferences, obtained scientific results and healthcare system demands. When choosing a training trajectory, students have the opportunity to be counseled by advisors of study programs, deputy- Dean, department members and CPCPG.

1.3.4. The university uses the new research results to improve the study of specific disciplines without expanding the educational program.

Based on the university autonomy, possible changes of up to 15% might be introduced into the annual Curriculum, followed by a mandatory approval of University Senate.

Constant changes occurring within the curriculum are due to continuous monitoring of educational programs, in accordance with the Regulation on Initiation, Approval, Monitoring and periodic review of educational programs of SUMPH, as well as control methods for activity implementation, in order to identify the drawbacks on time and start the correction procedure regarding the means of achieving goals; to establish a quality level for all educational program-related activities; content quality of academic disciplines; a system of objective student assessment and monitoring of learning outcomes; ensuring compliance and competitiveness with EU educational programs; constant adjustment of educational programs to health care system reforms.

Among the mandatory aspects of the academic staff activity is the research activity, whereas the study program-related outcomes are included in the curriculum content.

On the initiative of the departments, the discipline curriculum can and should be updated at least once every 2 years, as well as when the need arise. The Curriculum development and approval are carried out in accordance with UQMS/ СМКУРР 8.5.

The process of engaging professional associations and communities in defining the quality of training programs and introducing RBL to attract more students in doing research

Educational programs are constantly updated, prerequisites being external factors (instructive and regulatory requirements of the national and international level, labor market requirements in the field of health, academic mobility of students) and internal factors (relevance of EP, motivation of teaching staff, qualifications and level of training of teaching staff, etc.).

It should be emphasized that a wide range of EP stakeholders include faculty members, students,

resident doctors, graduates, trainees, representatives of health and education authorities, professional medical associations, and the public.

Thus, the professional associations of doctors, dentists and pharmacists, whose members are graduates of SUMPh, have a huge impact and their participation in this process is very important for the university. The extended meetings of Professional Associations, where doctors from all over the Republic of Moldova participate, discuss the following issues:

- ✓ curricula and their content, clinical trainings, etc.;
- ✓ content of study program on disciplines, topics and the ratio of types of educational activities (lectures - practical classes - individual work of students);
- ✓ the number and topics of elective and free-choice disciplines for the individualization of student training in accordance with the requirements of the health care system;
- ✓ attracting and participating students and residents in various scientific national and international conferences in the field where they can present their research results obtained during the training.

In this regard, there is a very close cooperation, as the faculty members are also members of the Professional Medical Associations, and the chairmen of these Associations are professors and PhDs, leading experts in the field of medicine, pharmacy and dentistry.

Science-based learning (RBL) for students is implemented in the first years of training, allowing them to master research skills under the guidance of a lecturer. At the undergraduate level, other methods are used along with Research-based learning (RBL). Thus, senior students are involved in studying the research results, participating in scientific discussions, doing independent research in laboratory classes and implementing individual work. The student's individual research work is the development and defense of thesis under the supervision of a lecturer, the work on thesis begins in the 4th year.

Every year, within the framework of the so-called University Days (October) the University organizes scientific conferences for employees and students in 13 sections (Fundamental problems in medicine, Actual problems of public health, Actual problems of internal diseases, Actual problems of surgery, Actual problems of traumatology, Actual problems of Pediatrics, Actual problems of obstetrics and gynecology, Actual problems of neurology and neurosurgery, Actual problems of psychiatry and narcology, Actual problems of dentistry Sciences, Actual problems of pharmacy, Humanities, Development of information medical technologies). Students, residents and employees present the results of their scientific works in the form of reports and posters.

With the support of the university administration:

- ✓ The Association of Medical Students and Residents in Medicine organizes a biennial congress of students and young physicians "MedEspera" with international participation, the last one was held on 03-05 May 2018;
- ✓ The Pharmaceutical Students Association organizes a biennial congress of pharmaceutical students with international participation, the next one is planned for October 2019.

1.4. Final learning outcomes

1.4.1. The university has defined the expected learning outcomes of students, acquired after graduating the educational program.

The set of competences and skills that characterize a qualified doctor and pharmacist are presented in the National Register of Qualifications and in the Diploma Supplement (*IIp* Pr. 01.01.), which is issued along with the Licentiate Diploma.

According to provisions of the University Charter, the ultimate goal of higher medical and pharmaceutical education is, firstly, the formation of a system of competencies, including knowledge, skills, abilities and values necessary for performing professional work and actively take part in social life. Higher medical and pharmaceutical education develop the following key competencies:

- ♦ ***professional,*** according to national and international educational standards;
- ♦ ***To develop and implement*** scientific research;
- ♦ ***To communicate*** effectively in native and international languages;
- ♦ ***To apply information technologies;***
- ♦ ***To be able to learn;***
- ♦ ***Teamwork;***

- ***To show social, civic and entrepreneurial skills;***
- ***To promote*** national and cultural values.

The final learning outcomes of the educational programs of SUMPh are divided into the following categories — knowledge, skills and competences. The Medical graduates should attain the following competencies at the end of the education program:

- ***Professional Competence (PC):***

✓ PCF1. Basic knowledge and characteristics of human body structure, development and functioning under various physiological and pathological conditions.
✓ PCF 2. The ability to implement the acquired practical skills into their professional settings.
✓ PCF 3. Development of a plan for diagnosis, treatment and rehabilitation of various pathological conditions; selecting the methods of choice for adequate therapeutic interventions, including emergency medical assistance.
✓ PCF 4. The use of instrumental and laboratory research methods in determining the diagnosis and development of treatment methods.
✓ PCF 5. Planning, coordination and implementation of sanitary and preventive measures to improve the health of the patient and overall society.
✓ PCF 6. Quality assessment of medical service delivery regarding the medical actions, procedures and treatment methods.

- ***Transversal competences (TC):***

✓ TC1. Responsibility in performing the professional tasks by using values and norms of professional ethics, as well as by applying provisions of current legislation. The use of logical judgment, practice, evaluation and self-assessment in decision-making.
✓ TC 2. Effective team-working and promoting the principles of initiative, dialogue, cooperation, positive attitude, mutual respect, empathy, altruism and continuous improvement of one's own activities.
✓ TC 3. Needs analysis for continuing professional education in order to provide qualitative medical services and adapt to the dynamic requirements of healthcare policies, as well as for personal and professional development. Effective use of language skills, knowledge of information technology, research and communication skills.

The professional and transversal competences are defined for each study program and are present within the curricula.

Regulation on post-university education within residency training, approved by the order of the Ministry of Health of the Republic of Moldova No. 134 of 03.11.2014, also stipulates the importance of developing professional competencies in formation of medical specialists. Upon completion of residency training, a certified medical specialist should possess skills at the level of knowledge, understanding, application and integration, based on fundamental and related disciplines for a professional job-related activity.

Medical specialist training provides implementation of practical activities within the health care system and includes:

General competences	Final learning outcomes
Epistemological or socio-legal competencies (need to know)	To know the legislation, perspectives for health care reforms, principles of organization and functioning of the health care system, rights and duties, interdisciplinary knowledge for fulfilling the professional duties, etc.
Prognostic or operational competencies (need to be prepared)	To predict and implement preventive and therapeutic measures within each specialty in accordance with the latest advances in medical science and practice
Praxeological or communicative competences (need to possess)	To possess ethical and deontological skills in clinical practice, as well as show clinical skills and critical thinking in clinical problem-solving
Management Competences (need to control)	To be able to run a department, medical organization and healthcare services related to the process of diagnosing and treatment of patients
Assessment Competency of Professional Quality Assurance	To improve specialty-related knowledge and skills; to introduce new achievements into practice – protocols, clinical recommendations, etc.

The final competences of resident graduates are constantly being improved in accordance with healthcare reforms and evidence-based medicine via consultations with employers or within conferences, faculty meetings, departments, professional communities and associations, etc.

1.4.2. The university guarantees the students' fulfillment of all their duties towards the physicians, teachers, patients and their relatives in accordance with the behavioral standards. The Code of Ethics of a Medical Worker and Pharmacist (GD no. 192 of March 24, 2017) is the underlying document which defines the norms of behavior within home healthcare system.

SUMPh complies with the laws of the country, internal regulations, values, ethical and moral principles and norms, which are all reflected in the Moral Code. This document provides norms of moral behavior and values of the University:

- professionalism,
- intellectual property,
- academic freedom
- personal autonomy,
- commitment,
- non-discrimination and impartiality
- transparency,
- respect and tolerance,
- responsibility,
- altruism,
- caring.

On Rector's order, the Ethics Commission was founded within the University, which includes the faculty members, lawyers, Human resources department representatives, and students. The commission examines and considers various issues of misconduct, behavioral abnormalities, non-compliance with the behavioral standards.

The behavioral norms of a medical resident towards teachers, doctors of medical institutions, patients and their relatives are stipulated in the Physician Oath of the Republic of Moldova, which is given after completion of university studies, as well as other duties defined and signed in the contracts with MHLSP, SUMPh and HI.

1.4.3. The University identifies and coordinates the link between the final learning outcomes required on completion of the curriculum with those required in postgraduate education. While considering the professional skills necessary for a medical resident, the university, together with the deans, provides an educational trajectory including the disciplines that ensures competency acquisition listed in section 1.4.1.

Taking into account the fact that educational programs at the level of university education and residency are implemented within specialized departments of SUMPh, a clear differentiation of knowledge, competencies and practical skills according to the educational level is necessary. Head of the department / chair performs this assignment and communicate it to the students. Differentiation of knowledge according to the educational level is also provided during the student / resident / doctor assessment.

1.4.4. The university performs a systematical analysis and assessment of the students' involvement within medical research work.

The University is constantly providing quality of research activity and innovation; human resource training; availability of material and technical resources; and information technology, in order to effectively integrate into the European Educational Research Space, thus promoting competitiveness of the educational research programs. Therefore, the University's policy is aimed at reinforcing the interrelationship between science and education, thus improving the current educational process, as well as preparing the students for Health research work.

The student's thesis preparation is an integral part of scientific research, whereas the topic is selected on an individual basis and approved since the fourth year of study. The most important results are presented by students within national and international scientific forums. Students may engage themselves in a number of specialty–related workshops that are organized within each department, which give an opportunity to select those study areas that most interest them and therefore may further determine their choice of the ongoing training.

Medical residents from each specialty participate in conducting research studies within Chairs, Departments, University, as well as university and international projects. Medical residents also attend a great number of scientific conferences, national and international congresses and specialty-related schools and internships. In the last year of studies, medical residents may apply for research

projects competition for the Doctorate Program, as they are the main candidates in training of University academic staff.

1.4.5. The University constantly monitors and ensures the interconnection of the final learning outcomes with global health issues. SUMPh is responsible for the compliance of the curriculum and study programs with the requirements of the state health care system and international concepts of medical training. The study programs are systematically updated due to the latest medical achievements, as well as implementation of international and national recommendations, protocols and standards. It contributes to the development of competent and competitive specialists in accordance with international requirements, both from a theoretical and practical point of view.

The importance of modern compliance with international requirements and standards in the field of medicine and pharmacy is confirmed by the amendment and updating of national legislation, involving the university's academic and teaching staff:

- GD No. 482 of June 28, 2017 on approval of the List of professional training boards and specialties in higher education;
- GD No. 1016 of November 23, 2017 on approval of the National Qualifications Framework of the Republic of Moldova;
- The Order of the MHLSP No. 589 of May 14, 2018 on changing the list of specialties for post-university studies within residency training programs;
- Development of NQF and professional profile for all study programs offered by the university.

It should be noted that thousands of graduates, throughout the University's activity, have confirmed their diplomas of both medical higher education and qualification, and successfully work within healthcare systems across the world.

1.4.6. The University uses the outcomes assessment of graduates' competencies as a feedback tool to improve the study program.

The opinion and feedback of both beneficiaries and graduates from various study programs is of great importance in the process of monitoring and improvement of the educational proposal. A special questionnaire has been developed at SUMPh and graduates are systematically surveyed on the quality of educational programs, conditions for the implementation of educational research activities, quality of teaching staff, living conditions within university dormitories, etc.

The results of surveys, opinions, proposals of beneficiaries are analyzed at meetings of FC, QMB, followed by discussing and approving the relevant changes. University graduates are also members of quality assurance and management structures (CQASPA, FC).

The University has a good tradition of organizing alumni reunions by faculties and year of graduation, to which the University Management Board Members, deans and teachers are invited. This is an additional opportunity to communicate and share ideas with graduates, as well as identify strengths and weaknesses, and opportunities for further development and cooperation.

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ SUMPh Development Strategy 2016-2020 was developed and implemented with involvement of international experts. ✓ The mission of the University is defined and constantly updated with involvement of all the interested parties. ✓ The mission considers all kinds of university activities: academic, scientific, and clinical, as well as promoting the national values. ✓ National legislation in the field of medicine and pharmacy education complies with the European qualifications framework ✓ The University provides multi-level educational activities: Licentiate Training Program, integrated education, residency training, doctoral studies and lifelong learning, focused on the final learning outcomes.	✓ Insufficient involvement of employers in determining the quality of training programs. Insufficient involvement of students and resident doctors in scientific research.

✓ Students, residents, doctors, trade union representatives and employers participate in the development and updating of the curriculum for all training programs. ✓ Increased demand of medical specialists in healthcare system.	
Opportunities	**Threats**
✓ The possibility to diversify the choice of elective and facultative disciplines, as well as the selection and inclusion of new disciplines into a customized training without a significant change in the curriculum. ✓ Expanding the information technologies used in training and development of student competencies. ✓ Progressive increase of the health care system demand in competent and qualified graduates in the field of medicine, dentistry and pharmacy. ✓ Expanded partnership with the European and post-Soviet medical schools in order to synchronize the training programs and promote academic mobility.	✓ Constant changes of specific competencies, required due to high-tech advance and development of information technologies used in the field of medicine. ✓ Inaccurate formulation of graduates' final competencies by employers.

Standard 2. EDUCATIONAL PROGRAM

Higher medical and pharmaceutical education is carried out at the University through higher education in licentiation (first cycle), integrated education (first cycle + second cycle), higher education in doctoral studies (third cycle), post-graduate education in residency, and continuing medical professional training. EPs in the SUMPh are presented in Table 2.1 and meet the requirements of the Nomenclature of Professional Training and Specialties in Higher Education Institutions. The University develops EPs independently taking into account the requirements of the labor market and the professional community, the strategy and mission of the university, its traditions, in accordance with global trends in the development of higher medical education.

Table 2.1 EP of higher education at the University

No.	Code and name of the program	Level ISCED//EQF	Duration of studies, years	Amount of credits, ECTS
1	0912.1 Medicine	7 / integrated higher	6	360
2	0910.1 Preventive medicine	7 / integrated higher	6	360
3	0911.1 Dentistry	7 / integrated higher	5	300
4	0916.1 Pharmacy	7 / integrated higher	5	300
5	0913.1 General nursing	6 / licensing	4	240
6	0914.4 Optometry	6 / licensing	4	240

The process of studying in the framework of higher education in licentiation, integrated higher education and education in doctoral studies at the University is organized using ECTS, developed on the basis of the European system of accumulation and transfer of credits.

In the Republic of Moldova higher medical education 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 and pharmaceutical education":

(1) Higher medical and pharmaceutical education is carried out by public educational institutions accredited or temporarily authorized, through integrated higher specialized education and residency, as well as continuing medical professional training.

(2) Higher education programs in medicine and pharmacy are available only in the form of full-time study with a duration of 4–6 years with the provision of 30 transferable credit units (credits) for each semester.

(3) Admission to higher education programs in medicine and pharmacy is carried out on the basis of a bachelor's degree, by competition, in accordance with the criteria established by the Ministry of Education, Culture and Research in coordination with the Ministry of Health, Labor and Social Protection.

(4) Higher education programs in medicine and pharmacy correspond to the ISCED / EQF level 7

and end with the graduation exams and thesis of the licentiate of medicine or pharmacy, which gives the right to participate in the competition for admission to the residency, admission to doctoral programs and allows employment by the acquired profession.

Higher education programs in licensing are organized exclusively for full-time studies, lasting four years, 240 ECTS credits, and correspond to level 6 ISCED / EQF. A graduate degree is completed with a graduate exam and a graduate diploma, which gives graduates access to graduate programs (second cycle) or to employment in accordance with the received specialty.

5) The residency for a period of 2-5 years is organized by the Ministry of Healthcare and Social Welfare Workers and has the goal of professional training of doctors and pharmacists in the field.

(6) Admission to the residency is carried out by competition, on the basis of criteria established by the Ministry of Health, Labor and Social Protection in coordination with the Ministry of Education, Culture and Research.

(7) The residency is completed with the passing of final exams and the issuance of a diploma of a specialist doctor, which gives the right of independent practical work on the received specialty, as well as continuing education in clinical residency.

(8) Clinical residency for a period of 2 years is organized by the Ministry of Healthcare and Social Welfare Workers and has the purpose of in-depth professional training of medical specialists.

(9) Clinical residency is completed by passing the final examinations and issuing a certificate, which gives the right independent practical work on the received specialty.

(10) Continuing medical training in medicine and pharmacy is compulsory throughout the professional activity and is organized in the form of various forms of training regulated by the Ministry of Healthcare and Social Protection.

The main regulatory documents for the development of the educational program of specialties of the university are the Code on Education, the List of areas of professional training and specialties in higher education; Regulations on the organization of higher education in doctoral studies (GD no. 1007 of December 10, 2014); Framework plan; Regulations on the organization of training in higher education on the basis of the National System of Educational Loans; Regulations on the organization of training in residency (GD no. 884 dated 12.28.2015); Regulation on continuing education for adults (GD no. 193 of 03/24/2017); order of the Ministry of Health of the Republic of Moldova No. 175 P§2 of 12/23/2015; Regulations on the initiation, approval, monitoring and periodic evaluation of educational programs in the SUMPh; Regulations on the organization of higher education on the basis of the National System of Educational Credits in the SUMPh.

In the development of EP of all levels of education, the University is guided by the basic principles of EP: a logical sequence of disciplines in the SP, focused on achieving the final result of training, competence, student-centered approach and credit system of education. The content of the EP of higher education (licentiation, integrated education) provides for the study of fundamental, general educational, behavioral-social and clinical disciplines, as well as clinical trainings in relevant areas of training in accordance with the national qualifications framework. This ensures the comparability of programs and qualifications, the improvement of the quality of education, the improvement of EP, the optimization of the educational process, including the methodology of training and assessment. All these activities are carried out under the leadership of the quality assurance structures at the university level (chairs / departments, SC, CQASPA, deans, QMB), in accordance with the needs of employers, teaching staff, graduates and their direct participation.

Residenship is a post-university form of training doctors and pharmacists in various specialties. The development of professional EP residency is a prerequisite for admission of graduates who have received higher medical education to clinical practice in specialties, the list of which is approved by the MSSP. The organization of the educational process in the residenship specialties is carried out on the basis of programs developed in accordance with the standards of the residenship. The content of the postgraduate education program includes: theoretical training, including basic and related disciplines, professional practice, research (experimental research) work with a focus on training results and compliance with the national qualifications framework. Currently, the University is training residents in 57 specialties. At the same time, 63 residenship programs have been developed and tested.

Continuing education of doctors and pharmacists is carried out in accordance with the Program of Continuing Professional Training of Doctors and Pharmacists, approved in the prescribed manner by the MHLSP for a calendar year, in accordance with GD 8.5.1, in accordance with the requirements of the UQMS. Currently, the SUMPh conducts continuing professional education on 256 programs.

The development of EP for residency and continuing education of doctors and pharmacists includes the following steps: EP is developed, discussed and approved at the department level (1); SP (2); QMB (3). The final version is approved by the Rector and coordinated by the Minister of Health, Labor and Social Protection.

The specialties for which EPs for doctoral studies are developed are determined in accordance with the Nomenclature of Scientific Specialties, the need for training highly qualified personnel for the SUMPh and the Moldovan health system, and the strategic directions of the SUMPh research, Republic of Moldova and the international level. The doctoral school is responsible for organizing the development process of the doctoral program, and working groups, consisting of scientific leaders in relevant scientific specialties, representatives of employers and external experts (if necessary), directly develop the content of the programs. The initial version of the EP is analyzed and improved at the meetings of the profile scientific seminar and the Doctoral School Council. After finalization, the EP is approved by the Scientific Council, the Senate and submitted for authorization to the National Council for Accreditation and Attestation of the Republic of Moldova (currently the National Agency for Quality Assurance in Education and Science of the Republic of Moldova).

In 2014, the SUMPh developed due to a fundamental change in the legislation in the field of doctoral studies 46 doctoral EPs in accordance with the new requirements, which received authorization by NAAA (2015) and are subject to accreditation after the first graduation of doctoral students.

Unified principles of development of educational programs (Medicine, Preventive medicine, Dentistry, Pharmacy, Optometry, General nursing, residency and / or doctoral studies and continuing professional development) are reflected in the academic policy of the university and are designed to develop the personal and moral professional qualities of students, adherence to the logical sequence of disciplines and achieving continuity of the educational program of all levels of education.

The criteria of standard 2 will be reflected on the model of the study program for **Medicine**.

Information about the educational program "Medicine"

Program of study	0912.1 Medicine
Level of studies	7 ISCED/7EQF/2QF-EHEA, integrated higher education studies (cycle I+II)
Number of credits ECTS	360
Duration of studies	6 years, XII semesters, full time studies
Program starting date	1945
Program accreditation	Accreditation certificate № 000132 of 20.11.2018 valid for 5 years issued by NAQAER and Order of the MECR of RM № 1902 of 26.12.2018
Admission basis	Baccalaureate Diploma, Higher Education Diploma and College Diploma
Continuity of studies	Competition for admission to residency in specialty approved by the Ministry of Health, Labor and Social Protection and /or programs of doctoral studies
Qualification	Licensed in Medicine
Responsible for SP	***Gherghe Placinta, Dean of the Faculty of Medicine, MD PhD, assoc. prof.***

2.1. Model of educational program and study methods

The university quality assurance bodies allow continuous monitoring of the program of study, making changes in accordance with the Development Strategy of the *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova during 2011-2020 (with subsequent amendments and completions), normative acts in force and medical-social problems of the country.

Study program 0912.1 Medicine is included in the Nomenclature of professional training areas of the specialties for the training of medical staff in higher education institutions (code 0912) and the Classification of Occupations of the Republic of Moldova. The program of study is similar to the European higher education curricula and its structure is compatible with the curricula of the universities of the European Union.

The graduates of the Medical Studies Program are awarded the Bachelor's degree in Medicine and are entitled to continue PhD studies (Cycle III) or Residency. After completing residency studies, he/she obtains the qualification of a specialist doctor with the right of free practice.

The study program of Medicine was set up in 1945 when the University was opened. During this period it underwent multiple changes, according to national legislative and normative acts, international standards and technical and scientific progress. Taking into account the proposals and the recommendations of the CIDMEF experts, as well as analyzing the study program of the partner medicine programs "Victor Babeş" - Timişoara; "Iuliu Haţieganu" - Cluj Napoca; "Gr. T. Popa "- Iaşi; Universitee D'Angers - France; School of Medical Sciences UMC Utrecht, the Curriculum Committee jointly with the heads of disciplines, reassessed the study plan, elaborating in 2011 study program based on ECTS. According to the national normative and legislative changes (*Note 2.02*), taking into account the provisions of the Education Code, the Framework Plan, the Nomenclature of Professional Education, the European Qualifications Framework, a new study program was developed in 2017 (*Note 2.02*).

The new study program was discussed and approved at the Faculty Council (Minutes no.3 of March 28, 2017, *Note 2.02*), approved at the Senate Meeting, Minutes 3/2 of 05.06.2017 (*Note 2.03*), coordinated by the MHLSP (ISI -01 18125 of 20.07.2017) and the MECR of the Republic of Moldova.

2.1.1. The Model of Medicine program is classic, linear and discipline-based. It has linear structure at academic disciplines for the 1st-3rd years of study, and modular structure for the 4th -6th years of study. The program of study In order to maintain and continuously improve the quality, the SUMPh conducts planning, realization, supervision, evaluation, analysis and development of offers to further improve the study program. These are done in accordance with the national legislation and the Development Strategy of the SUMPh, as well as in alignment with European quality standards.

The study program includes fundamental, general, socio-humanistic disciplines and specialized disciplines that are structured in compulsory and optional disciplines, organized as theoretical courses, seminars and practical / laboratory work, clinical internships. The study program includes an explanatory note describing the concept of specialist training, professional and transversal competencies, academic calendar, syllabus and discipline curriculum. The program of study is made public through various informative materials, UIMS and university website.

For each discipline, study credits are provided which ensure ECTS functionality in order to record and assess students' academic performance as well as to facilitate students transfer in the student mobility process (*Note 2.03*). According to the Framework Plan - 1 credit is equivalent to 30 hours.

The disciplines in the program of study are presented in a logical sequence so as to provide the students with the acquisition of professional and transversal skills.

In order to maintain and continuously improve quality, the program of study for the Medicine program is continually edited and updated. The appropriate structures (Deanery, CQACE, students and residents, teaching staff, as well as public and private MSI beneficiaries, professional associations) are involved at the university level. The proposed amendments are approved by the Faculty Council by the end of the academic year and validated by the SUMPh Senate.

Changes in the the program of study were made taking into account the University Development Strategy, in the context of the provisions of the national legislative and normative acts, the proposals of students, graduates, employers and external experts, as well as the need to adapt the curriculum to the standards of the European higher education.

The study program modifications undergo the following steps:

1. **The SUMPh Departments and the Didactic Departments** propose SP curriculum amendments and submit them to the SMC and the CQACE.

2. **The Specialized Methodological Comission** (SMC) discusses the need to modify and introduce compulsory and optional subjects in the SP in line with the requirements of the health system. It

connects the content of integrated education programs (I + II cycles) and residency programs to exclude repeating identical or similar content. The Methodological Committee systematically evaluates the quality of tests for current and final assessments (tests, topics, clinical cases, etc.). In order to ensure the bibliography supply of the curriculum, the expertise and quality control of the methodical-didactic and instructive-methodical works are carried out regularly. In order to ensure vertical integration and lifelong learning, the Committee approves Residency programs, Clinical fellowship and Continuing Education programs in Medicine or Pharmacy.

3. **At** the faculty level, the **Commission for Quality Assurance and Curriculum Evaluation** (CQACE) continuously monitors the content of the SP, evaluates the vertical and horizontal integration of disciplines. The CQACE evaluates and approves the discipline curricula, identifying the prerequisites for access to subject, the learning outcomes, students` practical skills and their compliance with the professional and transversal competencies of the program. Based on the results of questioning of students, teaching staff and employers regarding the quality of the study program, it proposes and monitors the implementation of modern teaching-learning-evaluation methods and the bibliography supply of disciplines. The proposals to improve the quality of program-based training within the Faculty are presented within the Faculty Council and the QMB, based on the principle of beneficiary-target as well as fully meeting their requirements and expectations.

4. **The Quality Management Board** (QMB) based on the SMC and CQACE reports and monitoring of the teaching process and resources used, assesses and proposes appropriate measures to improve the quality of academic activities at various levels. It expertises and controls the quality of methodical-didactic, instructive-methodical and scientific works. QMB plans and coordinates the assessment of the quality of study programs and continuously improves their contents. The decisions adopted by QMB are subsequently submitted to the **SUMPh Senate** to be approved.

These entities operate in accordance with the Process Interaction Scheme, the Organizational Structure of *Nicolae Testemitanu* SUMPh of February 5, 2019 and the *Nicolae Testemitanu* SUMPh Organigram of 12.09.2017, based on its own regulations (*Note 2.04*). (Regulation of Organization and Activity of the SMC in the SUMPh, the Commission for Quality Assurance and Curriculum Evaluation, Regulation of Organization and Activity of the Commission for Quality Assurance and Curriculum Evaluation at faculty level in the SUMPh).

Among the most important changes made in the program of study elaborated in 2017, the following can be mentioned:

- In accordance with the provisions of the Education Code and Curriculum Framework of the Republic of Moldova, the disciplines were distributed in compliance with the ratio of 30 credits per each semester. One credit corresponds to 30 hours.
- The professional and transversal competencies and the matrix of correlation between the competencies and course units / modules have been specified in the program of study.
- The curriculum of all disciplines included in the program of study was updated, the professional and transversal competencies of each discipline being identified.
- The offer of optional subjects with their inclusion from the first year of study was diversified. New optional subjects were introduced at employers' request. The ways to perform and assess individual work as well as to identify the ratio of contact hours - independent study hours per discipline were specified.
- The ways of accomplishing and assessing students` independent study /work have been specified.
- In accordance with the Strategy of Health System Development, the clinical internship has been reorganized: the Patient Care Internship was set up after the 2nd year; increase and distribution of internship hours on modules at clinical disciplines; Clinical Internship in Family Medicine and Medical Emergencies in the 4th year.
- Some modules (Obstetrics and Gynecology, Neurology and Neurosurgery, Pediatrics) have been unified for horizontal and vertical integration; Medical Imaging was reviewed in the 4th and 5th years of study in specialized clinical modules.
- In order to support the National Health Policy approved in 2007, for a 15-year period, the Palliative Care module was introduced in the 5th year within the project "Strengthening human

capacities in the field of palliative care in the Republic of Moldova", with the support of Soros-Moldova Foundation.

- To ensure the execution of Order of the Ministry of Health, Labor and Social Protection no. 658 of 18.08.2015, following the provisions of the National Program on Sexual and Reproductive Health Rights for years 2018-2022, approved by Government Decision no. 681 of July 11, 2018, the optional course of Family Planning was introduced in order to strengthen the family planning skills of family medicine doctors; since 2018 ViC (Virtual Contraceptive Consultation) - the distance learning platform (https: //vic.eeirh. org /) has been used, initiated with the support of development partners (UNFPA).
- Pursuant to Law no. 196 of 27.07.2016 of the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence, the optional module Family and Gender-based Violence was introduced.

The study program in Medicine presents a logical succession of disciplines in the curriculum with their horizontal and vertical integration, the complexity degree of information and practical abilities being progressively increased. The horizontal integration is achieved through the connections between the topics addressed in various fundamental disciplines (e.g. Anatomy-Histology-Biology, Biochemistry-Physiology, etc.), socio-humanistic (e.g. Medical Psychology-Communication Psychology-Communication and Patient Care), fundamental and clinical disciplines (e.g. Pathophysiology-Morphopathology-Pharmacology-Internal Diseases-Semiology-Semiology Surgery), socio-humanistic and clinical disciplines (e.g. Bioethics-Communication and Patient Care - Clinical Internship of Patient Care), as well as in clinical disciplines. Medical Imaging in the 4th and 5th years of study is taught within the specialized clinical modules. The vertical integration is performed according to the spiral pattern. For example: Primary Healthcare in Emergencies, Communication and Patient Care, in the 1st and 2nd years familiarize students with the basics of clinical education and develop skills of interaction with the patient. In the 3rd year, the clinical skills are improved at the disciplines Internal Medicine-Semiology and Surgical Diseases-Semiology. The knowledge and skills are prerequisites for the successful acquisition of clinical disciplines in 4th – 6th years. The practical skills will be applied in real inpatient conditions during the 4-week clinical internship The Medical Assistant. In the 4th – 6th years, the clinical disciplines are modular. Clinical internships are mandatory within the clinical modules. The degree of independence and complexity of practical skills is enhanced during clinical internships, from "mostly observer" (2nd year), "guided work" (3rd year) to "supervised work " (4th-6th years) and "independent/individual work" during residencytraining. The diversification of health care levels involving practical internships is another important aspect of training: pre-hospital and hospital emergency care, primary health care, outpatient, inpatient and tertiary health care, public and private medical-sanitary institutions in urban and rural areas. Thus, the graduate learns about all the health care models in the country. The local, national, regional and global contexts are considered, the graduates being offered the opportunity to acquire the necessary skills for practical work.

2.1.2. The learning and teaching forms provided in the program of study include: courses, seminars, practical / laboratory work, clinical internships, research and individual work. The teaching methods are nominated in the curriculum of disciplines. All learning and teaching forms imply the use of both traditional and interactive teaching methods.

In accordance with international trends, the SUMPh is constantly improving methods of teaching and assessing students' knowledge. With the participation of experts from the Norfolk Medical School (Portsmouth, USA), a teaching method using standardized patients was introduced. Taking into account the recommendations of international experts from Germany, USA, Israel, Lithuania, Belgium, France, methods of simulation simulation (UCSMT) were introduced. In collaboration with experts from the University of Aalborg (Denmark), PBL (Neuroscience course) was introduced into the Preventive Medicine curriculum, and the problem-oriented learning method was introduced into the Optometry program. Experts from Germany (Moldova-Institut Leipzig) assisted in the application of a teaching method based on the development of clinical cases. In the framework of the TEMPUS project “Creating a Thematic University Network in the Field of Applied and Economic

Sciences of Moldova", with the support of experts from Belgium, Spain, France, Italy and Romania, the University gained access to the MOODLE platform, which made it possible to train the teaching staff and use it both in the training process and in the assessment of knowledge (http://e.usmf.md/).

Traditional teaching methods include: lecture, didactic exposure, conversation, demonstration, observation, reading, exercise, algorithmization, didactic modeling, discussion etc. Various teaching resources are used.

Interactive teaching methods and techniques include interactive and / or visual lectures (Power Point, Prezi), problem solving techniques, ice breaker activities, pair or group work, multiprocess questioning, contradiction matrix, bedside teaching, standardized patient simulation, brainstorming, guided discussion, docimological test, interactive assessment, PBL (Problem/Project-based learning), case study-CBL (challenge-based learning), role play, group project, paired reading, summary writing, concept map, independent research study, research project, debate, etc. The PBL-based Neuroscience module was included in the PBL MD project in the Preventive Medicine program. The University Center of Simulation in Medical Training (UCSMT) has a special role in training, aiming at teaching the art of communication to the 2nd year students as well as the acquisition of clinical skills in various disciplines.

The process of continuous self-improvement of students covers all the competencies of the graduate. For this purpose, various forms of education are applicable: training based on the clinical case, interactive, problem lectures, teamwork, lectures, symposia, clinical practice, portfolio, attendance of scientific and practical, pathological and anatomical conferences, writing and presentation of reports, projects, preparing an essay, developing algorithms and schemes for managing patients, maintaining medical records, and duty at clinics under the supervision of a teacher For, consultations of teachers outside of school hours, work in scientific circles, preparation of articles, abstracts of reports, independent work with electronic databases of evidence-based medicine, tutorials in optional disciplines. Independent work of students contributes to the assimilation, consolidation of the foundations of the methodology of research work, creative thinking, the ability to argue, defend their position, express their thoughts and ideas in writing; develops the student's ability to analyze theoretical and practical material. Self-training of students constitutes the basis for training students from the first to the last year of study, and as students learn, the independence of students increases. For example, one of the forms of conducting independent work of students when studying at clinical departments is night duty, which is highlighted by a separate criterion for assessing current performance, increasing students' motivation for independent professional activity.

One of the innovative teaching methods in organizing students' independent work at a higher education institution is the portfolio method, which allows students to develop the ability to analyze and evaluate the process of their own development, to develop the ability to independently search for theoretical and practical information on the subject under study, to identify problems and ways to solve them rationally, develop the ability to critically analyze the knowledge gained in understanding their use in practice after the graduation from the higher education institution.

The teaching methods are selected according to their purpose: information transfer (discussion, exercise, presentation, interactive lecture, brainstorming, independent research study, etc.), the development of clinical skills (case study, bedside teaching, simulation, role play, experimental exercise, problem solving, standardized patient simulation, etc.), increased capacity and efficiency of professional communication for ethical and deontological behavior modeling (debate, case study, group and pair work, problem solving, etc.), use of the previous training experience (questioning, feedback, group discussion, etc.).

Due to the fact that the students` initial level of education is different, teachers use customized education technologies in learning and teaching such as differentiation and assessment of students, especially in practical courses, as well as providing individual consultations. In order to promote the acquisition of knowledge and skills, to develop communicative, cognitive and creative abilities, the academic departments use different methods of group work and discussion, mutual review, problem solving, information visualization and analysis of patient observation sheets. Multimedia systems are actively used in the teaching process which offer a wide range of possibilities, namely, reports

presentation within the module or scientific club, analysis of clinical cases, presentation of video resources, photos, images.

The educational and research facilities are well-equipped. The equipment meets the specific requirements of academic disciplines. Most of the teaching spaces are supplied with equipment that meets national and international standards, ensuring a quality education that allows the achievement of the educational objectives of each academic discipline (electrocardiographs, oscillometers, electromyographs, electroencephalographs, microscopes, microbiology analyzers, high-fidelity simulators, casts, etc.) There are computer classrooms connected to the Internet, interactive boards, Moodle and UIMS learning platforms, other ICT resources such as BIOPAC data acquisition system, PACS, Radiant DICOM, E-learning and FR, EPOS, which allows to cover the entire teaching-learning-assessment cycle. Within the University Center of Simulation in Medical Training, high fidelity simulators and virtual simulation are used for the 4th and 6th year students.

The teaching staff are especially trained in he field of teaching and assessment, taking part in internships in Psychopedagogy and Docimology. The trainings are organized by the SUMPh departments responsible for teaching trainings, as well as by experts in the field of education: Pro-Didactica, Evaluation Council of CIDMEF. Within the international projects several teachers have benefited from trainings on the implementation of interactive teaching methods: PBL; TBL; CBL (*Tempus, Introducing Problem Based Learning in Moldova: Towards Enhancing Students` Competitiveness and Employability PBLMD, Licensing in Medicine*), as well as teaching internships abroad.

As a result of the teaching trainings, interactive methods (PBL, simulation, practical skills development) were introduced in the curriculum; implementing modern assessment methods in medical education by improving the teaching and assessment system. (*Note 2.05.*). Time management has been optimized as well as the selection of assessment methodology.

2.1.3. The Medicine Program has been always focused on the development of study programs based on the correlation between learning outcomes and professional skills. The learning outcomes are explained and discussed with the students from the perspective of their relevance for their development. The teaching methods as well as the educational context and environment are meant to promote students responsibility for self-training contributing to the maintenance of the acquired competencies throughout their lives. Independent work has a special role at each academic discipline. Its share varies depending on the role of discipline in development of transversal and professional skills specific to the study program. Thus, the students acquire skills of information search, analysis, integration and application of theoretical knowledge in practical activities, critical and abstract thinking, clinical problem-solving cases, use of innovative solutions in approaching and solving specific clinical situations, carrying out independent and group research projects, etc.

All these motivate the students in the training process and develops clinical and critical thinking. This approach enables the students to become aware of the role of lifelong learning in acquiring and maintaining professional skills, making the students responsible for the educational process. In recent years, a wide range of educational methods have been promoted to increase the active involvement of students in their professional medical training through the elaboration of *the Student`s Guide*, which includes students` rights and responsibilities, study guide, working portfolio. Working portfolios have become part of the faculty tradition and are currently part of students assessment at academic disciplines. The working portfolio is the main tool for the assessment of students work during clinical internships.

2.1.4. According to the University Charter, the curriculum is unique for each student, regardless of gender, socio-economic status, and physical capacity. SUMPh respects the ethnic and religious diversity of students, giving days off to international students on important national or religious holidays of the country of origin.

According to the University Charter, EP is the same for each student, regardless of gender, ethnic origin, religion, socio-economic status, physical abilities. SUMPh respects the ethnic and religious diversity of students and provides students free time on important national or religious holidays in their country of origin.

The supervision of the equal rights observance of is carried out in a hierarchical plan by the heads of studies, heads of chairs, deans' offices, DDAM, vice-rector in charge. About any cases of violation of rights, students have the opportunity to inform or make demands on their administrative, disciplinary assessment and suppression through SIMU, deans' offices, rector's e-mail, ASRM, as well as at regular meetings of the University management with students.

2.1.5. The teaching methods used in SUMPh correspond to the Specifics of adult learning and decisively influence the process of planning, organizing and developing the training activity. These are integrated into the discipline curriculum and applied within the training process in order to be successful. Thus, the students' experience assessment is being carried out regarding the quality of the course and practical activity. The teacher's activity does not exceed 10-15% of the total training time during the seminars and works, therefore a greater time is provided for student's practice, which contributes to the development of the practical skills and new knowledge and encourages the necessary changes in the future students' performance. Since there are many learning styles, the strategies and techniques used are tailored to the student's needs. The use of visual materials contributes to perceiving and correct understanding of the presented information. New knowledge is enhanced by exercising practical activities. Setting up an amiable climate contributes significantly to increasing the training efficiency.

Training activities are focused on the development of professional and transversal competences, through a progressive increase of complexity, clear statement of prerequisites for accessing the disciplines and finalities, integration of disciplines horizontally and vertically, keeping the continuity of post-university studies by residency training. The academic staff should update the teaching strategies for each specific discipline according to the study programs and student's needs analysis, as well as in accordance with the andragogical model.

Since there are several learning styles, the strategies and techniques used by the teaching staff adapt to the needs of the student. The use of visual materials contributes to a better perception and understanding of information. New knowledge is consolidated through their application in practice. Creation of a respectful environment contributes to the formation of personality and increase of the effectiveness of training.

Educational activities focus on the development of professional and related competencies, through step by step complication, clear explanation of the prerequisites for access to disciplines and learning outcomes, integration of disciplines horizontally and vertically while maintaining consistency in postgraduate education in residency. Each teacher has a modern strategy of teaching the discipline, according to the educational program and the requirements of students, in accordance with the andragogical model.

2.2. Scientific method

2.2.1. The University promotes the capitalization of the potential and scientific research outcomes by using the scientific method in students' training that is a part of the compulsory components of the activity plans of the University, faculties, and departments. Due to its formative component, the Curriculum ensures the development of analytical and critical thinking in students of all disciplines, as well as obtaining fundamental scientific and applicative basis for a medical education. Students are involved in research activities by participating in scientific workshops organized within all the departments of the university where they are provided with all necessary conditions for the development of their research skills. Understanding and assimilation of the principles of scientific methodology are highly significant for studying, thus the disciplines "Epidemiology" on the second year (semester 3) and "Biostatistics Methodology of Scientific Research" are included. These, along with the other curricula, lay the foundations for personal and professional development, through a patient-oriented scientific method, by mastering the basic study design and the principles of medical statistics in an abstract form. Judgment and research are the major components in teaching process that is constantly updated due to advanced achievements in medical science and practice, in exercising practical and laboratory work, in problem- solving or case studies, which are based on scientific evidence and gradual defining of specific discipline-related concepts, as well as general

ones in order to develop clinical thinking. These principles along with a solid technical and material basis that help to accomplish all these activities, are meant to ensure ongoing medical training through scientific methods.

An increased attention is paid to the improvement of teaching methodology, which is achieved through the implementation of modern educational technologies: problem studies (clinical cases) and interactive techniques of modern information technologies, including virtual ones. Teaching methods, based on modern learning principles, may facilitate the students' progress and their ability to participate within medical research, as well as personal development as future specialists during the years of study.

Valorisation and strengthening of analytical and critical thinking that are methodologically supported, are achieved by elaboration and defense of the Licentiate thesis, which is a compulsory stage for each student upon the graduation of University, followed by assigning transferable credits.

The Science Division operates within the Association of Students and Residents (ASRM) in medicine. The International Congress for Students and Young Doctors "Med Espera",where students may present their research results, is organized once in 2 years by ASRM and supported financially and logistically by the University.

The results of students' scientific achievements are reported at various national and international conferences and congresses, workshops, and summer schools.

The Medical Scientific Library provides a large number of online scientific databases from both SUMPh library and within the student hostels by means of subscribing to Clin-eguide database of evidence-based medicine results. The library also offers free access to other databases: DynaMed, MEDLINE, STAT. Ref Online Library, MD Consult, First Consult, HINARY and others.

Scientific methods of research in medicine

Our University exhibits highly qualified teaching staff and scientists from various scientific fields like doctors-clinicians, biologists, chemists, geneticists, who combine their skills and abilities to improve patient health care and social well-being, as well as providing new generations of medical specialists. Everyone addresses this common goal from their specific professional perspective, using various biomedical research methods. SUMPh possesses a vast and dynamic research portfolio that extends from molecular, genetic, disease research to clinical, epidemiological research, evaluating new therapies and strategies. Simultaneously, the University is aimed at creating a proper setting for international inter-relational research study, providing excellent laboratory and clinical facilities and effective human resources, as well as administrative processes that encourage research productivity.

The involvement of students within the research work is an important desideratum for our University. From the first years of study within the medical-biological departments, the students get familiar with various research methods: genetic, biochemical, histological, chemical, morphological, immunological, physiological, pharmacological and toxicological, as well as critical evaluation of specialized medical literature. Basic research includes the use of analytical methods, imaging and biometric procedures, and statistical assessment of models and strategies. Throughout the study years, students are already able to apply various methods of clinical and epidemiological research: interventional or observational.

Student research activity is a part of the training process of a qualified physician in order to develop skills and integrate the theoretical knowledge into practice, as well as to include new scientific methods into the learning process, analyze and appreciate various complex phenomena that may occur within the human body. Thus, at the level of the departments there are organized programs for stimulation and development of the scientific research within the student scientific workshops. Recently, there has been a positive dynamics of student's participation within scientific workshops. An Annual Scientific Conference is held on the University Day, where students present their results and scientific achievements, whereas the best scientific performances are awarded.

The number of participants and prizewinners at national and international scientific forums increases, as well as scientific publications where the students are authors / coauthors, which confirms the high degree of students' training within SUMPh and their scientific competitiveness. At the same time, students attend various International Olympiads.

Licentiate thesis of the Medical Study Program is an essential component in acquiring skills and evaluating student activity. It assesses the ability to conceive and carry out independent research work in compliance with scientific community, using methods of analysis, synthesis, induction, deduction, abstraction, capitalization of quantitative and qualitative indicators and aims to sum up and improve the theoretical knowledge of the specialty, solve scientific and organizational problems; the assessment of the graduate's capacities and graduation level for postgraduate individual activity.

Evidence based medicine

During the last decades, significant and inherent changes in medical practice have occurred, which outline new tendencies in defining the physician's role within the society, need for information and progress in the medical field, need for study and application into the medical practice, as well as identifying research principles for evidence-based medicine.

An important chapter within the discipline the methodology of scientific research, both of coursework and practical work, is dedicated to acquiring the principles of searching for qualitative information, ways of appreciating the actuality and veracity of the data. In studying the disciplines of epidemiology, internal medicine, family medicine, clinical pharmacology, anesthesia and resuscitation, pediatrics, surgery, obstetrics and gynecology, students get familiar with the principles of clinical epidemiology; learn how to look for and appreciate clinical abnormalities; to be guided by good practice experiences of GLP, GCP, GMP; to know the particularities of a clinical trial, patient monitoring issues and ethical considerations in the research process. Students solve clinical cases, definite situation issues related to evidence-based medicine. Seminars, roundtables are organized to develop competent students to qualitatively and quantitatively assess the results of research and use this evidences in medical practice. At the same time, the principles of evidence-based medicine are also taught within the residency training and continuing education programs; the elaboration of teaching materials, especially the methodical elaboration of the profile, contain elements of evidence-based medicine. Teachers, who assume teaching evidence-based medicine at clinical disciplines, as well as collaborators of the medical science library, are well- trained and experienced specialists in the field.

2.2.2. An important goal of the University is the modernization and constant updating of the course and practical works at all disciplines by including the results of the scientific researches into the teaching process, for general and professional training of the future physicians. Departments develop optional courses that are included in the Study Program. While selecting the optional disciplines, students mostly opt for innovative ones, such as "Regenerative Medicine" module, which is a field of biotechnology, with the use of high-techs aimed to anatomical reconstruct damaged or degenerated tissues and their functional adjustment. Students have the opportunity to practice their skills while working with cell cultures and microscope, flow cytometry, analyzing the possibilities of regulation of histological processes and organogenesis and regeneration, by using nanotechnologies. This is one of the examples of capitalizing on an important scientific direction by training young doctors to apply modern technologies into medicine, and eventually initiate a research work in search of new answers to the existing problems.

Individual work is a component included within all university curricula, as well as various ways to perform it (referral, case study, thematic presentation, ppt), including the development of self-study mini-projects, which are later presented to colleagues and teachers.

Teachers are annually assessed by applying scientific methods in teaching and scientific activities with students.

2.2.3. While elaborating the Licentiate thesis, students have the opportunity to apply into practice scientific reasoning and the research methods that were previously known. The topic of the Licenciate thesis can be registered in any specialty field provided in the study program, and the student has the right to choose the theme starting with the fourth year of studies, with the possibility of developing an individual, teacher-guided research process.

Students and residents, who show increased interest and advanced research skills, are included as participants in various research projects initiated by departments and research laboratories, with the possibility of continuing research within the Doctoral School in Medical Science Training. The

University supports and encourages the involvement of students, residents and PhD students in their research by co-financing the projects and scholarship allocations. PhD candidates participate each year in the Young Scientists' Projects Contest organized by the National Agency for Research and Development and obtain research scholarships within the programs Erasmus +, CEEPUS, Erasmus Mundus.

Since the EP is focused on the formation of professional competencies that comply with the National and European Qualifications Framework and WHO standards in various fields of activity, the teaching staff constantly integrates the most advanced national and international achievements, regulations and recommendations of international guidelines into the learning process. Thus, the curriculum of disciplines, lecture courses, manuals, compendiums and guidelines, etc. is updated.

On the recommendation of leading professors in the field of medical education: USA (East Carolina University - Brody Medical School), Romania (Center for Health Policy and Medical Services, Bucharest); Israel (Ben-Gurion University); France (St. Augustine Clinic and University of Nantes); Latvia (University of Latvia, Riga); Switzerland (Geneva University) and others the University acquired modern textbooks in English for all specialties.

Considering the long-term cooperation and partnership with the medical faculties and the University of Romania, which is a member of the European Union, the SUMPh annually acquires educational and methodical literature in the Romanian language.

In order to update educational and teaching materials with regard to the standards of European higher medical education, the University during the reporting period purchased textbooks recognized in the world as fundamental in various disciplines like Guyton A. and others. Medical physiology: a textbook (in Romanian, Russian and English); Kumar, Vinay. Robbins basic pathology (in Romanian and English); Harrison's principles of internal medicine (in Romanian and English); F. Cunningham. Williams Obstetrics / (in Romanian and English) and others.

The university library fund is significantly replenished with the works of university academic staff: they publish textbooks, teaching guides, workbooks, lecture courses, abstracts, monographs, syllabi, and the journals “Curierul medical” and “MJH”.

2.3. Basic biomedical sciences

2.3.1. Basic biomedical sciences are found in the Education Program during the first three years of studies and provide knowledge of fundamental information which is essential to the development of skills related the clinical disciplines.

The curriculum of the medico-biological disciplines is continually updated taking into consideration scientific research, innovative research methods, the need for understanding the new pathogenic mechanisms, that are used within clinical disciplines etc. The learning and teaching forms stipulated in the Education Program include the following: courses, seminars, laboratory and individual work. All study forms have an efficient theoretical and practical training using both classical and interactive methods that are focused on students. These are based on teamwork, their training at different manifestations, presentations or demonstrative experiments, problem solving (clinical case, problem-solving), the establishment of pathogenic diagnosis by elaboration of a complex algorithm of functional disturbances, by clinical scenario and/or demonstration on experimental or virtual models. The scientific thinking of the students is developed within the scientific workshops by the establishment of elective research project of the students monitoring the teaching and research results.

The basic biomedical disciplines (fundamental disciplines) that are included in Education Program of Medicine study program are included in table 2.3.

2.3.2. The Medicine study program concept at the fundamental science level is based on the professional and transversal skills of the student. An integrity of obtained knowledge and practical skills within biomedical disciplines as a preconditions for clinical skills achievement have been observed. In the curriculum of fundamental disciplines, every topic is provided with notions, aspects, associated with clinical and practical activity.

Medico-biological curriculum includes the integrative study of the structure, composition and involved mechanisms in the homeostasis maintaining of internal environment and forming objective

of the practical skills. The purpose of the theoretical knowledge consists of cognitive skills formation and attitudes that are based on preventive medical, diagnosis, curative and recovery act.

The teachers are focused on student thinking, their involvement in different projects, on solving problem (the problem of the situation, new and original solutions finding), on scientific investigation and new research technique learning, stimulating thinking, imagination, creativity and originality of the student, thus increasing their motivation and interest for these disciplines. All above mentioned are included in university lecture, practical and laboratory works, especially during the individual activity of the student, that significantly contribute to consolidation and deep knowledge, formation of the intellectual and practical skills, increasing analytical and critical spirit, the formation of scientific research competence.

The practical skills obtained by the student at the end of every year/semester are specifically dependent on disciplines (e.g. dissection techniques, that are performed on laboratory analysis, laboratory activity, IT and soft-ware applications arterial pressure reading, electrodes setting, normal USI, realization/staining of blood smear, etc.), based on clinic sciences. The student has possibility to apply this knowledge the end of the study year within the clinical trials after the 2nd and 3rd year of study.

2.3.3. The teaching departments that are involved in the education process at the medico-biological chairs, according to own scientific research results and others researchers and active participation at the national and international scientific events came with the proposal of updating and modifying the topics that are included in curriculum. These are proposed to CPM examination for their validation on university level, but also their compliance with topics from clinical disciplines.

The research results of the teaching staff, PhD and post doctoral degree are constantly included within the teaching process.

In order to increase the teaching process efficacy of the Medicine study program, the teaching staff use different innovative information and multitapitat technologies. (10) “LEICA DM 2500 LED”.

Morphopathology discipline: material corpse with muscles, dissected vessels and veins made by plastination method – Anatomy.

Research results within fundamental disciplines represent the support for teaching and curative process to chemical disciplines (e.g. Metabolic aspects of the postnatal ontogeny of the normal bone tissue and experimental osteopathy. Ph.D. in medicine, lecturer O.Tagadiuc represents the basis in the curriculum update on Rheumatology and the book of this discipline, reviewed by professor C.Babiuc etc.)

The strengthening of practical skills represents an essential element of the fundamental disciplines. The students within specialized workshops acquire necessary skills in order to perform practical manipulations on clinical disciplines, but also for individual self-determination (e.g.,,Basic Surgical Skills” and,, Basic Plastic and Reconstructive Surgery Skills Work shop) give the possibility to improve the skills in the basic surgical equipment and at the same time to inform the students with surgical methods, processes and techniques.

2.3.4. The curriculum attachment on the health market services lead to the curriculum involvement of biomedical sciences of the morphofunctional, physiological peculiarities study of organs and organ system, physiological parameters of metabolic and physiological processes, ethypathogenic treatment and adjustment mechanisms of all vital functions according to the following:

- age (different periods of postnatal development, from newborns, the development peculiarities of teens until old ages).
- environment changes (global warming, air pollution, deforestation, etc.) (Hygiene);
- type of food (hypo-; hyper caloric ones; postprandial, intra prandial modifications; fast food, salt consumption, trans and air fats) (Biochemistry, General Hygiene Curriculum);
- physical activity of the person (sedentary lifestyle; intensive physical activity, stress) (Physiology Curriculum)
- stress exposure (oxidative stress, psycho emotional burning syndrome, intellectual activity; etc)

The obtained knowledge according to above mentioned factors make up an important theoretical support for all clinical disciplines (Internal Medicine, Geriatrics, Obstetrics and Gynecology,

Occupational Diseases, Neonatology).

The implementation of disciplines focused on the needs of the health care system and society, the achievement of the desired learning outcomes, an integrated learning strategy, the use of innovative technologies in education, the formation of an optimal learning environment that enhances student personal responsibility is carried out. Also, there is a continuous improvement of educational programs aimed at the formation and development of students humanistic, moral values, initiatives, creativity in the best university traditions; creating conditions for the growth of professionalism, personal development and readiness for future professional activities.

2.4. Behavioral and social disciplines and medical ethics.

2.4.1. In order to prepare the SUMPh students for the Medicine study program, the following behavioral disciplines were included: („Communication and behavior in Medicine", "„Medical Psychology", „Communication Psychology"), humanities (Anthropology and Philosophy in Medicine), social ones („Medical Sociology", „Social Medicine and Management"), Biostatistics.„Scientific research Methology'', „Entrepreneurship in Medicine", „Financial management in the Health System", „Calamity medicine"), medical ethics („Bioethics", „Ethics and Deontology"), Forensic Medicine ("Medical law", Torture and violence).

These efficiently contribute on the formation and consolidation of the skill knowledge in order to understand the socio-economic, demographic and cultural conditioning, causes, expansion and consequences of the health medical issues, about national health system and patients' rights also, contributing to the subsequent activity, efficient communication, clinical decision and proper ethic practice application.

The medico-social conditionings of the medical problems are included in the following disciplines: Medical Sociology, Social Medicine and Management, Entrepreneurship in Medicine, Financial Management of the Health System, that contribute to the social factors and their interrelation with the population health or pathologies. The students' development skills in the health assessment on population level; demographic and social aspects of the health. etc.

The course *Health Entrepreneurship*, in the context of the health care system reforms, gives a general picture of entrepreneurship as a career option to the future physicians; and the course *Health Care Financial Management* forms skills of understanding the practical way in which health care managers can make and execute management decisions for the effective use of financial resources.

The demographic influence on health care is studied in the course *Biostatistics and Research Methodology.* This course aims to study the structure and dynamics of population health in correlation with socioeconomic, demographic, and biomedical factors. The study of *Biostatistics* will enable the future physician to efficiently solve the problems related to information analysis of the population health status and will obtain the necessary skills to carry out an independent research project.

The determination of cultural specificity is studied in *Anthropology and Philosophy of Medicine* and *Health Communication and Behavior* courses. These subjects aim to form effective communication skills, fundamental behavioral benchmarks, sense of responsibility as a human being and as a specialist; to provide communication in order to change the behavior of those involved in the medical process, inclusively from socio-cultural and intercultural point of view.

The analysis of the national health care system is reflected in the curriculum of *Social Medicine and Health Management, Health Care Financial Management* and *Medical Law*. These courses offer effective opportunities to know public policies, health trends, health system organization and functioning, structure and characteristics of the health care system in the Republic of Moldova.

The particularities of patient's and doctor's rights and responsibilities are highlighted in *Medical Law Course*. Though this subject future physicians are taught about: doctors' and patients' rights and responsibilities; informed consent and voluntary refusal; respect of patients' rights; awareness of medico-legal liability (civil and criminal) and the conditions of its occurrence. The course of *Medical Ethics, Deontology and Bioethics* focuses on ethical, bioethical, and deontological issues contribute to the configuration of the humanist profile of the contemporary physician. This course provides systematic, methodical and instrumental knowledge of ethical issues related to doctor-patient interaction; moral demands generated by advancements in medical reproduction technologies and

those related to traditional/common reproductive health practices; ethical issues in end-of-life care; ethical guidelines for biomedical research, etc.

The course *Medical Psychology* aims to help future physicians get acquainted with the psychological aspect of their profession and develop personality traits according to current professional requirements. The Doctor-patient relationship involves primarily communication, psycho-emotional interaction, and effective relationship with the patient. The theoretical basis for these skills is the development of a proper and relevant conduct in medical students, related to interpersonal doctor-patient relationship. All these aspects contribute to the modeling and modification of the doctor-patient relationship in accordance with the current health care system requirements.

2.4.2. New curricula were developed and introduced in the list of courses of behavioral, humanistic, social, ethical and medical categories, between 2017-2018. The courses *Anthropology and Philosophy of Medicine and Health Communication and Behavior*, *Bioethics*, *Medical Law*, and *Medical Sociology* were updated and adjusted to the international teaching requirements of such type of trainings.

The course *Anthropology and Philosophy of Medicine*, was remodeled according to the experience gained in elite institutions. There were included subjects with a direct attribution to life, health and medical issues. An entirely new compartment was dedicated to anthropology. New schemes and principles of the research study were introduced within the course *Biostatistics and Research Methodology*. The *Bioethics* course has in its structure the compartment *Ethical Issues in Research*, which includes theoretical and practical benchmark methodology for biomedical research. Here are discussed topics related to: concept of scientific research / biomedical research in relation to the clinical activity; scientific integrity; plagiarism (causes, consequences and forms); ethical issues in research involving human subjects; Declaration of Helsinki; structure of a research protocol, etc.

The current needs of the society and the health care system are highlighted in the disciplines *Social Medicine and Health Management*, *Medical Sociology*, *Medical Ethics, Deontology and Bioethics*, *Health Care Financial Management*, *Biostatistics*, and *Research Methodology*. Educational and methodical materials include the results of national and international scientific research, and are periodically updated on the basis of national and international public health policy documentation.

Demographic changes and cultural conditions are reflected in the *Biostatistics and Research Methodology* course. This subject includes recent scientific possibilities to analyze the structure and dynamics of the population's health in regard to various existential factors. Topics related to aging and migration have been included, too. The course *Social Medicine and Health Management* analyzes health issues through demographic, sociological, and statistic methods. The course *Anthropology and Philosophy of Medicine* contains the results of recent studies on the problems of anthropology and philosophy of medicine. These are: natural and cultural conditions of the population, humanities in medicine and the philosophical and anthropological confluences, and medical activities in concordance with cultural ones.

Modifications in the curricula of socio-humanistic studies were performed according to:

- International performance practice;
- Policies for health promotion in the Republic of Moldova and Europe;
- Local and regional conditions of the medical field and training of medical specialists;
- Students' and teachers' demands expressed in systematic review of questionnaires;
- Global trends in education of medical specialists and the ability to put in practice the acquired knowledge by taking into account the diversity of cultural models, social-economic, political, living standards, etc.
- Specificity and knowledge level of medical students at the pre university education stages (gymnasium and lyceum).

Teaching methods and learning techniques based on case study and problem solving have been introduced by adopting a constructivist learning perspective. The process of social sciences and humanities integration in curricular reformation is performed through both, learning activities and

standard courses. Small groups of students discuss both, clinical case scenarios and biopsychosocial approaches to health and disease. The sociocultural characteristics of the patient, such as: malnutrition, sanitation and personal hygiene, and life in rural areas and patient relationship with the health care system, are analyzed within the seminars. Thus, the biopsychosocial integration aims to make students think about disease/health not as a condition, but as a process determined by social, geographical, historical and cultural contexts.

The curricula of socio-humanistic studies contain behavioral, social, ethical and medical legal elements. These aspects enable students to learn effective communication skills, decision making, and ethical practice. Behavioral, social, ethical and legal elements included are adjusted for the efficient development of medicine, demographic change, cultural context, and health of the population.

2.5. Clinical sciences and skills

2.5.1. The curricula of specialized clinical courses aims to train and develop professional skills in a particular clinical field. The coherence of these curricula is provided by: absence of contradictions; consistency and logical literacy of themes; succession and continuity of unit content; scientific and practical character; etc.

The curricula content is both informative and formative. Thus, these analytic programs include a set of professional and cross-curricular skills in accordance with the goals of university medical education. (Appendix: Planning and Clinical Science curricula). The clinical courses included in the Medical study program are reviewed in (Table 2.5). Most of clinical courses are studied in the fourth and the sixth years of study (*Note 2.08.*).

The teaching staff that delivers the clinical courses is constantly using and adopting important national and international scientific achievements, as well as some of their own research results. In this way, the updating of: course notes, guidelines, compendia and methodical recommendations, takes place. The clinical study is achieved by application of the latest scientific, evidence-based treatment, standardized protocols, diagnostic standards, national clinical guidelines, etc. This kind of approach enables students to get clinical judgement skills and proper patient assessment. In this way, recommendations and treatments are supported by evidence-based medicine. The teacher focuses on the transition of theoretical knowledge into professional competencies. This goal is achieved by using cognitive (knowledge), operational (dexterity), ontology-based (communication ability), and lifelong learning competencies.

2.5.2. The study goals for clinical courses are achieved by applying both traditional teaching methods (course, practical lessons, seminars, clinical internships, independent work) and modern ones (simulation, standardized patient, high-fidelity simulation, real patient, case study, workshop, webinar, teleconferences etc.). In accordance with the curriculum, four internships are carried out: *Patient Service Internship, Medical Assistant Internship, Specialist Internship, Family Medicine* and *Emergency Department Internships* (*Note 2.09.*).

Student internships are monitored by the university teaching staff and health care practitioners. The clinical internship registries include curricular information obtained and analyzed on the basis of theoretical courses; additional specialized literature; own observations made during the internship experience. The practical clinical registries are independently filled in by the student and reflect the student's work attitude, and analysis, synthesis and critical thinking skills. Students' findings accumulated during the medical internship are recorded and presented in the form of goal achievement reports. The results of the continuous quality improvement of the internships are communicated in the Scientific Council meetings.

Practical classes give students the possibility to enhance their theoretical knowledge and apply the practical skills at the patient's bed. These classes are carried out in various medical institutions, in accordance with the course profile (Clinical Appendix). The teaching methods used for this purpose are: clinical case studies, clinical problem solving, work in groups and pairs, role play, simulation, independent projects, diagnostic decision making, brainstorming, etc. At the patient's bed the student acquires practical skills such as:

1. Physician-patient and the physician-physician communications;

2. Gathering information;
3. Generation of an initial clinical hypothesis;
4. Generation of additional data, to confirm the initial hypothesis;
5. Generation of diagnostic strategy and formulation of presumptive or definitive diagnosis;
6. Creation of a treatment plan;
7. Synthesis of the carried out work and identification of the necessary lectures for a better problem understanding;
8. Completion of medical record documentation in accordance with the normative acts; etc.

The University Center for Simulation in Medical Training (UCSMT) is an educational subdivision that plays an important role in teaching, learning, and evaluation processes. This center is designed to respect ethical principles, provide a safe environment for the patient, train the student, and evaluate the practical work. The simulation training programs are aimed to develop technical and clinical skills (manual dexterity, decision making, situational awareness, resource management, etc.) and non-technical (communication and teamwork, leadership skills, emergency management, etc.), under standard and maximum safety conditions. The educational programs include independent and group trainings such as: Basic Vital Support, Advanced Vital Support, Anaphylactic shock, etc. At the same time, training and evaluation within UCSMT is a mandatory component of the clinical courses, included in the SP. For the medical students, under the university professional formation, UCSMT organizes simulation trainings related to seven clinical courses (*Patient-Centered Care Communication, Internal Medicine, Semiology, Cardiology, Palliative Medicine, Obstetrics and Gynecology, Medical Emergencies, Anesthesiology and Reanimatology*). Students develop patient centered communication skills and perform practical work (clinical examination, assessment of physiological parameters, application of diagnostic and simulation-based therapeutic maneuvers through the standardized patient methodology). Students' performances are discussed later in briefing sessions based on the video materials. The training session ends with post-test and beneficiary satisfaction questionnaire on the teaching quality. Performance evaluation has a specific importance in the teaching-learning process. Thus, four assessment principles are used: self-evaluation, co-worker evaluation, standardized patient assessments, and expert evaluation (teacher, instructor, etc.). A balanced combination of performance quantification methods increases the objectivity of the evaluation process. At the end of the training sessions, there is a beneficiary satisfaction questionnaire which facilitates the continuous improvement of UCSMT courses.

The hours of practical work are designed for: clinical internships, time spent in operating and surgery rooms, and medical assessment room, etc. Generally, practical classes are double in number and represent more than one third of the total hours (Plan Appendix). The formation of small study groups enables each student to interact with the specific patients, which is particularly important for getting practical skills. The way in which practical work takes place, involves the students into direct contact with the patient, and brings him to real-world practice. Thus, the accumulated clinical bases are sufficient and cover all levels of health care: primary care, prehospital emergency care, inpatient and outpatient health care, etc. These factors ensure high quality medical services in public or private health care institutions. (Appendix Clinical Bases)

Communication skills are introduced in teaching-learning objectives of all clinical courses curricula. These skills are obtained by following criteria: the way in which patient communication is mastered, empathy and the interest towards the patients needs, the ability to establish good doctor-patient relationships, the way in which medical ethics and deontologic principles in communication with the patient, co-workers, and medical staff, are respected. The students' communication skills are developed through the clinical report, attention to the precision of answering questions, supporting personal opinion during the presentations of the practical papers.

2.5.3. Health promotion through prophylaxis is carried out in the following way:

- Prophylactic control of students at SUMPh Primary Care Clinic; continuous provision of medical services for the promotion of students' health within Department of Students and Residents in Medicine of UPCC.
- Activities aimed to promote healthy lifestyle among students and population carried out by

SUMPh in collaboration with ASRM.

- The Curricula studies, and develops health promotion and rehabilitation skills through: *Family Medicine, Hygiene, Social Medicine and Health Management, Medical Rehabilitation, and Health Promotion.* Specific topics are found in the curricula of specialized courses.
- A series of activities to promote healthy lifestyles were carried out within the joint projects with the development partners (e.g. Project *Community Support for Children and Young People*, with the support of UNICEF Moldova). The aim of the project was to inform young people from the rural area, about pandemic influenza prophylaxis and the first medical aid. 20 trainers were taught within the project. Lately they delivered the acquired information to 5800 lyceum students (VIII – XII grades) from 12 districts (23 villages) and to 440 children within summer camps. The project *TB prophylaxis among students in Chisinau*, supported by the *Global Fund to Fight AIDS, Tuberculosis and Malaria* in collaboration with The Center for Health Policies and Innovation. Within this project about 6400 students have been trained. Besides this, close friendship relations have been established with other universities from Chisinau.
- Research projects on strengthening students' health with data presented at national and international forums and at PhD dissertation defenses, have been carried out within SUMPh.
- Students as well carry out research projects aimed to promote healthy lifestyles and the necessity for prophylactic control (examples of the bachelor thesis).

2.5.4. As shown in Table 2.5, the time designed for main clinical courses constitutes 6420 hours. They are aimed for practical work, and intercorrelated clinical internships. More than 1/3 hours are designed for direct interaction with patients. The significance of specialized courses is established by the Framework Program, the *Program for the Development of the Medical and Pharmaceutical Education in the Republic of Moldova* for the years 2011-2020 (Tab.2.5.1.)

The activities in the clinic can be divided into: practical classes at the patient's bed with the patient's clinical examination and later assessment of the patient (2-3 patients) in the presence of the teacher and other students.

Various clinical manifestations of the disease are analyzed. The examination concludes with a presumptive diagnosis. Subsequently, the diagnostic strategy is developed. The students participate in the instrumental and imagistic examination of the patients or have access to the achieved results. The division of clinical courses into modules allows students to monitor the further patient treatment, therapy and surgical interventions, including practical classes (wound dressings, surgical wound healing processing, Novocaine injections, urinary catheterization, etc.)

At the clinics, students attend the daily morning meetings, weekly visits, presentation and discussion of the patients at scientific, anatomo-morphological sessions councils, round table discussion with the participation of specialists from the Republic of Moldova and from abroad. These meetings are organized to improve student’s knowledge and practical skills in diagnosis, treatment and prophylaxis of diseases, as well as their optimization at the international level. Teachers together with students analyze and discuss medical errors at various stages of treatment (malpractice), conflict situations that are simulated by problem situation models. In addition, they discuss about the analysis and evaluation of medical records and documentation standards, and evaluate the preoperative and postoperative clinical results. Students have the opportunity to appreciate their own achievements through self-assessment, dialogue, and peer assessment. For the consolidation and systematization of knowledge during clinical courses, different teaching methods are used: self motivation, decision making, situational problem solving, first aid algorithms, etc.

2.5.5. The clinical, theoretical and practical trainings, are performed by specialized teachers (professors, lecturers, university assistants). The students practical work is supervised by the teaching staff responsible for student training, as well as by physicians and resident tutors during clinical internships. Students are guided permanently by their teachers, who strictly respect the ethical-deontological rules, the peculiarities of the treatment, the use of bioethical principles in medical practice, the formulation of the conclusions and the appropriate actioning under certain circumstances. To achieve practical skills and protect the patients, some clinical work is done by

students on the high fidelity medical simulator casts in the departments and / or UCSMT.

2.5.6 Clinical departments are responsible for monitoring and implementing innovations in the curriculum. The elaborated National Protocols are disseminated by working group members according to NPC implementation strategies and tools depending on medical professionals target group and healthcare level. Thus, the working group determines study programs revision necessity according to NPC elaborated Methodology approved by MHLSP, but the SUMPh specialized methodological committees identify the disciplines and changes to be made.

2.5.7. The SUMPh regularly assesses medical and social issues at national, regional and international level. Academic staff act as MHLSP, as well as international organizations (WHO, UNFPA, etc.) experts, participating in the elaboration of national policies, in order to meet the needs of the population. In order to achieve these strategies, the study plan is adjusted forming both transversal and professional competences needed by the future specialists.

In recent years, along with the advances realized in medicine, the university program was complemented with contemporary notions and entities such as: liver volume formations' surgery, portal hypertension, pancreas surgery, endocrine surgery, liver transplant, bile ducts reconstructive surgery. For example: medical and surgical departments perform real-time transmissions of surgeries in the operating theaters and use the principles of telemedicine. This made the transmissions possible.

2.5.8. The way the disciplines succeed in the syllabus provides students with a gradual approach to clinical practice and allows early contact with the patient. Thus, starting with the first semester, students learn Primary Health Emergency Care, learn and acquire cardio respiratory and cerebral resuscitation practices, applying these skills individually and in group. The accumulated knowledge allows them to recognize the heart attack and other major emergencies and to undertake appropriate measures. In the second year within the discipline "Patients communication and care", students develop communication skills, assess physiological parameters using medical devices, appreciate vital parameters of the patients, and also acquire practical clinical skills such as hands washing, intravenous infusion preparation, etc. These skills and knowledge are applied by the student within clinical internship, "Communication and care", which takes place in clinics or consulting rooms. The syllabus in the third year, along with some fundamental disciplines, sets out clinical disciplines such as Medicine – Semiology, Surgery – Semiology, Radiology and Radiation Protection, develops practical skills concerning the clinical examination. The "medical assistant" internship follows after the third year of studies. In order to assure the quality of students' internships within Medicine program, the clinical bases are identified according to the criteria stipulated in the Regulation on the organization and conduct of students' internships at the SUMPh and the type of practice. Practice clinical bases are selected according to internships objectives and learning program outcomes, being known on the medical service market and having normative documentation. Before practice, the students are summoned to a clinical internship training session where they are handed out delegation and travel letters to the clinical base. Regulated clinical bases cover 100% of the University's needs assigning students to practice (Clinical Bases Annex). Starting with the 4th up to 6th years, clinical disciplines form the largest part of the syllabus, and each of them has teaching hours for clinical internship included in the program. Family Medicine clinical internship - (390 hours) and Medical Emergency clinical internship - (180 hours) realized at the same time during the 6th year of studies where students develop skills working with the urban and rural population. After completing the internship, students and employees of clinical bases are questioned on practical internship effectiveness.

2.5.9. The University assures, in a logical succession, practical skills acquisition and professional skills development. The volume, complexity and clinical skills competence degree increase medical-biological, socio-human disciplines knowledge accumulation. Thus, the realization of practical skills during university studies evolves from observation, to teacher or experienced practitioner guided execution and then to the individual, supervised work. Subsequently, during the postgraduate studies, the resident will be able to realize autonomously the practical acquisitions according to medical activity volume per specialization (MAV curriculum from residency). The obtained competences are

evaluated at each clinical discipline in different ways: the 3rd year standardized patient in UCSMT, from the 4th to the 6th year, a real patient or high fidelity casts are selected for examination depending on the complexity and safety of the patient. The assessment based on a clinical case is a compulsory part of licentiate examination.

The learning outcomes and the competences required for each discipline are found in each curriculum, which is placed on Department's website and the students are informed at the first lecture by the course coordinator.

2.6. Study program structure: composition and duration

2.6.1. The medicine full-time education program corresponds to international, national, institutional legislative regulations, and includes discipline mission, purpose, objectives, syllabus, and curriculum.

Study plan (SP) is elaborated on the basis of *Higher Education Frame Plan*, CMC and *Higher education studies organization regulation on the basis of NSAC* (Annex N.). SP cover page includes information on general study field / vocational training field, offered title, admission basis - all linked to the European Qualifications Framework. The syllabus is accompanied by an *Explanatory Note* describing medical specialist training concept (mission, purpose, characteristics, further training, pedagogical approaches, professional and transversal skills developed in the program).

SP includes the disciplines sequentially ordered during schooling, discipline code; the number of hours and the number of credits allocated to each discipline / its way and form of verification. According to the formative category, the disciplines in the SP are classified into *fundamental disciplines (medical-biological); general skills and competences training disciplines; socio-humanistic orientation and specialized disciplines.* According to liability degree are structured in *compulsory, optional disciplines and free choice* disciplines. The education forms are indicated in the SP for each discipline separately: course, seminars, practical works and individual work.

Medicine study program lasts for six years and includes 10800 teaching hours (360 ECTS credits). Of the total number of hours - 7245 are direct contact teaching hours and 3555 hours of individual work.

The academic year is structured in two semesters per 17 weeks (except semester XII - 15 weeks), plus exams sessions and clinical internships. Each semester is credited with 30 ECTS credits (900 hours). The average number of hours / week for Medicine study program is between 30-35 hours. The way of organizing the studies in the academic year is set out in the *Academic Calendar,* which includes the distribution of teaching activities over the years of study, semesters establishing terms and duration of the semesters, practical internships, exams sessions, final assessment and holidays. It is approved at the beginning of the academic year by the University Senate decision and is placed on the institution's website *(http: //).* The academic year begins on the 1st September and ends until the 10th of July.

The SP is harmonized with European requirements (Directive 36 / EC / 2005) and is dimensioned according to the norms in force. Thus, out of 116 disciplines, 89 (76.7%) are compulsory disciplines, 22 (19%) are optional disciplines and extra-curricular disciplines. A number of 12 free-choice disciplines, designed to extend the knowledge and skills of students in the field of vocational training or adjacent fields is added to this.

Basic course units account for 32.2% (116 credits) and aim at the applicability of theoretical knowledge in the formation of practical skills underlying any preventive, diagnostic, curative or rehabilitative medical act. General skills and competences training disciplines (3.1% (11 credits)) and socio-humanitarian disciplines (5.3% -19 credits) account for 8.4% of total hours (30 credits). These provide the following skills formation such as the ability to learn, analyze, expose, both in the field of vocational training and in related fields. Fundamental, general and socio-humanistic course units are taught over the first three years of study.

The share of compulsory and optional specialty clinical disciplines in the study plan is 49.4% (178 credits) aiming to develop and cultivate professional skills in a particular field of specialty.

In order to acquire critical analysis and clinical thinking skills for fundamental and specialty knowledge application, students realize 840 hours of internship, that is 7.8% (28 credits) of

curriculum total hours. Additionally, 215 hours of practical internship are carried out during the semester in clinical disciplines, developing the basic specialty practical skills.

The graduation exam is quantified with 8 credits (2.2%) and includes: graduate thesis defense, a written exam in the form of tests, using computer assisted method in the Academic Evaluation Center, an oral interview which contains a clinical case solving.

The ratio of course hours (2025 hours) and those of applied activities (practical works, seminars, clinical internships (5222 hours)) is 1:3,8. The didactic activity is represented as it follows: course - 28%, seminars - 33%, practical works / laboratory - 26%, practical internships - 13%. Direct contact -7245 hours in six years, of which 4773 hours are specialty training hours.

Respecting national and institutional regulations there is a full concordance between the disciplines curriculum and the study plan. In order to achieve learning outcomes focused on competencies training, all the necessary components are present in the curriculum: the conceptual framework, the general and specific competencies, topics assignment per hours, reference objectives specification according to the proposed contents, didactic strategies, tasks for individual activities, evaluation methods, bibliographic references. Curriculum themes content is structured, on the basis of scientific principles, per learning units according to the studied discipline, thus ensuring consistency, knowledge transfer and interconnection with other disciplines. 41 13 34 10.1235 10.50

2.6.2. The interdisciplinary and trans-disciplinary curriculum program base is in relation to social, global, national, regional / local needs. The contents are organized in such a way as to facilitate different disciplines contextualization and knowledge application.

Example of horizontal (concurrent) integration is the integration of fundamental theories such as Anatomy -Histology (Systems, organs position and anatomical projection / Cells, tissues and organs microscopic, ultramicroscopic structure of healthy human being); Biology - Histology (Cellular structural features / Cellular functional features); Biochemistry - Physiology (Structure and properties of biological membranes / Transport through membranes; Structure, biosynthesis, secretion regulation, hormones action mechanisms/ Hormones physiological effects); Pathophysiology - Morphopathology (Pathophysiology of the respiratory, cardiovascular, excretory system / Morphological changes in pathological processes of the respiratory, cardiovascular, excretory system) or clinical disciplines themes integration: Radiology - Surgery-Semiology (Osteoarticular apparatus radiodiagnostics, respiratory apparatus traumatisms and diseases / Surgical diseases semiology of locomotor and respiratory apparatus); Gastroenterology - Surgical diseases (Pathology of the small and large intestine; Definition, etiology, pathogenesis, diagnosis, treatment, prophylaxis, prognosis / Surgical pathology of the small and large intestine); Endocrinology - Surgical Diseases (Thyroid Diseases: Diffuse toxic goiter; Tyreotoxic adenoma; Autoimmune thyroiditis; Fibrous thyroiditis; Subacute thyroiditis; Endemic goiter; Hypothyroidism; Thyroid Cancer / Surgical Pathology of the Thyroid Gland).

Another example is the formation of horizontally integrated modules: Pediatrics (including Childcare, Neonatology and Pediatrics), Neuroscience (Neurology and Neurosurgery), etc. Thus, the student has the opportunity to study the holistic approach of the patient and the integration of physiological processes and pathology, in various evolutionary stages of life, but also of the given pathology.

2.6.3. The vertical integration of the disciplines is determined by SP structure. The fundamental disciplines are taught in the first years of studies, elucidating progressively the structure and normal processes of the human body depending on age and sex, then the pathological ones. The knowledge and skills acquired by students at fundamental disciplines form the indispensable basis for the acquisition of professional skills and their development within the clinical disciplines.

Examples: Anatomy - Clinical Anatomy - Operation Techniques - Semiology Surgery - Surgical Diseases, Biochemistry - Cardiology (Metabolism of proteins / Dyslipidemias, Atherosclerosis); Physiology - Pathophysiology - Cardiology (Physiology of the heart: functional features of myocardial conduction system; Cardiac cycle dynamics / Coronary insufficiency pathophysiology / Coronary insufficiency: clinical picture, diagnosis, treatment); Microbiology, virology, immunology with infectious diseases - Epidemiology (Principles of classification and nomenclature of

microorganisms, morphology, structure and physiology of bacteria and viruses / Diseases caused by bacteria and viruses: clinical picture, laboratory diagnosis, treatment principles / Epidemiologic characteristics and infectious diseases prophylaxis).

Communication with the Patient Skills compartment is an eloquent example of disciplines vertical integration. The first contact with the patient is realized at the first year of study within Primary Medical Emergency discipline. The second year of studies at Patient Communication and Care discipline, it is possible to integrate the knowledge gained at the socio-human disciplines (Anthropology and Philosophy of Medicine, Communication and Behavior in Medicine, Medical Psychology, Medical Sociology and Psychology of Communication) and the development of effective communication skills with the patient. The third year the students start training and evaluating standardized patients within UCSMT, this activity facilitates their adaptability to real patients. Subsequently, during the summer clinical internship "Care of the Patients", he / she applies the obtained competencies: the communication with patients way, the degree of empathy and interest manifestation towards the patient and his presented complaints, the ability to establish trusted "doctor-patient" relationships, respecting the medical deontological principles communicating with the patients, colleagues, medical staff. These serve as prerequisites for student's access to clinical disciplines, where they are developed, and their degree of complexity is increased. For example, in Palliative Medicine, the skills of communicating bad news, the behavior and conduct of terminally ill patients are being developed. Psychiatry module in the 6th year of studies teaches how to communicate with patients who have mental health problems and how to manage the case at primary health care level.

Another example of disciplines vertical integration is the succession of teaching Internal Medicine in the SP, where the curriculum provides concrete tasks for each study stage of internal medicine: thus, at the third year within Internal Medicine-Semiology discipline students are familiarized with patients examination clinical skills; then the study of classical forms (and only atypical forms) of internal diseases in the 4th and 5th years follows, within Pneumology / Allergology; Cardiology; Gastroenterology; Rheumatology; Nephrology modules, where clinical examination vocational skills are being developed; application of modern, instrumental and laboratory testing methods; correct assessment of these explorations; indication of treatment. It is completed in the 6th year with Clinical Syntheses fundamental and clinical knowledge consolidation of various profiles applying them in medical practice, which assures the development of clinical judgment, patient-centered approach based on the principles of syndrome diagnosis, patient differential diagnosis and comprehensive approach.

2.6.4. In order to achieve the individual path of the student, there are optional and free chosen disciplines in the SP according to the national regulations.

Optional disciplines provide students with a personalized career pathway according to each person's aspirations and skills. Students can choose from the proposed offer the course they are interested in, depending on their abilities and aspired personal development way (whether medical, surgical or those which develop their communication skills with patients). Thus, at the end of each year of study, students choose a compulsory discipline per semester from the portfolio of optional subjects included in the SP, which will be revised in the annual contract signed by the students. Once selected the optional discipline becomes mandatory. The offer of optional subjects is annually broadened and diversified, taking into account its rating among students, graduators and employers demands, but also the needs of the health system in the national, regional and global context.

In the SP, there is also a list of free chosen disciplines, which are additionally credited and added to those 360 mandatory credits (annex plan). These aim at individualizing the student's professional path, enhancing knowledge in the interested field, and guiding the student in specialty selection for postgraduate studies through residency.

The list of elective disciplines is constantly updated.

The list of elective disciplines, and their SPD are annually developed for the implementation of the educational program. The list of elective disciplines are listed in the SP for each EP and are available on the web pages of the faculties:

- 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: elective – 14 disciplines; optional – 7;

The SPD of elective disciplines are updated and developed at the request of employers, teaching staff, students, as well as in accordance with scientific and technical achievements. The content of existing disciplines in each specialty is adjusted to the interests of students, as well as the faculty. Less relevant disciplines are abolished.

Most of elective courses are educational material that complements the required disciplines and helps to ensure the multidisciplinary nature of education. The elective courses offered for study are presented in the form of certain natural trajectories with an indication of previous disciplines, prerequisites, the possession of the tools of which are necessary for understanding the following, as well as an indication of post requisites. Every two years SPDs are discussed at meetings of departments, SC of faculties, CQASPA, FC. Thus, the content of elective disciplines corresponds to the level of training and the proposed training results.

2.6.5. The socio-economic peculiarities in the country which have a major influence on population health currently determine the necessity of using non-invasive, ecologically pure and inexpensive methods in medical higher education. These include traditional medicine (alternative and complementary), various methods of treatment and medical rehabilitation. These are found in compulsory, optional or free chosen disciplines. Within "Medical Rehabilitation and Physical Medicine" module, students acquire skills concerning the role and use of kinetotherapeutic, technical means and natural, effective physical agents' applications, socio-professional medical-educational methods - logopedic, occupational therapy, alternative and complementary medicine therapies, medical therapies specific to dysfunctional disease. "Alternative and Complementary Medicine" course familiarizes the future physicians with the theoretical bases, action mechanisms and traditional alternative or complementary medicine treatment methods possibilities application to patients. Students can practice these treatment methods at the University Medical Rehabilitation Center (inaugurated in 2017), which also includes a Chinese Medical Rehabilitation Training Center and the Traditional Chinese Medicine Center (founded in 2011). It was created under the Cooperation Agreement in the economic and technical field between the Government of the Republic of Moldova and the Government of the People's Republic of China on July 24, 2002. The center is designed with three directions of activity: acupuncture, manual therapy, Chinese and native phytotherapy.

2.7. Program management

2.7.1. In the SUMPh the structures responsible for the administration of Medicine study program are:

- at the Faculty level: the Faculty Council, the Deanery of the Faculty of Medicine, and CQASPA
- at the university level: the SUMPh Senate, CMC, DDAM.

Their activity is coordinated and directed by the Rector and Vice-rector for didactic activity. The distribution of resources to support and improve the educational program is carried out under the guidance of the Rector and is approved by the Strategic Development Council and the SUMPh Senate.

The Faculty Council organizes, coordinates and assures the development of didactic-scientific process at the faculty level. It summarizes the proposals and initiatives of the chairs / didactic departments, establishes the faculty's development strategy and directions, examines and submits the SP to the Senate, approves the curriculum of the disciplines and clinical internships.

The Executive Management of the Faculty is carried out by the Dean who organizes, coordinates and ensures the control of the study, curative and scientific research processes within the Faculty;

CQASPA functions within the faculty having the responsibility to conduct the development process of the program, to promote and implement quality assurance and curricular development policies according to current European and world medical education requirements. CQASPA develops and monitors continuously the SP assessing and placing the disciplines in the plan, the amount of hours for disciplines and ECTS assignment, learning outcomes compliance with the

objectives and the contents of the program, the offer of the optional and facultative disciplines individualizing the educational pathway purpose. CQASPA assesses and approves Curricula for the disciplines taught to students within the study program.

The Faculty Council (FC) together with the Deanery analyzes all CQASPA optimization proposals. These are discussed within FC, which uses procedural and decision-making rules in accordance with university policies, having full authority over the curriculum, collecting and evaluating information on practical quality and applicability, enabling continuous improvement and renewal of program content.

The Deanery and CQASPA activities are coordinated and monitored by Didactic Department and Academic Management (DDAM) and Quality Management Board (QMB). DDAM has the mission to provide quality educational services to beneficiaries implementing an efficient academic management based on the quality reference standards through competitive professional training in accordance with the requirements imposed to medical and pharmaceutical university education.

QMC is headed by the Rector and Vice-rector for didactic activity, and DDAM by the head of the department appointed by the Rector, who is directly subordinated to the vice-rector for didactic activity. QMC has monitoring responsibilities, evaluation and development of appropriate measures to improve the quality of academic activities at various levels and systems within SUMPh, of the applied teaching strategies, of the resources used; quality control of scientific and didactic items; continuous monitoring and improvement of university study programs; planning and carrying out quality assessment of study programs which take place in SUMPh. Simultaneously QMC, via DDAM perform the methodical management of the educational process in accordance with study plans and university timetable.

SUMPh allocates an appropriate budget to ensure implementation and program development, including evaluation, continuous improvement of quality and the addition of the latest achievements and progresses in the program. An example at this point constitutes the foundation of UIMS and UCSMT.

Structural subdivisions responsible for the educational program, through mission, structure, attributions, composition, ensures collective and individual competence and the resources needed to create a high-quality educational program. Currently, the Educational Program, through its content, is linked to the objectives described in the University Development Strategy, Action Plan (QO5.1) (*Appendix from Medicine*) of the Faculty, chairs and corresponds to the priorities of the education development strategy for the years 2014-2020 „Education 2020” and of” National Public Health Strategy for years 2014-2020”.

2.7.2. Teachers, students, employers, as an interested party, directly involved in the educational process, in all decision-making processes, including curricular development of the program. Their representatives are part of the Senate, QMC, faculty Council, QACCE with full decisional rights, as well as by analyzing the questioning of their opinions with reference to the educational program and the quality of teaching. A constructive collaboration is achieved of all program management participants: administration, teachers, students, representatives of the practical medicine sector (clinicians, responsible within MHLSP).

2.7.3. Faculty Deanery, QMC and DDAM, are responsible for ensuring the achievement of educational standards, enhancing the quality of academic management within the University, including implementation monitoring by departments of the innovative teaching and evaluation technologies planned annually, training of the personnel on the quality assurance of the training process.

Over the past few years, the current level of information technologies, students' requests, the available technical and human resources of the departments have contributed to the implementation of modern learning technologies (e-learning and other platforms). Various ICT tools are used in the teaching-learning-evaluation process. Teachers of the departments have completed training courses on the use of informational communication media in education (e-learning) with the achievement of the respective certificate. Students of the Medicine study program are trained to acquire the necessary skills to use ICT tools through the introductory course. Students come up with proposals to

implement new technologies to increase the efficiency of the teaching / learning act. For example, the students requested a viewing room for the operation room, and this proposal was discussed within FC Medicine with the decision to be implemented.

Departments develop and use various techniques and mechanisms for implementing innovations. Evaluation of student questionnaires denotes a high degree of appreciation of the new teaching methods implemented in the educational process.

Within the Medicine study program, 45 courses are placed on the Moodle platform; on UIMS platform there are placed 67% courses of study disciplines. Current and final evaluations are performed via computer assisted programs (Moodle or UIMS). Other innovational methods are also used, such as BIOPAC purchasing system, PACS system, Radiant DICOM, E-learning et formation hours FR, EPOS, that allow to cover the whole teaching cycle - learning – evaluation, to see what is in these appendices to the self-assessment Report 2018 Med. Chairs of Molecular Biology and Human Genetics, Clinical Pathophysiology and Pathophysiology, general surgery-semiology use 3D demonstration films for the teaching process, elaborated within the departments. These methods are designed to develop skills for future doctors at the level of knowledge and understanding, communication (including linguistics) and skills of scientific research, economic, social and organizational skills.

An important step in modernizing the medical educational process in SUMPh was the establishment in 2013 of the University Center of Simulation Training in Medical Training (UCSMT), aimed at enhancing the safety of the medical act and of the patient by implementing modern methods of education and medical practices based on simulation, which allow for the acquisition of the right medical skills and abilities in an organized setting, after a well structured program and, very importantly, without risks to the patient, with the reduction of errors and ultimately the qualitative improvement of the healthcare provided to the population. (Http://www.cusim.md). Within UCSMT, students, residents and practitioners use high fidelity simulators and virtual simulation, which has greatly increased the quality and efficiency of medical education and healthcare in the Republic of Moldova. Here take place various seminars, trainings, round tables for teachers there are also invited teams of teachers from various medical education centers from Europe, USA to ensure the development of advanced teaching technologies.

2.7.4. The educational program is monitored and evaluated by all interested parties, including employers of future physicians: representatives of clinical bases, of MHLSP, graduates of the program engaged in various branches of the health system. Within structural subdivisions responsible for the educational programs are included chief physicians / heads of clinics, primary specialists of MHLSP: in the Faculty Council 2 representatives of practical medicine, composed of QACCE - 2 persons, as members of the Senate - 3 representatives. It is worth mentioning that representatives of the sector are also part of the Graduate Examination Commission for students and residents. In SUMPh, the Council for institutional strategic development (CISD) activates, with 55.6% being made up of non-university representatives.

At the university external evaluation of the SP and EP is carried out both nationally and internationally. At the national level, the university has access to educational expertise and, as appropriate, is provided expert assessment of processes, practices and problems in the field of medical education with the involvement of MECR, MHLSP, employers, professional associations, doctors with experience in studying the process of medical education, psychologists and sociologists in the field of education from other national and international institutions.

The University pays enough attention to the development of educational expertise and skills in educational research. Skills and expertise in the field of education are also developed through trainings organized by the Ministry of Education and Science of Romania and international organizations.

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

At the international level, the University collaborated and received recommendations on how to improve the quality of study programs from leading experts from various international organizations in the field of medical education: USA (East Caroline University - Brody Medical School), Romania

(Center for Health Policy and Medical Services, Bucharest); Israel (Ben-Gurion University); France (St. Augustine Clinic and University of Nantes); Latvia (University of Latvia, Riga); Switzerland (University of Geneva) and others.

The SUMPh, in collaboration with national and international experts, determines the need for and the possibility of introducing new curricula. Thus, in accordance with the increased need of the national health care system for nurses with higher education (nursing) established by the Ministry of Health of the Republic of Moldova, as well as with the advice of experts from the UNCG Schoolof Nursing (Greensboro, USA), the concept and study plan General Nursing were developed and the program General Nursing was initiated.

In accordance with the recommendations of experts from Buskerudand Vestfold University College (Norway), Optometry was developed and implemented.

Based on the consultations of experts from the University of Bergen (Norway), the curriculum of the discipline Pathology of the Oral cavity was modified as part of the Dentistry program.

In the period 2013-2014 the University activities were assessed according to the WFME Standards, the AMEE Expert Committee and the WFME.

In 2016 and 2018 the educational program of the Faculty of Dentistry was accredited for a period of 5 years by the Dental Council of California (USA)

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

2.8. Relationship with medical practice and health sector

2.8.1. SUMPh provides the university educational process training, postgraduate and continuing medical education for medical and pharmacy specialists. The professional training of physicians differs in form and duration from professional training of other categories of specialists, consisting of the university phase (6 years) and postgraduate (3-5 year residency) and continuing medical education.

Practical training of students of the Medicine program is carried out in accordance with the Regulation on internships in higher education no. 203 of 19 March 2014, the Regulation on the organization and conduct of student internships at SUMPh, the Curriculum, the Academic Calendar, the Plan of Education. The distribution of students for traineeships on clinical bases, which include republican medical sanitary institutions, municipal and district ones, from the study program, is carried out according to the order of the Ministry of Health, Labor and Social Protection and the Order issued by the Rector. Practical training of students is one of the most important components of the training process of medical staff and it is mainly aimed at deepening the theoretical knowledge, developing practical skills, creating favorable conditions for faster integration of future graduates in the field of medicine.

During the VIth year the Discipline of Clinical Synthesis with 180 hours with 6 ECTS is included in the study program, whose mission is to consolidate the fundamental knowledge regarding the pathology of the internal organs and their implementation in practice; knowledge of evolution, diagnosis, appropriate treatment and prophylaxis of internal diseases, development of clinical judgment and medical synthesis – defining elements in the preparation of any physician.

During the VIth year of studies there is a clinical internship in Family Medicine (390 hours) and Clinical Exercise in Emergency (180 hours), which take place cumulatively during one semester of study. Through them the students strengthen their competencies obtained in the context of Primary Health Care and Pre-hospital Emergency Medical Care, but also provide essential help to medical institutions in providing medical assistance to the population, especially due to the shortage of doctors in some localities. This principle is also respected in residential settings, when during the last 2 years of study, residents are obliged to undertake 3 month clinical traineeships in the countryside.

During university studies, students must be determined with the specialization selected for residency. Within SUMPh, there is the Psychological Counseling Center and Career Guidance

Center, which help the student to select their individual development path, optional subjects and the possibilities of practicing practical internships in various health care institutions.

According to the legislation in force, the next stage of professional training is the residency, which is a compulsory form of postgraduate training aiming at obtaining a specialization. Consequently, according to the normative provisions in force, the registration of the candidates for residential studies is carried out exclusively on the basis of a contract with MHLSP, whereby the public authority assumes the obligation to ensure the necessary training conditions and the doctors undertake the obligation to activate after graduation at least three years according to the assignment. The changes in the number of places and the specialties that are put on an annual contest, are determined by MHLSP according to the health system needs and the RUS policy. The duration of the studies in a residential area is of 2-5 years depending on the specialization in question, in which is compulsorily included at least 6 months of activity in medical centers in all districts of the Republic of Moldova. In the organization of the postgraduate training the teaching process is directed towards the accumulation of practical work, traced in the Educational Standard and the Analytical Program, with the purpose of preparing a competent qualified doctor with ethical behavior. That is why in the postgraduate training of physician and pharmacist the following objectives are achieved:

- evaluation and plan perfection as well as training programs in compliance with the specialization profile;
- organic integration of training at clinical and medical biological disciplines in accordance with the achievements of medical science and practice;
- ensuring scientific-didactic computerization with access to world values and achievements in the field of medicine and pharmacy;
- education of the specialist according to the ethical-moral and deontological requirements;
- ensuring the development of scientific explorations and investigations within the resident faculty and collaborating with specialized scientific institutions and clinical facilities for creative training according to national scientific programs and branches;
- developing inter-university relationships in organizing, conducting and evaluating the postgraduate training process.

Residential training is conducted according to plans, programs and educational standards for the concerned specializations. *Nicolae Testemitanu* SUMPh ensures the control of the implementation of the provisions of the full training program, approves the methodology for the evaluation of the knowledge, etc. According to Government decision, the institution responsible for the distribution of doctors licensed for placement in job field is MHLSP, which is in contractual relations with the licensed young doctors after graduation of the residency. Although SUMPh is not directly responsible for this activity, it continuously promotes the doctor's responsibilities to the health of people, the need to work in rural areas to provide the population with qualified health care.

In the SIMPh has established and operates the Centre for Psychology Consulting and Professional Guidance (CPCPG), which helps students to choose their own individual direction in practical medicine.

The field of Medicine is a component part of society and everyday life. University studies in the Medicine program do not only assimilate knowledge, which, due to the progress and advancement of medical science and practice, can, in a relatively short period of time, de-actualize, but also the development of continuous education skills throughout the entire activity period, under the influence of all contemporary achievements in the field. The Department of Continuing Medical Education (CME) operates within SUMPh, which has the following tasks:

- to ensure the implementation in practice of the provisions of the legislative and normative acts in force of the Republic of Moldova in the field of continuous medical education;
- drafting and submitting for consideration the proposals for modification of the legislative-normative framework regarding the continuous medical education;
- monitoring the policy documents in the field of competence to ensure the observance of the deadlines for accomplishing the established actions and objectives in collaboration with the departments / departments of the University by timely inclusion in the existing programs of the

new subjects and elaboration of the new programs of continuous medical education;

- improving and diversifying the forms and methods of continuing medical education; participation in the evaluation, updating and improvement of study programs based on the principles of adult education, orientation and adaptation to the health system priorities;
- planning, coordinating, organizing and monitoring the conduct of continuing medical education programs;
- Creating and developing distance learning (e-learning) in the delivery of continuing medical education programs;
- developing partnerships with MHLSP and other national and intonational providers of continuing medical education.

It is the responsibility of the department to cowork on the one hand with healthcare institutions and to identify skills needs and competencies, to analyze questionnaires completed by trainees to identify opportunities to improve CME courses and to align them with the needs of the work and the European Qualifications Framework. Another prerogative of the department is the collaboration with the university chairs in order to adjust the PEC to the normative acts and the national and international guides, as well as the widening of the educational offer in accordance with the beneficiaries' requests. This has allowed the diversification of continuing medical education programs, distance and intensive training courses. From 2015 SUMPh has become the institution responsible for providing CME credits at conferences, seminars, symposia, centralization of this information allows SUMPh to adapt PEC to the needs of beneficiaries and address CME needs in various areas.

Promotion of academic mobility of teaching staff and resident students.

The process of formation of medical and pharmaceutical personnel, development of medical science and practice is carried out by the University through cooperation with more than 90 foreign medical schools from 27 countries, including medical specialized departments and clinics from Romania, Germany, France, the Netherlands, Belgium, Switzerland, USA, Israel, Bulgaria, Poland, the Russian Federation, Turkey, the Republic of Belarus, Italy, Ukraine, Jordan, Morocco, Latvia, Lithuania, Georgia, Japan and others, with whom the work is carried out in the following areas:

- ✓ development of the university management system;
- ✓ development of a specialist training system;
- ✓ development of a system for training scientific and pedagogical personnel in the field of medicine and pharmacy (doctoral studies);
- ✓ enhancement of capacity of the university staff;
- ✓ development of the institutional scientific potential of the university.

The organization, monitoring and recognition of mobility are carried out by deans of faculties in accordance with the Regulation on the organization of academic mobility in SUMPh (approved by the Senate on 06.06.2017)

Over the past 5 years, members of the university community have participated in mobility programs in Germany, Norway, Denmark, Great Britain, USA, Sweden, Romania, Belgium, France, Poland, Ukraine, Russia, Lithuania, etc.

When organizing academic mobility, special attention is paid to residents and doctoral students, with the aim of creating conditions for future physicians to master the theoretical and practical skills in the best universities and clinics in the world.

In the period 2002-2015 annually, UAF (University Francophone Agency) and the St. Augustine Hospital Center from France allocated scholarships for internships at university hospitals in France and Belgium. About 34 French-speaking residents of various specialties benefited from these scholarships. Since 2015, the program is supported exclusively by the UAF.

Every year, residents have the opportunity to apply for scholarships on a competitive basis MPSF (Medical Education Support Funds) provided by the Free University of Brussels (Belgium). Applicants are selected by a jury from the University of Brussels on the basis of a competition, and then undergo an internship for 1-2 years. During the existence of the program, candidates from the SUMPh received over 60 scholarships.

Since 2012, the University has acceded to European standards regarding exchange (mobility) in the field of education through programs funded by the European Commission, including the recognition of credits accumulated as part of mobility.

In the period 2013-2019 about 124 students, residents and teachers of the University received mobility scholarships under the Erasmus Mundus program, and since 2015 and Erasmus + programs. These internships were conducted at universities in the EU, with which the SUMPh has signed cooperation agreements with:

- ✓ Free University of Brussels (Belgium), residensthip in Anaesthesiology and Resuscitation, including children, Obstetrics and Gynecology, General Surgery, Internal Medicine, Radiology;
- ✓ University of Applied Sciences (Upper Austria), residentship with a degree in Pharmacy;
- ✓ School of Public Health in Cluj, Romania, residentship in Public Health;
- ✓ Lithuanian University of Health Sciences, Lithuania, residentship in the specialty Dentistry;
- ✓ University of Chester, UK, residentship in Nephrology, Neurosurgery, Cardiology, Oncology, Laboratory Medicine;
- ✓ University of Porto, Portugal, residentship in Cardiology, Psychiatry, Neurology;
- ✓ University of Malmo, Sweden, residentshp in neurology
- ✓ Paula Sabatier University, Toulouse, France, residentship in Geriatrics and Gerontology;
- ✓ University of Aristotle Thessaloniki, Greece, residentship in the specialty Dentistry;

Based on the “Protocols of cooperation between the Ministry of Education of the Republic of Moldova and the Ministry of Education, Research, Youth and Sports of Romania for 2012-2013, 2013-2014, 2014-2015 and 2016-2019” the academic staff of the university annually undertake internships to exchange experience in Romanian universities.

2.8.2. Collaboration in partnership with MHLSP, public and private LIS, NGOs, civil society allows for the modernization of the process of studies, taking into account the needs of the labor market, thus enhancing the effectiveness of the educational process and the graduates' employment rate. The operational link involves identifying health problems (members of the academic community are members of expert councils and specialized committees of MHLSP and members of professional associations) and defining the necessary educational outcomes (LIS representatives are members of Faculties Councils, Strategic Development Council, QACCE). This includes mutual feedback to / from the health sector and the participation of teachers and students in health care organization and deployment activities. There are also analyzed the working conditions and modern techniques of examination and treatment with their inclusion in the disciplinary curriculum and the formation of the specific skills required. It is possible to practice the practical training in various types of institutions, including in the rural sector.

2.8.3. SUMPh regularly assesses the satisfaction level of the beneficiary (current and potential employers) as to the relevance of the training program to the real needs of the labor market, the opportunities for improving it and the degree of relevance of the students 'and graduates' competencies to the tasks of function at work. The University takes into account the opinions of the medical community and society in making changes to the study program. For example, to ensure the implementation of order MS 658 from 18.08.2015, following the provisions of the National Program on sexual and reproductive health and rights for the years 2018-2022, approved by HGNo. 681 of July 11, 2018, for enhancing the competence of medical practitioners in the field of family planning, was the optional "Family Planning" course with the use of the distance learning method from 2018 on the Virtual Contraceptive Consultation ViC (https://vic.eeirh.org/), initiated with the support of development partners (UNFPA). The introduction of some subjects in the study program was also at the request of the employers. According to the opinion presented by the director of PMSI RCH "Timofei Mosneaga", the optional subject "Interventional cardiology" was introduced.

Another example is that the University took notice of the data published in OSCE Reports from 2014 on family Violence in the Republic of Moldova and on the implementation of Law no. 196 from 27.07.2016, signing on 6 February 2017 of Europe Council Convention on the prevention of and fight against violence against women and domestic violence; signing and ratifying the CEDAW

Convention, the module Family Violence and Gender based as well as Legal Aspects of torture were introduced in SUMPh.

The vector of all reforms over the last 10 years has been focused on developing and ensuring the functioning of an efficient medical training system. One of the main components of systemic reforms is the training of specialists according to the purpose and objectives set. In this context, SUMPh has initiated a study on reforming the training of medical specialists in line with the National Health Policy and SUMPh Development Strategy for 2011-2020. Thus, the University ensures the operational link between the Educational Program and subsequent stages of training or practice after graduation by identifying health problems and defining the finalities and competences to be acquired by the graduate. In this context, all the educational elements and the relations between them at various stages of training and practice are included in the training of specialists, paying attention to the local, national, regional and global context. At the same time, it would also provide the mutual feedback to / from the health system and the participation of teachers and students in health team activities.

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ Extensive past experience of 70 years in medical and pharmaceutical higher education. ✓ Teaching staff with a high scientific and didactic potential and various trainings in foreign universities. ✓ Existence of well-defined structures in the management and quality assurance of study programs. ✓ Elaboration, development, coordination and approvement of the "Medicine" educational program at all stages and levels with the involvement of departments / chairs, MCP, QACCE, Faculty Councils, QMC, Senate, as well as representatives of students and employers. ✓ The study program aimed at formation of competencies and the achievement of the finalities of studies. ✓ Using interactive methods (PBL, CBL, Simulation) and information technologies (UIMS, Moodle) in the teaching-learning-evaluation process. ✓ Continuous diversification of the educational offer in the University Simulation Center in Medical Training. ✓Early clinical exposure for students from the first year of study (Primary medical emergency). ✓ Offer diversification of optional and facultative courses for each of the 6 years of study in Medicine. ✓ Involvement of students in the activity of student scientific circles, participation at national and international conferences with presentation of research results. ✓ The use of modern information technologies in the process of conducting the study program (SUMPh site, UIMS, register and electronic records, selection and monitoring of license theses, quality of tests etc.) ✓ Sufficient equipment of study programs with educational spaces (auditoriums, study classes, laboratories) and sufficient clinical bases for training at patient's bed at different levels of medical assistance. ✓ Sufficient endowment with teaching and scientific materials, access availability to on-line national and international scientific databases both from SUMPh library and from the student hostels ✓ Acquisition of National Accreditation (NAQAER) of the Medical study program for 5 years.	✓ Implementation of interactive teaching methods is not fully realized by all teachers. ✓ Not all disciplines are provided with updated methodic and didactic teaching materials. ✓ The portfolio of optional subjects does not fully cover the needs of the students' individual development path. ✓ Student participation at extracurricular scientific activities and academic mobilities, although rising in recent years, is insufficient.

Opportunities	Threats
✓Participation in international projects on the training of teachers in view of applying interactive methods and information technologies in the process of training. ✓Academic partnerships with EU and US medical faculties in order to ensure the academic mobility of teachers and students. ✓The existence of the quality assurance and quality control mechanisms developed at the university level of the didactic process within the Medicine study program. ✓The presence of the National Agency for Quality Assurance in Education and Research and the national standards for evaluation and accreditation of study programs. ✓Constructive cooperation with the representatives of medical-sanitary institutions, professional associations, civil society and line ministries. ✓Usage of clinical guidelines and protocols in the educational process. ✓Broad possibilities of harmonizing study programs with European requirements in the field of sectoral regulated training.	✓Imperfect legislation, the existence of gaps and legal provisions that contradict each other. ✓Rigidity of normative acts on higher education at national level. ✓The current financial crisis, a threat to the quality of medical higher education and the difficulty of estimating the national economic outlook. ✓The imbalance between the budget / student allocation and the actual cost of student training. ✓Resistance at change of certain teachers. ✓Migration of qualified teachers and researchers to other areas of activity. ✓Low attractiveness and motivation of teachers for fundamental subjects.

Standard 3. ASSESSMENT OF STUDENTS

3.1. Assessment methods

3.1.1. Assessment of students 'educational achievements is an important element of activity in the educational process, which determines the level and quality of students' training in educational programs, as well as the competencies that graduates possess upon graduation. The complex of methods, forms, types and criteria for assessment and scoring is the system for assessing the professional and scientific performance of students.

The policy and the procedure of assessment of the results of studies in the framework of the SP are carried out in strict accordance with the provisions of the regulatory acts in this area: Regulations on the organization of studies in higher education based on the National System of Educational Credits in the GMFI; Regulations on assessment and performance in GMPH; Regulations on the organization of the final exam for integrated higher education in the GMPH as approved by the Senate.

At the University, the assessment of results of training is a general process of critical and systematic analysis, through which the level and quality of students' training in study programs, as well as the skills acquired by students upon graduation, are determined. Various forms of assessment include: assessment of knowledge, its level of understanding and processing, assessment of specific skills, abilities and competencies of the student in a particular area; the motivation of learning by providing students and teaching staff with the opportunity to use methods and practices that aim to help students improve their knowledge; Providing the teaching staff with the permission of objective assessment of student achievements.

Assessment of students' learning activities is an essential component of management and is part of a learning activity that is coherent, interconnected and consistent, which forms the basis of the educational process, including *planning – teaching – learning – assessment* within one discipline. The assessment form is provided in the SP, and the assessment methods are established in the study programs.

In SUMPh, methods of assessment of students' learning activities are applied during the learning process by: oral and written examinations, multiple choice tests in writing or using a computer, testing of practical skills. Student learning activities, incl. STS, learning results and student-acquired skills are tested and assessed during the semester through ongoing assessment, as well as final assessments during the exam sessions in accordance with the study plan.

Types of assessment are determined in accordance with the goals, objectives of the process of *teaching-learning-assessment*:

✓ ***Primary assessment*** is conducted to determine the level of previously acquired knowledge and skills of students at the beginning of a new learning process, which is a necessary basis for obtaining new knowledge and skills, as well as collecting the necessary information to develop a new learning process, updating knowledge, to prevent gaps and ensure continuity of learning. At the University, a primary assessment is conducted to identify the level of knowledge in accordance with the prerequisites that are displayed in the SPD.

✓ ***Current assessment*** is carried out during the period of study of the academic discipline in the semester. The current assessment is formative, through which the following are implemented: a) receiving feedback from the teacher to improve the educational process; b) informing students about the level of knowledge achieved in the learning process. The current assessment of student performance is carried out during lectures, seminars, practical classes, and is associated both with the activities taking place in direct contact with the teacher and with the independent work of the student. Grade for current assessment is given for each task performed by the student (testing, oral answers, practical skills, STS, patient's medical history) and is aimed at systematically checking students' knowledge in accordance with the requirements specified in the SPD. The chair establishes the specific form of assessment, at the beginning of the school year.

✓ ***The final (final) assessment*** is a test of all knowledge and skills gained during the training period. The final assessment is carried out at the end of the training period, as well as at the end of the study of the academic discipline (usually at the end of the semester), at the end of the school year (in all disciplines in the field of education), at the end of the training program. The final assessment is carried out through examinations, final exams, which are scheduled for the exam sessions, as well as through research and a comprehensive analysis of the final results of education. The final assessment is carried out in accordance with the SUMPh Academic Calendar and the exam schedule, which is set at least one month before the exam.

The University has established and described epy criteria for student assessment. The assessment strategy is determined by the objectives of the EP and is focused on the definition / assessment of the formed competencies. It is developed by the chair (department, discipline) with the participation of deans of faculties. In the first lesson in the framework of academic disciplines, teachers bring to the attention of students the forms and criteria for assessment of individual academic achievements. Informing the student is also carried out through the *web page* of the chair and faculty, SIMU, at general meetings of the dean's offices and students. Assessment criteria are described in the *discipline curriculum* and the *Regulation on the organization of training in higher education based on ECTS* at SUMPh. At the beginning of each semester in SIMU, an assessment system for each discipline according to the SPD, including the number and forms of current and final assessment, is defined.

Forms of the current assessment are developed by the chair and are contained in the SPD. They include an assessment of the level of theoretical knowledge and practical skills gained during the semester. The form and procedure for summarizing the final assessment is determined by the SPD and announced to students at the beginning of the semester.

The schedule of session exams is compiled by DDAM in collaboration with the deans and communicated to students through the university's website. Only students who have fully complied with the training requirements for this discipline and who do not have debts on current knowledge control are allowed to take the exam. Obtaining an unsatisfactory grade on the exam or the absence of an exam is not a reason for refusing a student to pass subsequent exams. During the current session, any exam is taken only once.

The final exam is a final assessment of the assimilation of the educational program. Through the final exam, the level of achievement of the end result of training, as well as the general and specific competencies obtained by graduates during the educational process are assessed. The final exam is held in 3 stages: defense of the thesis, control-test and oral examination, including the assessment of practical skills depending on the specifics of the EP. Stages, deadlines for the final exam are set in the approved UE. Students are informed about every change in the time or format of the final exam no later than 6 months prior to the first stage of the exam. Schedule of final examinations by stages is

approved by the rector of the university and published on the web pages of the faculties.

Development and defense of the thesis is an important stage of the final exam. Themes for theses are proposed by the chairs and are published in the section "Thesis" in SIMU. All themes are reviewed annually and do not repeat. During one academic year, the scientific advisor can coordinate no more than 5 theses. The dean's office coordinates the number of theses for each chair depending on the number of students at the faculty and the teaching staff of the department / chair.

Students choose a topic for a thesis before the end of the VIII semester in the field of Medicine and Preventive Medicine; VII semester in the field of Dentistry and Pharmacy; VI semester on Optometry and General nursing.

Assessment of theses is carried out by mixed commissions with the participation of specialists from various related fields in accordance with the criteria presented in the Regulation on the development and defense of the thesis at SUMPh. Thesis is evaluated on the following criteria: the quality of study; content and form of presentation; defense of key points; confirmation of research results in publications. To ensure transparency and openness of the processes and assessment methods, theses are selectively checked through the University anti-plagiarism program in accordance with the provision approved by the Senate. The decision on the assessment of the thesis defense is taken at a closed meeting of the examination committee in accordance with the proposed assessment methodology. The results of the defense of works are announced to students on the same day after the meeting of the examination committee.

At the final exams, the control-test stage includes the answering of 100 questions from the proposed collection of 3,500 tests in the following sections: Internal Diseases, Surgery, Pediatrics, Obstetrics and Gynecology. Tests are updated annually. Until the 2018-2019 school year, the test control was carried out in writing using the Test Editor / Test Corector system. In 2019, computer testing was introduced in the SIMU module "Final Exam", which is held in AAC.

Assessment of the oral answer is carried out by members of the profile commission according to the approved assessment methodology. Depending on the specialty, exam papers contain 4-6 questions from specialized areas, including one clinical case for the assessment of practical skills.

The results of the final assessment are expressed in points on an assessment scale (minimum pass score - 5) and credit units (credits).

The number of credits is established in the SP and means the full implementation of the volume of work by the student, fact, that is an indicator of the presence of certain competencies. A student who is rated as "unsatisfactory" at the final exam has the right to repeat the unpassed stage the following year, during the graduation session.

The transfer to the next academic year is due to the accumulation of a minimum of 40 credits in the compulsory disciplines / modules provided for in the annual Training Contract for the current academic year and the accumulation of the total number of credits (60 per year) stipulated in the curriculum for the previous academic years and the final year of university education. Grades from "5" to "10", obtained as a result of the assessment of the discipline / modules, allow to get the credits allocated to them, according to the curriculum. Students enrolled in the next academic year may accumulate outstanding credits during 2 repeat sessions (on delivery of debt), or a session approved by the decision of the jury. If a student has not accumulated a minimum of 40 credits in the current academic year and the required number of credits (60 credits for each year) for previous years, an expulsion is proposed. The student proposed for exclusion has the right to request a repeat of the semester or academic year. In the case of repetition of the academic year, the previously passed disciplines are not repeated. If a student does not receive the established minimum score of current grades for the activity during the semester (did not receive admission to the exam), a repeat of the discipline / module and all the activities of the course are required.

3.1.2. Assessment of students' educational achievements includes determination of the level of knowledge and practical skills acquired, the formation of clinical thinking, knowledge of the principles of deontology and bioethics, the ability of students to argue and diagnose, determine methods of treatment and recovery of patients.

The process and forms of assessment of learning results in the framework of the EP strictly

comply with the provisions of the regulatory acts in this area: Regulations on the organization of training in higher education based on ECTS in the SUMPh; Regulations on assessment and performance in SUMPh; Regulations on the organization of the final examination for integrated higher education in the SUMPh; Regulations on the development and defense of thesis in SUMPh; Regulations on practical internships at SUMPh. At the same time, the assessment process is also reflected in SPD.

The final learning results are divided into three categories - knowledge, skills, competencies. SP of each educational program, as well as the programs of each academic discipline reflect the list of professional and overlapping competencies. One discipline can participate in the formation of a number of competencies. Forms and methods of assessment vary depending on the goals set.

The procedure for the current assessment of students' educational activities is carried out in the course of the educational process through direct contact and STS, oral questioning, testing, written work, practical work, analysis of clinical cases, abstracts and so on. All assessments are conducted in accordance with the SPD of the chair / training department responsible for this discipline.

Summative assessment of students in each discipline is carried out through a comprehensive exam that combines the verification of theoretical knowledge, practical skills, competencies and abilities. In addition to the result obtained during the final assessment, the average annual assessment, portfolio, etc. are taken into account when calculating the final grade on the discipline.

Assessment of knowledge of EP graduates is carried out on the basis of a comprehensive exam, which includes the assessment of fundamental, paraclinical and clinical knowledge necessary for the implementation of the professional activities of future professionals. The final examination board includes members of specialized chairs / departments of the university who have academic and scientific-pedagogical degrees and titles, as well as practicing highly qualified specialists with rich experience and professional authority. The use of various forms of assessment at all stages provides a qualitative assessment of knowledge, abilities and attitudes to the learning process.

3.1.3. Each chair establishes its own methods of current and final control of students, allowing to assess the learning results and acquired competencies planned in SPD (*Note 3.01.*). Session exams and tests are organized to test the quality of theoretical and practical knowledge of students, as well as professional skills. Offsets are held at the end of the training modules or in the last week of the semester.

When developing assessment methods, utility, including such criteria as validity, reliability, acceptability and efficiency, was taken into account. The criteria of the developed methods of assessment and scoring are valid (the subject of assessment corresponds to the objectives of the discipline); focused on development (they allow us to determine what students can do and what can be done to improve their results), correct (different students have different abilities to achieve certain indicators), effective (achievable, but not time-consuming), acceptable (continuous presence of feedback).

The subject of the exam for each discipline is set by the head of the discipline in accordance with the SPD and the content of practical internships / work.

3.1.4. Avoiding conflicts of interest is one of the basic principles of the assessment process. In accordance with the Moral Code, members of the university community must take the necessary measures to avoid or to adequately resolve conflicts of interest that may directly or indirectly affect the performance of their functions.

This principle is taken into account when distributing groups of students within educational units to exclude kinship relations between teaching staff members and students. Particular attention is paid to transparency in the framework of the final assessment. In each academic year, orders of the rector are issued on the composition of the examination commissions for the disciplines and for the final exam. For many years, the practice of taking part in examinations as an observer of ASRM representatives for evaluating educational achievements has taken root.

The SUMPh has a policy of excluding all forms of corruption, as well as ensuring transparency and objectivity in the assessment process. World practice in the field of education has proven that an

important criterion in this direction is the exclusion of the human factor from the assessment process. To this end, over the past years, a real-time computerized exam method has been introduced, which is conducted centrally in the AAC. Test results are available immediately upon completion of the exam. Points obtained from other forms of assessment are available in the SIMU Training Module in the student's personal account. Also, for keeping records of grades, teaching staff in the departments use practical work journals, where assessments and absences are entered.

All students enjoy equal rights when appealing or correcting academic results.

The academic environment provides equality of opportunity and does not allow direct (by gender, race, age, disability, sexual orientation, nationality, ethnic origin, religion, social group, material condition or environment of origin), as well as indirect discrimination (when various neutral rules and practices actually create difficulties for certain individuals). The university also does not accept any form of donations or services that may affect the assessment results.

3.1.5. The assessment forms described in the SPD, as well as the schedule of final exams, are published in the public domain on the university's web page.

To ensure transparency of assessment results, exams are conducted in the presence of external experts. They participate in the assessment of students at the final exams, being members or chairmen of examination boards. These individuals are drawn from public health institutions and the MHLSP. The participation of external experts ensures transparency of assessment, its validity and independence. At the end of the final exam, a final report is compiled in which the results of the students are reflected and the comments and recommendations of the commission members are included, which are subsequently discussed at the meeting of the FC and US. Based on these comments, the FC draws up a plan of measures to eliminate the identified problems.

Conducting and assessment practical clinical internships are under the constant supervision of the teaching staff of SUMPh and responsible persons at the practice sites (department heads, doctors). Criteria, methods and forms for evaluating the results of practical internship are presented to students before it begins. At the end of the practical internship, the students present a characteristic signed by the clinical manager, the results of the practical skills assessment in accordance with the Practical Internship Register and pass an oral exam, in which external experts participate.

3.1.6. The examination score may be appealed in accordance with the Regulation on the organization of studies in higher education based on ECTS at SUMPh; Regulations on the organization of the final examination in integrated higher education at SUMPh; Regulations on the development and defense of the graduation thesis at SUMPh; Provision for practical internships at SUMPh and appeal procedure. Appeals on final examinations are considered by a third party appointed by the dean of the faculty and the head of the relevant department in accordance with the procedure established by the US, within one working day from the date of announcement of the results of the exam in SIMU. After the appeal the contested grade is not subject to further change. Similarly, the result can be contested at each stage of the final examination in the Appeals Board, approved by order of the Rector, which consists of at least four members, including representatives of the university administration.

3.1.7. Planning of assessment activities at all stages is presented in the SPD, developed and approved in the prescribed manner. At the beginning of each semester, a grading system for each discipline, which includes the number, forms and proportion of intermediate and final grades, is created in SIMU. Students who register for the relevant discipline have access to this information from their personal page in SIMU. To account for student performance and assessment of students' knowledge and skills at SUMPh, electronic (SIMU) and paper educational journals, examination sheets (electronic) and student's record book are used.

To ensure the correctness and versatility of the assessment of knowledge and competencies, various assessment methods are used, selected in accordance with the objectives to present evidence of the achievement of the training objectives. All assessment results are available in SIMU and can be obtained from the student's personal account.

In order to confirm the results of the assessment, the test of students' knowledge is carried out in

several stages (intermediate assessment, final assessment). Students who do not confirm the adequacy of their preparing through intermediate assessment are not allowed to final assessment. By the end of the semester, chairs / departments, deans' offices analyze the correspondence between intermediate and final grades and, if necessary, pass corrective proposals.

The tasks proposed for assessment are reviewed and approved by the training units. Assessment of tasks includes the correctness of the wording, the correctness of the translation (if necessary), the relevance of the question to the material being studied. In case of detection of errors in the tasks during the exam, an appeal system is in place.

In order to study the policies, forms and methods of assessing students' achievements, the University organized a number of specialized training courses in assessment for teaching staff, in particular for young teachers and heads of studies at chairs with the participation of assessment experts. Also, assessment issues are discussed in the framework of continuing education courses for the teaching staff.

At the end of each semester, the results of the assessment are presented to the FC, and the overall results for the university are presented and approved at the US meeting.

Procedure of teaching the faculty members to various methods of training assessment.

The SUMPh creates conditions for learning various methods to assess students' academic results as part of lifelong learning and retraining of teaching staff in the university itself, or beyond. Improvement of teaching staff, including assessment issues, is carried out on the basis of short-term training modules, internships conducted within the university or in specialized institutions in the country or abroad, seminars / courses / training modules, including the participation of foreign experts in this field. Heads of departments submit requests in accordance with the procedure on the basis of which the training program is developed.

During the reporting period, 128 members of the teaching staff passed the 100-hour module of continuing education in Psychopedagogy. Starting from 2018, compulsory courses on Psychopedagogy for new young employees in the amount of 60 credits according to the Curriculum for Psycho-pedagogical module, approved by the MECR, are organized for the teaching staff.

In order to accumulate pedagogical knowledge and skills, seminars with the participation of international experts are held at the University. In the period 2014–2018 more than 120 well-known foreign experts from Romania, Ukraine, Russia, Estonia, Lithuania, Belgium, France, Germany, Spain, Israel, the USA, China and other countries visited the SUMPh based on bilateral university agreements. They conducted training courses on topical issues for academic staff, including the specificity of teaching in medical universities, knowledge assessment through the use of tests, and student assessment in the framework of PBL.

Due to academic mobility, the teaching staff had the opportunity to exchange experience with colleagues from France, Germany, Italy, Greece, the Netherlands, Slovakia, the USA, Israel, Romania, Russia, Ukraine, etc. The academic staff receive scholarships as part of Tempus, Erasmus, Erasmus +, Francophone and others. Over the past 5 years, 38 people have received Erasmus + scholarships, having gone to study at prestigious European universities, and 17 employees have received Eugen Ionescu research scholarships provided by the University Francophone Agency and the Government of Romania.

3.1.8. One of the most important areas of the assessment process is the introduction of new effective methods that can objectively identify both theoretical knowledge and formed competencies and skills.

Since 2002, the Test Editor / Test Corector system has been introduced. At the level of academic disciplines collections were created, including 500-800 tests, depending on the complexity of the discipline, which are annually updated in the proportion of 20-30%. This form of control continues to be used both for the final and for the current assessment and self-assessment.

At the University, students are taught and encouraged to use methods of self-assessment and self-control, which allow to identify gaps in the learning process. For this purpose, training units prepare materials for self-assessment, which are distributed either in print form or through the MOODLE system.

Beginning with 2016-2017 academic year, a module of computerized testing in the format of a

pilot project was launched on a number of preclinical departments in SIMU. Based on the obtained satisfactory results, the module was implemented for other categories of disciplines. The introduction of computerized testing in the final exam is scheduled for the 2018-2019 academic year. Assessment by using a computerized test control allows you to get more accurate results with the possibility of differentiated assessment of students, which increases the objectivity and transparency of the assessment, and, consequently, its effectiveness.

In some disciplines, an assessment of projects and portfolios prepared as part of the STS was implemented, including those based on bibliographic sources, which is a preparation for the development of a thesis.

Over the years, the final exam includes a case study that provides a multilateral assessment of graduates' knowledge.

Beginning with 2017-2018 academic year, the Faculty of Medicine, in the specialty of Preventive Medicine, has carried out a pilot project of problem-oriented learning (PBL). Specific assessment methods are used: group case analysis, group project.

The process of introducing computer testing for transparency and objectivity in assessment of educational achievements.

Assessment through the use of computerized testing allows to obtain more accurate results and increases the objectivity and transparency of evaluation, which is one of the tasks of the university. In the SUMPh, computer testing was introduced in two stages.

Thus, in 2002, the Test Editor / Test Corector system was introduced which allows testing by filling in a standard answer sheet, followed by scanning and announcing the results. As a rule, the exam consists of 100 questions randomly selected and a collection of tests (consisting of at least 800 tests, 20-30% of which are updated annually), prepared and approved by the department on the basis of the studied material. At the same time, a sufficient number of options were used to ensure the objectivity of the exam. Variants differ in randomly selected questions, their order in the test, and the order of answers. During the test, as well as scanning the results, the members of the ASRM are present in addition to the members of the examination board. This type of assessment was also used for the graduation exam.

In 2016, the computerized testing module was launched in the UIMS. The conditions for preparing and maintaining a collection of tests are identical with the Test Editor / Test Corector system. After the approval by the department, questions are introduced into the UIMS. Admission to the current testing is possible only from computers located in the respective departments. The final assessment, including testing in the framework of the graduation exam, is carried out exclusively in the Academic Assessment Centre. The computers of the AAC are connected only to the intranet, and do not have the ability to open pages on the Internet. Each student receives an individual version that contains randomly selected questions in a random order, with a mixed order of answers. Grades obtained as a result of testing in UIMS are calculated, set and recorded automatically when the test is completed. Examination statements are compiled automatically. This type of knowledge test is used for both current assessment and final assessment, including the graduation exam (since 2019).

Students have the opportunity to familiarize themselves with examples of tests that were excluded in previous years, as well as tests for self-training, published in collections of tests or available in MOODLE.

3.1.9. B The University has an appeal procedure for assessment results, established by the Regulation on the organization of studies in higher education on the basis of ECTS at SUMPh; Regulations on the organization of the final exam for integrated higher education at SUMPh; Regulations on the development and defense of thesis at SUMPh; Provision on practical internships at SUMPh. Students can appeal the mark given by the examiner within 24 hours from the time of registration of the exam results in SIMU, exceeding this period is possible in the case when this day falls on a day off.

If the fact that a student has received an incorrect grade (overestimated or underestimated) is proved, an appeal is filed with the appropriate reasoning. The assessment is contested on the basis of the following appeal criteria: for the oral exam, the question is not correctly formulated, questions

are beside the curriculum, the student does not agree with the result of the assessment; for testing - the test does not correspond to the material of the curriculum, the test does not contain the correct answer; incorrect test translation; incorrect wording of the test; for the practical skills exam: incorrect wording of a clinical case, inclusion of manipulations that were not part of the curriculum, insufficient provision of technical materials to demonstration.

The application is registered in the dean's office in the register of appeals. The dean of the faculty accepts or rejects the submitted application, depending on the specific situation and, together with the head of the relevant chair, appoints a third party (board) to consider the appeal. Appeals are considered by the Board within 24 hours from the time of filing (registration) of the application. The board rechecks and assesses the challenged assignments. A change in the contested grade to the grade put after the examination of appeal, is either upward or downward, and is final. The head of the chair enters the grade in the information system, prints the list, writes the grade in the record book and in the register of appeals.

Students have the right to appeal the grade obtained at the final exam, as well. Applications for appeal are submitted within one working day from the moment of the announcement of the results of each stage of the final exam and are recorded by the secretary of the board in the register of appeals. Appeals are considered by the board within one working day from the moment of filing the application. The board rechecks and assesses the challenged assignments. A change in the contested grade to the grade put after the consideration of the appeal, is upward or downward and remains unchanged. The university forms an Appeals Board consisting of at least three members, including representatives of the university administration. Consideration of appeals is reflected in individual protocols, which are signed by members of the final examination board and members of the supervisory board. The Board makes the changes resulting from the appeal, recounts, if necessary, the total average score of the final exam.

3.2. Interconnection between assessment and learning

3.2.1. In order to ensure the conformity of the assessment and teaching methods, the following criteria established in the program of the academic discipline are used: the degree of assimilation of information, the application of knowledge in practice, the skills of material analysis, the quality of student participation in the STS, the effectiveness of practical skills. Methods for assessing students' knowledge reflect the level of knowledge gained as a result of training, practical competencies and results for each discipline. Assessment criteria for students are announced at the first lesson of each discipline, as well as on the web page where the SPD is placed.

For the intermediate assessment, a number of methods, corresponding to the goal proposed for each discipline, are used: assessment by means of tests, oral answer, written answers, submitted abstracts, portfolio, evaluation of practical skills.

The final assessment of biomedical, social sciences and humanities is carried out by computerized testing in the AAC. For clinical disciplines, a comprehensive assessment, which includes several stages, is carried out: the delivery of practical skills at the patient's bed or in CUSIM, an oral response and testing. To assess the development of competencies and practical skills, real or standardized patients, plaster casts, virtual programs are used.

In accordance with the Regulation on the organization of studies in higher education based on ECTS in the SUMPh and the Education Code, the learning results are estimated from “10” to “1” rounded to tenths “0.5”. Grades from “5” to “10”, obtained as a result of the assessment of a unit of course / module, allow to get the assigned credits in accordance with the Study Plan. A student’s current grade for a semester, as well as an exam grade, are expressed in whole numbers or rounded to tenths 0.5.

Table 3.2.1. Criteria for assessment of knowledge in accordance with national ECTS Assessment and Equivalent System

Grade	ECTS Equivalent	Description
10 – excellent	A	Deep and outstanding theoretical knowledge and practical skills of the course unit, creative approach and ability to apply the acquired skills, significant independent work and extensive knowledge of literature in this field. The student has acquired 90-100% of the material included in the curriculum of the

Grade	ECTS Equivalent	Description
		course / module unit.
9 – very good	B	Very good theoretical and practical skills / competencies of the course / module unit, very good skills in applying acquired competencies with some minor errors. The student has acquired 81-90% of the material included in the curriculum of the course / module unit.
8 – good	C	Good theoretical and practical skills per unit of course / module, good skills in application of learning outcomes with some uncertainty and inaccuracy related to the depth and details of the course / module, but which the student can correct by answering additional questions. The student has acquired 71-80% of the material included in the curriculum of a course / module unit.
6-7 – satisfactory	D	Basic acquired skills in the course / module and the ability to use them in typical situations. The student's answer is lacking confidence, significant gaps in the knowledge of the course / module unit are identified. The student has acquired 61-65% and, respectively, 66-70% of the material.
5 – poor	E	Minimum competence in the course / module unit under study, the application of which causes numerous difficulties. The student learned 51-60% of the material.
3-4	FX	The student does not demonstrate minimum skills, and additional work is required to complete this course unit. The student has acquired 31-40% and, respectively, 41-50% of the material.
1-2 – unsatisfactory	F	The student has passed the exam fraudulently or demonstrated minimal knowledge of the material - 0–30%. To pass this course unit a lot more work is needed.

If the assessment of knowledge is not done on an assessment scale, the discipline / module is considered to be learned if the student demonstrates that he possesses the skills specified in the SPD. Students can get the following marks: "passed" - in the case when a student demonstrates the acquisition of the necessary competencies, skills and knowledge; "failed" - in the case when a student has not acquired the necessary competencies, skills and knowledge in accordance with the study program.

In accordance with the legislation of the Republic of Moldova, standard lists have been developed, which necessarily include the average annual grade (current student grade, if necessary - practical exam grade), grades for all stages of the final control, each of which is expressed in numbers on the rating scale, and the final grade is expressed as a number with two decimal places and qualifying grades recommended by ECTS in the following order:

Table 3.2.2. Compliance with the intermediate assessment scale of the national assessment system and ECTS equivalent

Scale of intermediate grades (average grade, exam stages grades)	National Grading System	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-9,00	9	
9,01-9,50	9,5	A

3.2.2. In accordance with the SPD, intermediate and final assessment of students is carried out by various methods. This guarantees a multilateral assessment of acquired knowledge and practical skills. Minor differences between grades obtained by different assessment methods, as well as between intermediate and final grades, ensures that students have sufficiently mastered the

knowledge in this discipline.

Another confirmation of the achievement of the final learning outcomes is the promotion of students to the next academic year. Thus, in the period 2013-2018, the level of promotion of students was 93.38% in EP "Medicine", 91.73% in EP "Preventive Medicine", 95.78% in EP "Dentistry", 95.86% in EP "Pharmacy" and 76.47% in EP " Optometry" (*Note 3.02.*). It should be noted the low percentage of promotion of native first-year students to the next academic, is due to the refusal to continue their studies in the SUMPh and preference to continue their studies at universities in EU countries.

Another confirmation of the fact that students have achieved the results stipulated in the SP is the final examination grade. Thus, the results obtained at the final exam, are slightly higher than the average grade for all years of study. For example, in 2018, the university's average grade was 8.02, and the average at the final exam was 8.68. This increase can be explained by a set of accumulated knowledge over the years of study and a multilateral analysis of questions at the final exam.

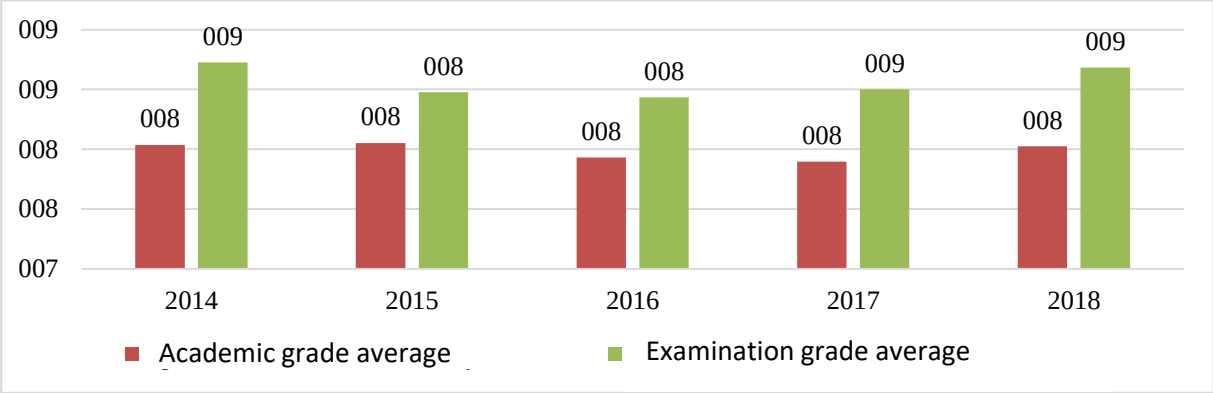


Fig 3.2.1. The results of final exams for the period 2014-2018

Evaluation of academic progress in the specialty "Medicine"

Assessment of students' knowledge is part of the process of collecting information to draw conclusions about the degree and nature of the success of a student's progress towards meeting the requirements for his future activities as a doctor. Thus, to determine the level of achievement of the finaltraining results, the relationship between acquired competencies and knowledge acquired in the learning process is assessed.

At the end of each semester, an analysis of the results achieved in teaching students on various types of control is carried out at various levels (meeting of departments, FC, US. The results obtained are presented in the relevant protocols and annual reports. Proposals received as a result of the discussion, data obtained from the questionnaire of students, as well as proposals of employers are used in the process of revising the SP.

Upon completion of the academic year, students are transferred from one year to next year based on the accumulation of a minimum of 40 credits in the mandatory disciplines / modules provided for in the annual Training Contract for the current academic year and the accumulation of the total number of credits (60 per year) provided for in the curriculum for previous academic years. The average grade of the transfer, as well as the quality of training (grades 7 and more) are presented in Table 1. From year to year there is an increase in both the average grade of transfer and the quality of training, which is explained by the accumulation of knowledge and skills. As a rule, the lowest rates are observed in the first year, when students adapt to new learning technologies. In the initial years of study, when the fundamental subjects are studied, the results are lower than in subsequent courses, when the acquired knowledge and acquired skills are used to study clinical subjects.

Table 1. The average grade and quality of education in EP "Medicine

A.Citizens of RM

Academic year	Year of study	Average grade	Training quality, %
2013-2014	I	8.09	88.49
	II	8.27	93.56

Academic year	Year of study	Average grade	Training quality, %
	III	8.15	96.35
	IV	8.75	99.76
	V	8.64	99.24
	VI	8.69	100
2014-2015	I	7.79	80.3
	II	8.23	96.89
	III	8.19	97.34
	IV	8.5	99.2
	V	8.65	99.3
	VI	8.82	99.75
2015-2016	I	7.7	86.69
	II	8.26	96.12
	III	8.17	97.8
	IV	8.57	98.54
	V	8.58	99.28
	VI	8.81	99.75
2016-2017	I	7.93	92.41
	II	8.19	95.38
	III	8.29	99.2
	IV	8.48	99.04
	V	8.66	100
	VI	8.7	100
2017-2018	I	8.22	97.34
	II	8.47	98.99
	III	8.11	98.65
	IV	8.48	97.4
	V	8.51	99.5
	VI	9.01	100

B. Foreign students

Academic year	Year of study	Average grade	Training quality, %
2013-2014	I	6.46	26.52
	II	6.59	28.66
	III	6.42	16.25
	IV	7.17	53.76
	V	7.48	67.45
	VI	7.88	89.23
2014-2015	I	6.28	17.90
	II	6.52	21
	III	6.74	34.84
	IV	7.10	45
	V	7.15	54.34
	VI	7.34	69.77
2015-2016	I	6.27	16.35
	II	6.49	18.78

Academic year	Year of study	Average grade	Training quality, %
	III	6.73	30.94
	IV	7.16	54.50
	V	7.40	63.13
	VI	7.29	72.26
2016-2017	I	6.62	27.73
	II	6.74	32.05
	III	6.75	34.06
	IV	7.11	54.70
	V	7.55	74.72
	VI	7.13	53.13
2017-2018	I	6.58	34.78
	II	6.93	42.77
	III	6.67	33.65
	IV	6.96	45.41
	V	7.39	73.48
	VI	7.52	76.97

Evaluation of educational achievements in the doctoral program is carried out as follows.

The organization of the educational process for doctoral programs is carried out in accordance with the System of transfer of credits in accordance with Articles 88 and 94 (4) of the Education Code of R. Moldova (No. 152 of 07/17/2014), Articles 6, 143 and 148 of the Regulations on the Organization of Higher Education of education in doctoral studies, III cycle (PP number 1007 of December 10, 2014), articles 4 and 27 of the Regulations, organization of studies in higher education based on the National System of Study Credits (Order of the Ministry of Education. Culture and Science No. 44 of 01/26/2016) and chapter 5 of the institutional regulations on organization of the doctoral programs.

According to the aforementioned regulatory documents, an EP of a doctoral program corresponds to 180 student credits, of which 60 of the educational credits are allocated for the in-depth training program, 40 of the educational credits are provided for the defense of a doctoral thesis and 80 of the educational credits can be accumulated by doctoral students on the basis of their scientific activities (presentation of essays on the topic of their scientific work, publication of articles, presentation of results in scientific forums, obtaining intellectual property - a patent, certificate of invention, certificate of innovation, etc.).

The method of distributing student credits was established by the Doctoral School Council in accordance with current legislation and approved by the Academic Council (Table 2)

Table 2. Quantitative assessment of the activities of doctoral students

No	Type of activity	SC
1.	In-depth training program (specialty, methodology of biomedical research, biostatistics, ethics and legislation in the field of biomedical research, etc.)	60
2.	Essay I (literary review on the subject of the thesis)	10
3.	Essay II (materials and methods applicable to the subject of the thesis)	10
4.	EssayIII (presentation of own preliminary results)	10
5.	Article published in international ISI or SCOPUS journal.	15
6.	Article published in the International Journal without ISI, quoted in scientific databases	12
7.	Article published in the International Journal without ISI, not cited in scientific databases	8
8.	Article published in the category A national journal	10
9.	Article published in the category B national journal	6
10.	Article published in the category C national journal	4
11.	Article published in the Moldovan Journal of Health Sciences	7
12.	Article published in uncategorized national journal.	3

No	Type of activity	SC
13.	Article published in the collection of materials of the international scientific forum.	8
14.	Article published in the collection of materials of the national scientific forum.	4
15.	Active participation in the international scientific conference (report, poster + abstract)	6
16.	Active participation in the national scientific conference (report, poster + abstract)	3
17.	Patent (national/international)	15/7,5
18.	Research grant abroad	5
19.	Defense of thesis	40

Thesis advisors are responsible for monitoring and evaluating the activities of a doctoral student during doctoral studies, taking into account the results obtained in accordance with the procedures established by the Doctoral School Board. The advanced training program is completed with the final assessment of the disciplines in the individual student training program. The evaluation form is determined by the Doctoral School Council. The doctoral student is obliged to pass the final exams within the time limits established in accordance with the individual training plan.

3.2.3. The assessment is aimed at checking the level of knowledge and practical skills, which determines the academic progress of each student in the framework of the educational program. Based on the results obtained, a student can independently assess the dynamics of his studies and adjust the educational process in accordance with the requirements of the educational program. As a result, a systematic assessment requires the student's constant study, discipline and responsibility, the elimination of identified gaps.

Students who do not score enough points in the framework of the current assessment are not allowed to take the final examination and have the opportunity to eliminate arrears, which causes them to pay special attention to the missing knowledge.

In the University Informational Management System (UIMS), students have access to monitor training achievements

Upon admission to the university, each student is assigned a unique personal identification code (ID), which allows to access the student's personal page based on a password. On the personal page, the student has access to: personal profile editing, curriculum, diploma supplement (automatically filled in as you complete the training), schedule, current assessment results, certification results and admission to the final assessment, as well as messages sent by the departments / deans. Results of tests done in SIMU are recorded automatically upon completion of the test. Based on the information provided, the student can control his or her academic achievements and, if necessary, make necessary decisions to improve the quality of knowledge. The student's personal page is always available, including from abroad.

In the IS (SIMU), students have access to the monitoring of learning achievements

Upon admission to the university, each student is assigned a unique personal identification code (ID), which allows you to access the student's personal page based on a password. On the personal page, the student has access to: personal profile editing, curriculum, diploma supplement (automatically filled in as you complete the training), schedule, current assessment results, certification results and admission to the final assessment, as well as messages sent by the departments / deans. The results of tests conducted in SIMU are recorded automatically upon completion of the test. Based on the information provided, the student can control his or her academic achievements and, if necessary, make the necessary decisions to improve the quality of knowledge. The student's personal page is always available, including from abroad.

3.2.4. The process and forms of assessment of knowledge in the framework of the educational program are strictly regulated by the Regulation on the organization of training in higher education based on ECTS at SUMPh; Regulations on assessment and performance at SUMPh; Regulations on the organization of the final exam for integrated higher education at SUMPh. The assessment criteria are also reflected in the SPD. The current assessment of students is done with grades from 1 to 10 at practical classes or seminars using various methods: daily assessment in oral conversation or through written work, conducting final work in the form of test control or written test, assessment of STS in the format of a portfolio or project, evaluation of medical history, assessment of practical skills.

The average grade of the current assessment is taken into account when calculating the final grade for the discipline. Thus, in biomedical and socio-humanistic disciplines, the share of the average annual grade is 50%, and the grade for the test is 50%. For clinical disciplines, the calculation of the final grade is made according to the formula: the average annual grade is 30%, practical skills 20%, testing 20%, oral examination 30%.

The final assessment is carried out at the end of the discipline / module / practical internship. The results obtained at all stages of the final assessment are entered into the SIMU. The results of computerized testing are automatically recorded immediately after the student completes the test. An exam is considered to be failed if a student has received an unsatisfactory grade in at least one stage of the exam. The calculation of the final grade for the discipline is performed automatically in SIMU.

Assessment of practical internship is carried out both during and at the end of the internship in accordance with the Regulation on practical internships at SUMPh. The current assessment is carried out by the head of the practice and the representative of the host organization of the practice, taking into account the student's participation in the planned work and the development of skills to perform or coordinate the activities included in the practice program. Within the framework of the final assessment, a specially created Board makes an assessment taking into account the characteristics of the responsible representative of the medical institution where the internship took place, the results of the individual assignment, and the grade put by the head of practice. Grades obtained during practical internship are included in the results of the relevant examination session and are taken into account when calculating the average grade of the student.

The final exam is a final assessment of the assimilation of the program of integrated higher education, is carried out in the specialty and is held in accordance with the Regulations on the organization of training in higher education based on ECTS at SUMPh. Holding the final exam in several stages allows you to assess the level of achievement of learning objectives, as well as general and special competencies acquired by graduates during the period of study. Students who have completed the training program and have accumulated a set number of credits are allowed to take the final exam.

As part of the final exam, graduates present their thesis, pass an oral exam (clinical case) and a test. The average grade of the final exam (EGA) is set as the arithmetic average of the average score for the test (T1) and oral test (T2), as well as the score obtained for the defense of the thesis (LTh) and is calculated with two decimal places. EGA = ((T1 + T2) / 2 + LTh) / 2. Grades obtained at the final exam are entered into the SIMU, where the final grade is calculated.

All educational achievements of students are reflected in the transcript in the list of completed disciplines, indicating their scope, mandatory component and optional component that make up the EP. The transcript (Diploma Supplement) complies with European standards, issued to graduates after a full and successful completion of the EP and as a result of the final exam, along with a state diploma. The transcript reflects the graduate grades (*Note 1.01.*).

3.2.5. Forms of the final assessment are determined by the SP of the educational program and the SPD: test, differentiated test, exam, final exam. The assessment strategy is determined by the results of the educational program and is aimed at the definition / assessment of acquired competencies. It is developed by the chair (department, discipline) with the participation of deans of faculties.

During the first years of study, the final assessment is carried out at the end of the unit of study during the examination session, which may include 3-5 examinations. A student may take one unit of a course / module per day, and the gap between 2 consecutive exams must be at least 2 days. The final assessment of modular disciplines is carried out at the end of the module.

The stages of testing and oral response (clinical case) in the final exam include elements from many disciplines that provide interdisciplinary integration. For example, in the educational program "Medicine" the final exam contains questions on surgery, internal diseases, pediatrics, obstetrics and gynecology, as well as pharmacology.

Graduates of SUMPh continue postgraduate education in residency. For example, over the past 5 years, 76.9% of graduates of the educational program "Medicine" entered the residency, although this percentage is progressively decreasing. This is explained by the fact that many graduates choose the opportunities offered by the European Union.

Table 3.2.3. Information about the admission of graduates of the Faculty of Medicine (native students) to the residency

Admission year	Number of graduates	Number of admitted to the residency	% Admission to residency
2013	474	417	87,9
2014	495	709	82,6
2015	392	333	85
2016	416	314	75,5
2017	410	288	70,2
2018	450	271	60,2

3.2.6. To determine the level of satisfaction, after completing the study of each discipline, students fill out a standard questionnaire in the SIMU system. Issues related to assessment: "Tasks of current / final assessment were discussed in the framework of seminars / practical work / laboratory work"; "Tasks of current and final assessment were contained in lectures". Also practiced are periodic opinion polls on various forms of assessment, the correctness of exams, and transparency. Thus, in the last survey of a representative sample of 1,343 students, it turned out that about 81% were satisfied or very satisfied with the assessment in the computer test format, and 73% with the oral exam. The results of the surveys are analyzed at the meetings of the departments, the FC and the US. They are reflected in the annual reports of chairs and deans' offices. If necessary, corrective measures are applied.

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ Availability of regulatory documents governing policies and procedures for assessment of student performance at all levels. ✓ The use of various modern methods of current and final assessment. ✓ Availability of SIMU Training Module for registration and calculation of grades. ✓ Assessment of practical skills in all disciplines. ✓ Presence of regulatory documents governing the prevention of conflict of interest, ensuring transparency of assessment. ✓ Availability of regulatory documents governing the appeal of assessment results. ✓ Participation of student and resident representatives as observers during the final assessment. ✓ Invitation of external examiners for final exams. ✓ Systematic questioning of students about the degree of satisfaction with the assessment system. ✓ Implementation of corrective actions based on suggestions from students and teachers.	✓ Absence of standardization of assessment in case of oral practical exams. ✓ Insufficient involvement of employers in definition of assessment forms. Absence of admission examinations.
Opportunities	**Threats**
✓ Implementation of computerized testing system for assessment of students in all disciplines. ✓ Organization of courses for advanced training of teaching staff in the field of evaluation of academic achievements and competencies of students. ✓ Critical approach to the existing assessment forms, their standardization according to clearly defined pre-sociological principles. ✓ Adaptation of examination tests to standardized cases.	✓ Admission to training of candidates with an insufficient level of knowledge of basic sciences. ✓ The resistance of some teachers to the introduction of new assessment methods. ✓ Low participation of students in the survey.

Standard 4. STUDENTS

4.1. Admission and selection policy

4.1.1 The University establishes and carries out the admission policy, including the clearly defined students admission and selection regulations.

Nicolae Testemitanu State University of Medicine and Pharmacy is an accredited public higher education institution. Therefore, the admission plan financed by the state budget is established and approved annually in accordance with the labor market needs, related to the country's economic situation. The admission plan for the 2018-2019 academic year covered by state funding amounted to 405 places, including 360 places – Medicine, and 15 places -Preventive Medicine, Optometry and Nursing.

The admission plan covered by tuition payment, by virtue of the SUMPh institutional autonomy, is approved by the University Senate. According to the Senate Decision, 370 places were planned for the 2018 - 2019 academic year, as follows: Medicine - 100 places, Dentistry - 125 places, Pharmacy - 115 places, Optometry - 15 places, Nursing - 15 places.

On March 1, 2019, there were 5959 students (3482 domestic students and 2477 international students) in the University, including 4506 - Medicine, 147 - Preventive Medicine, 28 - Optometry, 15 - Nursing, 863 - Dentistry, and 400 - Pharmacy.

Admission to the Public Institution *Nicolae Testemitanu* State University of Medicine and Pharmacy is performed on a competition basis and aims at the selection of applicants on the basis of their knowledge and skills. The competition is organized on specialties, based on the Nomenclature of professional medical education fields and specialties approved by the Government Decision no. 482 of 28.06.2018 - Medicine, Pharmacy, Dentistry, Preventive Medicine, Optometry, Nursing - depending on the pre-university institution graduated and the financing source, within the approved matriculation plan.

The admission process is organized according to the provisions of the legislation in force of the Republic of Moldova, in compliance with the principles of university autonomy. The admission competition is conducted according to a specific methodology, regulated by the Admission Regulation for organizing and conducting the admission to integrated higher education studies (first and second cycle) at the *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, elaborated according to the provisions of the Regulation-Framework on admission organization in the 1st cycle - higher education degrees, approved by the Order of the Ministry of Education, Culture and Research (MECR) of the Republic of Moldova.

The citizens of the Republic of Moldova can apply for admission to *Nicolae Testemitanu* State University of Medicine and Pharmacy, who are holders of baccalaureate diploma, diploma of professional studies, university degree, bachelor's degree or equivalent, as well as the graduates of the institutions from the eastern region of the Republic Moldova and the city of Bender, holders of secondary school diploma (college) and secondary school general education certificates.

The admission is based on the competition average of applicants, calculated according to the formula indicated in the Admission Regulations. To calculate the competition average for the baccalaureate diploma holders, the general average of baccalaureate examinations and the grades in some disciplines listed in the appendix to the baccalaureate diploma with respective coefficients shall be used, for the professional diploma holders, the average of graduation exams and the average for academic years with the respective coefficients shall be used.

The applicants are matriculated strictly in the descending order of their competition average, within the number of places established for each specialty, category of applicants and source of funding. Admission on tuition payment basis is made according to the same criteria as admission to places covered by state budget funding. The matriculation on tuition payment basis is made from the applicants' admitted under the last admitted to the places covered by the state funding, in descending order of the competition average.

Table 4.1. Number of students admitted to Nicolae Testemițanu SUMPh, for all training programs

Specialty	Years	2015-2016	2016-2017	2017-2018	2018-2019
Medicine	Native students.	442	451	430	472
	Foreign students	485	480	409	498
	Total	**927**	**931**	**839**	**970**

Specialty	Years	2015-2016	2016-2017	2017-2018	2018-2019
Preventive Medicine	Native students	45	45	39	12
Nursing	Native students	-	-	-	18
Optometry	Native students	-	-	17	19
Dentistry	Native students	100	95	115	144
	Foreign students.	96	87	75	47
	Total	**196**	**182**	**190**	**191**
Pharmacy	Native students	100	100	83	79
	Foreign students	15	10	0	5
	Total	**115**	**110**	**83**	**84**
University	Native students	687	691	684	744
	Foreign students	596	577	484	550
	Total	**1283**	**1268**	**1168**	**1294**

Table 4.1.1 Number of students admitted to Nicolae Testemițanu SUMPh

Years		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of applicants	Total	897	849	796	764	825
	at Medicine	525	513	508	592	584
Number of students admitted	Total	712	687	691	684	744
	at Medicine	445	442	451	430	472

Table 4.1.2 Number of students admitted to the 1st year and total number of students studying at the Medicine specialty by 01.03.2019

Number of students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1st year (domestic students)	445	442	451	430	472
1st year (international students)	375	485	480	409	498
1st year, total number of students	820	927	931	839	970
Total number of domestic students	2619	2594	2544	2481	2367
Total number of international students	1452	1752	1954	2034	2139
Total	**4071**	**4346**	**4498**	**4515**	**4506**

Table 4.1.3 Number of students admitted to the 1st year and total number of students expelled from the Medicine specialty by 01.03.2019

Number of students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1st year (domestic students)	445	442	451	430	472
1st year (international students)	375	485	480	409	498
1st year, total	820	927	931	839	970
Expelled, 1st year	56	83	72	67	63
Total number of expelled domestic students	92	107	89	104	81
Total number of expelled international students	66	92	139	129	101
Total number of expelled students	**158**	**199**	**228**	**233**	**182**

To organize and conduct the Admission in the University, by the Order of the Rector, the Admission Committee is constituted, consisting of the President, secretary in charge and members. The responsibilities of Admission Committee are as follows:

a) to organize professional orientation activities, exhibitions, students meetings, radio and television broadcasts; to publish informative materials about the University;
b) to ensure conditions for the secretariat activity;
c) to make public the admission plan for all specialties, to establish the tuition fees and number of students on places covered by state funding for the academic year;
d) to display, on a daily basis, information on the number of applications submitted for each specialty by the category of applicants enrolled in the competition;
e) monitor the secretariat activity;
f) to provide, on a fee basis, social services to applicants: food, accommodation, etc.;
g) to analyze and generalize the admission results and elaborate the Report on admission and matriculation of applicants according to the MECR;

h) to make proposals for improving the admission process.

Within the Admission Committee, there is the technical assistance secretariat.

4.1.2 The University changes, if necessary, the admission policy and implements the admission of students with disabilities, in accordance with the laws and legislative acts in force of the Republic of Moldova.

According to the provisions of the Regulation for organizing and conducting the admission to integrated studies of higher education (Cycle I and II) at the *Nicolae Testemitanu* SUMPh in the Republic of Moldova, a 15 % share of the total number of places is set (per each faculty, according to the admission quota) provided for in the matriculation plan with state funding coverage for some categories of applicants, including severely disabled persons. The competition average of these categories of applicants is calculated according to the established formulas, but at the 15% share of the total number of places (for each specialty, according to admission quota), provided in the admission plan covered by state funding. Applicants with the status of children without parental care and applicants with severe disability are given priority at matriculation. Enrollment on the remaining places not covered by this quota shall be made in the descending order of competition average of other applicants applying for the respective quota, without any category differentiation.

4.1.3 The University policy is focused on students transfer from other medical education programs and institutions. The transfer policy for students from other programs and institutions is stipulated in the Regulation for the Organization of Studies at *Nicolae Testemitanu* State University of Medicine and Pharmacy based on the National Study Credit System (NSCS). In this context, the student may request transfer from one educational institution to another, provided the academic curricula are compatible with the learning outcomes and expected competencies, in compliance with the NSCS. The transfer is only allowed after the academic year completion and no later than September 1 of the new academic year with the agreement of the two universities and can be made only for the students of 2nd year and following years, except for the last academic year.

The international students, in accordance with the Government Decision of the Republic of Moldova no. 504 of 04.07.2017, may continue their studies in higher education institutions in the Republic of Moldova if they are holders of a study permit granting access to the level of studies they opt for, or have completed studies at a higher education institution recognized abroad by the State authorities, they have student's report cards (gradebooks) of their studies; have a prior consent of the higher education institution in the Republic of Moldova.

The transfer can be made for the students of the 2nd year and following years, except for the last academic year. The transfer is only allowed after the end of academic year, but no later than 1 October of the new academic year, the transfer being possible only in the same or related field of study, by observing the admission conditions and academic year promotion, on the available places, within the matriculation rate in that year.

Table 4.1.4 Information on domestic students, specialty Medicine, by 01.03.2019

Categories of students	Academic years						Total
	1	2	3	4	5	6	
Expelled	46	14	6	10	5	0	81
Expelled by request	41	6	4	2	3	0	56
Expelled by academic causes	5	8	2	8	2	0	25
Academic leave	1	3	6	4	5	0	19
Transferred to another Medical Education Institution (MEI)							0
Transferred from another MEI							0
Repeat academic year attending							0
Repeat attending of clinical internship or academic disciplines	1	9	5	5	1	6	27
Returned from academic leave		2	1	9	6	4	22

Due to the fact that *Nicolae Testemitanu* SUMPh is the only medical and pharmaceutical higher education institution in the country, there are no students transferred to or from other specialized

institutions.

4.1.4 The University establishes the correlation between students selection and the SUMPh mission, the program of study and the desired quality of graduates.

The basic admission criterion is the weighted competition average. The matriculation is carried out strictly in the descending order of the applicants` average, within the number of places set for each faculty, category of applicants, language of instruction and source of funding.

The holders of I-III degree awards (diplomas and gold medals, silver, bronze), obtained during the last three years at international olympiads at school subjects included in the curriculum, are enrolled in the specialty requested out of competition, and the holders of I-III grade prizes obtained in the admission year at Republican Olympiads for school subjects included in the curriculum, as well as prize-winners of the republican contest "The best student innovator" in the admission year, enroll in the medical education corresponding to the discipline at which the applicants have been awarded out of competition.

Similarly, in cases where several applicants have the same competition averages, at matriculation priority is given to applicants holders of the 1st-3rd degree awards at Republican Olympiads obtained in the admission year at school subjects included in the curriculum, which do not correspond to the medical studies in the University, the graduates of the real study profile, the applicants with a higher average grade in the medical disciplines - biology, chemistry - in the appendix of the baccalaureate / certificate, with the higher general average grade for X-XII classes/average mark, with a higher median score on baccalaureate examinations, holders of gold medal certificates, Olympiad participants, national and international contests, exhibitions, conferences, etc., holders of the 1st and 3rd degree awards at district and school Olympiads in the admission year at school subjects included in the curriculum, to the applicants with the general average mark for the higher education years or the general average higher diploma - for the holders of the diplomas of medical studies. Over the last five years, the average mark of admission limit to the Medicine specialty, for places with state funding, is more than 8.9.

At present, the legislation of the Republic of Moldova does not provide psychometric testing for applicants to higher educational institutions of the country.

In order to attract potential candidates to study, efforts are being made to promote the University. Materials are published in specialized journals for this target group: The school graduate`s guidelines, the special edition of the *Medicus* newspaper. Online portals (Admiterea.md, Studentie.md, Study.md) publish articles, photos, banners, information, and promotional spots about admissions.

Information support is also provided through the production and distribution of audio spots at Teleradio Moldova. Traditionally, Doors Open Day is organized, where potential students are informed about the academic offer of the University, the technical and material possibilities, excursions to the University Medical Simulation Center, the University Stomatological Center, the University Pharmaceutical Center, the Medical Scientific Library. Photos and videos are made, which are later published on the university website, the Facebook page, Youtube and Twitter accounts of the institution: https://www.facebook.com/usmf.md/ and https://www.youtube.com/channel/UCMJg3peNgwHWUAP0cY5xm6w.

The Social Media Strategy of *Nicolae Testemitanu* SUMPh, which aims to make communication more effective through social networks, has been updated.

For the first time in the Republic of Moldova, the 2018 admission process to *Nicolae Testemitanu* SUMPh was live broadcast by the *Privesc.eu* portal, on SUMPh website and the Facebook page, which ensured the transparency of the admission process as well as increased the interest of applicants for admission, but also enhanced the institution visibility at both national and international level.

4.1.5 The University regularly reviews the admission policy, based on relevant, social and professional data, to meet the health needs of the community and society. In this context, when the admission plan proposals are established, the University takes into account the institutional educational capacities and the health needs of the society. In order to diversify the medical services

provided to the population and to improve the access to some medical services, the University has developed programs of study for new specialties. Thus, in 2017 the training in Optometry began, and in 2018 - the specialty of Nursing was opened.

Similarly, in order to ensure the continuity of education and admission of a larger number of applicants already trained in the medical field, according to the provisions of the Admission Regulation, the University establishes a higher quota of 20% for holders of diplomas in professional studies, compared to the standard quota of 10% for other higher education institutions.

In order to ensure access to admission of all categories of applicants, according to the Admission Regulation, a 15% share of the total number of places (for each specialty) is provided in the matriculation plan with state funding coverage for applicants without parental care, with both parents with disability, applicants from families with four and more dependent children, applicants from Gypsy families. The citizens of the CIS and Baltic countries who are Moldovan (Romanian) by nationality and representatives of the Moldovan diaspora from abroad can apply for admission under the conditions provided for the citizens of the Republic of Moldova, within the matriculation plan for places with state funding or with tuition payment.

4.1.6. In the University, the system of appealing the admission decisions is used. According to the provisions of Admission Regulation for organizing and carrying out the admission to integrated higher education (first and second cycle) at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic Moldova, the appeals concerning admission organization and conduct, as well as the matriculation of applicants, are solved by the Admission Commission, within 10 days after the final results are announced. This regulation is posted on the SUMPh website as well as on the noticeboards during the admission. In addition, each applicant upon documents submission receives an informed agreement with an extract containing the key elements of the Admission Regulation, including the ways of settling complaints about admission organization and conduct, as well as the matriculation of applicants.

4.2. Student admission

4.2.1 University determines the number of students admitted in terms of institutional technical and material capacities at all stages of education and training, taking the decision to recruit students.

Annually the University submits proposals to the MECR on the Admission Plan of *Nicolae Testemitanu* USMF. After examination the plan has to be approved by the Government Decision. Similarly, the University expresses the admission quota of college graduates from the total number of places offered. The Admission Plan depends upon the training capacities of SUMPh and health needs of the society. The number of admitted students is determined taking into account the availability of teaching spaces, teaching staff, the supply with textbooks and science books, the capacity of clinical bases, the possibility of providing suitable study and living conditions for admitted students.

Table 4.2.1Distribution of domestic students, Medicine specialty, depending on the source of funding

Number of admitted students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1st year (domestic students)	445	442	451	430	472
including students on tuition payment basis	370/75	379/63	364/87	347/83	350/122

4.2.2 The University along with interested parties examine the number and contingent of students admitted. Periodic analysis of matriculation number and quota is performed in coordination with MHLSP and MECR. The results of the jointly agreed analysis are stipulated in the Regulation for the organization and conduct of admission to higher education studies, license degree (cycle I) in the higher education institutions of the Republic of Moldova, approved by the Order of the Minister of Education for each admission year. Thus, the health needs of the entire community and society are met.

4.3. Students assistance and counseling

4.3.1 The university has an academic counseling system for students.

The *Nicolae Testemitanu* SUMPh pays particular attention to the social, professional and financial

support provided to the students. At the University level, social, educational, and extracurricular social-cultural activities are coordinated by the Vice-rector for Education and Social Issues.

In order to support and counsel students to facilitate integration into university education, to provide guidance in choosing the most appropriate teaching, cultural and social options, the Faculty Deanery has created and implemented the tutorial program for first year students, involving teaching staff and senior students.

The Association of Students and Residents in Medicine runs a "permanent" program aimed at counseling students. The unique student counseling program involves monitoring the students` progress both as academic performance and multilateral development, identifying and solving academic and social issues.

The Center for Psychological Counseling and Career Guidance (CPCCG) has been set up in the University. The CPCCG mission is to provide new opportunities for overcoming personal, professional and academic problems, as well as to provide career education by supporting the beneficiaries of educational services rendered by the University. At the faculty level, the CPCCG together with Deans and Vice-Deans coordinate psychological counseling and career guidance.

After having been admitted, the students have an individual academic path, according to the approved study plan, which is made up of mandatory and optional disciplines to accumulate 30 transfer credits per semester. Thus, students can choose courses from the educational offer according to their abilities and personal development path. The information on the academic path is part of the annual Study Contract concluded between the student and University. Upon drawing up the Study Contract, the student is guided by the Faculty Vice-Dean.

The list of course units/optional modules and courses included in the curriculum and planned for the next academic year is made known to students by annually displaying it on the Deanery site, no later than May 1. The students have to select the courses until May 30 to form their own educational path. In order to enroll and obtain credits at the selected courses, the students submit a written application at the end of each academic year and indicate the selected courses, which will constitute the annex that is an integral part of the annual study contract. If a study group can not be formed at the optional course the student has chosen, in accordance with the legislation in force, the student is required to opt for another course.

To facilitate the monitoring of academic progress as well as qualitative analysis and interpretation of information, each student has his or her profile in the University Information Management System.

All information on the academic progress (semestrial and annual curriculum, subjects studied, the results of current and final assessments, assessments tracking, the number of credits accumulated) is available and accessible in the student's electronic profile.

4.3.2 The University has and provides a student support program that addresses social, financial and personal needs. In the University, the process of granting student support is provided by the Admission Commission, the Vice-Rector for Education and Social Issues, the Department of Teaching and Academic Management, Faculty Deanery, Internship Managers, Career Counseling and Career Guidance Center, Association of Students and Residents in Medicine, Medical Scientific Library, Department of Communications and Public Relations, Legal Department, Department of Foreign Relations and European Integration.

A special role in students counseling and integration in the academic community lies with the Deanery which, through the joint program of vice-deans, provides support to students to solve their problems. An audience program has been set up by the vice-deans three days a week, for students who need counseling and help.

The Association of Students and Residents in Medicine schedules and performs extracurricular activities aimed at facilitating students familiarization with the work of SUMPh, ASRM and Faculty.

In accordance with the legislation in force (HG No. 1009 of 01.09.2006), the students of *Nicolae Testemitanu* SUMPh benefit from the scholarship in the established manner. Students who have academic performance in education, research and other social activities can obtain merit scholarships - scholarship of the Republic of Moldova, Government scholarship, Presidential scholarship. Students from socially vulnerable families, with the academic performance that does not fall under

the scholarship limit established by law, can benefit from a social scholarship. Students can also get nominal scholarships – the *Nicolae Testemitanu* SUMPh scholarship, the Senate scholarship. Scholarships and other types of financial support granted are laid down in the Regulations approved by the University Senate. The University offers support to students for participation in congresses, symposiums**,** international projects, sports competitions, cultural events, etc.

Since 2014, in order to stimulate students' academic performance, places covered by state funding have been guaranteed to only first year students. Subsequently, they are annually displayed on a contest-basis at the end of the academic year, in accordance with the provisions of the Regulations of the Ministry of Education of the Republic of Moldova.

Both students admitted to state-funded studies and those admitted on tuition payment basis can pretend to these places. The basic criterion for enrollment in the admission competition for places with budget funding is students academic performance at the main exams.

Students can participate in national and international academic mobility programs, in accordance with the provisions of the Regulation of Academic Mobility Organization.

International internships and academic mobility of students in all training programs;

Since 2004, mutual educational exchanges have been held annually as part of practical summer internship between SUMPh students and students of the University of Medical Sciences in Poznan (Poland). In this two-week mobility program, there are 10-12 students from each university (the fourth-year students of Pharmacy and Dentistry Faculties, and the fifth- year students of the Faculty of Medicine). During the same period, the University, in turn, received 37 students and 19 lecturers from abroad.

In the period 2002-2015 annually, the FUA (Francophone University Agency) and the St. Augustine Hospital Center from France allocated scholarships for monthly internships at university hospitals in France and Belgium. These scholarships benefited about 200 francophone fifth-year students. Since 2015, the program is supported exclusively by the FUA.

In the period 2013-2019 about 124 students and lecturers of the University benefited from mobility scholarships under the Erasmus Mundus program, and since 2015 and Erasmus + programs have been trained in universities in EU countries.

Starting from 2016, students of the Faculty of Dentistry participate in the mobility program in the framework of the interuniversity exchange project “InterDentis”, between the Faculty of Dentistry of Nicholae Testemitanu SUMPh and similar faculties of Romanian universities in the cities of Bucharest, Iasi, Targu Mures, Timisoara, Cluj-Napoca and Oradea. In 2016-2019 61 students participated in this project. Another student exchange program implemented by the ASRM is Transmed, in the framework of which 80 students went to take training courses to medical institutions in Romania, and 100 students participated in the SUMPh mobility program in 2018.

As part of the exchange program ViaMedica, implemented by the ASRM, nine students from the SUMPh went to the State Medical University N.I. Pirogov in Vinnitsa (Ukraine), and twelve Ukrainian students came to the SUMPh to participate in the mobility program.

Every year, residents have the opportunity to apply for scholarships on a competitive basis to MESF (Medical Education Support Funds) provided by the Free University of Brussels (Belgium). Applicants are selected by a jury from the University of Brussels on the basis of a competition, and then have residentship training for 1-2 years. During the existence of the program, candidates from the SUMPh received more than 60 scholarships.

In the University the Program on food discount and insurance with free monthly travel cards in public electric transport has been approved for students from socially vulnerable families.

All domestic students benefit from compulsory health insurance covered by the Government, in accordance with the legislation in force. The Students and Residents Healthcare Department of University Clinic of Primary Healthcare (UCPHC) of *Nicolae Testemitanu* SUMPh deals with students' health surveillance. Students receive prophylactic medical services, as well as primary and specialized outpatient care. Specialized outpatient care is also provided in public medical sanitary institutions in Chisinau, with which the University has contracts. The medical staff of the university clinics provide qualitative medical services to all students.

Principles and rules of providing places in a dormitory;

Students are provided with accommodation in a dormitory, according to the University's facilities, according to GD No. 74 of January 25, 2007 on the approval of the Model Regulations on the Dormitories of Public Schools and the Regulations on the Organization and Functioning of Dormitories, approved by the University Senate. Since 2014, the distribution of beds in the dormitory is carried out through the UIMS, which ensures transparency and objectivity of the process. The university covers the need for places in dormitories for non-resident students by 82%.

Accommodation commissions establish, by means of internal methods approved by the Senate, criteria for the distribution of places in a dormitory, taking into account the social status of students, doctoral students and residents, academic performance, participation in scientific, sports, cultural activities, etc. In the SUMPh, in the process of providing places in a dormitory, an individual student rating is taken into account, which consists of academic performance (average grade for the summer and winter session), the number of points by social criteria and the number of points by criteria for extracurricular activities.

Applications for accommodation in the dormitory are submitted to the faculty secretariat until the end of May. Applicants submit an application for accommodation in a dormitory simultaneously with the submission of an application for participation in the competition for admission.

The decision on the allocation of places in the hostel is taken before the end of the summer session (June). The decision on the allocation of places in the hostel for those enrolled in the first year of study is made until September 1 of the year of enrollment. If necessary, documents confirming the difficult social situation (orphans, parents with disabilities, large families, from families of teachers, etc.) are attached to the application for accommodation at the hostel. For students without parental care, the hostel is provided free of charge for the entire period of study.

Sick students living in a dormitory and / or persons with disabilities who need a separate room in a dormitory, submit to the accommodation commission, in addition to the application, supporting documents issued (confirmed) by the University medical department. These persons have the right, upon request, to places in the rooms on the first floor of the hostel.

The students are provided with residential quarters in dormitories according to available facilities, in compliance with the approved Regulation.

According to the provisions of the Government Decision of the Republic of Moldova no. 870 of 28.07.2004, students without parental care receive benefits and allowances.

In the university, the institutional campaign *Corruption contaminates, be immune and act!*, initiated in 2014, is still running. In this context, anticorruption electronic banners and flyers are made (on the information boards, the university portal and Facebook), there is *anticorruption telephone line* 032 205 875, anticorruption university line and *anticorruption@usmf.md* e-mail address, letter boxes where corruption, bribery, blackmail or other forms of dishonest behaviour can be reported. Additionally, public lectures are held on *Institutional Integrity and Corruption Fight* for first year students.

4.3.3 To provide financial support and stimulate students, scholarships are awarded within the scholarship fund allocated from the state budget, namely, 3rd degree scholarship - 828 lei; 2nd degree scholarship - 900 lei, and 1st degree scholarship - 1056 lei. The scholarships amount and limit are set by the Government. In the 2018-2019 academic year, 1800 students are provided with scholarships.

Students with severe and marked disability, students with physical and sensory disability, students with both parents disabled or retired, students whose parents participated in the military actions for the defense of the Republic of Moldova integrity and independence in the war in Afghanistan, the liquidation of the CAE Chernobyl disaster consequences or active participants in post-conflict humanitarian military operations in Iraq, students from families with three or more children, and students with children can apply for a need-based scholarship (465 lei). A number of 80 students benefit from need-based scholarships.

Once a year, people with poor financial status (proved by documents) benefit from financial aid, amounting to 300-500 lei, granted by the ASRM.

According to the provisions of the Government Decision of the Republic of Moldova no. 870 of 28.07.2004, 24 students without parental care receive annual financial aid for clothing, footwear and other needs (3000 lei); monthly allowance for teaching materials (250 lei); financial aid at the end of the academic year (1000 lei); daily meal allowance (35 lei / day); thesis allowance (500 lei); unique university graduation allowance (10000 lei).

At the same time, orphan students, students without parental care and students with severe and marked disability maintain their status as state funded students throughout the study period.

Annually, 100 students from socially vulnerable families receive food discount in university canteens (20 lei/study day).

Monthly, 100 students from socially vulnerable families are provided with free travel cards for electric public transport.

Students requiring psychological, social, financial and academic support are identified through joint efforts of the Admission Commission, the Deanery, tutors, the Association of Students and Residents in Medicine (ASRM), the Career Counseling and Career Guidance Center.

4.3.4 The University guarantees and ensures confidentiality in students counseling and support process. Information on students assistance and counseling programs is provided on the SUMPh website, the Facebook page, the site and Facebook page of the Association of Students and Residents in Medicine, the University Information Management System.

All individuals and academic subdivisions providing counseling, support and career guidance services to students respect confidentiality of the data provided and the right to individual privacy as well as the protection of personal data, in accordance with the legislation in force.

The University internal regulations contain similar provisions. Thus, each student tutor signs an agreement of responsibility and confidentiality. In his / her activity, the tutor is bound to respect full confidentiality of the information acquired by virtue of his / her duties. All personal information (civic data, skills, etc.) obtained by the Psychological Counseling and Career Guidance Center is confidential and can only be used to fulfill the mission of the PCCGC.

All medical staff and pharmacists are required to keep confidentiality of information about students obtained during their professional activity.

4.3.5 The University provides advice, based on student progress monitoring. Nicolae Testemitanu SUMPh creates optimal conditions for the personal, social and professional development of the students. The major objective is the training of qualified and competitive specialists on the labor market with high moral qualities.

The counseling is started immediately after admission, through tuition programs, oriented to counsel and guide the students of the first year. Tutor is a student of the higher years who is responsible for a group of students up to completion of the study year. Guidance is done individually and in groups, through direct meetings, telephone, electronic mail, forums, organized on the virtual platform or their combined forms. The purpose of the tutorial program is to help the student understand how to develop from an academic point of view, how to use the transferable credit system, to be responsible for personal and professional development, to become aware of their belonging to teaching and research community of the University, to clarify the wishes and options for a desired educational pathway.

The tutorial system is monitored by faculty administrative board. The Dean is included in the tutorial program and is a program coordinator who has periodic meetings with tutors to verify how they perform their tasks, and tutorial activity is evaluated every half year.

Besides advising students on different aspects of student life, the tutors inform the Dean about special social situations that require help and difficult situations during the study years. All issues are addressed individually to identify the best ways to solve.

Monitoring students' progress and supporting them in the career management process to ensure the link with the labor market is one of the important activities of the Center for Psychological Counseling and Career Guidance.

Issues with regard to the educational path, the social and financial needs of the students, the career

planning are regularly discussed during the Senate meetings, the Faculty Council, the Association of Students and Residents in Medicine and the University Subdivisions.

Twice a year the University Rector meets with native and international students. At these meetings, students have the opportunity to express their opinions and wishes about their involvement in decision-making, academic quality assurance and other professional, financial and social issues. All issues discussed in these meetings are timely solved.

4.3.6. The University provides career counseling and planning. Professional orientation activities start before the admission competition when the University organizes and the Open Door Day to provide relevant information to potential students and that continues throughout the university years.

During the studies, in order to facilitate career planning, round tables and conferences are organized entitled “University Partnership-graduate- employer". There are organized career-related successful models, focus group interviews to identify graduates’ expectations from being employed within the medical community and to identify individual needs for professional development in adapting to labor market demands.

One of the major components of career planning is the student's internships during the years of study that ensure the development of the necessary practical skills appropriate to theoretical training, professional activity depending on the real socio-economic conditions, carrying out the research, documenting and collecting the information for elaboration of projects / licentiate thesis. It is essential to provide methodological counseling to students who are performing practical internships, based on an individual program, by practical training supervisors- teaching carrying out the practical activity.

Student scientitific workshops that work within the departments, are also an effective way of professional orientation for students, by developing the interests and skills specific to a field of practice and research.

The Association of Students and Residents in Medicine, in collaboration with the scientific and teaching staff of the University, organizes and conducts thematic trainings aimed at providing opportunities for professional development and career planning.

4.4. Student representatives

4.4.1. The University establishes and implements the policy of correlation with student representatives and their participation in the development, monitoring and assessment of university study programs, as well as issues related to students.

Nicolae Testemitanu SUMPh assists students in exercising their right to academic freedom and participate in all decisions made by University and ensures their representation within the institutional administration, according to the provisions of current legislative and normative acts.

Students are actively involved, as full members of the academic community, in developing, monitoring and evaluating university study programs in order to maintain and continuously improve their quality.

According to the provisions of Article 136 of the Education Code of the Republic of Moldova, students make up 25% of the total number of members of Senate and Faculty Council.

The choice of the students' representatives, both at the faculty level and at the university level, is carried out in compliance with the legal provisions and virtue of the university autonomy, according to the provisions of the University Charter and the Regulation for organizing and performing of the elections in the University Senate.

At University level students are also included in the Quality Management Council that is the advisory board of the Senate regarding the academic quality, which works on the basis of Regulation and on the approval of Activity Plan.

Students are active members of the Quality Assurance and Curriculum Assessment Commissions, regarding all specialties - Medicine, Dentistry, Pharmacy and responsible for defining, implementing and maintaining the quality management system compliance with the reference standards.

The President of the Association of Students and Residents in Medicine is a member of the Administrative Board of the University, a collegiate body, which examines economic, financial and administrative issues.

The members of the ASRM monitor the objectivity, consistency and transparency of the final evaluation process at all University Departments and Chairs by means of provisions issued by the Teaching Department and Academic Management, during the basic examination sessions.

Students' participation in the process of internal quality assurance, curricular monitoring and evaluation is fulfilled by teaching staff assessment, which is a compulsory procedure, carried out during the entire academic year and at the end of the didactic activity. Student satisfaction is assessed based on questionnaires for teaching quality assessment during the courses, practical work / laboratory classes/ seminars. The evaluation is conducted electronically through the University Management Information System (SIMU) and is strictly confidential. The data from the questionnaire processing are analyzed and presented for the annual Quality Management System analysis.

4.4.2. The University provides assistance and support to student activities and organizations, including technical and financial support.

Nicolae Testemitanu SUMPh supports and promotes the activity of the Association of Students and Residents in Medicine (ASRM), which is student-focused, non-governmental, apolitical, non-affiliated, independent, nonprofit organization based on the benevolent principles and equal rights of students from different subdivisions of the University.

The Association was registered at the Ministry of Justice of the Republic of Moldova and is a member of FASMR, the European Medical Students 'Association (EMSA) and IFMSA (International Federation of Medical Students' Association). ASRM has a decision-making and elective democratic system and functions according to the University Charter and its own Statute.

Student government activity. There are 9 departments in the ASRM: Science; Didactic work; Projects; ITiSMI; External relations; Social sphere; Culture; Sport; Housing issues.

The didactic department is involved in the development of the EP; ensuring the transparency of examinations; agreeing on the possibility of drawing up a flexible schedule of practical trainings; monitors the work of scientific circles at university departments; organizes seminars in the framework of the MedTraining program in order to increase the level of knowledge and skills to solve difficult clinical cases.

Every two years the Department of Science, with the financial and organizational support of the University, organizes the International Congress of Students and Young Doctors "MedEspera", in which students and young scientists from different countries present their scientific results. The Department also participates actively in organizing an annual conference of students and residents, timed to the Day of the University, and in developing partnerships with various scientific forums abroad: Medicalis, Medis, Marisiensis, Bimco, GalMed, IMCSB, Congressis.

The project department organizes and holds events dedicated to World Health Day, World Autism Awareness Day, World No Tobacco World Day, World Heart Day, World View Day, European Day against Human Trafficking, European Cervical Cancer Prevention Week. Other projects of the department are “Strengthening the fight against tuberculosis in the Republic of Moldova,” “Fundamentals of emergency medical care for high school students” and “Basic Surgical Skills”.

The IT and Media Department is responsible for providing the general public with information on student training and extracurricular activities; mediatization of ASRM projects, conducting public opinion polls. The Department provides students and residents with the opportunity to get useful information using the official website of the ASRM, as well as social networks.

The priority of the department of external relations is the exchange of experience of students, which is regularly carried out in the framework of exchange of experience. Through the IFMSA, in the framework of the SCOPE Professional Exchange and SCORE Research Exchange programs, agreements have been concluded with youth research organizations from Brazil, the Czech Republic, Egypt, Greece, Indonesia, Kazakhstan, Portugal, Russia, Ukraine, and Turkey. Through the EAMS Twinning program, experience is exchanged with Germany (Bonn, Munich) and Croatia. through FAMSR within the framework of the program TransMedpo The exchange of experience with universities from Romania is organized through FAMSR within the framework of the program TransMed.

Along with ASRM, there are associations of foreign students at the University, such as the Association of Indian Students.

The main task of the Department of Social Affairs is to support students from socially vulnerable families. Every year, 100 students from socially vulnerable families receive discounts on meals in the University canteens in the amount of 20 lei for each school day. Monthly, 100 students from socially vulnerable families are provided with free pass for public transport.

The Department of Culture organizes cultural events, including the Ball of Freshmen, "Student Treasure", the purpose of which is to identify and promote the talent of the SUMPh, the KVN Championship, the interactive intellectual competition "What? Where? When? ", Gala Laureate's Ball - a solemn rewarding of the best students and residents of all faculties in the following categories: science, study, volunteering, culture, sports, organizational skills.

Priority activities of the department of sports are the organization of sports competitions and popularization of university sports. To this end, the campus mini-football cup and volleyball cup, the national wrestling tournament, the Merry Starts competition, the Spring Cup and the Nations Cup in mini-football are held.

The Department of Housing provides for the collection and processing of data of students who want to get a place in a dormitory, and also monitors compliance with the process of allocating places in dormitories according to approved criteria.

During the 2018-2019 academic year, more than 300 ASRM members participated in the EAMS Twinning experience exchange programs Chisinau-Bonn, April 23-29, 2018; General Assembly of IFMSA, Slovenia, March 1–7, 2019; TRANSMED (Romania), 12–18 November 2018; ViaMedica (Vinnitsa, Ukraine), February 19-24, 2018; TRANSMED (Romania), April 14–20, 2018; General Assembly of IFASM, Egypt, March 1 - 7, 2018; General Assembly of IFMSA, Canada, August 1–8, 2018; European Regional Meeting MFASM, St. Petersburg, Russian Federation, April 20-24, 2019; TRANSMED (Romania), May 5-11, 2019; ViaMedica (Vinnitsa, Ukraine), April 7-13, 2019; ViaMedica (Vinnitsa, Ukraine), May 5-11, 2019; FAMSR General Assembly, April 5-7, 2019.

Types and number of amateur art groups and sports sections.

In the SUMPh there are circles of intellectual games "What? Where? When? " and " MedGames ", there are sports sections for the following sports: mini-football, volleyball, basketball, national wrestling, badminton, table tennis, chess, checkers and Kangoo Jumps.

University respects the student activity based on the following principles: rights equality and non-discrimination - all students are treated equally by the administration and the academic staff; participation in the decision-making process - within the University the decisions are made with the participation of the representatives of the ASRM; freedom to express and meetings - all students have the right to freely express their educational, professional, social, cultural, moral and economic views; transparency and access to information - all students have free access to information about their own training trajectory and life within academic community to which they belong, in accordance with the legal provisions; focusing on European, national and scientific values and standards; interculturality and guarantees on ethnic and cultural identity.

In order to support and motivate the students who actively take part in ASRM, Nicolae Testemiţan SUMPh, based on university autonomy, can offer the following facilities: considering the student's activity in supplying them with hostels and study scholarships, spreading out camping opportunities for students; participation to conferences, seminars, international exchange visits; providing an account for transportation, meals and accommodation in case if the student is from a different region; financing of various conferences (forums), contests, olympiads, exhibitions, organized by the members of ASRM.

The University supports logistically, technically and financially the activities carried out by all departments of ASRM: science and studies; volunteering and human resources; projects; IT and Mass Media; external relationships; social; culture; sports; live.

SWOT- ANALYSIS:

Strengths	Weaknesses
✓ Transparent admission process and quantifiable results. ✓ Participation in admission competition for to	✓ The admission process does not assess the social and personal skills of the admission candidates.

three specialties, in a preferential order. ✓ Periodic analysis is carried out by consulting with the interested parties on the student share and registered rates. ✓ Student Representative in the Administrative bodies of the University. ✓ Providing tutorial program and Center for Psychological Counseling and Career Guidance. ✓ Active implementation of ASRM in identifying and problem-solving.	✓ The applied files on admission do not reflect the quality of knowledge. ✓ Insufficient, social and cultural integration of international students. ✓ Low motivation and responsibility of students for learning outcomes. ✓ Incomplete implementation of student mobility programs. ✓ Insufficient budget of ASRM.
Opportunities	**Threats**
✓ Introduction, upon admission, of the psychological testing of the candidate. ✓ Initiatives of new study programs. ✓ Developing international academic mobility programs. ✓ Internationalization and joint study programs. ✓ Develop international partnerships between non-governmental student organizations. ✓ Promotion of the socio-cultural integration projects of foreign students.	✓ Unfavorable demographic context. ✓ A large number of scholarships for university and postgraduate studies offered by the countries of the European Union, especially Romania. ✓ Insufficient quality of pre-university education. ✓ 4. The migration of young people abroad. ✓ Devaluation of the doctor's image.

Standard 5: ACADEMIC STAFF

5.1. Academic staff recruitment, selection and employment policy

5.1.1. The *Nicolae Testemitanu* SUMPh fulfills its mission based on the most valuable resource - the human resource, which is the creative, active and coordinating element of the activity, influencing decisively the efficient use of material, financial and informational resources. The University human resources bear in itself the most important principle of development - the innovation, without which the current competitiveness is unthinkable. High level of university staff professional training is directly associated with education high quality level that actually contributes to knowledge and training skills generation required by the labor market.

The The *Nicolae Testemitanu* SUMPh human resources policies are carried out in accordance with the provisions of the Republic of Moldova Education Code, the Republic of Moldova Labor Code, the Regulation on higher education institutions teaching positions filling, approved by the Government Decision No. 854 of 21.09.2010, the Medical and Pharmaceutical Education Development Program in the Republic of Moldova for 2011-2020, approved by the Government Decision of the Republic of Moldova No. 1006 of October 27, 2010, the Human Resources Development Strategy of the Health System, approved by the Government Decision No. 452 of April 15, 2016, the The *Nicolae Testemitanu* SUMPh Charter, The *Nicolae Testemitanu* SUMPh Development Strategy of The Republic of Moldova for 2011- 2020, the Internal Regulations of The *Nicolae Testemitanu* SUMPh the Moral Code of The *Nicolae Testemitanu* SUMPh the Regulation on organization and contest running for managerial positions filling, approved by Senate Decision No. 1/3 of 06.04.017, as well as other national and institutional normative acts.

Therefore, the Republic of Moldova The *Nicolae Testemitanu* SUMPh Development Strategy in 2011-2020 defines human resources management continuous improvement as a strategic objective, ensuring the attraction and maintenance of scientific-didactic staff performance and creating favorable climate, where people can activate at their maximum capacity, as well as benefits recognizing and remuneration methods and means identification.

On March 1, 2019, the university academic staff was represented by 872 tenured employees trained in all study programs education process, including 63 heads of departments, 98 university professors, 370 associate professors, 5 university lecturers and 326 university assistants, and auxiliary didactic staff -156 persons. Of the total academic staff number, 431 persons hold scientific MD degree and 135 persons hold PhD degree.

Within the University there are 6 correspondent members and 6 academics from the Academy of Sciences of the Republic of Moldova. Representatives of university academic staff are members or activate as experts within various councils and committees established by the Ministry of Health, Labor and Social Protection (Expert Board, Profile Committees, Specialized Committees, Attestation Committees), Ministry of Education, Culture and Research (committees and working groups), the Republic of Moldova Academy of Sciences (councils and commissions), the National Agency for Quality Assurance in Education and Research (scientific councils, profile commissions, evaluators, experts) etc.

The staff policies objectives achievement is coordinated by the Human Resources Department, a structural department of the University, which fulfills the duties, tasks and responsibilities in human resources management field: needs assessment, planning, recruitment, selection, employment, integration, motivation, continuous education and career development of university staff.

Needs assessment and academic staff planning is carried out according to human resources state development strategic policies in the health system within educational programs developed spectrum, annual admission plans established by the Government, as well as medical and pharmaceutical higher education internationalization university policies on foreign citizens' accession to studies. Academic staff needs planning serves as a benchmark for annual elaboration and approval of The *Nicolae Testemitanu* SUMPh staff, which includes mainly academic functions, but also other categories of functions necessary for the institution's efficient activity.

The University has full autonomy concerning the *academic staff employment process* being entitled to opt both for internal and external sources, or to conduct this process from both sources at the same time in order to assure a sufficient flow of qualified applicants. In academic staff employment process special attention is given to activity field primary criteria, such as competence, work experience, applicant development potential, team spirit, and so on. According to higher education institutions academic positions filling national regulations, it is mandatory to disseminate, at national level, the information about the vacant academic positions and filling conditions. Thus, the information on vacant academic positions filling contest organization is distributed through national mass information means (newspapers, electronic press), university information panels, institution's website, other electronic means of communication (institutional e-mail, messaging, electronic intra-institutional communication system, etc.).

The process of *selecting applicants for the academic positions* is strictly regularized, at national level, by the Regulation on higher educational institutions didactic positions filling way and provides unique mechanisms for all the higher education institutions in the Republic of Moldova. Applicants selection mechanism for head of the chair position filling is generally regularized, at national level, so that the University has considerable autonomy in this chapter to manage the process at university level, by Senate approval of the Regulation concerning contest organization and conduct on leading positions filling. However, academic staff selection is carried out mainly on contest basis leaded according to normative provisions, but also on dossiers contest basis submitted by the applicants.

Applicants' selection for *head of the chair* position filling is carried out on competitive basis, exclusively on competitiveness and meritocracy principles, providing applicants equal access to respective positions filling, taking into account qualifications and professional performance, field experience and managerial skills. The head of department can exert the functions undergoing the contest every five years, but the same person may hold the position of head of department not more than two consecutive terms.

The scientific-didactic functions *(university lecturer, associate professor, university professor)* are contest held in three consecutive stages: chair / committee / Senate meeting (for university professors) or Faculty Council (for university lecturers and associate professors). In order to fill scientific-didactic positions at the University, it is necessary to hold the 8th qualification level of the Republic of Moldova National Qualifications Framework (doctoral studies). An individual work contract for a 5-year period is concluded with the selected persons on the basis of contest results.

Didactic (*assistant lecturer)* and auxiliary didactic functions (*Methodist-analyst, lab assistant, and tutor*) are filled based on the dossiers submitted by persons who meet the criteria established by current national and institutional normative provisions. Minimum qualification requirement for

filling didactic positions is holding at least the 7th qualification level of the National Qualifications Framework in the Republic of Moldova (master's degree studies). Applicants are selected among integrated higher education or special performance postgraduate residency studies graduators, but a mandatory selection criterion for filling the vacant positions of university assistants is the certified English and / or French knowledge (at least B2). Assistant lecturers may be employed for a fixed period up to five years, the preponderant duration of individual work contract being 3 years.

Overall 1,028 persons were employed during the last five years of study at the University, including 385 (37%) people were employed on contest basis and 204 (20%) persons were employed through other forms of selection (university assistants).

At the same time, according to educational process needs, 439 persons (43%) were employed internally / externally part-time or hourly for didactic activity during the academic year. This form of employment is applied to persons who have experience in the didactic and clinical activity who work at medical sanitary clinics having basic clinical status for The *Nicolae Testemitanu* SUMPh where the university clinics are located (sections heads and high professional qualification doctors who hold MD and PhD scientific degrees in medicine). (Table 5.1)

Table 5.1. Information on academic staff employment

Years of study	Total employed staff	Employed on competitive basis	Another enagement form (full-time)	Employed part-time
2013 - 2014	128	40	33	55
2014 - 2015	254	106	56	92
2015 - 2016	230	80	52	98
2016 - 2017	198	78	27	93
2017 - 2018	218	81	36	101
Total	1028	385	204	439

Academic staff functions are specified in job description (Annex 5.1), employees personal files as well as other normative provisions regarding the staff dossiers are kept at Human Resources Department in accordance with the Regulation on employees personal data processing and protection of The *Nicolae Testemitanu* SUMPh approved by Senate Decision No. 715 of 11.11.2015.

The steps of academic staff selection and employment are described in 7.1.2 Staff Process Procedure (*Note. 5.01.*).

On January 01, 2019, the total number of academic staff involved in the study programs was 817 persons with the status of tenured employee, including 94 university professors, 368 associate professors, 22 university lecturers and 333 university assistants. (Table 5.2)

Table 5.2. Academic staff characteristic by 01.01.2019

Total tenured academic staff	University Professors	Associate Professors	University Lecturers	University Assistants
817	94 (12%)	368 (45%)	22 (3%)	333 (40%)

At the same time, overall 140 people, 16 university professors, 59 associate professors, 2 university lecturers, and 63 university assistants worked externally part-time. During 2014-2018 all staff categories (total, full-time, part-time) were quantitatively kept within relatively reasonable limits, the annual differences being determined by education process needs, demographic indicators and other factors. Thus, the absolute majority of the university academic staff full-time work (85%), being fully involved in education process, and staff ratio that work part-time was about 15%, constituting performant medical sanitary institutions specialists. (Table 5.3)

Table 5.3. Academic staff number during 2014-2018

Year	Total academic staff	Full-time academic staff	Part-time academic staff
2018	957	817 (85%)	140 (15%)
2017	1012	871 (86%)	141 (14%)
2016	997	868 (87%)	129 (13%)
2015	991	873 (88%)	118 (12%)
2014	995	877 (88%)	118 (12%)

Of the total number of academic staff, about 90% had higher medical and pharmaceutical education, and about 10% had other higher education (biology, chemistry, physics, philology, etc.).

Academic staff distribution per disciplines categories is directly correlated with the number of hours approved for each discipline, so that out of its total number of 817 in 2018, more than 2/3 or about 74% (601) were trained in specialized disciplines teaching, about 18% (146) were trained in fundamental subjects teaching, and about 5% (41) and about 3% (29) were trained respectively in general and socio-humanistic disciplines teaching. (Table 5.4)

Table 5.4. Academic staff distribution according to disciplines categories

Total academic staff	Fundamental disciplines	General disciplines	Social-humanistic disciplines	Speialty disciplines
817	146	41	29	601
100%	18%	5%	3%	74%

University academic staff distribution per study programs and disciplines is reflected in *Notes No. 5.02 - 5.05.*

5.1.2. Staff policies promoted by the University are geared towards human potential managing and developing, maintaining the optimal level of the quantity and quality of academic staff, and a rational process of updating the available human potential, capable of ensuring institutional tasks and objectives.

Didactic positions filling minimum qualification requirement is holding of at least the 7th level in the National Qualifications Framework of the Republic of Moldova - Master's degree. In order to occupy an academic scientific-didactic position, it is necessary to hold the 8th qualification level - MD degree of the Republic of Moldova National Qualifications Framework. Graduators of the higher education programs, employed for didactic activity, will have to follow the psycho-pedagogical module corresponding to 60 transferable study credits.

Academic staff qualitative component is especially determined by the staff share holding a scientific degree (MD / PhD), which reflects the integration of didactic and scientific research process. Overall number of tenured academic staff registered on January 1, 2019 was 817, 63% (514) held scientific titles, including 12% PhD (95) and 51% MD (419). (Table 5.5)

Table 5.5. Academic staff scientific degrees

Overall tenured academic staff	With scientific degree	Including		Without scientific title
		PhD	MD	
817	514	95	419	303

In 2014-2018, academic staff share for scientific-didactic degree (associate professor / university professor) remained at the level of about 2/3 of the total number, this index decrease in 2018 was determined by the prolonged reorganization of the state institutions that have the right of accreditation and awarding scientific degrees at national level. (Table 5.6)

Table 5.6. Share of academic staff with scientific and didactic degree

Year	Overall academic staff (absolute number)	With scientific-didactic degree (absolute number)	Share of academic staff with scientific and didactic degree
2018	957	561	59%
2017	1012	661	65%
2016	997	664	67%
2015	991	645	65%
2014	995	659	66%

There were 817 tenured academic staff on the first January 2019, 410 persons (50%) with scientific-didactic and mainly 69 university professors (8%) and 341 associate professors (42%).

Another academic staff qualitative component the clinical activity performances expressed by professional qualification categories conferral, according to the Doctors and pharmacists certification Regulation in the Republic of Moldova, approved by the Ministry of Health, Labor and Social Protection order No. 386 of 04.03.2018. Taking into account the fact that the University Clinics are

located mainly within performance medical-sanitary institutions, absolute majority of the university academic staff (71%) possesses a high level clinical professional training, owing professional qualification categories. This indicator concerning the tenured academic staff, accounted for about 77% (including about 87% of the superior category), respectively ¾ of the total academic staff holding a recognized professional qualification level. (Table 5.7)

5.7. Medical academic staff professional qualification

Staff status	Overall medical staff (absolute number)	With professional qualification category	Including professional qualification category		
			Superior	The first	The second
Full-time	817	628	553	39	36
Part-time	140	55	42	6	8
Total	957	683	595	45	44

5.1.3. University academic staff didactic activity teaching load is carried out in accordance with the provisions of the Republic of Moldova Education Code, Teaching Load Regulation Framework of scientific-didactic activity in higher education, approved by the Ministry of Education Order No. 304 of 22.04.2016 and the Regulation regarding scientific-didactic activity teaching load within The *Nicolae Testemitanu* SUMPh approved by Senate Decision No. 1/6 of 06.04.2017. The regulations in force set similar scientific-didactic loads for entire university academic staff involved in teaching process of fundamental, general, socio-humanistic and specialty disciplines, making up 1470 astronomical hours during the academic year.

The workload of each didactic and scientific-didactic teacher (including those employed part-time) is recorded in the compulsory individual plan (the individual activity plan (IAP 8.5.1), established through process procedure PP 8.5.1 - Services Supply Control, elaborated for the whole year of study, according to department / chair activity plan. The individual plan contains the following sections: classroom and non classroom activities, research activity, technological transfer and methodical activity, quantified in conventional hours, as well as realization terms. The didactic and scientific-didactic staff individual plans are discussed at department / chair meeting and approved by the head of the department / chair, but the individual plan of the head of didactic department is approved by the dean.

Academic staff activity assessment is a part of the quality assurance system and is carried out periodically according to didactic and research performance, extracurricular activities, as well as other criteria. The academic staff scientific-didactic activities are supervised during the year by the head of the department, and at the end of the academic year the academic staff reports the realization of individual activity plans according to 8.5.1 RTN procedure Realization of working time norms of scientific-didactic and didactic staff. Subsequently, the head of the didactic department presents the annual activity report of the chair, elaborated according to 8.5.1 AAR form Annual activity report. The scientific-didactic teaching load achievement monitoring is carried out by faculties Deaneries, Human Resources Department and Didactic and Academic Management Department based on the annual reports submitted by the teaching subdivisions. In case of failure to carry out the planned annual scientific-didactic load, changes may be made in the salary of the respective employee on the basis of the actually realized teaching load.

5.1.4. Within the University, the freedom of every member to produce, transmit and acquire knowledge, without any kind of discrimination and reprisals, as well as thought, conscience, expression and association freedom, is respected and protected under all circumstances under the law. These principles are laid down in the University Charter and the Regulation on Prohibition of Discrimination within The *Nicolae Testemitanu* SUMPh approved by Senate Decision No. 3/12 of 21.03 / 2019. The University provides organizational framework for avoiding any forms of direct or indirect discrimination against any member of academic community, regardless of race, nationality, ethnicity, gender, religion, political option, infirmity, social category, beliefs, age, disability, HIV infection, sexual orientation or belonging to a particular category, family situation or responsibilities, syndicate membership, etc.

The tenured academic staff at 01.01.2019 was represented by 432 females (53%) and 385 males (47%), that corresponds to the respective national report (52/48). (Table 5.8)

Table 5.8. Tenured academic staff gender-specific feature

Staff category	Total	Women	Men
Head of Departments	63 (8%)	11 (2%)	52 (6%)
University Professors	87 (11%)	22 (3%)	65 (8%)
Associate Professors	354 (43%)	179 (22%)	175 (21%)
University Lecturers	5 (0,6%)	4 (0,5%)	1 (0,1%)
University Assistants	308 (37,4%)	193 (23,5%)	115 (13,9%)
Total	817 (100%)	432 (53%)	385 (47%)

The establishment of university management bodies is based on gender principle compliance, so that female academic staff is represented at Senate, Council for Institutional Strategic Development, the Management Board, the Quality Management Board, the Faculty Councils, and so on.

Academic staff share by age is relatively balanced, constituting 213 persons (26%) up to 40 years of age, 372 persons (46%) aged 40-60 years and 232 (28%), so that the majority staff is aged 40-60 years. (Table 5.9)

Table 5.9. Tenured academic staff age-specific feature

Staff category	Total		< 40 years		40-60 years		60 years <	
	Men	Women	Men	Women	Men	Women	Men	Women
Head of Department	52	11	-	-	27	8	25	3
University Professors	65	22	-	-	12	9	53	13
Associate Professors	175	179	13	20	90	124	72	35
University Lecturers	1	4	-	2	1	2	-	-
University Assistants	115	193	71	107	34	65	10	21
Overll per categories	408	409	84	129	164	208	160	72
Total	817 (100%)		213 (26%)		372 (46%)		232 (28%)	

Therefore, taking into account academic staff initial employment average age of about 30 years, we consider age-sharing to be balanced minimizing the risks in this chapter. The young university staff is gradually trained in the education process, initially being hourly or part-time employed during doctoral studies and / or residency postgraduate studies. Subsequently, the heads of didactic departments submit annually employment proposals for university assistant depending on the gained experience and proven, confirmed on contest basis teaching performance. Therefore, doctoral studies or postgraduate residency studies provide the necessary conditions for the prior assessment and testing of applicants for further assistant lecturer positions filling.

According to the provisions of the University Charter, the age census for leading positions and scientific-teaching staff is 70 years, but for academics and corresponding members of the ASRM it is 75 years. After the expiration of the term determined according to age census, the scientific-didactic staff may continue the activity, according to the needs of the departments, through an individual labor contract for a definite duration. University professors who had remarkable contributions in their professional activity field may fill the position of consultant professor, according to the approved regulation.

5.1.5. University academic staff work stimulation is done through financial and non-financial motivation mechanisms. The mechanisms of financial motivation are laid down in the Regulation of The *Nicolae Testemitanu* SUMPh on Employees Work Remuneration, Stimulation and Material Assistance Granting approved by the Decision No.7 of 28 December 2018 of the Council for Institutional Strategic Development.

The University determines the criteria for financial motivation of teaching staff

The policy of encouraging the teaching staff is a priority for many years. In December 2018, the legislation on a unified system of remuneration in the public sector was approved, which for the first time at the national level allows the use of various mechanisms and criteria for financial motivation of teaching staff. This legislation provides transparency, fairness and attractiveness of the teaching staff salary system, which is capable of reflecting and rewarding the results achieved, which implies an increase in the salaries

of the teaching staff based on a system of a clear and objective assessment of results.

Achievement allowance is intended for individual incentives for the teaching staff to achieve optimal results in their activities. For the payment of the achievement bonus, annually funds are allocated within 10 percent of the annual amount of basic wages in the budget unit.

To this end, in December 2018, the Regulation "On the Method of Determining the Criteria for the Quality of Work of the SUMPh Employees (Senate Decision No. 17/6 of 12/20/2018 and SRIS No. 7 of 12/28/2018) was approved, which provides for incentives for employees based on individual professional indicators. This provision establishes the basis for the organization and evaluation of individual professional achievements of the staff, based on job requirements, on the basis of evaluation criteria in order to individually encourage employees to achieve optimal results in their activities.

The salary increment established for individual professional achievements in work is stimulating and is based on the quality of work, the contribution and professionalism of the employee, objectivity and impartiality, is established and paid depending on the contribution of the employee to the achievement of results. Evaluation of achievements and the establishment of a salary supplement is carried out quarterly. Achievement allowance is paid monthly in accordance with realized individual achievements, simultaneously with the salary and is applied during the current quarter for the results of activities carried out in the previous quarter.

Professional qualities and necessary skills / behavioral characteristics of the employee for performing basic and additional tasks are assessed based on the evaluation criteria. The assessment of the contribution of the teaching staff to the achievement of results is carried out on the basis of the following evaluation criteria:

1) the quality of the results - the correct implementation of the tasks in accordance with the instructions, standards, procedures, as well as the individual labor contract;
2) labor productivity - productivity, pace of work, achievement of the established workload, financial plan, depending on the circumstances;
3) knowledge and skills - knowledge and professional skills necessary for work;
4) professional adaptation - adaptation to new conditions and new activities;
5) discipline - corresponds to the tasks.

Based on the above criteria, points are set from 1 (representing the minimum level) to 5 (representing the maximum level) without decimal places, marking the assessment of the level of manifestation of each criterion. The final grade is the arithmetic average of the marks given for each criterion.

The final assessment of qualification is established on the basis of the final assessment as follows:

a) from 1.0 to 5.0 - "Very low". Productivity is much lower than the established standard;
b) between 5.1 - 10.0 - "Low". Performance below the minimum standard;
c) between 10.1 - 15.0 - "Medium". This is the minimum acceptable level of productivity achieved by the employee and sets a monthly increase of 5% of the basic salary;
d) from 15.1 to 20.0 - "High". Productivity is at the top level of productivity and is set to a monthly increase of 7% of the basic salary;
e) from 20.1 to 25.0 - "Very High". Productivity is above the standard upper limits for establishing a monthly increase of 10% of the basic wage.

The employees are informed of evaluation results and they are recorded in the minutes of the meeting of the training unit. Subsequently, the head of the department / appraiser compiles a list of employees' performance evaluations and submits them to the Human Resources Department, which summarizes the results of evaluations and draws up an order of the Rector of the University to establish achievement awards.

Financial motivation criteria are based on work volume, task, quality, work complexity, responsibility degree, professional qualities and academic staff individual performances, being focused on didactic-scientific process real quality enhancing mechanisms, encouraging the creativity and the spirit of initiative.

Reassessment and periodical approvement of variable salary various components on the basis of performance criteria, such as remuneration for clinical activity, or academic staff remuneration according to the results achieved during the period of activity, increases the level of competition, involvement and

professional development, thus contributing to educational services quality increase.

Therefore, the approved and implemented mechanisms aim to implement a fair, attractive, competitive and flexible financial motivation system for selection, development and stimulation of qualified staff, able to reflect activity field professional performance.

5.2. Academic staff activity policy and development

5.2.1. Action Plan domains and departments implementation is elaborated and approved annually by the Senate in order to achieve (QOB5.1) provisions of the Republic of Moldova The *Nicolae Testemitanu* SUMPh Development Strategy for 2011-2020. The planned actions are systematized at university department and faculty level according to quality field objectives, and are subsequently finalized at institution level by Internal Audit Department according to the process procedure (PP 5.0. Leadership) (*Note. 5.09.*). Planned actions accomplishment is evaluated at the end of the calendar year, at department / faculty / university level by Senate meeting final report examination benchmarks reference.

Necessary measures to be taken by Human Resources activity field for employment, maintenance, human resources development, work efficiency and skills, etc. are reflected in Human Resources Department Annual Activity Plans, the main activity directions are: creating university career opportunities for graduators with educational performances; ensuring university staff career development equitable access; diversifying motivation forms and implementing rewarding staff specific ways; identifying and implementing effective lifelong learning forms, abroad (specialization, doctorate and post-doctorate, training and training courses, experience exchange); increasing the number of teaching staff involved in international language teaching and modern languages knowledge considerable improvement (English, French, German); assessing regularly employees satisfaction degree.

The Regulation regarding scientific-didactic activity teaching load within The *Nicolae Testemitanu* SUMPh establishes the general principles and the basic requirements for scientific-didactic activity teaching load of the staff within the University. The scientific-didactic teaching load consists of: a) classroom activity, b) non-classroom activity, c) research activity, technological transfer, d) methodical activity.

Didactic activity is quantified in conventional hours within a unit of time, usually per week, semester and year. Within the University, the unit of time for the course, seminar, laboratory activities and practical works is 1-5 hours conventional and the conventional hour is 45 minutes.

The departments / chairs set differently the number of hours for annual classroom didactic activity of each teacher, out of the number of effective teaching loads at the department / chair. The teaching load planned for departments / chairs for each teacher is approved by the Dean and Vice-Rector for didactic activity. The annual classroom didactic activity (course, seminar, laboratory activities, practical courses, exams consultations, other forms approved by the Senate), calculated in conventional hours, is as it follows: a) university professor: 200-300 conventional hours; b) associate professor: 300-400 conventional hours; c) university lecturer: 400 - 500 conventional hours; d) university assistant: 500 - 600 conventional hours.

Non-classroom didactic activity is a part of didactic load and consists of internships, projects or bachelor theses guiding, monitoring students' individual activity, evaluation activities, monitoring extracurricular educational activities of students.

Methodological activity, scientific research and technological transfer are mandatory components of the scientific-didactic load. (Table 5.10)

Table 5.10. Working time rules for scientific-didactic and teaching staff

Function	Classroom didactic activity	Non-classroom didactic activity	Methodic activity	Scientific activity	Total
University Professor	200-300	300-400	200-250	670-770	1470
Associate Professor	300-400	280-380	250-330	540-680	1470
University Lecturer	400-500	220-320	310-360	440-620	1470
University Assistant	500-600	150-250	340-390	380-567	1470

Extracurricular educational activities are an integral part of the pedagogical standard and consist

of the management of practical internship, the management of projects or theses, the monitoring of students 'individual activities, the assessment activities, the monitoring of students' extra-curricular educational activities.

The working hours total amount of a scientific-didactic load, achieved through classroom, nonclassroom didactic activities, research cumulation, technological transfer and methodological activities constitute 35 astronomical hours per week, i.e. 1470 astronomical hours in 10 months during the year of study.

The ratio between the didactic staff (university assistant, university lecturer, associate professor, university professor) and auxiliary teaching staff (lab assistants, methodologists, tutors) was regulated by the Senate Decision No. 1/6 of 25.01.2018, at institution level in order to optimize staff activity within academic didactic departments establishing the reference ratio of 85% didactic staff / 15% auxiliary teaching staff, as well as 65% didactic / 35% non-teaching staff.

5.2.2 In order to accomplish its mission, the University applies various financial and non-financial methods to stimulate, motivate and promote academic staff for professional performance.

The financial issues are regulated by the Regulation on Labour Remuneration, Stimulating and Granting Material Assistance to Employees of Nicolae Testemitanu State University of Medicine and Pharmacy which establishes a fair, attractive, competitive and flexible financial remuneration system for the selection, development and stimulation of qualified staff, able to reflect professional performance in the field of activity. The financial motivation is based on the results of the didactic, methodological, scientific, clinical and extra-curricular activities, through the modification of the variable payment of the salary (monthly supplements), the granting of the monthly awards, as well as the granting of the material aids, including the editing of the monographs and other publications.

Simultaneously, other types of financial incentives, such as financing / partial or total coverage of academic staff participation in various scientific or specialist forums, are being applied. According to the provisions of the Decision of the Scientific Council no. 4/3 of 21.04.2016 "Regarding the regulation of business trips", university staff benefit from the right to business trips on their own initiative for continuous professional training (congresses, conferences, seminars, etc.) for a total duration of up to 20 calendar days during a year of study, including a financially supported business trip by the University. During the years 2015-2018, the facilities benefited a total of 2846 University employees, including 2671 titular employees and 175 employees on a cumulative basis, as well as 2295 academic degree staff (Table 5.11)

Таблица 5.11 Участие ППС в научных форумах за рубежом (2015-2018)

Years	2015	2016	2017	2018	Всего
University titular staff	591	698	662	720	2671
Academic titular staff	510	585	565	635	2295
Cumulative university staff	25	44	54	52	175
Cumulative academic staff	19	31	43	43	136

During the years 2015-2018, Romania, the Russian Federation, the Ukraine and Germany were the priority destinations of the academic titular staff, the percentage of business trips in these countries being over 50% of the total number of trips. (Table 5.12)

Table 5.1.2 Destination of business trips of titular university staff

Годы	Всего	Страны				
		Германия	Румыния	Украина	Российская Федерация	Другие страны
2015	591	30	226	22	21	292
2016	704	14	270	6	24	390
2017	662	11	267	24	39	321
2018	720	22	304	29	48	317
Total	2677	77	1067	81	132	1320

In the context of the internationalisation of the training process, university academics benefit from the conditions of studying English and French from the university's financial resources, with subsequent exams and obtaining certificates under the Common European Framework of Reference

for Languages (CECRL). For teaching in English / French, academic staff is remunerated additionally, depending on available financial resources, according to annual / half-yearly coefficients established by the Senate. For the second semester of the year of study 2017-2018, by the Senate Decision no. 2/10 of 22.02.2018 "On the training of teaching and scientific staff in English and French and their remuneration in a. U. 2017-2018 (semester 11) "the following coefficients were established: certified CI-2, certified B2 - 1,8, certified - 1,6, uncertified - 1,4.

Non-financial motivation is achieved by ensuring the conditions for professional promotion and career growth, as well as awarding different distinctions (institutional, branch, national).

5.2.3. The policies for the development of academic staff in the field of scientific research are reflected in the Development Strategy of Nicolae Testemitanu SUMPh of the Republic of Moldova for the years 2011-2020 and in the Researchers' Human Resources Strategy of Nicolae Testemitanu SUMPh of the Republic of Moldova, embracing the European Researchers Charter and the Code of Conduct for the Recruitment of Researchers, approved by the Senate Decision no. 6/2 of 9/10/2015.Scientific research is carried out by university academic staff through participation in research projects funded from national and international sources, as well as doctoral projects and others.

On the basis of the scientific researches carried out by the academic staff of the University, during the period 2014-2018 a total of 106 doctoral theses and 26 theses of doctor habilitate in medical and pharmaceutical sciences were defended. (Table 5.13)

Table 5.1.3. Dissertations / PhD thesis sustained by academic staff

Dissertations	2014	2015	2016	2017	2018	Total
Dissertations in science	30	16	19	22	19	106
PhD thesis	4	3	3	8	8	26
Total	34	19	22	30	27	132

The results of scientific research, which are particularly important for the healthcare system, are presented in the form of invention patents, innovation certificates, which are subsequently implemented in medical practice by the development of national clinical protocols, the publication of scientific papers in national and international scientific journals.

Their implementation in the process of training the students / residents / doctors in the continuous education process is done by editing the monographs, manuals, practical guides, methodical elaborations. (Table 5.1.4)

Table 5.1.4. Results of scientific and clinical research of academic staff

Publications	2014	2015	2016	2017	2018	Total
Monographs	16	20	10	15	17	78
Chapters in monographs	6	3	3	1	2	19
Manuals	16	7	3	10	14	50
Practical Guides, compendiums, dictionaries	16	19	7	14	20	76
Methodical elaborations	89	65	17	39	49	259
Clinical protocols	8	20	25	30	64	147
Scientific articles, including:	623	616	572	562	540	2913
- journal impact factor	65	17	18	21	39	160
- other journals and international collections	108	138	114	148	182	690

During the reference period, there were published 78 monographs, 2913 scientific articles, including 690 in scientific journals from abroad, and 160 in impact factor journals,were developed and implemented 147 national and standardized clinical protocols ; were edited 50 manuals and 335 instructive-methodical materials (practical guides, compendiums, dictionaries, methodical elaborations). During that period, 383 scientific events (congresses, conferences, seminars) were organized with the participation of academic staff from all study programs. (Table 5.15)

Table 5.1.5. Scientific events organized by academic staff

Scientific events	2014	2015	2016	2017	2018	Total
National	38	40	70	60	31	239
National with international participation	16	24	24	11	32	107

Scientific events	2014	2015	2016	2017	2018	Total
International	5	6	5	4	17	37
Total	59	70	99	75	80	383

Based on the results of the scientific researches carried out by the teams of university researchers, 90 patents, 83 copyright certificates and 183 innovation certificates were obtained. During the reference period, the academic staff participated in a total of 213 national and international fairs and exhibitions, the teams of university researchers being praised with diplomas and medals. (Table 5.16)

Table 5.16. National and International Fairs and Exhibitions

Fairs and Exhibitions	2014	2015	2016	2017	2018	Total
National	3	9	1	18	13	44
International	16	13	29	41	70	169
Total	19	22	30	59	83	213

5.2.4. Academic staff participate in the development of training concepts at different levels or at different course units (disciplines) as well as in the elaboration of curriculum, programs for the teaching units taught within the teaching subdivisions, the respective responsibilities being stipulated in the Regulation on the organization and operation of the Division / Department in Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova.

Various interactive teaching methods are applied in the training process - clinical patient's case analysis, evidence-based medicine, virtual programs, standardized patients, distance learning, and so on. The quality of the training is directly related to the level of professional and pedagogical training, the moral qualities of the teaching-didactic framework, as well as knowledge of international languages and information technologies. The professional training of the academic staff aims at deepening and updating the knowledge, developing and shaping the necessary skills for the academic staff, increasing the quality level of the professional activity due to the social, scientific and technical requirements.

In order to correspond to progress in the field of study practices, the quality of education requires a continuous improvement of the learning environment, including the education based on advanced information technologies, the modification and improvement of the curriculum, the introduction of new teaching and learning student-oriented methodologies.

The measures taken by the university to increase the level of teaching staff in teaching and evaluating methods are as follows.

The policy of continuous professional development of the teaching staff is aimed at ensuring a systematic planned process of deepening and updating knowledge, developing abilities and competence, including in the field of medical pedagogy, necessary for effective practice in fulfilling duties corresponding to the position held. To this end, the SUMPh takes specific measures to train the university academic staff, including in the field of pedagogy, through internal and external resources, as well as with the involvement of external partners.

Within the framework of cooperation between the SUMPh, the University Francophone Agency (UFA) and the International Conference of the Deans of the Medical Faculties of French Education (ICFMD), the teaching staff participates in advanced training courses in the field of medical pedagogy and evaluation, with the participation of international known experts in the field. As part of this cooperation, the following training courses were organized:

a) 09.29.2014 -01.10.2014 and 02.17.2016 -19.02.2016 - Seminars on medical pedagogy, held by Professor Jean-Francois Denef, President of the Pedagogical Council of the MDDIF and Professor Doina Azoicăi, Gr. T. Popa University of Medicine and Pharmacy, Iasi, Romania, member of the Pedagogical Council of the ICDFA;

b) June 7-8, 2016 - seminar “The ability to learn to teach,” conducted by Svetlana Işcanu, University Francophone Agency;

c) November 20-21, 2017 - seminar on medical pedagogy, conducted by Professor Doina Azoicăi, Gr. T. Popa University of Medicine and Pharmacy, Iasi, Romania, member of the Pedagogical Council of the ICDIF.

Within the framework of the Moldovan-German project “Modern Education and Teaching Improvement”, with the support of the Moldova-Leipzig Institute, in partnership with the University

of Leipzig, Germany, and with the support of the Federal Ministry of Germany, the following training programs were organized:

a) October 26-27, 2016 - seminar "Modern learning and improvement of the educational process - didactic development";

b) September 19-22, 2017 - seminar on "Didactic Development";

c) October 10-13, 2017 - seminar on "Situational training";

d) September 26-27, 2018 and November 14-16, 2018 - Seminar on "Situational training".

In the period January 16-19, 2018, the UCSMT course was organized on the course Modern Methods of Education in Medicine, conducted by the UCSMT coordinators trained in well-known international simulation centers.

With the participation of experts from the Norfolk Medical School (Portsmouth, USA), a teaching method using standardized patients was introduced.

Taking into account the recommendations of international experts from Germany, USA, Israel, Lithuania, Belgium, France, methods of simulation simulation (UCSMT) were introduced.

In collaboration with experts from the University of Aalborg (Denmark), the preventive medicine curriculum (course in neurological sciences) was introduced into the program, and the method of problem-oriented training was developed to introduce into the Optometry program.

Experts from Germany (Moldova-InstitutLeipzig) contributed to the application of a case-based training method.

As part of the TEMPUS project "Creating a Thematic University Network in the Field of Applied and Economic Sciences of Moldova", with the support of experts from Belgium, Spain, France, Italy and Romania, the University gained access to the MOODLE platform, which allowed the teaching staff to use it both in training and in assessing knowledge.

During the period of 2015-2018, the University carried out the project *Introducing Problem Based Learning in Moldova: Towards Enhancing Students' Competitiveness and Employability (ERASMUS +)*, aiming to improve the quality of higher education programs in the Republic of Moldova. The main outcome of the University project is to redesign partially or completely the Problem Based Learning (PBL) study program or other new teaching and learning methods.

At the end of 2018 the University completed the "Modern Education and Improvement of Teaching" project. Curricular Development at Nicolae Testemitanu State University of Medicine and Pharmacy financed by the German Federal Ministry of Health, with the participation academic staff responsible for the study programmes.

Due to University involvement into the project "*Modern Informational Services for the Improvement of Studies Quality*" (TEMPUS, 2013-2016) the university modernized the informational infrastructure of its university library, it implemented a modern specialized library software, and elaborated the module "Bases of informational culture". Consequently, an academics informational space with equal access chances to scientific information for all members of academic community was created.

5.2.5. Nicolae Testemitanu SUMPh promotes ongoing formation and requalification of academic staff, and offers support for mobility with didactic, research and professional goals.

The continuous medical process is coordinated by the Medical Department of Continuing Education, carried out on the basis of the following current normative acts: The Law on Health Care No. 411- XIII of March 28, 1995, The Law on the exercise of the medical profession No. 264- XVI of October 27, 2005, The law on Pharmaceutical Activity No. 1456 of May 25, 1993, Labour Code of the Republic of Moldova No. 154 of March 28, 2003, The Education Code of the Republic of Moldova No. 152 of July 17, 2014, Government Decision of the Republic of Moldova No. 1224 of November 09, 2004 "On the organization of continuing professional training", Government Decision of the Republic of Moldova No. 193 of March 24, 2017 "For the approval of the Regulation on adult continuing training", Order of the Ministry of Health, Labour and Social Protection of the Republic of Moldova No. 386 of March 07, 2018 "Regarding the attestation of doctors and pharmacists".

Continuing medical training modules on fundamental and specialized disciplines are organized annually, based on the departments of the University. In the reference period, the number of

academic staff who have undergone medical training courses is steadily increasing, having a tendency among young and medium-sized academic staff, so that in the period of 2015-2018 a total of 223 people attended various modules of continuing medical education.

Continuing training of academic staff is achieved through short-term training modules, internships within specialized institutions across the country or abroad, by organizing seminars / courses / training modules with the participation of specialists from abroad.

In order to accomplish this process, according to GD 7.1.2 (*Note 5.01.*), the head of the department presents to the Teaching Department and Academic Management the training needs, in accordance with procedure NDI 6.2 (*Note 5.10.*), which subsequently develops the University's Training Program, in accordance with PRO 6.2 (*Note 5.11.*).

Over the past 5 years, a considerable number of scientific and teaching staff studied the new educational technologies and the model of their implementation, as well as experience exchanging with colleagues working in similar international institutions. The University maintains collaborative relationships in the training of medical and pharmaceutical cadres, the development of medical science and practice with over 90 specialized institutions from France, Germany, Italy, Greece, the Netherlands, the Czech Republic, Slovakia, the USA, Israel, Romania, Russia, the Ukraine etc.

In this context, an efficient collaboration with universities and faculties of medicine from Romania has been established (Iasi, Bucharest, Cluj-Napoca, Targu-Mures, Timisoara, Craiova, etc.), where annual short-term internships are carried out by academic staff from all study programs.

With the support of the Romanian Ministry of Education, within the cooperation between Nicolae Testemiteanu SUMPh and similar institutions from the respective country, the annual academic staff benefits from scholarships for 1 month of continuous education in the universities of medicine from Cluj- Napoca, Targu- Mures, Timisoara, Craiova, Iasi and faculties of medicine from Sibiu. Between 2014 and 2018, a total of 224 people benefited from this form of training, which offers university academic staff opportunities for experience exchange and technology transfer. (Table 5.16).

Table 5.16. Professional training of academic staff in the Romanian universities

Academic years	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Staff members	51	46	43	46	38	224

The measures taken by the university to increase the level of international internships and academic mobility of teaching staff are as follows:

For the purpose of continuous professional development of the teaching staff, the University annually plans financial resources for participation in academic mobility and various trainings abroad, in particular, in European countries. For the period 2014 –2018, more than nine and a half million lei were spent for this purpose.

Table 5.17 Volume of financial resources for academic mobility of teaching staff

Year	2014	2015	2016	2017	2018	Итого
Funding (thousand lei)	1309.9	2146.4	2531.7	1686.2	1936.1	9610.3

Based on the “Protocols of cooperation between the Ministry of Education of the Republic of Moldova and the Ministry of Education, Research, Youth and Sports of Romania for 2012-2013, 2013-2014, 2014-2015 and 2016-2019 ” the academic staff of the university annually have training courses to exchange experience in Romanian universities. Within the framework of this cooperation, the academic staff have the opportunity to exchange experience, as well as learn new educational technologies. Skills and educational expertise are also developed through thematic trainings organized by the Ministry of Education and Science of Romania and international organizations.

The academic staff carry out researches in scientific laboratories, research centers and departments, as well as in other universities and research institutions both in the country and abroad, based on cooperation agreements and in the process of mobility for research (ERASMUS, ERASMUS +, MEDEA, FULBRIGHT, etc.).

The University pursues a policy of cooperation at the national and international levels with other medical schools. The objectives of international cooperation are aimed at "diversifying the implementation of international programs for the development of higher medical education and

research activities based on educational projects, mobility and academic exchange, research and partnership projects with the support of the European Commission, WHO and other international organizations."

The training of medical and pharmaceutical specialists, the development of medical science and practice is carried out by the University through cooperation with more than 90 foreign medical schools from 27 countries.

Since 2012, the University has adhered to European standards regarding exchange (mobility) in the field of education through programs funded by the European Commission. In the period 2013-2019 the academic staff took advantage of mobility scholarships under the ErasmusMundus program, and since 2015, and Erasmus + programs. These trainings were conducted at universities in the EU, with which the SUMPh has signed cooperation agreements.

The SUMPh is focused on inter-university cooperation and internationalization of the educational process, therefore about 250-300 persons annually participate in various scientific forums, seminars, and trainings in order to exchange experience and research in similar institutions abroad. Over the past 5 years, members of the university community have participated in mobility programs in Germany, Norway, Denmark, Great Britain, USA, Sweden, Romania, Belgium, France, Poland, Ukraine, Russia, Lithuania, etc.

Participation of the teaching staff in international projects and / or academic mobility programs is achieved both as a result of cooperation agreements concluded with partner universities, and through various programs funded by the European Commission, governments of EU countries and other regions. The SUMPh teaching staff receive research grants for 3 months at Romanian universities in the framework of the Eugen Ionescu program, funded by the Romanian Ministry of Foreign Affairs and implemented by the Francophone University Agency.

Since 2013, members of the university community have held 37 experience sharing meetings with the participation of 112 world famous specialists from 13 countries, including the United States, Germany, Israel, Belgium, France, Romania, China, Norway, the United Kingdom, Spain, Lithuania, Russia, Ukraine etc. The SUMPh professors were also invited to teach at partner universities.

Since 2004, on the basis of the inter-university agreement, mutual educational exchanges have been held annually, as part of a summer clinical training between the SUMPh students and students of the University of Medicine in Poznan (Poland).

Thus, to increase the level of academic mobility of the academic staff, the University takes such measures as:

- improving language education, teaching English and French, as a way of developing teachers' readiness to participate in academic mobility programs;
- creating conditions for the participation of the teaching staff in short-term and long-term programs of international mobility;
  Integration into the international educational space;
- internationalization of the educational process;
- creating conditions for achieving competitiveness and quality of educational services;
- informing potential participants of academic mobility programs using various communication channels;
- motivating the academic staff to participate more actively in national and international conferences and events;
  Increasing the intellectual, creative potential of the teaching staff;
- dissemination of advanced scientific and educational experience at the level of all departments of the university;
- diversification of educational programs;
- Development and activation of scientific interests of the teaching staff, aimed at ensuring the quality of disciplines and attracting specialists from abroad to the university;
- conducting summer training schools, with the participation of the teaching staff and students from foreign countries.

During the period 2014-2018, a total of 128 people followed the continuous education module of 100-hour Psychopedagogy, and from 2018 compulsory Psychopedagogy courses for young/new employees, loans with 60 credits, according to Education plan for the pedagogical module for teachers, approved by the Ministry of Education, Culture and Research (*Note 5.12.*).

Training of teachers with clinical bases (part-timers) pedagogical skills

Depending on the needs of the educational process, doctors from medical institutions that have the status of clinical bases may be employed part-time for teaching activities. The development of pedagogical skills of academic staff is a mandatory component of continuing professional development and is carried out according to the same criteria for both the core teaching staff and for part-time or hourly paid lecturers. As a rule, doctors with a scientific degree and those who have previously completed doctoral studies at the SUMPh, whose program contains a mandatory course "Psychopedagogy"are offered for pedagogical activity with part-time employment.

Regardless of the status and form of employment, the teaching staff of the university is also trained in "Psychopedagogy", while taking courses to improve the level of professional qualifications.

Over the course of 14 years, the University organizes "Winter Readings" for the academic staff, as well as for doctors working part-time at the university, or hourly, and for other categories of doctors in accordance with the Order of the Ministry of Health, Labor and Social Protection and the Rector. The topics of these courses contain basic components that characterize pedagogical skills, as well as competence in psychology and sociology and management.

An important role is attributed to the linguistic training of academic staff, in this sense the University organizes courses for the study of the international languages (English / French), the aim of which is to certify the teaching staff with the language level, according to the Common European Framework of Reference for foreign languages (CECRL). Starting with 2015, with the financial support of the University, the university academic staff has specialized English language courses, organized with the contribution of the Modern Languages Chair of other specialized institutions in the country, so that in the period 2015-2018 a total of 397 people have studied English. Simultaneously with the training process, the University provides conditions for examination and evaluation of the linguistic knowledge of the academic staff by the accredited national institutions, so that during the period 2013-2018 a total of 449 persons have followed this procedure and 268 persons have been certified with level B2 / C1 / C2. (Table 5.1.7).

Table 5.1.7. English language training staff (2013-2018)

Staff members	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Trained	-	71	109	108	109	397
Assessed	77	101	87	99	91	449
Certified	33	71	52	62	50	268

Another form of continuing education of academic staff in the field of scientific research is the Doctoral Studies, where academic staff accumulates knowledge and experience in the field of research methodology and bioethics, information technologies with applicability in biomedical research, evidence-based medicine, and clinical or laboratory practice.

In order to increase the professionalism, predominantly in the accumulation of teaching and pedagogical abilities, within the University there are organized workshops with the participation of international experts.

Based on the bilateral university agreements in the period 2014-2018, about 125 specialists with a reputation abroad (Romania, the Ukraine, Russia, Estonia, Lithuania, Belgium, France, Germany, Spain, Israel, the USA, China) have moderate training courses on current topics for academic staff (Modern Training and Improvement of Teaching - Curriculum Development, Medical Pedagogy, Clinical Research Methodology, Case Study Based Method, Improvement of Academic Professional Competencies of University Staff) as well as Lectures / Seminars on themes in medical fields (neurology, epidemiology, internal medicine, rehabilitation, paediatrics, biochemistry, public health, etc.).

Academic staff benefit from scholarships within the Tempus, Erasmus, Erasmus +, Francophone

Universities Agency, which provide conditions for professional development of teaching, clinical and scientific research. During the last 5 years, 38 people benefited from Erasmus + academic mobility scholarships in prestigious European universities, and 17 scientific and didactic staffs benefited from Eugen Ionescu scholarships granted by the University of the Francophonie (AUF) and the Government Romania. As part of another AUF project "Licensing in General Medicine" (2016-2018), the scientific-didactic staff benefited from academic mobilities at UMPh Gr. T. Popa University of Iasi, the main objective being to strengthen the regional dimension and to strengthen the attractiveness of the French-speaking trainings existing in region. The project included teaching, research and expertise, as well as mobility for work placements and advanced training / research.

In the context of the Quality Management System improvement activities, a special emphasis was placed on the training of the University staff, thus during the year 2017 a total of 40 employees of the University were trained, including 30 persons trained and certified on the requirements of SR EN ISO 9001 : 2015 by Certind SA, Bucharest, Romania. The academic staff with the status of internal auditor is involved in the periodic evaluation of the applicability of the requirements of the quality standard.

Simultaneously with ensuring the conditions for professional development, various mechanisms for evaluation of the professional qualification of the academic staff are implemented. These evaluation mechanisms are part of the quality assurance system and are performed periodically in accordance with approved regulations, depending on didactic, research, clinical, extracurricular and other criteria. The procedures for the evaluation of the academic staff within the University are described in the documents elaborated and approved in the University in the frame of the Management of Quality System. In the process procedure, GD 8.5.1 service provision control sets the conditions for the evaluation of the academic staff by the head of the department and / or another scientific-didactic framework based on the evaluation questionnaire, while the results are discussed at the Chair meeting and serve indicator for incentive and motivational proposals.

The evaluation of the teaching quality by the beneficiaries (students, residents, trainees) is established in the process procedure GD 9.1.2. and is carried out online in the University Management Information System (SIMU), the data processing being automatically based on the charts, separate for lectures and practical works / seminars. The results are retrieved from the SIMU at the end of each semester and examined at the Faculty / Senate /Chair / Board meeting. The internal assessment is carried out at the level of the departments, the staff with the scientific title attend lectures and practical papers with their evaluation and subsequent analysis, the results being recorded in the register of mutual assistance. At the stage of the competition for the filling of the vacancies, the members of the competition commission, together with the heads of the chair, attend the lectures and practical works / seminars, this being stated in the minutes. Therefore, the submission of candidates for the filling of teaching and scientific teaching positions is preceded by a large, stepped and multidimensional evaluation of these performances.

5.2.6. The ratio of the number of the academic staff to the total number of the students is about 1:9 at Nicolae Testemitanu SUMPh, the human resources policies being oriented towards the achievement of the strategic objective regarding the recruitment, maintenance and development of an optimal number of professional, intelligent academic staff, competitive for the appropriate teaching of the curriculum and capable of accomplishing the University's mission.

5.2.7. The academic staff of Nicolae Testemitanu SUMPh offers qualitative education and research services for the training of qualified healthcare professionals. In this context, the institution creates a comfortable climate in which the employees can work at their maximum capacity, but also seeks methods and means of recognition and rewarding of such benefits, through various incentive and motivational mechanisms, as well as career promotion opportunities. University academic staff is given the right to elect and to be elected in all the administrative boards of the University according to the current criteria and procedures. The promotion mechanisms, both in the scientific-didactic and managerial careers, ensure fair conditions for each university employee to run and hold the functions he desires. The procedures for organizing and conducting competitions are based on the following principles: transparency - wide information on vacancies and the conditions for their

employment, making available the information regarding the organization and running of the contest to all interested persons; objectivity - ensuring equal conditions for candidates to fill vacancies, ensuring selection on the basis of clearly defined criteria and a unique methodology for assessing the level of competence of the candidates; choice by merits - selecting the most competent persons, based on their obtained outcomes.

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ Having the SUMPh Development Strategy for 2011-2020. ✓ Having a management team that is motivated and open to change. ✓ Institutional autonomy. ✓ Academic staff with professional experience, including prominent medical and pharmacy figures. ✓ Possibilities of financial and non-financial motivation of teaching staff. ✓ Free access to learning foreign languages (English, French). ✓ Increase of the proportion of women in all areas деятельности. ✓ Functionality of faculty mobility programs, which allows the exchange of experience at the international level	✓ The difficulty of retaining trained professionals in the country. ✓ Demographic changes in the country and reducing the number of candidates for admission to the University. ✓ Limited investment by the state. ✓ Low attractiveness of the public health system
Opportunities	**Threats**
✓ Effective cooperation with authorities. ✓ Partnerships with other academic and professional institutions at home and abroad. ✓ Visa free travel with EU countries. ✓ Internationalization of the educational process.	✓ Economic downturn at national and international level. ✓ Political instability in the country and in the region. ✓ Growing trends in the emigration of the population. ✓ Growing employment opportunities abroad

Standard 6. EDUCATIONAL RESOURCES

6.1. Material and technical base

6.1.1. The university has the physical capabilities for staff and students sufficient to ensure the appropriate implementation of the curriculum.

The material and technical base of the University consists of educational buildings, clinics, pharmacies, Simulation Center in Medical Education, Scientific Medical Library with 6 reading rooms, research laboratories, Center for Traditional Chinese Medicine, Rehabilitation Center, Publishing and Printing Center, “Ion and Doina"Aesthetic Center, the University Museum, canteens, sports complexes, facilities and experimental sites, engineering installations, equipment, vehicles, appliances and other material and technical funds. In total, the University has 45 own educational, clinical and social buildings 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 are occupied by administrative departments and 12.421.10 m2 are residential premises, provided to students and residents (hostels). The characteristics of the premises belonging to the GMPF are presented in *(Note 6.01 pag. 1).*

The departments of social humanitarian and fundamental profile are located in buildings belonging to the University, and the clinical departments are located in buildings of republican and municipal hospitals, research institutes in the field of clinical and preventive medicine and family medicine centers. The clinical departments of the Faculty of Dentistry are located both at the University Dental Center (including 2 dental clinics) and in republican and municipal dental institutions. Two departments of the Faculty of Pharmacy are located at the University Pharmaceutical Center "Vasily Prokopishin".

For lectures, study rooms of the University and medical institutions are used on the basis of concluded contracts *(Note 6.02).* The classrooms are equipped with adapted projection systems and information technology (IT) equipment. The study rooms fund is intended for the general use of all faculties and courses and is managed by the University's Administrative Service on the basis of semester planning.

Fundamental and social and humanitarian studies are conducted in 19 departments located in 8 academic buildings belonging to the University. Out of the total area of preclinical departments, 5.778 m2 (56.7%) are occupied with study rooms and student study laboratories; 254 m2 (2.64%) - computer rooms used for training and knowledge assessment; 881 m2 (8.6%) - intended for museums, methodological rooms / laboratories and libraries of chairs.

The laboratories of the fundamental chairs are equipped according to the specifics of the discipline being taught with microscopes, spectrophotometers, anatomical (including plastic dummies) and histological preparations, interactive boards, etc. All the fundamental chairs have computer halls (equipped with 10-17 computers) and multimedia projectors, some use virtual tutorials programs (ex. *Phisioex 9.0 laboratory simulations*) and educational films (*Note. 6.01, pag. 3*). The IT equipment of the chairs is also used for the current assessment of students' knowledge of fundamental disciplines using modules for knowledge assessment in SIMU and MOODLE systems. A full description of IT supplies is provided in sub-standard 6.3.

Compliance of the department equipment with the needs of training and the level of modern scientific development is assessed using the procedure ISO PP 7.1.3. *Infrastructure* (*Note 6.03*), in accordance with which each chair keeps records of equipment, plans its standardization, maintenance and repair, as well as the maintenance of study rooms. Acquisition of new devices, equipment, products, etc. is carried out using the procedure PP 8.4. *Monitoring processes, products and services supplied from outside* (*Note 6.04*).

Assessment of compliance of the material and technical base with the needs and identification of areas requiring improvement is carried out by means of a semester questionnaire of student satisfaction according to the procedure ISO PP 9.1.2. *Beneficiary Satisfaction* (*Note 6.05*), as well as an annual employee questionnaire in accordance with PP 7.1.2. *Personnel* (CESD 7.1.2. Questionnaire for assessment the satisfaction of academic staff) (*Note. 6.06*). The wishes of students and academic staff, as well as the identified needs are analyzed and justified measures to continually improve the material and technical base established in the development plan of the institution, according to which the University budget is planned (*Note 6.07, p. 12*).

In accordance with art. 5 ПП No 983 of 22.12.2012. on the Mode of operation of public higher education institutions in the context of financial autonomy, the University has the right to allocate funds for the development of material and technical base in accordance with the Institution Development Plan.

6.1.2. SUMPh provides a safe environment for employees, students, patients and those who take care of them, including the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in laboratories and when using equipment.

In activities of ensuring compliance of the parameters of environment of training and work with the prescribed standards, SUMPh is guided by the *legislation of the Republic of Moldova in the field of labor protection* and the *Labor Code* of the Republic of Moldova, the *Internal Regulations of the SUMPh* and the measures set forth in the *Instructions on Labor Safety and Health* approved at SUMPh (*Notes 6.08; 6.09*).

The health and labor safety service together with the heads of chairs plan and organize employee training, the results of which are recorded in the Protocol and the Personal Health and Safety Training Card (Note 6.10). Instructing the beneficiaries (students, residents and doctors undergoing continuing training) is carried out at the beginning of training and is recorded in the appropriate Journal, which is kept at the chair (*Note 6.11*).

The University has an Action Plan for providing protection in emergency situations. The responsible person conducts training on the order and scope of actions in emergency situations. In addition, students are trained in emergency response as part of the Disaster Medicine discipline. In

conjunction with authorized bodies, simulations of actions of students and staff of the University in emergency situations are held periodically (*Note. 6.12*).

6.1.3. The university improves the educational environment for students by updating, expanding and strengthening the material and technical base, which should be consistent with the development of educational methods.

The task of continually improving the educational environment is in line with the priorities of the University development, as set out in the SUMPh Development Strategy for the period 2011–2020. Based on the analysis of the results of the questionnaire of beneficiaries, market assessment, proposals of teaching staff and external experts, an institution development plan is developed (*Note 6.13*). During 2014-2018 were:

- ✓ The University Center for Medical Rehabilitation was put into operation;
- ✓ The Dental Clinic No. 2 of the University Dental Center has been expanded due to the conversion of the building;
- ✓ A complete repair of Academic Building No. 1 was carried out, where the main fundamental chairs are located;
- ✓ 5 lecture rooms were renovated and equipped with furniture and equipment (room „Petru Galetky", No. 10, 11, 12 and the audience located in the building of the Municipal Hospital „Holy Trinity"),
- ✓ premises were restructured and 2 new audiences were put into operation (No. 15 and 16).

Devices and equipment with which University departments are equipped are constantly being improved and updated. In 2013-2015 In the framework of the projects "*Eastern European Network of Best Practices, Research and Development in the Field of Chronic Diseases - CHRONEX-RD" and "Support to the Department of Mother and Child Health"*, IT equipment and a system for simultaneous translation, medical and diagnostic equipment, simulators of medium and high accuracy and Task simulators were acquired for CUSIM development.

6.2. Clinical Training Resources

6.2.1. The university provides the necessary conditions for obtaining relevant clinical experience, including a certain number and categories of patients.

An essential part of medical education in SUMPh is practical training to achieve a high professional level of clinical training. The process of practical training is provided by the necessary number and categories of patients due to its conduct in specialized departments of medical institutions according to the discipline being studied (*Note 6.14.*). According to the provisions of the University's agreements for cooperation with medical institutions and the order of the Ministry of Health of the Republic of Moldova "On the mode of hospitalization of thematic patients" (No. 256 of September 7, 2004), medical institutions ensure the head of the chair with the right to hospitalization of up to 15% of thematic patients (*Note 6.15*).

6.2.2. The university has a sufficient number and clinical bases of different categories, which include clinics, outpatient services, primary medical institutions, health centers, as well as clinical skills centers and laboratories that allow to conduct clinical training using the possibilities of clinical bases and providing rotations in basic clinical disciplines.

Clinical training of students and the clinical activities of SUMPhI employees is carried out in accordance with the following regulatory acts: GD No. 42 dated January 12, 2006 "On the SUMPh Clinics", approving the Regulations on the University Clinic and the list of sanitary and medical institutions on the basis of which the clinics (chairs) operate SUMPh; GD No. 434 of May 15, 2018. "On Amendment and Addition of GD No. 42 of January 12. 2006" and Order of the Ministry of Health No. 925 of 07/31/2018" On the university clinical bases / chairs of SUMPh".

According to the aforementioned regulations, clinical and practical training of students is carried out at all university clinics of therapeutic, surgical, pediatric and obstetric and gynecological profile, with 6719 expanded beds and a total area of 19.260.47 m². The University has contracts with 49 health and social medical institutions, which employ 558 employees of the University.

Table 6.1. Types and number of medical institutions used as clinical bases for SUMPh chairs

No	Medical institutions	Number
1.	Clinics of Nicolae Testemitanu SUMPh	2
2.	Republican medical institutions	21
3.	Municipal medical institutions	12
4.	Territorial Family Medicine Centers	6
5.	Pharmaceutical institutions	2
6.	Departmental medical institutions	2
7.	Medical and social institutions	2
8.	District Medical Institutions	35
9.	Family Physician Centers, Country Health Centers	260
	Total	**342**

Through the rotation, students are trained in various clinical areas, perform duties, and participate in the provision of emergency medical care. The number of students in a group of each year of study is determined by the decision of the University Senate in order to ensure an optimal student / patient ratio for the development of clinical skills. (1/2-1/3).

In order to improve the efficiency of the practical training of students in the field of Family Medicine, through the American International Alliance for Health Protection, between the Medical School of Eastern Virginia (Norfolk / Portsmouth, USA) and the University, the University Hospital of Primary Care was established.

Practical skills are developed and improved on the basis of the University Center for Simulation in Medical Training - CUSIM, created with the financial support of the EU Delegation to the Republic of Moldova (1.4 million euros in 2010-2012 and 3 million euros in 2012-2013), dedicated to the acquisition of medical and simulation equipment, furniture and technical installations (more than 300 items, including simulators and "partial task-trainers" models intended for acquiring primary skills; high-precision simulators developing individual practical skills and abilities and teamwork, modern medical equipment in the halls, simulating admission department, operating rooms, intensive care units, obstetrics, management information systems - Learnig Space, etc.), and training of pedagogical and technical staff (about 200 people).. 23 training programs were developed and approved, which are intended for university (8 disciplines) and post-university (residency) education (6 disciplines), as well as for continuing professional development.

For clinical training of students of the Faculty of Dentistry, @ University Dental Clinics are equipped with an operating theatre with a postoperative room, a sterilization unit, an X-ray diagnostic cabinet equipped with a digital computer-based 3D orthopantomograph "Planmeca" and a viziograph, dental units, dental simulators, ultrasound, magnetic-restructive CAVETRON devices, dental microscopes, etc. (*Note 6.16*).

Practical work and the development of skills in the specialty of Pharmacy are carried out on the basis of the departments of the faculty, the Vasily Prokopishin University Pharmaceutical Center, which includes the branch of production of main pharmaceutical forms, as well as the Scientific Center for the Growing of Medicinal Plants (17 ha, Bardar Village, Ialoveni District, which has a collection of medicinal plants (about 200 taxa of plants from 15 pharmacotherapeutic groups) and conditions for practical internships in pharmaceutical botany and pharmacognosy (Pr. 6.17). In addition, external practical bases (public pharmacies, hospital pharmacies, drug manufacturing factories), in accordance with the agreements concluded, are used (*Note 6.18*).

Optometry students have retinoscopes, ophthalmoscopes, biomicroscopes, phacimeters, keratorefraktometr, permeter, lens sets, visual acuity tables, pupillometer, binocular vision tests, chromatic vision tests, and prompts to master practical skills in retinoscopy, ophthalmoscopy, biomicroscopy, checking the dioptric power of spherical and astigmatic lenses, keratorefractometry, etc. (*Пр. 6.19*).

6.2.3. Control over the clinical and practical training of students in clinical disciplines during the school year is carried out by the scientific and pedagogical staff of the relevant chairs.

Table 6.2. University clinics staff

No.	Clinics specialization	Beds	Staff			
			Professors	Associate professor	Assistant professor	Total
1.	Therapy	2666	32	98	68	198
2.	Surgery	2258	109	89	49	247
3.	Pediatric therapy	806	6	31	25	62
4.	Pediatric surgery	383	6	7	11	24
5.	Obstetrics and gynecology	606	3	17	7	27
Total		**6719**	**156**	**242**	**160**	**558**

The clinical practice of students is carried out in accordance with the Regulation on practical internship in the framework of SUMPh at the clinical bases of the University on the basis of relevant contracts, orders of the rector and the Ministry of Health, Labour and Social Protection on practical internship (*Note 6.20*). Responsible for the practical internship are University teachers approved by the order of the rector, together with staff appointed by the administration of medical institutions (*Note. 6.21*). The distribution of students by clinical bases is carried out by the dean's office, according to the capabilities of the relevant clinic, and is approved by order of the rector. Clinical internships for students are used to monitor the development of practical skills (*Note 6.22*). The skills acquired during the practical internship are assessed in accordance with the curriculum of the particular internship and taking into account the characteristics given by the person in charge of the practical internship.

6.2.4. The university studies and assesses the adaptation and the way to improve resources for clinical education in order to ensure the compliance of the EP. The Clinical Activity Management Center of the SUMPh established through the reorganization of the Clinical Activity Department in accordance with the Rector's Order No. 473-RU dated 03/02/2015 (Ex. 6.23), manages the activities of university clinics and coordinates cooperation with the health care system to create optimal conditions for practical training.

CMC conducts and provides: analysis, control and management of clinical training activities; study of the equipment of clinics for the development and submission of proposals for the development of the material and technical base of clinical chairs; collaboration with health authorities to reorganize clinical training in line with the needs of the health care system; introduction of the results of scientific research and new forms of diagnosis, treatment and prevention into medical practice; analysis of the annual clinical reports of departments for the development of policies to optimize clinical training and clinical activities.

In accordance with the identified needs, over the past 5 years, modern simulation methods of teaching have been widely used in the chairs of internal medicine and semiology, general surgery and semiology, emergency medicine, the department of pediatrics, etc., and the development plan for CUSIM provides the application of new programs in neurosurgery, orthopedics, traumatology, cardiac surgery, radiology.

The use of simulation training in the implementation of the study program is determined by the competencies that the graduate of the corresponding program should possess. On the other hand, for each discipline, a list of practical skills, that the student must master, is drawn up. Based on the above, the need and the proportion of simulation training for each EP are calculated. However, it should be noted that simulation training does not cover all disciplines in the EP, although it is under scrutiny and constant improvement on the part of the university administration and structural units.

Simulation education is structured as follows: general simulation training modules for all educational programs and special modules specific to each individual program.

Students of all educational programs study using the simulation discipline Medical Communication and Behavior (Standardized Patient, CUSIM), which develops communication skills with patients, their relatives and colleagues, necessary for medical workers of all levels and profiles.

Also, students of all programs are taught with the help of simulation methods of basic examination of patients (propedeutics), using the technical capabilities of both CUSIM and simulators, which are the

chairs equipped with. For example, the Department of Internal Diseases-Semiology is equipped with equipment that allows you to develop auscultation skills of the lungs and heart in healthy people and in various pathologies, and the Department of Surgical Diseases-Semiology - injection skills (intramuscular, intravenous, subcutaneous), catheterization (peripheral and central venous), dressing and immobilization, suturing and removal of sutures, bladder catheterization in men and women, pleural puncture.

Characteristic simulation methods and equipment are used to develop specific EP competencies. For example, students of the **Medicine** program study with the help of "partial-tasktrainers", medium and high accuracy simulators for emergency care methods, rectal and vaginal examinations, examinations of pregnant women, delivery, examinations of full-term newborns, premature babies and children of different ages, palliative care methods for heavy patients, etc.

Students of the program **Dentistry** in the process of studying preclinical disciplines (1-3 courses) are trained using specific simulation methods and equipment (artificial jaws - typodonts) to acquire practical skills in dental therapy (restoration of teeth, endodontal treatment, etc.), prosthetics (preparation of teeth), dental surgery (specific methods of anesthesia and suturing), as well as implantology skills (4-5 courses).

Students of the **Pharmacy** program on the basis of the University Pharmaceutical Center in the production department acquire the skills of manufacturing dosage forms in accordance with the prescribed individual recipes (prescriptions) and intra-pharmaceutical preparations, their quality control, as well as management skills, management and organization of open pharmacies; accounting of pharmaceutical and parapharmaceutical products; subject-quantitative accounting of drugs (narcotic, psychotropic substances and precursors); acquiring the skills of communication with patients, the provision of pharmaceutical services to the public, etc., and at the base of the Center for the Growing of Medicinal Plants - the skills of growing, harvesting and proper drying of medicinal plants.

In the general nursing students' training program, simulation methods are used to acquire specific skills for nurses with higher education in pediatrics, obstetrics and gynecology care, palliative care and pain treatment, qualified critical patient care, anesthesia and intensive care and emergency medical care.

The Department of **Ophthalmology** and **Optometry** has specialized equipment for the development of practical skills in students of the Optometry program as retinoscopy, ophthalmoscopy, biomicroscopy, fluorimetry, keratorefractometry, pupillometry, etc.

6.3. Information Technology

6.3.1. The university constantly develops and applies the policy of effective use and evaluation of information and communication technologies in the educational program.

The development of a system for using information and communication technologies in SUMPh is based on the National Strategy for the Development of the Information Community "Digital Moldova 2020" (GD No. 857 of October 31, 2013) and the Informatization Strategy of SUMPh for 2012-2015. approved in 2011, renewed by resolutions of the Senate until 2020 (*Note 6.24*), and regulated by the Regulation on the use of electronic services.

In accordance with the provisions of the Strategy, the University Management Information System (SIMU) was developed, which allowed for the computerization of administrative activities (human resources database, accounting, student and resident admission board, etc.); informatization of the learning process (database of beneficiaries, monitoring of attendance, academic performance and quality of education; software for current and final assessment of acquired knowledge; electronic student assessment card; electronic statements, etc.). The University website was created, which is currently in the process of updating, and the infrastructure and protection system of the university information system have been developed and upgraded.

The informatization of clinical work, research activities, the functioning of the student campus, the expansion of the module for knowledge assessment, etc. are in the process of development.

6.3.2. SUMPh provides free access to electronic sources of information for students and staff. The total number of computers operating in the chairs and subdivisions in the 2019 academic year is 1,431 units. Computerized networks at the University use modern technologies: optical fiber, ADSL. All the chairs and subdivisions of SUMPh, including those located in medical institutions, are connected to the internal GMPU network and the Internet. In the university space (educational

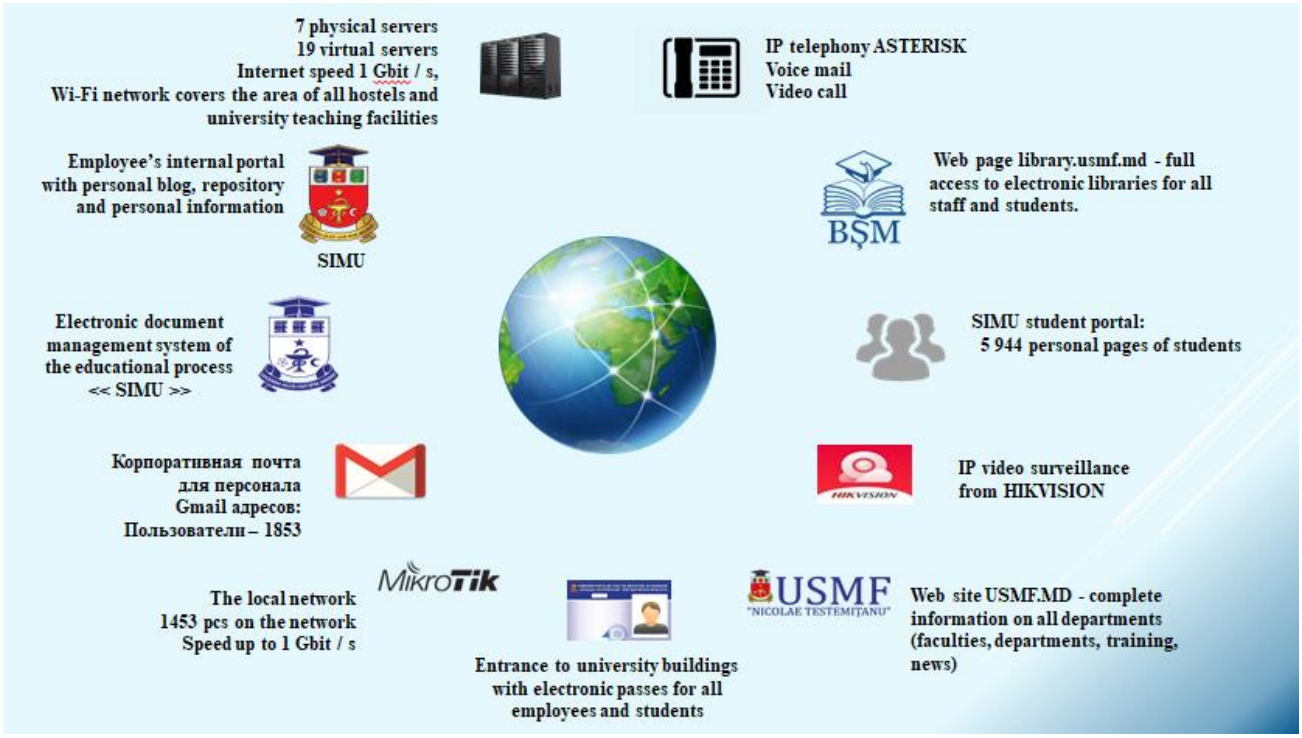
buildings and student campus) free access to WiFi is provided.

The University has three Information Centers "INFOMEDICA", equipped with 90 computers connected to the Internet and other equipment (printers, scanners, copiers, multimedia projector and screen, TV LED), facilitating the access of students and staff of the University to internal and external electronic sources information.

Uninterrupted operation of the information network of the university is provided by 7 physical servers required for servicing the testing system, Internet traffic monitoring, coordinated work of deans' offices and other university departments, as well as for ensuring the work of financial, personnel and other services of SUMPh.

DITC provide technical support for the following Information Systems: UMIS information system; Moodle information system; Website usmf.md; video surveillance system; Access Control System; Internet traffic monitoring system "DUDE"; IP system - PBX Asterisk telephony; Test Management System; Wi-Fi AP system "Ubiquiti"; "1 C Enterprise"; Google email services.

In addition to stationary computers, laptops and ultrabooks are at the disposal of chairs and divisions. About 140 high-resolution video cameras have been installed in USMF buildings and dormitories. SUMPh IT infrastructure is presented in the figure below:



6.3.3. The university provides teaching staff and students the opportunity to use information and communication technologies for self-study.

The university provides teaching staff and students with the opportunity to use information and communication technologies for self-training. The Scientific Medical Library of SUMPh (https://library.usmf.md/ro) provides access to a wide range of information resources, including print publications (881.393 units, 180.867 titles), electronic editions (749 units, among them multimedia publications and educational programs) scientific (667.533 units) and educational (208.716 units) publications, periodicals (177.212 units and 1.648 titles).

At the same time, the Library also provides *on-line* access to medical and pharmaceutical profile electronic resources: the HINARI platform provides access to 23 databases, among the *Scopus, PubMed Library, Cochrane Library* and others, as well as access to the electronic library (58.420 books and 13.667 journals), training programs: *The Human Brain, Zigote Body* etc.. Due to grants in recent years, the Library has gained access to *Taylor&Francis Online Journal Library, Cambridge Journals Online, SAGE Research Methods, In Cites, Jounal Citation Report*. Within the partnership *International Partnership Agreement between the SEACHEC Health Science Library in Willington,*

North Carolina, USA and the Scientific Medical Library of Nicolae Testemitanu SUMPh, The library has access to information resources of 12 medical libraries of the State of North Carolina (USA) through the DOCLINE platform in the form of an interlibrary loan with electronic document delivery. The library creates its own information resources: educational electronic library – (317 books) and university repository, including staff publications (5.146 documents).

6.3.4. To provide access to on-line resources, the Library has specialized information centers equipped with computers (number 120), office equipment and other necessary technical means, as well as communication facilities (Internet, Wi-Fi). All technological library processes are automated and operate on the basis of library *software* ALEPH, including the electronic catalog (81.441 records), which is accessible through the library's website and URL (http://primo.libuniv.md/). Along with providing access to information resources, the library provides users with information services: searching and delivering information on request, assistance in working with office programs and navigating in the Internet environment, performing virtual and traditional references, electronic document delivery, documentary and bibliographic service, organization of access to databases, etc.

In order to use information resources more efficiently, group and individual training of information culture users is carried out, as well as educational materials and video tutorials, which are located on the library's website, are developed. In addition, the Library provides advice on academic writing: citation styles, copyright, management of the personal scientific library, etc.

6.3.5. In the course of clinical education, the HMFI offers students the opportunity to access, under the supervision of teachers, electronic patient records in local information systems of medical institutions, such as Hippocrates, Medex2, and others, in accordance with the Personal Data Protection Act and provisions on confidentiality of personal data of patients contained in the Training Contract (*Note 6.25*). Full and independent access to local medical information systems is provided to residents who are trained in university clinics in medical institutions of various levels and profiles, in accordance with the same regulations. Access is provided by connecting to the Internet all university hospitals and equipping them with computers.

6.3.6. for work in medical care systems

«The Integrated Information System in Healthcare (SIIS) and the Automated Information System for Primary Care (SIA AMP) are systems for automated accounting and control of information flows in the health sector of the Republic of Moldova. As part of the study of the discipline Social Medicine and Health Management and Clinical Disciplines, students learn about the opportunities provided by the medical information system, new information technologies in the field of health care, which contributes to gaining experience in information systems used in medical practice. Students of the Faculty of Pharmacystudy information systems used in pharmaceutical practice within the framework of the discipline Information Systems and Pharmaceutical Assistance and work with them during practice in hospital and public pharmacies.

6.3.7. The university optimizes, in the framework of legislation, the access of students to the necessary patient data and medical care systems.

In order to effectively manage patients, gain experience in working with medical care systems and optimize student access to medical care system data, the University's site provides *on-line* access to Internet links of the MHLSP of RM; National Public Health Agency; World Health Organization (WHO)); Agency for Medicines and Medical Products of the Republic of Moldova; National Health Insurance Company; National Agency for Quality Assurance in Education and Research. Effective informing of beneficiaries in relation to the Public Health Strategy, the epidemiological situation in the country and abroad, current legislation and regulations, national and international clinical guidelines, standardized clinical protocols, diagnostic and treatment algorithms, etc. are supported. The use of information obtained through access to these Internet links provides for faster involvement of students in medical practice, and represents a way to standardize and improve the quality of medical services (https://usmf.md/ro – Quick Links).

6.4. Research in the field of medicine and scientific achievements

6.4.1. The university conducts research in the field of medicine so that the scientific data form the basis of the study program. Scientific research is a priority for Nicolae Testemitanu SUMPh, in accordance with the provisions of the University Development Strategy for the period 2011-2020, the Program for the development of education in medicine and pharmacy in the Republic of Moldova for the period 2011-2020. (GD No. 1006, of 10/27/2010). The University conducts extensive scientific research in the field of fundamental and applied medicine, including clinical trials, both national and international. Scientific research is conducted by scientific and academic staff in 19 scientific laboratories and chairs, as part of national and international projects (*Note 6.26*).

Table 6.3. Scientific projects at Nicolae Testemitanu SUMPh (2014-2018)

Year of start / implementation of the project	2014	2015	2016	2017	2018
Total number of projects	47	52	45	59	53
Number of international projects	18	25	21	30	23

Research projects are focused on the priority areas of national and international health care, in accordance with the National Health Policy (2007-2021) (GD No. 886 of August 6, 2007, the Strategy for Research and Development of the Republic of Moldova until 2020 (GD No. 920 of November 7, 2014, Innovative Strategy of the Republic of Moldova for the period 2013-2020 "Innovations in the field of competitiveness" (GD No. 952 of November 27, 2013, and Task No. 3 of the Sustainable Development Goals until 2030.

The results of own and international studies are being introduced into medical education through their inclusion in the university curriculum and teaching materials used in the learning process (textbooks, manuals, collections, national clinical protocols, etc.).

6.4.2. The university has a policy of compliance of research and education.

In accordance with the SUMPh Development Strategy for the period 2011-2020, the inclusion of research results in the University's curriculum is a priority. Responsible for the promotion and monitoring of these measures are the vice-rector for academic work, the vice-rector for scientific work, the vice-rector for doctoral studies and heads of subdivisions (chairs and laboratories). The University monitors the degree of implementation of scientific results in the learning process by taking into account the acts of implementation, the analysis of educational publications, the additions and changes to curricula (*Note 6.27*).

6.4.3. Scientific activity is carried out by scientific and academic staff in scientific laboratories, research centers and chairs, as well as in other universities and research institutions both in the country and abroad, on the basis of cooperation agreements and in the process of mobility for scientific research. (ERASMUS, ERASMUS +, MEDEA, FULBRIGHT, etc.).

The University has 19 research laboratories and 2 research centers equipped with apparatus in accordance with the data specified in *Note 6.28, p.1* of which, over the past 5 years, research equipment noted in *Note 6.28, p. 2* has been purchased.

Detailed information about the research units: material and technical base, research directions, laboratory methods, etc., students and staff of the University, as well as external partners, who wish to participate in joint research, can be found on the University website.

6.4.4. The university uses research to develop study programs.

National and international scientific research conducted by the University, are the basis for the development of the study plan, programs of individual disciplines, studied in accordance with the SUMPh Development Strategy and SUMPh Charter.

6.4.5. The university guarantees the interaction between research and education using the results achieved in the teaching process.

The results of scientific research are being implemented both in the educational process of university chairss and in medical work using several mechanisms. They serve as the basis for the development of teaching materials, as well as for the development and optimization of clinical protocols used in the process of teaching students in various disciplines. For example, in the

Department of Pediatrics, the results of studies conducted by Professor A. Donos on the topic "Communitarian pneumonia in children: epidemiological, etiopathogenetic, clinical and immunological features and recovery programs" were reflected in the practical guide "Communitarian pneumonia in children". (Ed. S. Fleshor. Ch.: „Reclama" printing house, 2015, 108 p.), And associate professor A. Chuntu on the topic "Primary glomerulonephritis in children: etiopathogenic mechanisms, clinic and prognosis", in the guidelines for students: "Urinary Infection pathways in childhood: clinical features, diagnosis and treatment "(N.Revenco, S.Benish, A.Chintu, E.Yavorskaya. Chisinau 2014. 33 p.)

6.4.6. The university encourages the preparation of students for the participation and planning of medical research. The participation of students in research begins with the I-III year of study. As part of the introductory course, the Basics of Information Culture used in scientific research are studied, and then in the course of Biostatistics and research methodology, skills for proper planning and execution of research, as well as analysis of the results, are developed.

Capacities of planning and conducting research, analyzing and presenting the obtained data are developed within the framework of scientific circles of the chairs, participation with oral reports and poster, and publications at the annual scientific conference of students and employees of SUMPh as well as at other scientific forums. Every two years ASRM of SUMPh holds an International Congress for students and young medical workers *MedEspera*. In 2018, the 7th Congress was held with the participation of 750 representatives from 13 countries.

Table 6.5. Student participation in scientific forums

Year	Scientific summaries and publications		Oral reports in scientific forums		Posters in scientific forums	
	national	international	national	international	national	international
2014	259 [1)]	312 [11)]	415 [6)]		130 [6)]	
2015	313 [2)]	-	335 [7)]	-	187 [7)]	-
2016	68 [3)]	268 [12)]	294 [8)]	169 [12)]	182 [8)]	99 [12)]
2017	123 [4)]	-	274 [9)]	-	147 [9)]	-
2018	168 [5)]	348 [13)]	259 [10)]	156 [14)]	175 [10)]	127 [14)]

Links to 1) - 14) in *Note.6.29.*

An important component in the development of basic research skills is the development of graduate theses by students of the 5th and 6th years of studies, in accordance with the Regulation on the organization of final exams in integrated higher education and the Regulations on the Development and Defense of thesis at SUMPh.

6.5. Expertise in the field of education

6.5.1. The university has access to educational expertise and, as appropriate, provides expert assessment of processes, practices and problems in the field of medical education with the involvement of doctors with experience in sdudying the process of medical education, psychologists and sociologists in the field of education from other national and international institutions.

Over the years, the University has collaborated and received recommendations on how to improve the quality of study programs from leading experts from various international organizations in the field of medical education: USA (East Carolina University - Brody School of Medicine), Romania (Center for Health Policy and Medical Services, Bucharest); Israel (Ben-Gurion University); France (St. Augustine Clinic and University of Nantes); Latvia (University of Latvia, Riga); Switzerland (University of Geneva) and others.

Nicolae Testemitanu SUMPh enjoys the right of access to expert assessment conducted by experts in the field of education and medicine at both the national and international levels. With the help of experts in the field of medical education has been developed (p. 3-4 SUMPh Development Strategy); the concept of using simulation methods in medical education, which predetermined the creation of UCSM (*Note 6.30*); SIMU, etc.

6.5.2. Nicolae Testemitanu SUMPh, in collaboration with national and international experts, determines the necessity and possibility of introducing new curricula. Thus, in accordance with the

increased need of the national health care system for nursing with higher education (nursing) established by the Ministry of Health of the Republic of Moldova, as well as with the advice of experts from the UNCG School of Nursing (Greensboro, USA), a nursing plan was developed (*Note 6.31*). In accordance with the recommendations of experts from Buskerud and Vestfold University College (Norway), Optometry was developed and implemented (*Note 6.32*). Based on the advice of experts from the University of Bergen (Norway), the curriculum for teaching oral pathology as part of the Dentistry program, was changed.

6.5.3. In accordance with international trends, SUMPh is constantly improving teaching methods and assessment of students' knowledge. With the participation of experts from the Norfolk Medical School (Portsmouth, USA), a teaching method using standardized patients was introduced; with the advice of international experts from Germany, USA, Israel, Lithuania, Belgium, France, methods of simulation (CUSIM) were introduced. In collaboration with experts from the University of Aalborg (Denmark), a course in neurological sciences was introduced in the preventive medicine program, and the method of problem-oriented learning was introduced into the Optometry program. Experts from Germany (Moldova-Institut Leipzig) contributed to the application of a case-based training method. In the framework of the TEMPUS project "Creating a Thematic University Network in the Field of Applied and Economic Sciences of Moldova", with the support of experts from Belgium, Spain, France, Italy and Romania, the University gained access to the MOODLE platform, which allowed to train teaching staff and use it both in the learning process and for the assessment of knowledge (http://e.usmf.md/).

6.5.4. The University provides confirmation of the participation of its employees in national and foreign expert assessments of the education process.

University staff are involved in conducting expert assessments of various types and levels. Thus, in the period 2016-2019. in various activities in the framework of the National Agency for Quality Assurance in Education and Research (NAOKOI) 51 people were involved in: permission for temporary authorization and accreditation of training programs; the development of regulations; expertise to confirm academic titles. Employees of the University are also included in the working groups of the Ministry of Education, Culture and Research, to develop a regulatory framework. (*Note 6.33*).

6.5.5. The University pays enough attention to the development of educational expertise and skills in educational research.

In accordance with the Code of Education of the Republic of Moldova, a module of psycho-pedagogy was introduced at SUMPh for pedagogical training of teaching staff who do not have special pedagogical education. Skills and expert knowledge in the field of education are also being developed through trainings organized by the Ministry of Education and Science of Romania and international organizations (see Substandard 6.6.).

6.5.6. The University supports the wishes of staff in conducting research in the field of medical education. The university stimulates research conducted by staff in the field of medical education to improve the educational process, develop new educational programs, introduce new teaching and learning methods, improve the efficiency of medical care for the population, etc., which are considered in a number of employee publications (O. Cheban, I Fornia, K. Etsko, N. Globa, S. Donich).

6.6. Exchange in education

6.6.1. The University determines and implements the policy of cooperation at the national and international levels with other medical schools.

The development, sustainability and implementation of inter-university cooperation policies at the national and international levels are carried out in accordance with the Development Strategy for the period 2011–2020 and the Charter of SUMPh. The objectives of international cooperation are aimed at "diversifying the implementation of international programs for the development of higher medical education and research activities based on educational projects, mobility and academic exchange, research and partnership projects with the support of the European Commission, WHO and other international organizations".

The process of formation of specialists in medicine and pharmacy, development of medical science and practice is carried out by the University through cooperation with more than 90 foreign medical schools from 27 countries, including medical specialized departments and clinics from Romania, Germany, France, the Netherlands, Belgium, Switzerland, USA, Israel, Bulgaria, Poland, Russian Federation, Turkey, Republic of Belarus, Italy, Ukraine, Jordan, Morocco, Latvia, Lithuania, Georgia, Japan and others. (*Note 6.34*).

6.6.2. Since 2012, the University has acceded to European standards regarding exchange (mobility) in the field of education through programs funded by the European Commission, including the recognition of credits accumulated in mobility.

In the period 2013-2019 about 124 students and teachers of the University benefited from mobility scholarships under the Erasmus Mundus program, and since 2015 the Erasmus + programs, as well. These internships were conducted at universities in the EU, with which the SUMPh has signed cooperation agreements. Since 2004, on the basis of the inter-university agreement, mutual educational exchanges have been held annually, as part of a practical summer internship between SUMPh students and students of the University of Medicine in Poznan (Poland). In this mobility program, which lasts two weeks, 10-12 students from each university (fourth year students from Faculties of Pharmacy and Dentistry, and fifth year - from Faculty of Medicine) take part. The selection of students is carried out by the management of the faculties, and the selection criterion is the academic performance of each candidate. During the same period, the University, in its turn, received 37 students and 19 teachers from abroad.

In the period 2002-2015 annually, the AFU (Agency of Francophone Universities) and the St. Augustine Hospital Center from France allocated scholarships for monthly internships at university hospitals in France and Belgium. About 200 francophone fifth-year students benefited of these scholarships. Since 2015, the program is supported exclusively by the UFA. The mobility program annually involves seven fifth-year students who complete a monthly internship at hospital centers at the universities of Nantes and Angers (France) and the Free University of Brussels (Belgium).

Starting from 2016, students of the Faculty of Dentistry participate in the mobility program in the framework of the interuniversity exchange project “InterDentis”, between the Faculty of Dentistry of Nicholae Testemitanu SUMPh and similar faculties of Romanian universities in the cities of Bucharest, Iasi, Targu Mures, Timisoara, Cluj-Napoca and Oradea. 61 students participated in this project in 2016-2019. Another student exchange program implemented by ASRM is Transmed, through which, in 2018, 80 students went on internships to medical institutions in Romania, and 100 students participated in the SUMPh mobility program.

As part of the exchange program ViaMedica, through the ASRM, nine students from SUMPh went to N.I.Pirogov State University of Medicine in Vinnitsa (Ukraine), and twelve Ukrainian students came to SUMPh to participate in the mobility program.

Every year, residents have the opportunity to apply for scholarships on a competitive basis MESF (Medical Education Support Funds) provided by the Free University of Brussels (Belgium). Applicants are selected by a jury from the University of Brussels on the basis of a competition, and then undergo an internship for 1-2 years. During the existence of the program, candidates from SUMPh have received more than 60 scholarships.

The organization, monitoring and recognition of mobility are carried out by deans of faculties in accordance with the Regulations on the organization of academic mobility at SUMPh (approved by the Senate on 06/06/2017.)

6.6.3. The SUMPh vector is focused on inter-university cooperation and internationalization of the educational process; therefore, about 250-300 people annually participate in various scientific forums, seminars, and internships to exchange experience and research in similar institutions abroad. Over the past 5 years, members of the university community have participated in mobility programs in Germany, Norway, Denmark, the United Kingdom, the United States, Sweden, Romania, Belgium, France, Poland, Ukraine, Russia, Lithuania, and others.

Participation in “national and / or international projects and / or academic mobility programs” is

another goal of SUMPh, which is achieved both as a result of cooperation agreements concluded with partner universities, as well as through various programs funded by the European Commission, governments EU countries and other regions (*Note 6.35*). University professors - members of the AFU, including the GMPH, receive research grants for doctoral and post-doctoral students for 3 months at Romanian universities in the framework of the Eugen Ionescu program, funded by the Ministry of Foreign Affairs of Romania and run by the Agency of Francophone Universities.

6.6.4. Based on the "Protocols of cooperation between the Ministry of Education of the Republic of Moldova and the Ministry of Education, Research, Youth and Sports of Romania for 2012-2013, 2013-2014, 2014-2015. and 2016-2019 ", the academic staff of the university annually conducts internships to exchange experience in Romanian universities (*Note. 6.36*).

In the framework of research projects and interdepartmental agreements over the past 5 years, 47 doctoral and post-doctoral students have participated in mobility programs.

Since 2013, members of the university community held 37 experience sharing meetings (courses / training seminars) with the participation of 112 world-class specialists from 13 countries, including the United States, Germany, Israel, Belgium, France, Romania, China, Norway, the United Kingdom, and Spain, Lithuania, Russia, Ukraine and others. Professors of SUMPh were also invited to teach at partner universities (*Note 6.37*).

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ Existence, implementation and continuous evolution of the University's development strategy ✓ GD No. 983 of December 22, 2012, "On the procedure for functioning of state higher educational institutions under financial autonomy" ✓ Availability of a quality management system that allows to optimize processes at the University and ISO accreditation ✓ Presence of national regulations governing the activities of the University's clinical bases ✓ Presence of own clinical bases (UCSMT, University Clinic of Family Doctors, Medical Rehabilitation Center, University Dental Center, University Pharmaceutical Center, Center for the Growing of Medicinal Plants) ✓ Accreditation of the program of discipline Dentistry by the Dental Council of California (USA) ✓ Existence and implementation of the University's informatization strategy ✓ Own information management system of the University, which was developed, implemented and is in the process of continuous improvement. ✓ Good information equipment (number of computers, network, Internet access) ✓ Opportunity to receive advice from international experts on key university development issues ✓ Well-trained academic staff capable of performing the tasks facing the University ✓ Winning and implementation of a significant number of research projects, including international ✓ The existence and optimization of the University's scientific journal - The Journal of Medical Sciences of Moldova included in international databases (Index Copernicus, Google Scholar) ✓ Students and staff of the University have many opportunities for academic mobility, research, etc.	✓ Lack of a university hospital that would have all the relevant departments ✓ Placement of educational buildings and clinics in various districts of Chisinau ✓ Lack of an advanced research center with a material and technical base that meets the requirements of modern scientific research ✓ Financial resources of the University are not sufficient to meet all the needs for the development of the material and technical base of educational, scientific and clinical units ✓ Staff turnover among programmers required to ensure the continuity of the University's information development ✓ Lack of research in the field of medical education / pedagogy
Opportunities	**Threats**
✓ Allocation of funds for the development of educational and	✓ Reduction of revenues (from the

clinical university institutions, including the University Hospital ✓ Willingness of private medical institutions to become clinical bases for training all beneficiaries (students, residents, doctors in continuing training)) ✓ Development of new forms and modules of simulation training for all curricula ✓ Development of new modules for the Information Management System of the University: scientific activities, clinical work, functioning of the student campus, and others. ✓ Increase of the collection of library information resources and diversifying of available databases ✓ Development of partnerships in the field of research and joining international research projects, including the development of infrastructure for the creation of an advanced research center at the University ✓ Development of the psycho-pedagogical skills of the teaching staff through the psycho-pedagogical module ✓ Conducting research in the field of education and medical pedagogy	state budget and own sources) with a decrease in the possibility of financing the modernization of the University: material and technical base, computerization, research, etc. ✓ Reduction in the number of patients required for education due to negative demographic processes in the Republic of Moldova ✓ Lack of teaching staff due to emigration processes ✓ Delay in establishment of University Hospital due to health care reforms in the RM ✓

Standard 7. EVALUATION OF EDUCATIONAL PROGRAM

7.1. Program monitoring and evaluation mechanisms

7.1.1. Monitoring the implementation and results of the EP at the University is a continuous process, accompanied by periodic assessments and feedback at different levels, with the aim of constant improving its quality and ensuring the social responsibility of the university. The EP monitoring is carried out systematically and includes monitoring the way in which the activity is carried out, for timely identification of non-conformities and initiating corrective actions aimed at introducing educational standards, compliance of the operational objectives of the strategic directions regarding the labor market requirements and faculty skills to prepare a competitive specialist.

Internal and external mechanisms are used for monitoring and evaluating EPs at the University. External mechanisms include: certification audit of the University Quality Management System (UQMS); control audit of the UQMS; independent assessment of graduates; institutional and specialized accreditation, followed by post-control. Internal mechanisms include: assessment of students / faculty members, self-assessment of educational units / faculty / university; internal audit by units; internal control of departments / departments; current, intermediate and final certification of students; university ranking; student rating.

All stages and levels of quality assurance of the EP are governed by applicable laws and regulations: the Charter of the SUMPh; Regulations on the organization of training in higher education based on ECTS in the SUMPh (*Note 2.03.*); Order of the Ministry of Education of the Republic of Moldova On the approval and implementation of the Framework Plan for Higher Education (cycle I - license, cycle II - master's degree, integrated education, cycle III – doctoral studies) No. 1045 of October 29,2015; Regulation on clinical practice in SUMPh. The logistics of the mechanism for monitoring and evaluating the educational program are described in detail in the Regulation on the development, approval, monitoring and periodic evaluation of educational programs in the SUMPh and in the Guidelines of the Quality Management System (*Note 7.01.*).

The University quality policy was promoted by the application of the international standard UQMS - ISO 9001-2008, introduced in the SUMPh in 2009, and then the application of ISO 9001-2015 standard since 2016. The UQMS is documented, maintained and improved through annual external monitoring and verification, ensuring that the processes taking place at the University are under control, in accordance with legal norms and certain expectations. The UQMS is applied by all university departments, within their responsibility, starting with the admission of a student, the assessment of progress in the process of training and until the completion of the EP.

The external evaluation mechanism has been used for many years, that is documented by:

Certificate of Accreditation of the National Council for Academic Assessment and Accreditation of Educational Institutions of the Republic of Moldova (2001); Accreditation certificate of the Ministry of Education and Youth of the Republic of Moldova (2007); European Quality Award (2007); accreditation of the National Agency for Quality Assurance in Education and Scientific Research of EP of the Integrated Higher Education. Similarly, an external national assessment was conducted on the EP of higher education in the specialty General Nursing and Optometry. Scientific accreditation of the SUMPh on November 24, 2016 certifies the University as an internationally recognized organization (category A).

The University annually monitors and analyzes the SUMPh ranking, both national and international, by the use of the Department of Communications and Public Relations. The results of the ranking are discussed within the administrative divisions in order to match the University indicators with the requirements of the labor market and to stimulate an increase in the efficiency of all SUMPh activities. Thus, the modernization of the EP, creation of a quality assessment system, development of academic potential are the most important components of the educational and institutional reform included in the Development Strategy of the SUMPh for 2011-2020 and the Development Strategy of the Faculty of Medicine for 2017-2020.

Mechanisms for internal monitoring and evaluation of EP are carried out horizontally and vertically through transparent actions with the participation of all beneficiaries involved in this process: students, teaching staff, graduates, employers. The process of monitoring and evaluation of EP is provided by hierarchical and integrated organizational structures of the University as educational units at the chair / department level; SC; SQASPA; FC; DDAM; UQMS; US.

The quality management of EP is planned annually on the basis of the development and subsequent analysis of individual activity plans (IAP code 8.5.1), in accordance with the activity plan at the chair/ department level; CQASPA; Faculty plan; UQMS and with the Activity Plan for the implementation of the University development strategy in the field of teaching quality. The assessment and improvement of the EP are permanent processes, which are reflected in the annual report of the chair/department, faculty (code RAA 8.5.1, RAA 8.5.1 CQASPA and RAA 8.5.1) and submitted for evaluation to the Department of Internal Audit, DDAM, vice-rector for academic process and vice-rector for quality and academic assessment. At this stage, an annual report on ensuring the academic quality of the University is being developed, which is presented at the US meeting. The proposals on continuous quality improvement, set out in the annual reports on the internal assessment of all levels, are the basis for the continuous improvement of the EP.

Students participate throughout the entire process of monitoring, evaluating, and revising the EP through the assessment of acquired knowledge at the initial, intermediate, and final stages of each discipline; have the opportunity to express the degree of satisfaction, to make suggestions for improvement in the framework of various anonymous surveys and group discussions at different levels; by direct participation in the administrative process in the framework of the ASRM, FC, CQASPA, QMB and US. Also, in order to assess and improve the educational process, the feedback from the teaching staff and employees, as well as from outside - from graduates and employers, is systematically studied through participation in various surveys, multilateral meetings and participation in advisory bodies.

The University has an Internal Audit Department established on the basis of the Decision of Administrative Council No. 21/2 of December 30, 2009, which provides independent, objective, confidential and professional monitoring of the EP processes and results, putting forward constructive proposals for improving the educational process and achieving expectations of consumers of educational services and employers. The University quality control system operates in accordance with standard QMB procedures: PP 5.0 Leadership (09/22/2016); PS 6.1 Actions to eliminate risks and opportunities (May 18, 2017); PP 7.1.2 Staff (08/30/2018); PP 8.5.1 Control over the provision of services (09/20/2017); PS 8.7 Control of non-conforming output elements (07/20/2017); PS 9.2 Internal Audit; PP 9.1.2 Satisfaction of the beneficiary (November 30, 2017); PS 10.0 Continuous Improvement (08/04/2016). Planning and conducting an internal audit is carried out in accordance with the Internal Audit procedure (code 9.2), followed by an analysis of the

functioning of the QMB (code 5.3), which is held annually at the University level. This analysis uses data from each department of the University, systematized at the level of deans' offices. Annually, at the meeting of the Management Board the head of the Internal Audit Department, reports on the results obtained during the internal audit and analysis of the functioning of the QMB. Thus, the audit provides the information necessary to assess the University activities and ensure the functioning of the monitoring system of the processes and results of the EPs horizontally and vertically, coordinates the activities of the UQMS and miniaturizes the implementation of the University strategy.

7.1.2. The principle Plan - Do - Control - Act, in accordance with the PDCA (Plan - Do - Check - Act) model is at the core of each process, from the point of view of continuous improvement of the EP. This principle allows the analysis of the results obtained relative to the planned goals for improving the quality of the EP.

According to the analysis of the UQMS, 182 complaints and inconsistencies were recorded for the period 2014-2018., which became the basis for taking various corrective actions. Also, based on the assessment of the EP, 84 suggestions for improvement were presented. A qualitative analysis of the results of the implementation of corrective actions and proposals for improvement shows a positive trend in improving the quality of the EP (Figure 7.1).

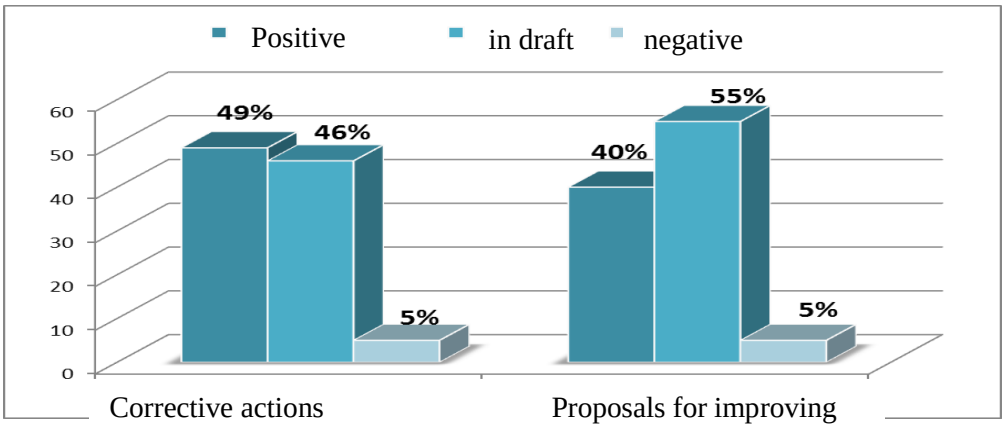


Fig.7.1.The results of corrective actions and proposals to improve the EP on Medicine for the period 2014-2018.

The needs of the labor market, requirements of students and graduates, as well as the exactingness of potential beneficiaries justify a periodic review of the offer in the field of education and modernization of the EP. Thus, in order to establish compliance with the requirements of the labor market (in terms of the level of knowledge, skills and competencies), a number of changes in the SP in the specialty 0912.1 MEDICINE were initiated and completed during the reporting years. The SPD was also updated to indicate the expected training results (knowledge, skills, competencies). The updated SP reflects the perspectives aimed at the end results of training, and there is an improved correlation between the needs of the labor market and the EP offer.

7.1.3. A systematic assessment of the EP is carried out in accordance with the requirements of existing regulatory documents and takes into account many criteria: the model of the EP, the structure, content and duration of the EP and the use of mandatory and elective parts.

Systematic collection of information on customer satisfaction with educational services regarding EP and its main components is carried out through a survey of students (Note 7.02), graduates (Note 7.03.), repeater assessment questionnaire (Note 7.04) and teaching staff.

The survey is conducted anonymously and systematically at least once during the academic year. The questionnaire uses a 5-point Likert scale from 1 (completely disagree) to 5 points (totally agree). The persons interviewed have the opportunity to express their opinion in a free form, to express complaints and / or proposals. The results obtained during the survey of beneficiaries regarding the satisfaction of the EP and its main components for 2018-2019, show a general satisfaction level among students of 82% and 92% - among the teaching staff.

7.1.4. The assessment of the progress of students in the framework of the EP is based on the Regulation on the organization of studies in higher education based on ECTS in the SUMPh (Note 2.03.); Regulations on the monitoring and evaluation of educational achievements in the SUMPh; Regulations on the development and protection of the thesis in the SUMPh; Regulations on the organization of the final exam for integrated higher education in the SUMPh; Provision on clinical practice in the SUMPh; Regulations on the organization of academic mobility in the SUMPh; Regulations on the prevention of academic plagiarism.

In order to systematize and improve the process of evaluating students' progress, as well as increasing objectivity and transparency, the University has implemented an automated information system UIMS, which allows to obtain statistical data on educational achievements, students and graduates and processes the results of all types of control: daily assessment at practical / laboratory classes; CPC evaluation (case study, writing essays, solving case studies, etc.); evaluation of intermediate assessment; evaluation of final assessment. According to the results of the intermediate and final assessment, the UIMS allows to obtain values of the relative, absolute and qualitative performance of students, values the average grade in specific disciplines and the year of training as a whole, values of students who fail, calculation of admission rating, total summary rating and promotion grade. The UIMS allows to analyze the mentioned values for the current year and the progress of the student, it allows to determine the median of grades, to analyze computer test grades. All educational performances of students are recorded in the transcript.

Each student and the teaching staff of the departments have authorized access to the UIMS in accordance with the position in the structure of the educational process. The UIMS allows students to view daily their own academic performance; the teaching staff can post and view the academic performance in progress in groups with which they have classes; control by the head of the academic chair / department for academic performance of students enrolled in the relevant discipline; control over academic performance of each student / group / series / year of study at the faculty level (dean, vice-deans) and at the university level (rector, vice-rector, DDAM).

The results of monitoring student progress are discussed at the meeting of the chair / department. In accordance with the provided statistical data, the deans of faculties analyze the results of the winter and summer sessions, which are reported to the Faculty Council and US. Upon passing the graduation exam, reports are drawn up by the Graduation Examination Board, which are discussed at meetings of the Faculty Council and US, and as a result of the analysis, measures are taken to develop and implement corrective actions.

The University works in collaboration with interested parties (students) who are members of the Faculty Council, CQASPA, QMB, US; commission on evaluation and monitoring of the process of teaching - training - assessment. These actions ensure the participation of a common opinion in improving the EP, based on the current, intermediate and final performance of students.

7.1.5. The EP contributes to the development of knowledge and practical skills, as well as social and emotional skills of future doctors. Bilateral dialogues conducted by the University administration, promotion of creative abilities and partnership, identify and solve problems in the EP, noted by students, graduates, teaching staff and employers. The necessary changes with respect to expectations, approach, motivation, and noted problems are analyzed at all levels and measures for improvement are proposed.

Thus, during the reporting years, a number of amendments were made, both to the academic and to the social section: the academic grade average is calculated using information technologies (IT); an increase in the number of hours in the study of the Romanian language by foreign students; increase in the number of hours of practical training in specific disciplines; availability of the library and classrooms on weekends until 22:00; opening of new premises for university canteens; variety of menus for international students; the opening of the football stadium; equipping sports facilities with playgrounds, in the immediate vicinity of the campus, etc.

In addition, as a result of discussions with employers, a number of amendments were made to the EP, such as compulsory knowledge and practical application and compliance of students with: the principles of bioethics and medical ethics; mode of activity of medical institutions; sanitary rules in

medical institutions, etc. Workplaces were equipped additionally with information technologies (personal computers, projectors, interactive whiteboards, etc.) to increase the efficiency of the educational process; UIMS registration and communication procedures were optimized on proposal of employers.

7.1.6. The assessment of the EP, aimed at the environment of training, organization, resources and social culture of the University, is achieved through surveys of beneficiaries and employees. The ASRM annually collects information about student satisfaction with conditions on the campus. The 2018 survey included the opinion of 398 students: 42% noted that they feel comfortable in the dormitory, 49% noted partial agreement and partial disagreement - 9%.

The results of the analysis of the surveys and questionnaires of students who participate in the whole process of monitoring, evaluation and review of the EP are brought to the attention and discussed at meetings of the Faculty Council, CQASPA, QMB and US. If inconsistencies are identified, the dean will initiate actions in accordance with the UQMS ISO 9001-2015.

The context of training is also assessed by surveying students by directly involved units: library, campus and food canteens. The survey is conducted annually according to the logistics of the UQMS procedures. Based on these assessments regarding the Library, a positive trend in the satisfaction of beneficiaries is recorded from 64% in 2015 to 93% in 2018. The assessment on campus achieved a satisfaction rate of 81% for the beneficiaries. The canteens report that the level of satisfaction of beneficiaries reached 95% in 2018. The results of the assessment of student satisfaction in the context of the EP, conducted in collaboration with the CPCPG, confirm the level of satisfaction of 88% (Note 7.02).

A favorable learning context largely depends on teaching staff satisfaction, which is assessed annually using the teaching staff satisfaction evaluation questionnaire (CESD 7.1.2 code), with the main focus on sections with reference to the context of the educational process. The assessment, based on the data obtained, is a part of the report on the functionality of the UQMS (code RAP 5.3), analyzed in the framework of the QMS Analysis and presented at the meeting of the US by the head of the Internal Audit Department. Dynamics of employee satisfaction in educational units for the period 2014-2018 notes consistently satisfactory levels.

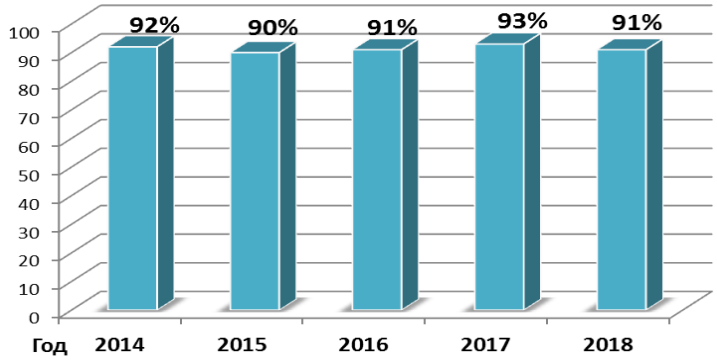


Fig.7.2. Results of assessing the level of satisfaction of teaching staff in educational units regarding the context of the educational process (2014-2018)

The high degree of satisfaction of the faculty indicates a favorable academic environment for students. The results of assessing the satisfaction of the teaching staff in relation to the EP in the context of the educational process for 2019 is 92%.

7.1.7. The process of teaching - training - assessment is carried out on the basis of the Study Program and SPD, in accordance with the form code CD 8.5.1, which is systematically revised. The assessment of the special components of the EP in terms of course content, teaching methods and assessment is an integral part of the PP 8.5.1 process procedure - Control over the provision of services. The process of monitoring, control and evaluation is carried out using the following mechanisms: self-assessment (at the end of the discipline); evaluation by colleagues in the division (once a year); management evaluation, chair / department heads (selectively, on the basis of satisfaction and, in the case of complaints) and student evaluation. Monitoring is also carried out by evaluating records from the Register of Complaints and Inconsistencies, which is located in an

accessible place in each division of the University. The results of the evaluation of the special components of the EP are discussed at the meeting of the chair / department, depending on the circumstances, at the Faculty Council and the US, and are taken into account to improve the efficiency of teaching and the content of SPD, optimize educational and methodical activities. If necessary, corrective actions are taken in accordance with UQMS ISO 9001: 2015.

Collection of information on the level of satisfaction of the beneficiary occurs in the period of study of each discipline at the University. The CCP 9.1.2 code for assessing the quality of lectures and (Note 7.05) and practical / laboratory / seminar classes (Note 7.06) were approved as collection tools. A student's opinion survey is conducted within UIMS, which is a systematic procedure applied anonymously after each module / semester (after final assessment).

The overall level of satisfaction of beneficiaries (students) of the EP, regarding the quality of the content and methods of teaching-learning-assessment, increased from 85% in 2014 to 92.5% in 2018.

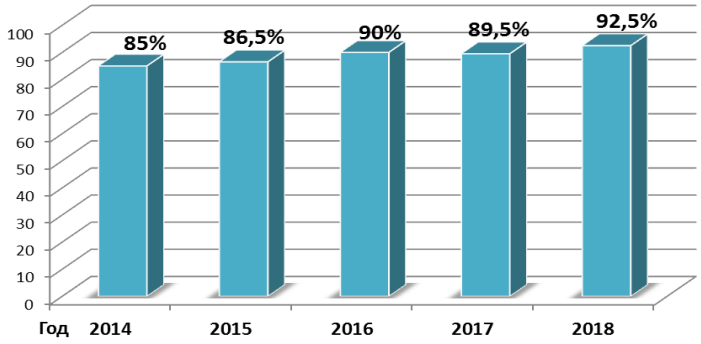


Fig.7.3. the overall level (lectures, practical / laboratory / seminar classes) of student satisfaction regarding the special components of the EP Medicine (2014-2018)

7.1.8. The University carries out quality control of the general final results of students' competencies through final assessment, in accordance with the requirements of the Regulations on the organization of the final exam of integrated higher education in the SUMPh. The staff of the Graduation examination board includes faculty members of the University and representatives of the relevant field, operating outside the University. The final report includes a comparative analysis of the general level of training and progress of graduates, analysis of the results of thesis defense and proposals for improving the educational process in the relevant specialty. The report is discussed at meetings of the Faculty Council and US, inconsistencies are analyzed, and if necessary, corrective actions are applied. Thus, based on an assessment of overall final results, the University: increased the transparency of the graduation exam, developing appropriate internal rules, including the Regulation on the Prevention of Academic Plagiarism, and introducing the obligation to fill in a Declaration of the Responsibility by each student; public presentation of graduation thesis; the formation of mixed board for graduation thesis assessment; assessment of graduates' competencies based on the analysis of clinical cases; introduction of testing phase using IT technologies.

The University monitors the quality of the overall final results, assessing the level of graduates' satisfaction, using the method of questioning. The latest results of assessing graduate satisfaction with respect to the overall final results of the EP are 86%.

7.1.9. The university assesses the impact of the educational process on society in addition to the main role of training future medical specialists. The social responsibility of the University is an obligation to adapt the training, research and services it provides to the main health problems of the community, region and / or nation. To meet the requirements of a socially responsible institution, the University carries out activities aimed at meeting current and future needs, expectations and challenges of society; reorienting priorities in education, research and services; strengthens management and partnerships with other health care entities; uses assessment and accreditation to measure and improve achievements and results.

The analysis of the choice of the EP by young graduates shows that the dynamics of requests for further education in residency has reduced and is 84.2% (2014); 80% (2015); 74.3% (2016); 72.2%

(2017); 60.1% (2018). This is largely due to the phenomenon of the migration of medical workers to other countries, especially to Romania. Whereas the employment rate of residents-graduates of specialties who have continued their studies at the University under EP 0912.1 Medicine, is 91.2% in 2018. Foreign graduates of the University, as a rule, continue postgraduate education in the country of origin.

The University ensures compliance with the requirements for the social responsibility of medical school through the direct participation of other interested parties, coordinating EPs with the authorized education and health authorities representing their interests (MECR and MHLSP), assessing employers' satisfaction level regarding EPs (its components, graduates' clinical practice, competencies and overall final results of training, etc.). Assessment of employers' satisfaction with cooperation with the University is 91%, and with cooperation with teaching staff - 82%.

7.2. Teaching Staff and Student Feedback

7.2.1. To assess and improve the EP, the University collects and monitors information on student and faculty satisfaction through participation in various surveys, discussion groups and advisory bodies.

A systematic comprehensive survey, which is conducted at the end of the semester, is anonymous and is implemented in each department.

The University conducts a comprehensive collection of information feedback from students that covers: the EP and its main components, the context of the educational process, special components of EP, general results, previous experience of students (including social, economic and cultural conditions), level of preparation at the time of admission, level of adaptation, etc. To determine satisfaction indicators, questionnaires with appropriate criteria were developed: (1) Questionnaire for evaluating clinical practice by students in the UIMS; (2) Questionnaire for evaluating students' theoretical studies in the UIMS; (3) Questionnaire evaluation of practical training for students in the UIMS; (4) Questionnaire for determining the degree of adaptation of students to the educational process; (5) Questionnaire for evaluation of graduate students; (6) Questionnaire for evaluation of repeaters. The development of new questionnaires, or the adjustment of existing ones, is carried out as necessary and depending on the goal. The data obtained during the processing of the questionnaires are analyzed by the University departments: department / faculty / DDAM, if necessary - US within the framework of: (1) annual activity report, RAA code 8.5.1; (2) Report on the functioning of the UQMS, RAP 5.3; (3) Analysis of the implementation of the Action Plan for the implementation of the University's Development Strategy; and they can serve as a basis for making various adjustments and measures to improve the EP.

The protocols of the Faculty Council of recent years show the systematic monitoring and evaluation of student satisfaction. The results of the level of satisfaction with clinical internship were presented at the Council of the Faculty of Medicine No. 1 (protocol No. 3 of December 18, 2018). According to the results, 48.7% of students rated clinical practice as "very good" and 43.6% - as "good;" at the same time 66.7% and 31.6% of students noted as "very good" and "good" the cooperation with the medical staff of the institution, where they did clinical internship, respectively. Duration and clinical internship report card were assessed as timely and optimal by 87% of students. Clinical internships contributed "very strongly" to the training of 60.7% of students and "strongly" - in 35.9%.

The process of determining the satisfaction of the University staff is conducted annually using the Teaching Staff Satisfaction Assessment Questionnaire (CESD 7.1.2 code) and the Satisfied Administrative Personnel Assessment Questionnaire (CESP 7.1.2 code). Also, participating in various surveys and discussion groups, the teaching staff evaluate the EP on the main components through the Questionnaire assessing the opinion and satisfaction of the teaching and scientific staff of the SUMPh. When evaluating EPs regarding special program components that are focused on the content and methods of teaching and evaluation, the University, in addition to direct teaching staff assessment (self-assessment), also applies procedures for obtaining indirect feedback from faculty members: department colleagues and management. Data are collected using: (1) Course Evaluation Questionnaire, FECD 8.5.1 code; (2) Teaching Staff Evaluation Questionnaire, code FECD 8.5.1. Analysis of the collected data is carried out in accordance with the provisions of the QMB.

7.2.2. The data obtained during the processing of the questionnaires are analyzed and opportunities are identified to improve the provided services in order to increase the satisfaction of beneficiaries and employees. The results of student and faculty satisfaction are presented and discussed at the Faculty Council and US and are documented in periodic reports (at least once a year) on the status of the UQMS, including any identified inconsistencies, the initiation of corrective actions and suggestions for improvement. All documentation received as a result of periodic audits of the UQMS is classified and archived by the Department of Internal Audit and is available for the rector and heads of departments for taking corrective measures.

For example, based on an assessment of student satisfaction at the end of clinical internship, the Department of Family Medicine provided a proposal to replace the credit with a differentiated one. This proposal was approved by DDAM and defined as a change that should be carried out in the coming academic year (2019-2020), in accordance with the provisions of the study program.

Evaluation of the teaching staff is carried out by heads of educational units in accordance with the procedure PP 8.5.1 Control over the provision of services with the definition of qualification level: high (50-65 points); medium (35-49); low (20-34); and unqualified (0-19).

In order to improve the quality of teaching and the motivation of teaching staff and to improve the EP, it is provided for: taking into account the results of student satisfaction with periodic compulsory certification of teaching staff; activities to improve the level of training of teaching staff by providing training opportunities, which are described in the Training / Internship Program (PRO 7.1.2 code) for each academic year.

7.3. Student Achievement

7.3.1 The University provides each student with the opportunity to become a specialist with appropriate fundamental and professional training. Monitoring student performance is one of the criteria for assessing the quality of education. The process and forms of evaluation of training results are carried out in strict accordance with the provisions of the regulations that are brought to the attention of the entire academic community and posted on the University website.

The University monitors the academic progress of students at different levels: semester of study; academic year; disciplines; duration of study; method of testing and assessing knowledge; the number of re-examinations; multiplicity of repetition of the discipline; language of instruction, etc.

Statistical data on the educational achievements of students and graduates of the SUMPh

Table 7.1 Academic Achievements of Students by Years, EP Medicine

Academic Achievements of Students				
Year of study	**Course of study**	**Average rating**	**Quality learning, %**	**Percentage retired**
2013-2014	**I**	7.60	69.73	6.48
	II	7.79	75.16	7.46
	III	7.66	73.87	6.59
	IV	8.29	86.25	6.12
	V	8.35	91.37	4.29
	VI	8.60	98.75	1.43
2014-2015	**I**	7.23	57.06	7.44
	II	7.71	73.92	7.69
	III	7.78	79.63	3.42
	IV	8.11	83.99	5.12
	V	8.21	86.09	1.16
	VI	8.45	92.33	2.08
2015-2016	**I**	7.04	54.37	9.49
	II	7.60	67.32	6.55
	III	7.73	77.56	6.19
	IV	8.17	86.06	3.62

Academic Achievements of Students				
Year of study	**Course of study**	**Average rating**	**Quality learning, %**	**Percentage retired**
	V	8.25	89.13	2.48
	VI	8.36	91.68	0.66
2016-2017	**I**	7.32	62.54	7.73
	II	7.52	66.28	4.75
	III	7.72	74.94	7.67
	IV	8.07	85.62	8.06
	V	8.35	92.83	2.37
	VI	8.26	86.84	3.13
2017-2018	**I**	7.44	67.40	5.84
	II	7.76	73.02	6.74
	III	7.45	68.78	6.62
	IV	7.91	78.04	7.78
	V	8.17	91.62	3.14
	VI	8.59	93.47	3.13

The assessment of academic results, which is an indispensable component of the process of becoming a specialist, begins with an initial assessment of the level of knowledge, continues with current and corrective control, and ends with a final assessment. Methods of conducting and a plan of monitoring and evaluation activities are developed by the chair / department, documented in curricula, approved by the dean of the faculty, posted on the department's website, and communicated to students in the first class.

The results of the initial assessment of the level of knowledge contribute to the definition and formation of a training strategy for the subject. The current and intermediate control procedure (which implements and supports the learning process through direct and interactive regulation) is systematically carried out by the teaching staff, being dynamic and flexible it allows the student to analyze independently and control their learning activities.

The strategy of assessing overall results is determined by the goal of the EP and is focused on the verification of the generated competencies. Final assessment evaluates the overall results of the student's knowledge and skills and is held at the end of the discipline / module, clinical internship, and EP. The developed evaluation system is transparent and accessible: the final assessments are documented in SIMU, indicating the number of hours of training, evaluation, ECTS rating scale, accumulated credits, the average passing grade for a semester and accumulated over the year. Assessment of student performance in accordance with the required criteria is carried out regularly: (1) the head of the department; (2) dean; (3) DDAM leader; (4) Vice-Rector for quality and academic assessment. The lowest academic performance in the reporting years was shown by first-year students due to the difficulties of adaptation to the educational process at the university and, in the case of foreign students due to the difference in a program of pre-university education. Academic achievements, both in national and foreign students increased in senior years of study, when the specialty disciplines account for a large part of the curriculum, and the development of practical skills is an integral part of clinical disciplines.

Upon completion of the theoretical / practical course, students are invited to evaluate online and anonymously the effectiveness of the curriculum and participate actively in developing proposals for improving the educational process by applying a questionnaire to assess the quality of teaching. The majority of students who participate in the survey respond positively to the questionnaire regarding the quality of the professional training service provided by the University (for example, the content of the curriculum was fully covered and links were established with other disciplines; the evaluation criteria were clear; found in the content of the discipline; student performance was objectively evaluated, etc.).

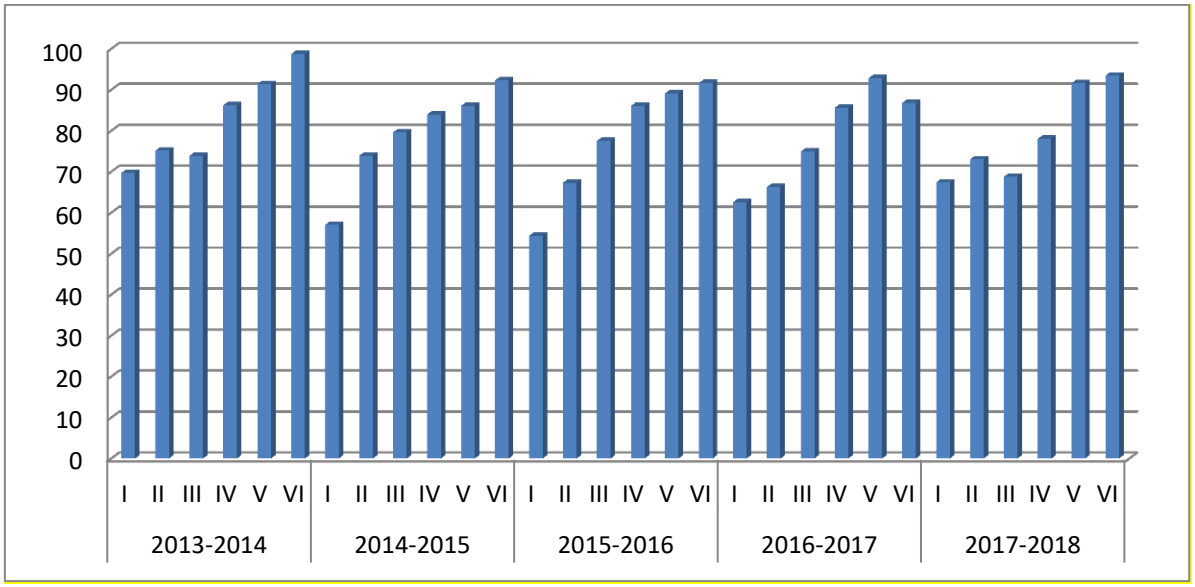


Fig.7.4 The quality of educational achievements of students by years of study 2014-2018, %, EP Medicine

Clinical internships are conducted in accordance with the current EP. Evaluation of the academic performance, skills and competencies acquired by the student during clinical internship is carried out by the Board appointed by the DDAM, on the basis of the Regulation on clinical practice in the SUMPh. The final assessment includes the analysis of the student's character reference provided by the manager of the clinical base, an assessment of the results of a list of practical skills, in accordance with the Clinical Internship Report Card and the assessment of knowledge through an oral exam, with the final assessment documented in the UIMS. The results concerning the students' academic performance during the internship period, as well as the results of their surveys on the effectiveness of the clinical internship, are analyzed and discussed at the Faculty Council and DDAM. Measures to improve clinical practice are proposed, if necessary.

The graduation exam is held in the last year of study, in order to assess the mastery of the competencies formed in the framework of the EP. The results of each stage of the graduation exam, the average grade of the graduation exam, the academic grade average and the rating among graduates of the specialty are documented in the UIMS and can be viewed by each student and the faculty / university management. The Graduation Examination Board reports on the academic performance of graduates to the Faculty Council and the US, conducts a multilateral analysis of the progress, including the comparison with previous years of study, and proposes measures to improve the educational process.

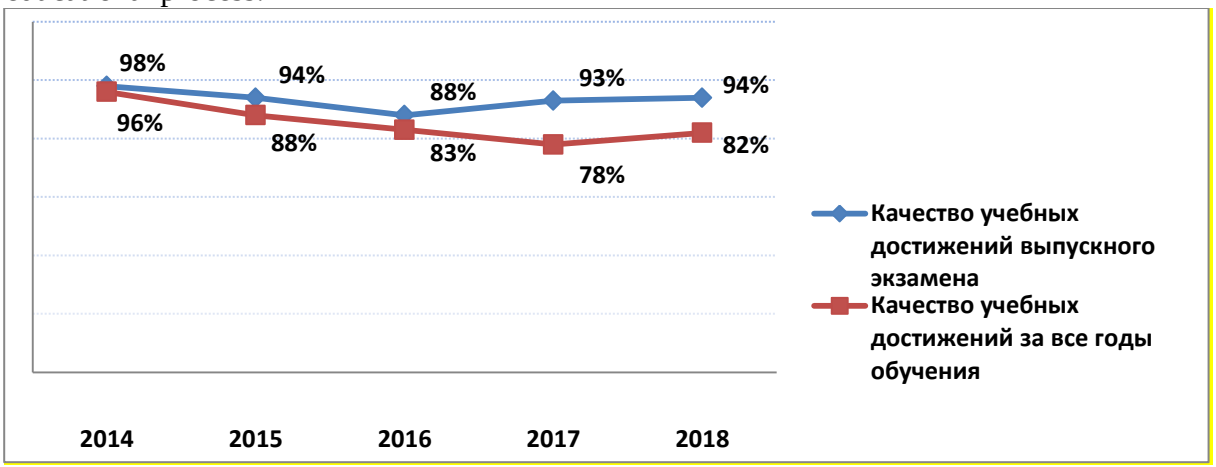


Fig.7.5 Academic Achievement of Graduates for the period 2014-2018

The Examination Commission reports to the faculty council and the senate of the university on the academic performance of graduates, conducts a multilateral analysis of academic performance,

including in comparison with previous years of study, and proposes measures to improve the educational process.

Table 7.2 Educational achievements of graduates by year of study, EP Medicine

Educational achievements of graduates, EP Medicine					
Criterion	Year of issue				
	2014	2015	2016	2017	2018
Number of graduates	560	521	609	619	657
Grade Exam Grade	8.91	8.46	8.43	8.39	8.58
The quality of educational achievements of the final exam,%	98	94	88	93	94
Average grade for all years of student education	8.19	8.14	8.01	7.85	8.04
The quality of educational achievements for all years of study,%	96	88	83	78	82
Number of students with negative grades at the final exam	0	1	0	1	5
The percentage of failure at the final exam	0	0.19	0	0.16	0.76

Learning achievements in relation to: (1) the objective of training; (2) the final results depending on the year of study, discipline, language of instruction, etc.; (3) monitoring of acquired competencies; (4) analysis of the students' opinion on the degree of their satisfaction with the learning process; (5) identification of measures to improve student performance and satisfaction, and others are discussed at the department level, the Faculty Council after each examination session, and annually at the US. The results of the assessments and the taken decisions are subsequently documented in the annual report on the activities of the department / faculty, RAA 8.5.1. Subsequently, DDAM monitors the implementation of proposals for improving student academic performance.

7.3.2. The organization of the educational process at the University is documented in the Academic calendar, on the basis of which the Schedule is drawn up at the beginning of each semester, approved by the Rector, and is available on the University website and in UIMS.

In the process of training the statistical indicator of performance in relation to the EP is the participation of students in all planned educational processes involving direct communication with the lectures (30-35 hours / week), within 6 years (12 semesters) of training in the EP Medicine. The rest of the time is intended for individual work (classroom and extracurricular activities, information and communication work). The absence of a student in theoretical and practical classes is daily documented in UIMS by responsible faculty members, visualized by the student and monitored by the management of the chair / department / faculty / DDAM.

Students who miss classes without any acceptable reason are invited for academic and training consultations to the head of the department / Dean / Bureau of the Faculty Council to assess their progress, the reason of absenteeism, and to determine the most effective way to provide them with individual assistance. Students who have missed 30% or more of the classes without any acceptable reason are not admitted to the final assessment. Students are subject to expulsion in case of missing classes without any acceptable reason for at least 1/3 of the time provided for course units in the SP in the relevant semester, or for the missing classes without any acceptable reason for more than five weeks in a row; or for academic failure in case of accumulation of less than 40 credits by the end of the current year of study. The student, a candidate for expulsion, has the right to repeat the semester or academic year.

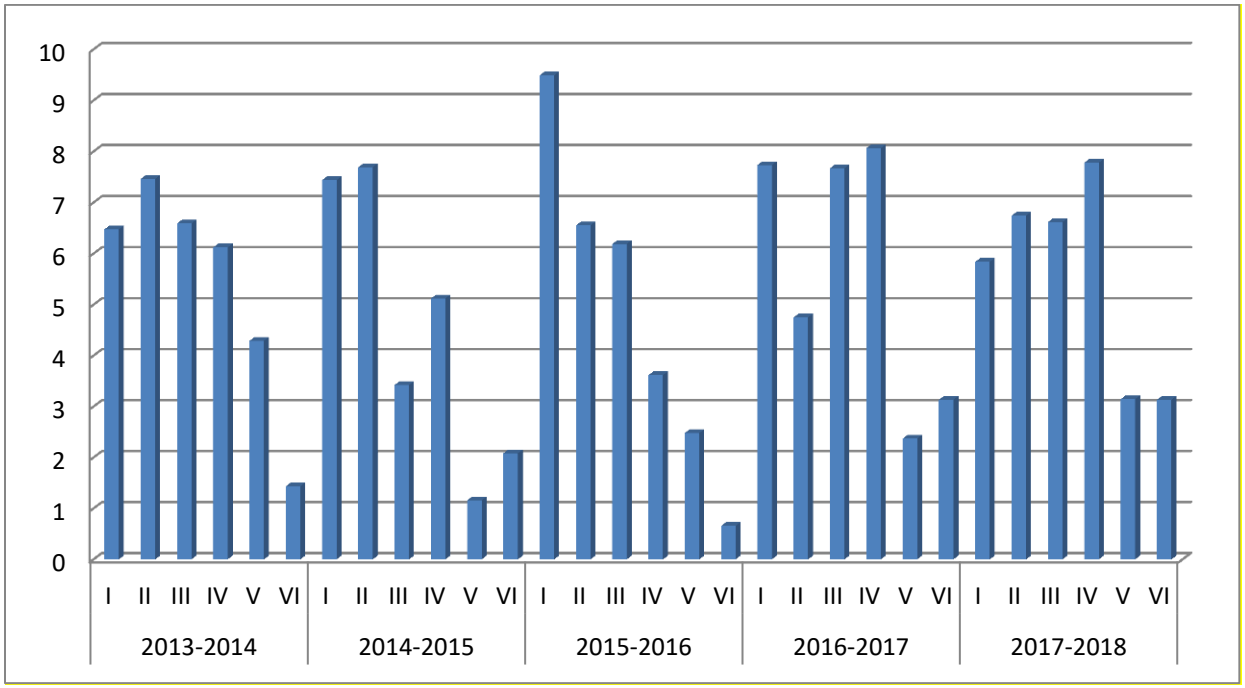


Fig.7.6 Percentage of dropout students by year of study, 2014-2018 Medicine

Despite the fact that the faculty carry out daily pedagogical work with students who fail or miss classes without any acceptable reason, nevertheless, the specificity of training at a medical university, the complexity of SP and high requirements for students lead to the fact that, on average, 3-5% of students leave the university at will, especially in the first years of study. The reasons are mainly academic failure, and much less often - illness, non-return from academic leave or other personal motives. Measures to reduce dropout rates include: distribution through SIMU and posting on the website of the faculty "Student's Guide (International Student's Guide)"; introduction of the subject "University introductory course" to the EP; supervision and mentoring; help from fellow students from ASRM; (5) group and individual consultations of faculty members; individual meetings of students who fail with the head of the chair / dean; interviews with students who fail at the level of the Bureau of the Faculty Council; academic year repeating, if necessary; (9) participation in extracurricular activities (sports, cultural, etc.); (10) Consultation with the CPCPG; annual rewarding of the best students according to different criteria (academic success, scientific achievements, sports, social activity, cultural events, etc.); reducing the cost of training for the best students based on their academic performance, etc.

7.3.3. Performance in the group of students and graduates is closely related to the provision of human and material and technical resources of the University. The provision of chairs / departments of the University with available resources, including IT, is carried out in a centralized manner, relatively evenly, depending on the needs and incoming requests. Clinical bases for clinical internships of students are selected in accordance with the objective of the EP, meet the criteria and objectives of the clinical internship; they are well known in the medical services market and possess the technical equipment allowing to carry out medical activity and clinical training of students. Currently clinical bases cover 100% of the requirements for the distribution of students to clinical internships.

Social activity and students' interest in university life has increased significantly along with the update of the University website, which provides students with access to university Internet resources, including: general information about the University, structural divisions, contacts of heads of structural divisions; information on international cooperation, academic mobility, educational programs, scientific activities; normative legal acts in the field of education; links to educational portal, electronic library; information on ongoing scientific / sports / cultural and other events; the UIMS availability; access to printed and electronic publications by profile, etc.

It should be noted that the University website provides information on students nominated for the annual "Gala studenților" award, as well as the opportunity to assess quickly academic achievements and their own student ratings at SIMU, which is an important factor for improving the quality of EP at the University.

7.3.4. Native students from socially vulnerable categories are provided with: a quota of 15% of the total number of places (for each specialty / field of training) stipulated in the admission plan with funding from the state budget; public transport tickets; discounts on meals at the University's canteens; free accommodation of orphan students or students left without parental care in university hostels for the entire period of study; gradual payment of tuition during the school year; financial support in the form of material assistance. All of the above helps to increase the level of confidence and security of students, since there were no statistically significant differences in the level of performance in the group of students from socially vulnerable categories from the performance of the total number of students.

In the period from 1994 to 2018, 3004 foreign students became graduates of the University. Currently, 2477 foreign students are studying at the University, 2124 of which are at the Faculty of Medicine, of which 1866 are taught in English. The cultural background of foreign students is diverse, considering their origin from approximately 37 countries. Despite the fact that the level of academic performance of foreign students, especially in the first years of study, is lower compared to that of local students, gradual adaptation to the educational process allows to bridge differences between students over time. This fact is confirmed by the annual increase in the number of candidates for training and the diversity of the geographical area of candidates.

At the University the EP offers all students equal opportunities for academic achievement and development.

7.3.5. Candidates for admission to the University are high school graduates - holders of BA diploma or its equivalent. The level of knowledge among most candidates for admission is satisfactory, therefore both native and foreign students can achieve their training objectives over the next semesters. Although the analysis of the dynamics of the average grade of applicants shows that in recent years there has been a slight decrease in the academic performance of candidates, this fact mainly affects the number of students expelled due to academic failure and not students' academic achievements in the future. The high standards for the process of teaching at the University require the teaching staff to make additional efforts to increase the level of academic performance to the required level by adapting to the needs of students and increasing the number of academic consultations, increasing the number of hours of individual work with students, introducing extra classes to those who have failed; diversification of teaching methods, etc.

7.3.6. Admission to the University is carried out on a competitive basis and is aimed at selecting candidates based on the obtained pre-university knowledge and skills in accordance with the Admission Plan and the provisions of regulatory acts. The admission policy of the University changes periodically: from the classical procedure for assessing the knowledge of candidates in various disciplines to the results obtained in the bachelor's degree exams. Currently, the admission of native citizens is carried out on the basis of a competition of educational documents; the admission of foreign citizens is based on a competition to select candidates for the criteria of knowledge of specialized subjects and skills in the language of instruction in accordance with the provisions of the regulations. The Admission Board provides detailed reports on the results of admissions, which are submitted and discussed in the Faculty Council; DDAM; US. As a result of the recommendations formulated during the discussions, criteria and procedures for admission in the coming year are developed.

7.3.7. At the end of each academic year, the SPD and SP are subject to discussion and updating as necessary, taking into account: the academic performance of students and graduates; index of absenteeism; dropout rates; feedback from students; labor market requirements; as well as the latest scientific advances. As a result of the analysis and numerous multi-level discussions involving AS, students and employers, in 2017 the SP for the EP Medicine was updated. The need for renewal was

due to: the obligatory inclusion of optional disciplines in each academic semester in order to individualize the training depending on the needs of the students; distribution of basic, general, social, humanitarian and special disciplines in accordance with current requirements; the introduction of professional and transversal competencies in accordance with the objectives of training; the distribution of training hours for the AS for each discipline; the introduction of new disciplines in accordance with the requirements of the labor market; etc. The SP updating was carried out in order to improve training results, and there was a clear relationship between the needs and requirements of the labor market and the necessary skills to provide qualified patient services (knowledge, skills and competencies) and the offer in education and training.

7.3.8. Today the attention to the quality of education is focused primarily on students. The fruitful interaction of the teacher and the student is a prerequisite for the effectiveness of the training of future specialists. The feedback from students, graduates and faculty members received in the course of discussions, surveys, questionnaires is discussed in the framework of the department meetings and the Faculty Council in order to find the best solutions to provide individual and comprehensive support to students. Among such solutions academic advisory activities that involve the provision of cognitive assistance to students by simplifying, clarifying and copying educational material; supervision and mentoring of faculty; tutoring, mentoring and exchange of experience in the framework of the ASRM; individual consultations in CPCPG can be listed.

The activity of the CPCPG is aimed at psychological counseling and professional guidance and is an integral part of the educational strategy of the University. The Center provides students and teaching staff with anonymous and free psychological help; assists in student adaptation; assists in the professional self-determination of students and in the development of their professional skills, the formation of relevant social and professional qualities, and others. The CPCPG works together and in close cooperation with deans of faculties and DDAM.

7.4. Involvement of Interested Parties

7.4.1. The University involves the teaching staff and students in the program of monitoring and evaluation of the EP.

The high level of performance indicators of the University is ensured by the quality of the selection of teaching, administrative and support staff in accordance with PP procedure 7.1.2 Personnel.

The University provides the teaching staff with the necessary resources and builds an information infrastructure that facilitates their activities through automated processes (University website www.usmf.md, electronic workflow, UIMS training module, personalized e-mail address e-mail@usmf.md for each member of the university community etc.).

In order to motivate the participation of teaching staff, the Strategy for the development of human resources in the health system for 2016–2025 was approved, which developed mechanisms and criteria for assessing the performance of the teaching staff, their level of competence, professional capacity and preparation for achieving the strategic goals of the University.

Evaluation of the teaching staff is carried out using the following methods: performance evaluation, interview, identification of vacant posts, monitoring. In accordance with the plans of the University, internal control of the Faculties and chairs / departments regarding educational activities, internal audit of units in accordance with UQMS are carried out. To conduct quality control of teaching, colleagues and managers apply self-assessment and indirect assessment methods, and comments and suggestions are discussed at department meetings. A periodic report (at least once a year) on the quality of teaching by the teaching staff, including identified inconsistencies, initiating corrective actions and suggestions for improvement, is compiled in accordance with the procedures of the UQMS.

The faculty systematically contributes to the improvement of the EP, participating annually in the evaluation process of the EP regarding its components and the contents of training, and participating with voting rights in the advisory bodies of the University at all levels.

Students contribute to ensuring the quality of education, in accordance with the Order of the Ministry of Education of the Republic of Moldova No. 738 of August 5, 2016 on the participation of students in quality assurance, in order to involve students as active members of the academic community in the development of EP and quality assurance in the professional training process. Thus, students are an important link in quality assurance of the EP, namely: they provide information through the participation in discussion groups in meetings with fellow students, current faculty members, group leaders, ASRM representatives, etc. ; participate in the process of evaluating the EP by its components, which is a systematic annual procedure, documented by filling in the Questionnaire for assessing the quality of teaching (Code CCP 9.1.2); participate as active members with full right to vote in the deliberative bodies of the University: the Faculty Council, CQASPA, QMS, US; participate in commissions for the evaluation and monitoring of the process of teaching - training - assessment as representatives of the ASRM.

Thus, interviewing students and analyzing the achievement of final results are the main mechanisms for regular revision of the EP, which ensures the quality of management of educational processes.

7.4.2. The University involves the administration and management in the program of monitoring and evaluation of the EP.

Improving the quality of educational activities and EP is ensured through strategic planning, which, in turn, contributes to the continuous improvement of the educational process. A systematic analysis of the implementation of the Strategic Plan allows timely assessment and initiation of corrective actions in the educational process. Each year chairs, as units directly involved in the educational process, submit a plan and report on its implementation. The tasks of the chair, for the implementation of which an activity plan is being developed at the chair, correspond to the objectives of the University and are set out in the University Development Strategy for 2011–2020 and the Development Strategy of the Faculty of Medicine for 2017–2020. Based on the annual Report of the departments' activities, RAA code 8.5.1, the University administration consistently assesses its quality assurance potential and constantly identifies opportunities for improving the EP, which, in turn, serve as the basis for developing action plans for continuous improvement.

Monitoring of the effectiveness and quality of teaching, evaluation of scientific and clinical activities, compliance with the job descriptions of teaching staff is carried out by the head of the department, the dean of the faculty, DDAM, human resources department, through monitoring the implementation of individual activity plans, RAA 8.5.1 code and the activity plan of the training unit. DDAM, faculty management and head of chair / department / discipline monitor the quality of filling in individual documentation of the teaching staff. The individual activity plan reflects the classroom and extracurricular teaching activities, methodological activities, research activities, clinical activities, and other types of non-pedagogical activities; includes planned and fulfilled didactic hours, deadlines and confirmation of execution.

7.4.3. The University has a Department of Communication and Public Relations, the main purpose of which is to ensure internal and external communication between the beneficiaries of the university, providing public interest information, promoting the image of the University at the national and international levels. Public relations activities are carried out on the basis of the University's Public Relations Policy and are aimed at: developing an institutional image, developing communication channels, establishing and developing relations with various categories of society, organizing events and public relations activities.

The University has a web portal www.usmf.md, containing information on teaching, methodological, educational and research activities, which together provide information about the EP for a wide audience: students, employees, academic staff, applicants and their parents, employers, University partners, research organizations, etc.

7.4.4. The university analyzes the results of feedback from employers - managers of medical and sanitary institutions on the quality of graduates of the EP in the following ways: feedback in the form of official letters of employers on satisfaction with the competencies of graduates in the EP and

questioning to determine the level of satisfaction of employers. The results of the assessment of employers' satisfaction with the clinical skills of graduates of the Medical program are 82%.

All interested parties are involved in the assessment of the EP (faculty members, students, graduates, employers), participating as active members with full voting rights in the advisory bodies: Faculty Council, CQASPA, QMC, US. The objectives of the University are to obtain the most up-to-date information from interested parties for a continuous improvement of the EP through corrective actions of identified non-conformities.

7.4.5. The University collects and analyzes the feedback of other interested parties (graduates, employers) in the EP.

The wide participation of other interested parties in the assessment of the EP is achieved through: coordination of the EP with the competent authorities in the field of education and health (MECR and MHLSP); direct participation of other interested parties (graduates, employers) in the University activities to improve the EP; the participation of those responsible for postgraduate medical education; the use of questionnaires to assess the level of satisfaction of employers. The results of the evaluation of employers' satisfaction in the EP are 80.2%.

The university applies an independent assessment approach by including representatives of other interested parties represented by specialists working in this field outside the University in the Graduation examination Board, and whose opinion is taken into account when planning measures to improve the EP.

The university cooperates with employers to a large extent in order to ensure the quality of EP (employers 'letters of satisfaction with students' competencies regarding the EP; written feedback from employers on the EP), collecting and studying feedback to improve the EP.

The opinion of other interested parties is taken into account through official communication channels: information and analytical information, plan of measures to eliminate inconsistencies, etc. Informal channels include: surveys, discussions with consumers of educational services, collection of complaints and suggestions, information from web blogs and forums.

SWOT-ANALYSIS

Strong points	Weak points
✓ Traditions in the training of health care professionals. ✓ National accreditation of EP Medicine. ✓ Application of international standards QMS ISO 9001-2015. ✓ Systematic monitoring and evaluation of EP by modern methods (process automation) ✓ Implementation of own system of self-assessment of the quality of internal processes (strategic management, operational management, etc.). ✓ Implementation of the assessment of the EP at all levels with transparency horizontally and vertically. ✓ Direction to ensure the social responsibility of the University.	✓ Insufficient assessment of the dynamics of professional development of young graduates of OP.
Opportunities	**Threats**
✓ Cooperation with medical faculties of different countries. ✓ Availability of university clinical bases. ✓ Association with the European Union.	✓ Rigid legislation system. ✓ Migration of medical workers to other countries (low wages in the system with uncertain professional development). ✓ Reducing the social role of the profession of a doctor and teacher.

Standard 8. MANAGEMENT AND ADMINISTRATION

8.1. Institutional management

8.1.1. Organisational strategy, SUMPh processes and politics, are clearly defined in terms of mission, purpose and objectives, assigned in SUMPh development Strategy within 2011-2020 along

with Institutional annual Plan Development. The University has its own management system, which contributes to the accomplishment of missions and tasks, maintaining efficiency, institutional effectiveness and integrity, creates and offers a favourable medium for learning, research and creativeness. Starting with 2013, based on the Government's Decision no. 983 from 22.12.2012 "With regard to the procedure of state's higher education institution functioning under conditions of financial autonomy", SUMPh activates in conditions of institutional autonomy, including financial.

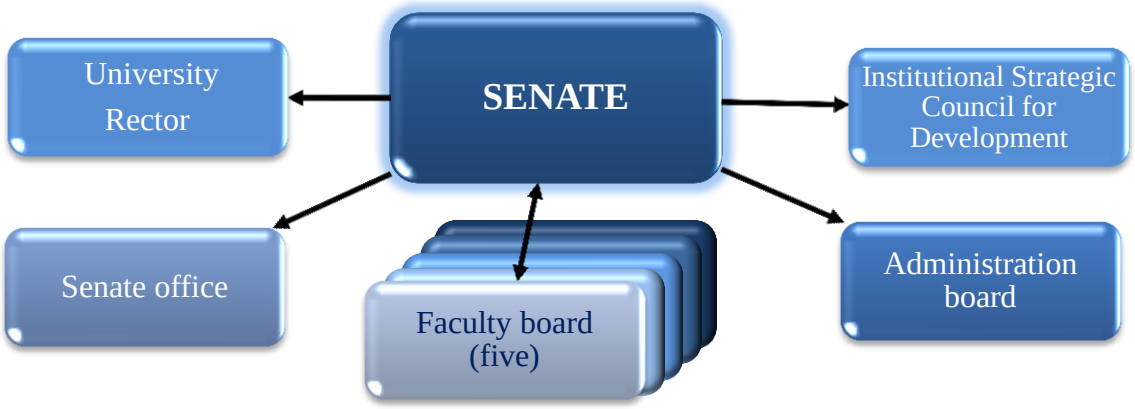
The system of governing bodies of SUMPh as well as their functions are stipulated by the requirements of Education Code of the Republic of Moldova no. 152 of 17 July 2014, the Regulation concerning organisation and functioning of the governing bodies of higher education institutions of the Republic of Moldova, approved through MECR Order no. 10 of 14 January 2015, as well as University Charter. According to the mentioned legislative and normative acts, the management of higher education takes place at two levels:

1. *at national level*
   - ✓ MECR – to the policy area in the education field;
   - ✓ MHLSP – as Founder.
2. *and at institutional level* – by the management and administrative structures of the University. SUMPh management is based on the following principles:
   a) principle of university autonomy and academic independence;
   b) principle of social responsibility;
   c) principle of strategic management;
   d) principle of efficient and transparent management.

   The system of SUMPh governing bodies is made of:
   - ✓ Senate;
   - ✓ University Senate office;
   - ✓ Institutional Strategic Council for Development;
   - ✓ Scientific Council;
   - ✓ Administration board;
   - ✓ Rector of the University;
   - ✓ Faculty board;

The above mentioned governing bodies in their activities are guided by internal Regulations, issued in accordance with the requirements of national legislation.

Figure no. 1



University Senate (US), (art. 103 from Education Code, art. 14 from SUMPh Charter), represents the supreme collective governing body of the University, consisting of scientific, didactic and non-didactic staff, students, doctors-residents and representatives of syndicate organisations as well as medical institutions, elected through secret vote of the teaching staff of the faculties, departments, scientific centers.

US office members are the rector, vice-rectors and deans. The length of US mandate constitutes 5 years, synchronized with the rector's mandate length. The length of mandate of senate members

constituted by students and resident doctors is one year, with the possibility to renew the mandate. US is headed by the University Rector.

The actual US, is made up of 61 members, inclusively ¼ students and resident doctors elected according to the the requirements of the **Education Code** and **University Charter**.

The US organisation and activities are pursuant to the Regulation, approved through minutes of the Senate no. 1/2 of 6 April 2017(Appendix 8.01). **US** activities are carried out on the basis of the annual plan approved by US decision, which is based on strategic development directions and on specific measures to implement them, designed to ensure the mission as well as the University policy.

University senate office (USO) is represented by: rector, vice-rectors and the scientific secretary of the University. The Senate office organisation and activities are pursuant to the Regulation, approved through minutes of the Senate no.6/6 of 09.10.2015(Appendix 8.02).

At the Senate office meetings may participate deans, the chief-accountant, the chief-economist, SUMPh president of syndicate employees and ASRM president, other representatives of university departments with a consultative vote. For specific questions, leaders of subordinate structures or other people may be invited.

The Council for Institutional Strategic Development (art.104 from Education Code, art. 15 from SUMPh Charter) along with US, USO, AC, Rector and FC is the collective body of the University, made up of nine members:

- ✓ three members, respectively appointed by: MECR, The Ministry of Finance, Founder;
- ✓ two members appointed from SUMPh teaching staff, two members appointed from the part of US who hold the capacity of external experts;
- ✓ Rector and vice-rector for financial and administrative activity.

CISD organisation and activities are set out in the Regulation, approved by the Minutes of Senate no.7/7 of 11.11.2015 (*Note 8.03*).

CISD members are appointed for a five-year term. President of the Council is appointed by Council members. The council includes economists and jurists. The representative appointed by the Ministry of Finance, has specific expertise in monitoring and financial audit. CISD convenes at least once every semester or at necessity, at the initiative of the president or of at least 1/3 of its members.

The Scientific Council (art. 16 from SUMPh Charter) is the collegial body of SUMPh Consortium and institutions organizing PhDs in the domain of medical Sciences. The organization and conduct of SC activities is provided in the Regulation, approved through the minutes of the Senate no. (Appendix 8.04).

The ***Administration Council***, (art. 17 from SUMPh Charter), is a collegial body that examines economic operative issues, financial and administrative matters, ensures the implementation of US and CISD decisions.

AC includes the rector, vice-rectors, deans, scientific secretary of the Senate, and the heads of departments: didactic and academic management; continuing medical education; accounting and accounting management; economy, budget and finance; human resources; communication and public relations; judicial; patrimony management; the head of the student campus; president of trade union committee of SUMPh, ASRM president.

AC organisation and activities are set out in the Regulation, approved by the Minutes of Senate no. 6/6 of 09.10.2015(Appendix 8.05).

The rector (art. 105 from Education Code, art. 18 from SUMPh Charter) provides operative leadership of the university assisted by the vice-rectors and with the support of AC. The rector is a responsible person, SUMPh's budget manager. The Rector is elected by the general meeting of the teaching and scientific staff members and representatives of the Senate students and from FC with the majority vote of the members.

The faculty council,(art. 19 from SUMPh Charter) is the collegial administration body, which organizes, coordinates and ensures the achievement of the scientific-didactic process at faculty level. FC organisation and activities are set out in the Regulation, approved by the Senate.

The allocation of resources to achieve the University strategy is as follows.

In order to update the measures and actions stipulated by the SUMPh Development Strategy for the period 2010-2020, an Action Plan for the implementation of the Development Strategy in a given calendar year is approved annually. The Action Plan specifies for the given calendar year the measures stipulated by the Strategy, taking into account the available resources, distributed according to the principle of priority of the planned measures and actions.

When allocating resources, the need to ensure the implementation of the goals set in the annual plan for the implementation of the University Development Strategy is taken into account.

The prioritization of resource allocation begins at the budget development stage for the next calendar year. The principle of prioritization of measures and actions is also observed in the allocation of approved budgets and their revision during the year.

Estimated income and expenses are generated annually by source of funding, discussed at meetings of the Trade Union Committee of Employees, CISD and approved by the Senate.

8.1.2. The University, within its governing bodies, establishes structural units by defining the responsibilities of each, adding representatives of the university staff in its composition.

In accordance with the stipulations of the Education Code, the Regulation regarding the organization and functioning of the governing bodies of higher education institutions in the Republic of Moldova, approved by MECR order no. 10 of 14.01.2015, SUMPh Charter, the main structural units of the University are the deans, chairs, departments, laboratories, centers, vivaria, sections, which include the following categories of staff: scientific-didactic and didactic, administrative and of management. According to SUMPh organizational structure, approved by the minutes of the Senate no. 1/9 of 24.01.2019 (Appendix 8.06), at present 156 subdivisions operate, which include: 5 deans' offices, 75 chairs, 19 research laboratories and 5 university centers.

The organizational structure of the University holds a flexible character, and can be modified, optimized and improved when needed.

Duties, responsibilities and rights of university subdivisions and of its staff, are provided by internal Regulation activities and Job descriptions, elaborated and approved in the established manner. The SUMPh key subdivision represents the Faculty. The general management of the faculty is exercised by FC, elected for a term of 5 years. The executive management of the faculty is exercised by the dean, who is elected and appointed, according to the Regulation on the employment of teaching and management positions and the choice of governing bodies in higher education institutions, approved by the minutes of the Senate no. 1/3 of 06.04.2017(Appendix 8.1.2.02). The main goal of the Committee is the organization of the educational process, coordination of instructive-methodological activity, clinical and scientific of chairs and departments for the training of highly qualified specialists for the national health system.

FC is constituted by: the dean, vice-deans, head of chairs, syndicate committee presidents of the student and teaching staff of the Faculty, to which is added a number of members determined in proportion to the number of scientific-didactic staff, as well as students in proportion to 1/4 of the total staff of the Council. Students are elected by direct or secret vote at the general assembly. FC works on the principles of uniformity and collegiality, with the full and complete participation of the faculty, students and resident doctors.

FC regularly listens to reports on the activities of the board's office, approves or cancels the decisions of the council's office, as well as discussing the current problems of the faculty. At the Council meetings may participate invitees (without voting rights).

To ensure and monitor the implementation of quality assurance strategies and policies, in accordance with SUMPh vision, mission and policy, in full agreement with the national dynamics, european and international in domain, at University level there was founded the Quality Management Committee (QMC).

QMC, is the advisory body of the university Senate in the domain of academic quality, and its mission is to apply the requirements of quality management with the aim of continuous improvement of all academic processes and activities in the University. The way of QMC functioning and activity are set in the Regulation, approved by the Senate.

QMC may propose the university Senate the establishment of operational structures, periodic monitoring and evaluation of the quality of programs or activities at the level of faculties/departments/chairs. QMC coordinates and guides methodic Commissions of profile and quality assurance Commissions as well as curriculum evaluation within faculties.

At the level of functional units (faculty, department / chair, Doctoral School, etc.), the responsibility in definition, implementation and maintenance of quality management compliance with reference standards, is taken by the leader and quality assurance Commissions and curriculum evaluation (QACCE).

Achieving quality assurance strategies and policies and of curriculum reform processes, is assured by QACCE. The Commission's core mission is: promoting and implementing quality assurance policy and curriculum development in conformity with current requirements at european and mondial level in medical and pharmaceutical education; supporting teachers in their desire to teach students in a modern and efficient manner; promoting research in medical and pharmaceutical education. The Commission carries out its work on the basis of Regulation, approved by the Senate and by the activity Plan as well, approved annually at the first Commission meeting. At the Faculty level, the dean is directly responsible for the quality of the training provided.

The structure of top management in relation to EP and other activities is defined as follows.

The system of governing bodies of the University is defined by Art. 102 of the Education Code and includes: the Senate, the Council for Strategic Institutional Development, Academic Council, Faculty Council, Administrative Council and the Rector.

At the same time, art. 79 of the "University Autonomy" Code provides the University with freedom in defining areas of leadership, structure and functionality of the institution, teaching and research activities, management and financing.

Candidates for leadership positions are selected solely on the basis of the principles of competitiveness and merit, in accordance with the Regulation on holding a competition for leadership positions, approved by the US protocol of February 23, 2017, and Senate No. 1/3 of April 6, 2017

Taking into account that the SUMPh performs various activities, and on the basis of the provisions of Art. 79 the University independently determines the structure of senior management, incl. establishment / abolition of such posts as: vice-rector, dean, vice-dean, head of department, etc., depending on changes in educational programs and other activities.

8.1.3. The University, within its management bodies, establishes structural units by defining the responsibilities of each, with inclusion of students at this point. In substandards **8.1.1.** and **8.1.2.** there was already mentioned the wide presence within representatives: students / residents / PhD students in the composition of the SUMPh management bodies: Senate, AC, SC, FC, QMC, QACCE, etc.

In order to present and promote the interests of students / residents / PhD students in the process of management and activity of SUMPh, as equal partner at all levels, ASRM was founded. The association has representatives in the governing bodies of all levels in SUMPh and participates in the examination of issues and making decisions specific to their fields of activity. The competencies and responsibilities of the Association are regulated by the Statute (*Note8.07*).

Via UIMS, students assess the quality of teaching, the quality of the services provided by the Medical Scientific Library, the quality of life on campus, as well as the quality of public catering services provided by the University food Complex and put forward suggestions and tips for improvement.

Student's evaluation of educational programs is ensured through constant feedback, directly at lectures and practical classes, as well as through electronic questionnaires completed in UIMS by students, obligatory at the end of each course. These mechanisms offer students a high degree of participation in the management of the educational program.

8.1.4. The university, within its governing bodies, establishes structural units by defining the responsibilities of each, including within its membership other interested representatives, inclusively representatives of Education and Health Ministries, of the health sector, as well as civil society. The governing bodies of the University accomplish the managerial functions in partnership with syndicate committee of the employees of SUMPh and ASRM.

The nominated student and syndicate organizations, have representatives in the governing bodies of the University at all levels and participate in the examination of all issues and at decision making; propose for debates and deliberation specific problems in view of social, professional and moral protection of academic community members.

When receiving managerial decisions, with the exception of representatives of academic staff, students / residents / PhD students, mentioned in substandards **8.1.2.** and **8.1.3**., on the principle of collegiality participates: contest commission for vacancy competition; attestation and pricing commission of employees; admission commission; Ethics Committee etc. The activity of the mentioned bodies takes place according to the Regulations approved, in accordance with the field of implementation, in which are stipulated obligations, rights and responsibilities, as well as collaboration with other SUMPh management structures.

MECR participation at managerial processes, consists in developing and monitoring the implementation of educational policies, of University's funding methodology and providing consultancy in the practical application of developed policies. However, MECR representative is a full member within CISD.

MHLSP, as Founders, participate in the elaboration of training plan and continuous training of medical and pharmaceutical staff, defining the clinical bases of the University, as well as decision-making via its representatives on property issues, such as: the lease of unused spaces, settlement of fixed assets, etc. Furthermore, MHLSP representative is a full member within CISD.

Public health care institutions of republican, municipal and district level, are the clinical bases of the University. In view of ensuring a constructive collaboration with medical institutions in which are deployed University clinics, within AC, based on the order of the Rector some clinic Directors are delegated. Moreover, the presence and participation of the directors of the public health care institutions as employers is ensured by full participation in the composition of the University Senate.

SUMPh is the Founder of two medical institutions - University Clinic for Primary Medical Care and University Clinic of Dentistry, which provides medical services to the population within compulsory medical assistance health insurance, based on contracts concluded with the National Health Insurance Company, as well as paid medical services.

8.1.5. Rector’s statement on managerial accountability states that the transparency of information is one of the most important principles of university management.

The main source of information on university activities, managerial decisions and their implementation is the site of the University (http:old.usmf.md/, www.usmf.md). All public documents being posted on the University's website and UIMS.

The system of managerial decision-taking takes place according to the organizational structure and normative acts, which regulates their activity (Senate Decisions, CISD Decisions, Decisions of collegial bodies of the University, Rector’s Orders, Regulations on the activity and operation of subdivisions, Job descriptions etc.).

With the implementation of Law no. 229 from 23.09.2010 on public internal financial control, within the University the internal managerial control System is implemented. Thus, according to the provisions of the Law and the Regulation on self-assessment, reporting of managerial internal control system and issuing the managerial accountability Statement, approved through the Order of the Minister of Finance no.4 of 09.01.2019, Internal Audit Department as a subdivision designated for monitoring, the totalization of the assessments made and reporting the results, at the end of the year is drawn up the Report on internal managerial control. The nominated report is mandatory to be presented to MHLSP, and the managerial accountability Statement is published on the University's website and sent to MHLSP.

Based on the annual audit plan the analysis of the University's activities is carried out, and the final report is presented at US. Performance indicators approved at the Senate serve as groundwork for making decisions and endorsement of future goals.

By virtue of University IT Strategy starting with the year 2012, the University has developed and implemented the University Informational Management System (UIMS), with the following modules:

1. The Human Resource Management module, Salaries, Patrimony;
2. Communication module and document inflows;
3. Didactic module: admission, deanery/chairs (the exchange of documents between deans / chairs), student evidence service, student assessment.
4. Public Module, Informatization of social activities and of students' Complex.

UIMS utilisation has significantly reduced the number of documents issued, has assured the automation of the educational process organization, inclusively through computer assisted testing, it has significantly improved the level of evidence and allocation of accommodations in student hostels, etc. Within the project and development there are Modules: ***Clinical, Scientific Research, Residency and Continuing Training.***

The scientific and didactic staff, students, other categories of staff, the public at large have free access to the information about various activity fields of the University.

University site provides information about long and medium term work plans, institutional regulations, curriculum, research fields, financial reports, study fees, scholarships, other forms of material support, availability and allocation of seats in hostels and other information of public interest.

8.2. Academic leadership

8.2.1. Planning and implementing a high-performance recruitment system, hiring and managing administrative, teaching and research staff, as well as auxiliary in SUMPh is reflected in the objectives of SUMPh development Strategy for the years 2011-2020 and takes place in accordance with: Labor Code of the Republic of Moldova; The Education Code of RM; The Framework Regulation on the organization and functioning of the governing bodies of higher education institutions in the Republic of Moldova (*Note 8.08*); SUMPh Charter; Regulation on the organization and conduct of the Human Resources Department, Regulation on the organization and running of the contest for the employment of the leading positions in SUMPh; Regulation on the organization and functioning of the Department / Chair in SUMPh.

Academic leadership in the University are represented by: US, CISD, AC, QMC, and at the Faculty level – of FC. The managerial functions include the following administrative staff: a) at University level – rector and vice-rectors; b) at faculty level – dean and vice-deans; c) at the level of didactic subdivision – Head of department / chair / discipline.

Much of the administrative staff possess studies in the field of public administration and public health management, which makes them competent in ensuring the didactic, research and curative processes, according to quality standards in view of training specialists for the health system.

Within SUMPh there function structures of academic quality system at all levels and training areas:

- ✓ at university level, responsibilities are assumed by the rector, who determines the strategy, policy, objectives and priorities in the field of quality and follows their implementation throughout the entire institution; prime vice-rector, vice-rector for didactic activity (the quality management representative) and the vice-rector for academic quality and evaluation, who performs planning, maintenance, monitoring, improvement and system deployment through process and system procedure compliance.
- ✓ at university level the academic quality is coordinated and carried out by the administrative structures: Senate, AC, CISD, UQMS.
- ✓ at faculty level, the academic quality is coordinated by the dean and vice-deans. The quality of academic assurance is achieved by the structures: the faculty council, QACCE and the methodical commissions of profile, all operating on the basis of their own regulations approved at the Senate (Appendix FC, QACCE, MCP).

Taking into account the evolution of scientific research, of innovative technologies used in the diagnosis and treatment of diseases, as well as the current socio-economic demands on the labor market in the field of medical services, the content of the study program at Medicine is continuously monitored and is periodically updated.

8.2.2. The activity of academic management staff in terms of achieving the final training results, tracing tasks and mission accomplishment is being evaluated on the basis of analysis and reporting elaboration, reports and management plans, the analysis of the achievement of the purpose and objectives of the strategic plan, internal audit reports.

Evaluation procedure of academic management staff within the University is described in various documents elaborated and approved in the University, related to UQMS. Evaluation of heads of department by higher governing bodies. Based on the annual reports submitted by the departments, the deanery elaborates a consolidated report, which is discussed within FC session. At the end of the study year, a copy of the consolidated report (at the deanery level) is presented at DDAM, which has the task of evaluating and analyzing the submitted reports and to draw up a general report on the related situation within the field of university education, which is presented to the higher education institution governing bodies for acquaintance and continuously improving the quality of the teaching process (PP 8.5.1).

The evaluation of the heads of the department by the beneficiaries (students, residents, trainees) is described in the process procedure PP 9.1.2 and is performed on-line in UIMS. Data processing is performed automatically based on the records, and the results at the end of each semester (*Note 8.09*), are discussed at the departent meetings and are compulsorily presented in the applicant's file when the contest for filling in the respective function takes place. Also, the results of the questioned beneficiaries are reported at FC and at US meeting.

The SUMPh assessment system for senior academic staff is a complex one, which covers all aspects of activity and aims at all the actors involved: beneficiaries by assessing the quality of teaching, contest Commission, Dean of the faculty, who periodically plans activity report presentations within FC and University Senate. Within the range of the same committee activity reports are listened to over the past 5 years and as well activity plans over the next 5 years of the teachers, who claim to obtain the scientific-didactic title as well as for filling the positions of head of department / chair / discipline, procedures described in the Regulation with regard to the organization and running of the competition for the employment of leadership positions.

Rector and vice-rectors' activity from the point of view of the tasks and mission fulfillment is assessed on the basis of analysis of reports and management plans, analysis of goal and objectives of the strategic plan fulfillment. Reporting is done annually in front of the University Senate (*Note 8.01.*).

In the internal evaluation of the study Program 0912.1 of Medicine the following criteria shall be taken into account: mission, objectives, structure and content of the Program; the teaching, learning and assessment environment; quality management of the study Program, students, graduates; the quality of the teaching staff. Self-evaluation results of the study Program and suggestions for improvement are discussed with all participants in the teaching process. The deanery in common with QACCE summarize the information and conclusions outlined in order to increase the quality of the services provided. Also a way of self-evaluation of the study Program represents the analysis of the graduate exam Board Report (*Note 8.10.*), annual Reports from the chair (*Note 8.11.*), Faculty annual Report (*Note 8.12.*), which are transmitted to the vice-rector for didactic activity and vice-rector for quality and academic evaluation, as well as DDAM, to implement Program improvement proposals and the development of an action plan.

8.3. Training budget and allocation of resources

8.3.1 The University features liabilities and clearly defined rights to provide the training program with resources, including the training budget.

SUMPh, according to the legal status, is a state higher education institution which operates under financial and economic self-management. The main activity direction to ensure the financial stability of the University is the increase of funds, collected from different sources.

According to the terms HG no. 983 of 22.12.2012 and of SUMPh Charter, The University is a unit with financial autonomy, non profit, operating under self-management circumstances having two basic sources of activity assurance: financing from the state budget according to the Plan (State Order) in training specialists and scientific research activities as well as income from other sources collected under the law beginning from the provision of training services and other paid services.

University autonomy aims at leadership areas, University structuring and functioning, didactic, scientific, clinical, administrative and funding activities, and offers the right to assume a set of skills and obligations in line with national strategic options and guidelines of higher, postgraduate education and of the research sector, development and innovation, established by law and policy documents.

Thus, according to the nominated legislative and normative acts SUMPh through its own governing bodies, as well as administrative and support subdivisions ensures financial management and patrimony administration through:

a) managing financial resources through bank accounts, including funds allocated from the state budget;
b) the use of the resources available for carrying out the statutory activity, according to their own decisions;
c) accruing own tax revenues, services provided, executed works and from other specific activities, according to the nomenclature of services rendered approved by the Government;
d) placing the balance of funds on bank deposit available in the bank account, done over the bill, with the exception of external grants;
e) setting the amount of study fees, accommodation in hostels, as well as for the services provided and the work performed for a fee and approved in the established manner;
f) the management of University property and ensuring optimal development conditions of the University's material base.

Financial autonomy is linked to the principles of public accountability for the quality of the entire training activity, of scientific research and the services provided by the University, with efficient management of financial means and state patrimony.

Financial management bodies of the University are made up of US, CISD and AC, which have the following functions:

1. approving the Institutional Development Plan for at least 5 years, which contains the vision, mission, university development strategy and the main measures to achieve them;
2. planning, approving, executing, monitoring and evaluating the financial means;
3. approving strategic decisions on: a) patrimony management; b) remuneration and motivation of the staff; c) determining the amount of study fees, accommodation fees in hostels, of tariffs for services and works; d) cooperation with other entities; e) management of financial resources; f) the submission of merger proposals with other higher education institutions;
4. planning and approving the estimate of income and expenses, monitoring the use of financial means;
5. making the connection with the employment market.

The financing method from the state budget, collection of own financial resources, as well as the formation of revenue compartments and University's budget expensess, is determined by the requirements of public finance Law and budgetary-fiscal responsibilities no. 181/2014, of Education Code no. 152/2014, as well as of HG no. 983/2012 „On the functioning of higher education institutions under conditions of financial autonomy” and HG no.928/2007„On how to set up and use special facilities of public institutions subordinated to the Ministry of Health ".

Allocations from the state budget according to the Plan (State Order) in training specialists and for scientific research activities, as well as the collected own sources from the provision of services and

execution of works, are the SUMPh's revenue sources, which are used in accordance with the Institutional Development Plan.

8.3.2 The plan (State Order) in training specialists financed by the state budget and on a contractual basis with payment of study fees is set annually by the Government, depending on the needs of specialists on the labor market.

The financial means approved by the State Budget Law for educational services is managed by MHLSP as Founder, and the relationship between the Founder and the University is governed by the established annual contract, in which are stipulated the obligations and the responsibilities of the parties, the allocation of financial means for the educational services provided.

The university provides medical and pharmaceutical training through higher licenciate training program (cycle I), integrated of specialty, Residential studies, PhD, master and clinical fellowship according to the Plan (State Order) in training specialists financed by the state budget and on a contractual basis with payment of the fee, as well as continuing professional medical training on contract basis with payment of the fee.

SUMPh public service achievement proof is presented in Table no.8.3.1.

Table no.8.3.1 Number of SUMPh beneficiaries for the period 2014-2018 years:

Average quota according to study conditions:	**Period**				
	2014	**2015**	**2016**	**2017**	**2018**
STUDENTS					
Plan (State Order)	2 675	2 531	2 470	2 502	2 406
Study fee	2 831	3 060	3 279	3 237	3 341
Total:	**5 506**	**5 591**	**5 749**	**5 739**	**5 747**
STUDENTS – PhD CANDIDATES FULL-TIME STUDIES					
Plan (State Order)	32	34	37	42	41
Study fee	3	2	3	2	3
Total:	**35**	**36**	**40**	**44**	**44**
STUDENTS – PhD CANDIDATES PART-TIME STUDIES					
Plan (State Order)	107	108	121	138	158
Study fee	26	26	46	42	44
Total:	**133**	**134**	**167**	**180**	**202**
DOCTORS-RESIDENTS					
Plan (State Order)	1 478	1 457	1 374	1 121	1 094
Study fee	48	39	63	119	173
Total:	**1 526**	**1 496**	**1 437**	**1 240**	**1 267**
CLINICIANS					
Plan (State Order)	80	84	63	49	26
Study fee	7	7	3	7	4
Total:	**87**	**91**	**66**	**56**	**30**
DOCTORS AND PHARMACISTS - BENEFICIARIES OF CONTINUOUS TRAINING COURSES					
Study fee	**5 839**	**6 156**	**5 727**	**5 294**	**6 054**
Study fee (average per year)	**293**	**293**	**278**	**254**	**291**
POST DOCTORAL STUDENTS					
Plan (State Order)	**8**	**7**	**8**	**6**	**7**
TOTAL BENEFICIARIES					
Plan (State Order)	**4380**	**4221**	**4073**	**3858**	**3732**
Study fee	**2915**	**3134**	**3394**	**3407**	**3565**
Total:	**7295**	**7355**	**7467**	**7265**	**7297**

The expenditure per student, set by MHLSP for resource allocation, includes the following consumption categories:

a) Payment of wages, labor remuneration, social security contributions, and social health insurance

contributions;

b) Purchase of goods and services, necessary to ensure the development of the educational/ scientific research process;

c) Purchase of fixed assets for education and for scientific research purposes.

MHLSP allocates financial resources for scholarships and other forms of social assistance, for the maintenance of orphan students, as well as for maintenance of student campuses / hostels, according to normative legal acts. Funds for scientific research activities financed from the state budget are allocated on the basis of programs and projects won on a competitive basis.

The University budget is drafted annually on the basis of the forecasts and income of expenditure budget, and by respecting their balance. The University annual budget is examined and discussed by the Syndicate Committee SC, and approved by the University Senate. The report on the implementation of the annual budget is submitted to the Senate by the Rector in the first quarter of the next year.

The University financial situation over the last years is stable. The University has no late payments of debts. The duties to creditors and the University employees' payments are executed on a regular basis and in established terms.

The University financial sustainability is confirmed by; the increase in the volume of funds collected from different sources; the availability of assets and their use on the principles of efficiency, effectiveness, priority, transparency and accountability.

Table no. 8.3.2 SUMPh Budget for the last 5 years (mln. lei)

Indicator	2014		2015		2016		2017		2018		2019(план)	
	∑	%	∑	%	∑	%	∑	%	∑	%	∑	%
Funding volume, total	385.0	100	426.9	110.8	482.8	113.1	489.8	101.4	534.8	109.2	530.2	99.1
Inclusive: - State budget	176.7	100	182.5	103.3	184.4	101.0	199.0	107.9	210.0	105.5	210.0	100.0
- Own means	208.3	100	244.4	117.3	298.4	122.1	290.8	97.5	324.8	111.7	320.2	98.8
Expenditures, Total	364.0	100	379.1	104.1	397.1	104.7	482.4	121.5	526.1	109.1	590.0	112.2
Inclusive: - of employee	220.8	100	244.4	110.9	256.5	105.0	289.2	112.7	355.0	122.8	355.0	100.0
-Maitainance of the study and scientific processes	97.8	100	100.9	103.3	102.2	101.3	112.1	110.7	100.6	89.8	144.3	130.4
-capital repairs	22.2	100	25.8	116.2	20.5	100.0	38.7	188.8	26.2	67.7	26.5	100.0
- investment in equipment and constructions	23.2	100	8.0	34.8	17.9	223.4	42.4	236.9	44.3	104.5	64.2	144.9

Note: % in the table is calculated in dynamics as compared to the previous year.

As can be seen from the table above, in the last 5 years, the volume of funding and expenditure increased annually to the revenue side-385.0 million lei, in 2014 to 530.2 million lei, in 2019 (+ 37.7%) and the expenditures increased from 364.0 million lei to 590.0 million (+ 62.1%). During this period of time the expenditures increased in all priority directions: personnel expenditures + 60.0%, expenditures for securing the study and scientific process + 33.3%, expenditures for capital repair of study blocks, hostels + 19.4%, investments in equipment and construction + 176.7%.

8.3.3 The financial management policy of SUMPh is directed towards: the optimal allocation and use of the financial resources; the assessment of the possible financial risk in relation to each source of funding; the determination of the university development priority directions and appropriate and qualitative use of all funding sources.

The methodology and the principles of allocation of financial means, and its correspondence with the university tasks and objectives are based on national normative acts (GD, order CME RM, MHLSP RM), and institutional PP 7.1.3 "Infrastructure" (*Note 8.13.*) and PP 8.4. "Control of processes, products and services provided from the outside" (*Note 8.14.*). All these aims are performed taking into account the priorities of the material base formation. These priorities have the

purpose to ensure the quality of the study process, research and living conditions. The alocation of financial resources is done, taking into account the achievement of the objectives of the annual management plan and its implementation according to the *University Development Strategy*.

The process of transparency in the determination of the objects included in the purchase order plan is provided in accordance with the task and university objectives. It is performed through the examination by the purchase commissions of the submissions made by the university departments according to: the types of means; the services necessary for the qualitative studies; the living conditions in student hostels; the employee working conditions. The purchase commissions approved under the *Rector's order* are headed by Prorectors and Chiefs of university departments.

Purchase commission work is based on: the principle of prioritizing expenses, the quality of provided services, and the variety of rendered services; the effective use of financial means. The annual purchase plan is approved by the Rector under the proposal of the Department of Economics, Budget and Finance and serves as a basis for the formation of the university income and purchase estimate for one year management.

The achievement of both the annual purchase plan and the report are published on the university website and on the official website of the National Agency for Public Purchase.

The income and purchase estimate is drawn up annually, according to funding sources, discussed in the meetings of the Syndicate Committee SC and approved by the Senate.

The Senate is entitled to rectify and modify the approved income and purchase estimate to satisfy the needs arose during the management year in the case of the supplement of the university budget with additional funds.

The distribution of funds on the purchased item is carried out, according to the provisions and requirements of the normative acts, data on average actual expenditures, and all the necessary expenses to ensure the ongoing university functioning. Basic university expenses constitute the employee needs, textbooks and study materials; reagents; expenses for work related travel; amortization of fixed assets; maintenance of buildings and facilities, etc.

In 2012, the Assets Management Department has been implemented, which presents a system organized by the Rector and university academic staff, including Internal Audit, and financial subdivisions. The system includes all internal policies, procedures, rules and processes, as well as risk management activities at the university level, ensuring reasonable confidence in achieving the desired objectives and results.

8.3.4 The University offers sufficient autonomy in the allocation of resources, inclusively a decent motivation of the academic staff to obtain the educational rankings. The legislative and normative acts in force on university autonomy regulate the assurance of the academic community at management and financial levels.

The University Development Strategy for the years 2016-2020 stipulates the passage of the university subdivision functioning, in conditions of financial autonomy. It has the purpose: To improve the subdivision functioning; To rise the leader's responsibility; To improve the quality of the offered services; To collect and efficientiate the resource use for the statutory employment; To diversify the income sources; To develop the subdivision technical-material base; To increase the level of material stimulation of the university staff, according to the quality of provided services and the accrued revenues.

For this purpose, the mechanism for passing the academic subdivisions under conditions of financial autonomy was drafted and approved (Senate Decision No. 9/10 on 21 December 2017 and CISD No. 6 on 22 December 2017) (*Note 8.15.*).

8.3.5 The University financial and investment policy contributes to the material and social protection of the academic staff and other staff categories:

1. To obtain financial stability;
2. To diversificate income sources;
3. To optimize expenses;
4. To improve the remuneration system;

5. To apply new methods of investments attractions;
6. To create a flexible system of material stimulation of the academic staff and other staff categories;
7. To create conditions for the realization of the scientific and education projects that will provide additional university funding sources;
8. To develop an international cooperation functioning;
9. To support and create conditions for the academic staff and other staff categories for getting grants;
10. To ensure material and social support for the academic staff and other staff categories;
11. To equitably allocate the material resources;
12. To ensure decent living standards for academic staff and other staff categories by improving the remuneration system, and implementing effective changes in the workplace environment.

The policy of remuneration and stimulation of university academic staff is a priority goal. For this purpose, the regulation "establishment of performance improvement of SUMPh employee (Senate Decision no.17 / 6 of 20.12.2018 and CISD No. 7 on 28.12.2018) (*Note 8.16*), which provides the stimulation of the teaching staff on the basis of personal professional performance, was approved in 2018.

The University ensures the educational process through: qualified scientific and technical staff; technical and material equipment with study classrooms and clinical bases; libraries, including digital library; access to UIMS, the Internet and other informational resources; hostels for students and residents, etc. Significant funds are earmarked annually for the social protection of the teaching staff, students and resident doctors. One of the main directions for using these means is to provide material support to the teaching staff, students and residents.

8.4. Administration and management

8.4.1 The University government body, approved by the Senate Decision no. 9 / 1 of January 24, 2019 (*Note 8.06.*), aims to ensure the fulfillment of the objectives set in the University Charter and the University Development Strategy; that the quality of the educational and research processes to match with the modern requirements.

Each University organizational subdivision in its activity is based on the legislative and national normative acts (Labor Code, Branch Convention, the Collective Labor Agreement, etc.) as well as the Quality Management System (ISO 9001: 2015). Internal regulations on employee and labor relations are managed by the University Internal Regulations, University Ethics Code, and the Quality Management System PP 7.1.2 "Staff" of 30.08.2018 (Appendix no. 5.01); as well as the Regulation of competition based hiring for the managerial positions, approved by the minutes protocol of the SC no. 2 / 15 of 23.02.2017, and of the Senate no. 1/3 of 06.04.2017.

The selection of candidates for the management and executive positions is carried out exclusively on the basis of principles of competitiveness and meritocracy, ensuring equal access of candidates for posting vacancies. For these purpose, the qualification and professional performance and the experience in the specific field and the managerial skills, are taken into account. The chiefs of the university subdivisions in accordance with the provisions of the Collective Labor Agreement, the Report Review of Subdivision Operation, as well as of the job description are administratively responsible for the results of the subdivision functioning and how the decisions, are made in this respect. The duties, responsibilities and rights of each employee are governed by the Individual Employment Contract and the Job Description. The duties, tasks and responsibilities of the university subdivisions correspond to the specific fields. Thus, the Report Review of Subdivision Operation is elaborated on the basis of the type-approval Regulations.

Annually, the University updates and approves the employee list: to achieve the established objectives; the plans for the specialist training; the research activity at the institution level. Job Descriptions are designed for each staffing posts taking into account the post requirements and are approved by the Rector.

University employees in their daily working activity are guided by the Internal Regulation, the Rector orders, the decisions of the University Management Board, and the directions of the

Prorectors on the specific field, the procedures of the Quality Management System, and the instructions and directives of the subdivision chiefs.

8.4.2 The duties, responsibilities and interactions of management staff are regulated by national and institutional normative acts and described in the Review of Subdivision Operation Report, as well as in Job Descriptions.

The organizational structure of SUMPh was approved under the Senate decision no. 1/9 of January 24, 2019 and includes the leading positions at the Rectoral level. (*Note 8.06.*).

The University Senate Bureau is a governing body, formed by the Rector, Prorector and Scientific Secretary.

Within the legal and administrative competencies, the Rector fulfills the following basic activities:

1. Performs the general administration of the university functioning, issues orders and provisions;
2. Ensures the elaboration and finalization of the necessary documentation for the university functioning;
3. Organizes the functioning of all university subdivisions;
4. Represents the University in all state and non-state organizations and institutions, at national, international and inter-university relations and in relations with individuals and legal entities;
5. Manages and controls the use of funds from the state budget and university own revenues, opens accounts with banks, concludes contracts, issues proxies, etc..;
6. Presides the sessions of the Senate and of the Management Board and ensures the fulfillment of the adopted decisions;
7. Informs the Senate about the Management Board work;
8. Engages, resigns, dismisses sanctions and stimulates the university staff;
9. Performs enrollment, expulsion, transfer, reactivation of studies, and academic grants;
10. Exercises attributions, delegated by the Senate, to solve specific issues;
11. Ensures the free access of university community members to the transcripts of Senate meetings, as well as other materials related to the university functioning;
12. Empowers the Pro-Rector with the executive functions, in case of his absence;
13. Approves the list of duties and responsibilities of the university employee;
14. Confers, on behalf of the Senate, Honorary Titles of Doctor Honoris Causa, Associate Professor and Visiting Professor;
15. Analyzes the status of the university patrimony and submits to the public authority with proposals for its continuous development;
16. Presents annually to the Senate, the Council for University Strategic Development, the University Functioning Report, which is placed on the university site;
17. Other duties and responsibilities provided by the legislation in force.

The Senate Bureau consists of 10 Prorectors, named according to the fields of activity that correspond to the provisions of University Charter. They are: First Prorector, Prorector for Student Affairs, Prorector for Quality and Academic Affairs, Prorector for International Students Affairs, Prorector for Doctoral Affairs, Prorectorfor Postgraduate Education Affairs, Prorector for Research Affairs, Prorector for Clinical Affairs, Prorector for External Relations Affairs, Prorector for Financial and Administrative Affairs, Prorector for Social and Academic Affairs. Their duties and responsibilities are specified in the job description.

Within SUMPh, a gradual shift to the teacher-student ratio 1: 4 was introduced, according to the Government Decision no. 156 of March 6, 1995 (Appendix No. 8.17). SUMPh adopts the optimal structure and number of teaching staff to provide the educational process according to the current standards and regulations.

8.4.3 University Quality Management System (UQMS) was created, in order to increase the quality of the academic services, and generate confidence in the ability to deliver quality services. This system provides the proper accomplishment of all processes in accordance with the requirements of the international quality standard system ISO 9001: 2015.

SUMPh quality policy provides rigorous requirements to meet the needs and expectations of all beneficiaries (applicants, students, teaching staff, etc.). This program is focused on: improving the

quality of the education and research processes; rank the management and education field at the level of international academic standards; maintain the national medical and pharmaceutical system in accordance with the legislation in force; optimal use of available resources and motivation of scientific and teaching staff.

The managenet staff has established a number of criteria and indicators that assess the implementation of plans and other reporting documents, in order to evaluate the quality of processes functioning. The University monitoring system provides ongoing assessment of the processes and procedures of subdivision work. Also, the management staff makes recommendations for the improvement of the subdivision work in compliance with UQMS requirements.

UQMS in SUMPh is assured and coordinated at each structural level by the Heads of Departments (Faculty Dean, Faculty Vice-Dean, Head of Department, Head of Laboratory, Head of Subdivision, Laboratory Head, Subdivision Head, etc.). Functioning and compliance with UQMS requirements are assessed at least once a year by specially trained university staff, as well as, certified internal auditors, and ends with an audit report. The report includes: description of unit/process information, audit procedures, correction stage, planning measures for UQMS improvement, risk registries, recommendations for improvement, and results reporting to the Senate, at the end of each year.

At the university level, UQMS duties and responsibilities are assumed by the Rector, according to the PP 5.0 Leadership Procedure (Appendix No. 8.09). The Rector determines the strategy, policy, objectives and priorities of quality maintenance and improvement. The Prorector for Quality and Academic Affairs performs the planning, maintenance, monitoring, and improvement of the quality system.

The monitoring system has such functions as:

1. To analyze the university strategic development plan, its objectives and the articulated results;
2. To set indicators, which are directly measured for each of the criteria to quantify the achievement of the objectives;
3. To analyze the efficiency and effectiveness, according to the process maps;
4. To analyze the achievement of quality objectives related to university working processes and plans;
5. To distribute the task of collection and processing information among employees.

At university level, both UQMS and academic quality program are coordinated and carried out by the management bodies: Senat, AC, CISD, and MCC.

Internal Audit subdivision, within SUMPh, was established to ensure the continuous quality monitoring based on the decision no. 21/2 of 30.12.2009 starting in May 2010. Internal Audit subdivision duties and responsibilities:

- ✓ To assess all processes and operating activities of the university subdivisions through a financial management and control system designed to add value by evaluation of the efficiency and effectiveness of risk management, internal control, and administration.
- ✓ To counsel the provision, monitoring and implementation of UQMS requirements.
- ✓ To monitor and analyze performance indicators and quality objectives set out in the Action Plan for the implementation of the University Development Strategy for 2011-2020 with its subsequent modifications and completions (Phase I 2011-2015, Phase II 2016-2020) (*Note 8.18.*).

The Department of Didactics and Academic Management DDAM was established and operates under Rector order no. 285-A of 06.09.2017 and Senate decision no. 5/9 of August 30, 2017. This department operates on the basis of the regulation of university organization and functioning, and is aimed:

- ✓ To ensure quality management of academic services provided to the beneficiaries of SUMPh (medicine and pharmacy undergraduate studies (Cyclea I+II));
- ✓ To coordinate the development of new university study programs;
- ✓ To coordinate the evaluation process of study programs, the curriculum units / modules in the context of assuring the continuous improvement of the study quality.

The documents that underlie the managers' actions on the assessment of quality management system are:

- ✓ Analysis of reports on the results of internal and external audits and assessment carried out by the International Certification Organizations (AJA REGISTRARS and CERTIND Romania), which

certify the quality systems for compliance with international standards system ISO;
- ✓ Condition of preventive and corrective actions;
- ✓ Actions taken on the basis of the previous analysis results;
- ✓ Results of self-evaluation;
- ✓ Reports on the inspection of the preparation of new academic year;

8.5. Collaboration with the health care system

8.5.1 SUMPh along with MHLSP cooperate in the field of academic education of undergraduate students, as well as in the field of continuing medical education of physicians and pharmacists.

Clinical Management Center, CMC is under the subdivision of SUMPh, and is the main organizational center for the direction of the University Clinic activity, and for coordination of the links with the health care system of the Republic of Moldova. The university medical facilities (university clinics) are located within the public medical-sanitary institutions. This steps were adopted; to improve and regulate the training of medical and pharmaceutical staff; and to ensure the quality of health care services provided to the population, under the provisions of MHLSP No. 925 of 31.07.2018 on the clinical bases / university clinics of SUMPh (*Note 8.19*).

The activity of the university clinics is carried out in compliance with the provisions of the Regulation of SUMPh Clinics, adopted GD no. 42 of 12.01.2006 and completions made by GD no. 434 of 15.05.2018. SUMPh collaborates with all public medical and social institutions where university departments / clinics are located.

In this respect SUMPh assumes such obligations as: organization of daily morning meetings where are examined critically ill patients; organization of meetings on morphological issues (analysis of medical records of severe patients or deceased ones); organization of weekly visits with medical consultation; mobilization of the department's staff to fulfill their curative functions and responsibilities.

The Residency program is organized by SUMPh and is coordinated by MHLSP under the conditions of the law on the requirements of the specialized medical training, determined by the strategies of the National Health Programs (Law no. 411 of 28.03.1995 with subsequent amendments). The registration of the candidates for residential studies, according to the normative provisions in force, is carried out exclusively on the basis of a contract with MHLSP. Whereby the public authority assumes the obligation to ensure the necessary training conditions, and the medical student’s duty is to work, at least three years, after graduation according to the workplace distribution. The Residential Studies Organization within SUMPh and of the medical and pharmaceutical service providers, where SUMPh clinics activate, are laid down by the regulation of the organization of residential studies approved by GD. 884 of 28.12.2015. In accordance with the provisions of this regulation, MSMS: establishes the specialties and duration of the residency studies; organizes admission to residential studies in accordance with the annual plan approved by the Government, (current and strategic needs of medical specialists in the health care system); monitors the registration process for postgraduate studies and signs individual contracts with residents (issues related to training and placement and distribution of doctors and pharmacists); monitors the process of hiring and remuneration of resident doctors within SUMPh healthcare institutions, and pharmaceutical providers (Order No 116 p3 of 03.10.2017); and distribute the young specialists to the workplace according to the needs of the health care system. SUMPh responsabilities are: to enroll the future residents in accordance with the plan of specialization admission developed by MHLSP and coordinated with CME; to elaborate and submit for approval to MHLSP, the volume of medical assistance provided by resident doctors, and competence limits for all specializations and study years; to develop residency programs and determine the volume of duty hours provided by resident doctors, and competence limits for all specializations and trainings; to provide the theoretical and practical training to residents.

The admission of residents is organized according to the registration plan approved by MHLSP (MHLSP order no. 979 of 28.08.2019). The residency is finalized with the graduate examination, established by SUMPh, according to the provisions of the Education Code of the Republic of Moldova no.152 of July 17, 2014, and the Regulation on the Organization of Residency Studies,

approved by GD no.884 of 28.12. 2015. SUMPh together with MHLSP organizes and carries out the further distribution for the graduates into health care institutions and confers the diplomas of specialist doctor for the graduates (the promotion of the respective year (MS no. 07.06.2016)).

CME is an autonomous subdivision of SUMPh, which provides continuing medical education of physicians and pharmacists according to the policy and the needs of contemporary medical practice through effective post-graduate training. SUMPh is one of the providers of Continuing Medical Education in the Republic of Moldova, and MHLSP carries out the supervision of the Continuing Medical Education activities through the approval of the continuing medical education programs. CME activity is regulated by the following normative acts: art. 195, 212, 213, 214 of the Labor Code, GD no. 10 of 05.01.2012 for the approval of the Regulation on the positioning of employees in the institutions of the Republic of Moldova, art. 121 of the Education Code of the Republic of Moldova, MHLSP Order of the Republic of Moldova no. 58-pg1 of May 3, 2011 "On the Quantification of Credits for Continuing Medical Education" with further completions.

The department activity is also regulated by the provisions of the organization and functioning of CME, adopted by the Senate, the minutes no. 4/7 of 30.08.2016. In this aspect, CME cooperates with MHLSP as well as with all public and private medical-sanitary institutions and exercises such tasks as: cooperation with MHLSP, public and private medical-sanitary and pharmaceutical institutions. It also has the aim: to streamline the monitoring process and selection of physicians and pharmacists that require continuous medical education programs; to develop partnerships with MHLSP and other national and international providers of continuing medical education; to submitt to MHLSP approval of the Annual Program of Continuing Professional Development of doctors and pharmacists; to deliver the annual program of Continuing Professional Development of doctors and pharmacists, approved by the medical-sanitary institutions from the country; to find out and systematize the continuing professional development needs of doctors and pharmacists, presented by the medical-sanitary institutions; to participate in concluding contracts with public and private medical-sanitary institutions in regard with the provision of Continuing Professional Development services; to complete, and verify supervise the medical-sanitary institutions; to analyze the doctors and pharmacists opinions that intent to enroll into Continuing Medical Education.

8.5.2 SUMPh is the only higher education institution, in the field of health care system, subordinated to MHLSP that functions under conditions of financial, non-profit autonomy. (https://MHLSP.gov.md/ro/advanced-page-type/institutii-subordonate-din-sanatate).
SUMPh Rector is a member of MHLSP College, which aims to promote the policy with the prerogative of coordinating priority actions of national health care interest, labor, social protection and demography.

Starting from the need to improve the quality of health care provided to the population, within MHLSP were established specialized commissions of the MHLSP. Their aim is: to promote and achieve the national health objectives; to evaluate and coordinate the activity of the primary, specialized, emergency and rehabilitation medical services.etc. The University academic staff are members of the Specialized Commissions of MHLSP (Order no. 787 of 23.06.2018). Their activity is aimed to improve the process of elaboration and implementation of health policies, assurance of the medical service quality.

Expert Council of MHLSP was created to coordinate: the process of scientific research application in the field of health care system; the effective application of technical and scientific achievements in medicine; the provision of scientific and methodological support in the elaboration of National Health Programs; the implementation of modern medical technologies for the provision of medical services; advanced expertise of the research and development projects in the medical field. Expert Council MHLSP is a permanent scientific and methodological body organization that coordinates the development of research programs and the implementation of scientific results and advanced technologies in the medical field. The members of the University teaching staff are part of multiple working groups organized by MHLSP to solve various health care issues.

In the Republic of Moldova the organization and direction of clinical studies where are involved healthy and diseased human subjects is made only after obtaining the authorization of the National Ethics

Committee in accordance with GD no.5 of 18.01.2017. The National Ethics Committee is a public non-profit institution with financial autonomy that functions on the principles of self-management, established by MHLSP. The aim of the committee is to examine the documentation and authorize the organization and direction of ethical clinical trials, with the participation of patients or persons and ensure the protection of the rights, safety and well-being of clinical trial subjects as well as compliance with clinical practice regulation (ICH-GCP), of the Republic of Moldova. The chief and a part of the members of the National Ethics Committee are members of the university academic staff.

In 2018 the Government of the Republic of Moldova launched the project "A Doctor for You", the main objective of the project is to increase the access of the inhabitants from the rural area to specialized medical services. MHLSP is responsible for the good development of the campaign, in collaboration with SUMPh and the National Health Insurance Company. The project is divided into three distinct compartments. The university academic sstaff is involved in the accomplishment of each of them:

1.Free medical services provided by cardiologists, endocrinologists, ophthalmologists, neurologists, otorhinolaryngologists, and other specialists (*Note 8.20*)

2.Free dental medical services for children (*Note 8.21*).

3.Free radiological examinations for diagnosis of tuberculosis and lung cancer (*Notes 8.22, 8.23*).

SWOT- ANALYSIS:

Strong points	Weak points
✓ The structure of academic management ensures the quality and efficiency of the activity of Nicolae Testemițanu SUMPh, in order to train highly qualified specialists for the entire health care system in the Republic of Moldova; to organize and monitor the scientific, methodological, financial, sociocultural activities, etc. ✓ The activity of the executive and management bodies development is carried out in a rhythmic way through the audit programs and the self-evaluation reports in accordance with the UQMS; ✓ Qualification increasement of the management staff through regular training according to UQMS ISO 9001: 2015 ✓ Continuous increase of requests from international students that contribute to the consolidation of the University budget and development opportunities;	✓ The lack of a national funding system per student, based on indicators of the complexity of the study areas according to the real needs; ✓ Lack of a national normative framework for financing research projects based on performance indicators; ✓ The rigid system of wages and financial motivation of the university staff, inclusively from own funds;
Opportunities	**Threats**
✓ Continuous improvement of the management staff in order to apply the contemporary management methods; ✓ Adoption of the new quality standards. ✓ Development of new modules in UIMS in order to streamline the activity processes and optimize resources; ✓ Appliance of new methods of monitoring and control of university resources;	✓ Socioeconomic issues and the high level of migration of the medical staff, including specialists in the scientific-studies; ✓ The low demography and the continuous decrease of the number of applicants; ✓ Vigorous competition in the regional market, and in the field of medical and pharmaceutical education services provision;

Standard 9. PERMANENT UPDATE

9.1.1. The SUMPh is a dynamically developing educational institution with a socially responsible approach to the training of medical personnel at the national and international level. In recent years, in order to ensure the continuous updating of processes at the University and the growth of beneficiaries' satisfaction, a number of measures have been taken to revise the internal procedures,

organization, structure, which avoids duplication of certain functions and increases staff efficiency. The organigram for 2019 was adopted at the meeting of the Senate by decision No. 1/9 of January 24, 2019, the organizational structure - on February 02, 2019 (*Note 8.06.*).

The University development strategy for 2011-2020 was revised and supplemented in the planned periods of time (stage I - 2011-2015, stage II - 2016-2020). The Action Plan for the implementation of the Development Strategy for 2019 was discussed and adopted at the meeting of the Senate by decision No. 2/5 of February 28, 2019. The development strategy is consistent with the priorities of the Education Development Strategy for 2014-2020 "Education 2020" and the National Public Health Strategy for 2014-2020.

The University plans and applies processes for continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the objectives of national legislation, the requirements and expectations of interested parties, contributing to the development of quality education based on competences and final training results.

The desire to meet the expectations of both beneficiaries and interested parties formed the basis for the implementation and development of the Quality Management System, which plays the role of a guarantee of the quality of processes and ensuring the level of trust in the university's capabilities in providing quality educational services. In 2009 the SUMPh was certified according to the criteria of the International Standard ISO 9001: 2008 "Quality Management Systems. Requirements." and in 2016 the SUMPh underwent a certification audit for the requirements of the International Standard ISO 9001: 2015. Internal and external audits of compliance of processes with the criteria of National Internal Control Standards, quality requirements and internal regulations of the UQMS are held annually.

Quality assurance in education is an essential element, both at the institutional level and at the level of the structural unit (faculty, chair, department, laboratory). Every year, heads of educational departments carry out an assessment of planned activities and submit reports at meetings of departments, commissions for quality assurance and evaluation of curricula, specialized methodological commissions, Faculty Council, which operate on the basis of regulations approved by the Senate. Monitoring of activities and performance indicators set for the year is carried out by the Department of Internal Audit, which analyzes the data submitted by departments and compiles a detailed report that is heard at the Senate meeting and serves as the basis for determining measures to update and improve the quality of university processes. The rector presents annually a public report covering all areas and processes of the university, the implementation of strategic activities, priorities of renewal, and vision for the future.

9.1.2. Successful implementation of the educational program is closely related to sufficient provision of structural units of the university with material, technical and information resources (allocation of resources, office equipment, premises, creation of comfortable conditions, etc.) based on the interaction of the units, under the guidance of the university administration, which decides on priorities and the amount of resources needed. The results of the annual survey of students and teaching staff satisfaction with the material and technical base of the university, are taken into account by the administration when forming the register of the needs of goods, works and services of the university for the year.

The university implements mechanisms to examine needs and allocate resources for continuous improvement.

Mechanisms for identifying, collecting and analyzing needs, as well as the allocation of resources for continual improvement are described in GD 8.4. Control of processes, products and services provided from the outside (ver. 07 of 06.03.2018). In accordance with Art. 5 GD No. 983 of December 22, 2012 On the regime of financial autonomy, the University annually allocates funds in accordance with the Plan for the Development of the SUMPh.

Investment resources are divided into the following means according to the use:

- development and modernization of educational and scientific processes;
- development of the material and technical base of the University;
- organizing the training of specialists in new areas, specializations and their educational and

methodological support;

- development and implementation of modern educational technologies and their provision;

Identification of needs occurs at the following levels:

✓ The administration of the SUMPh, taking into account the strategic objectives, sets the development policy, which determines the needs and allocates resources. So UISMT, the museum complex, the Campus, the Scientific Center for Growing Medicinal Plants (SCGMP), etc. were created.

✓ When conducting internal and external operational audits, quality audits, approval of training programs, annual planned and unscheduled inventories, periodic assessment of the state of the material and technical base of the university, etc.

✓ Each unit identifies and analyzes annually the materials and services in need that lead to the continuous improvement of university processes.

✓ State bodies that establish their own requirements and standards, are aimed not only at training medical, scientific and pedagogical personnel with the necessary qualifications, but also at satisfying the individual's need for intellectual, cultural and moral development.

All divisions of the University keep records of equipment, plan its standardization, maintenance and repair, as well as the equipment of classrooms. According to the plan, annual requirements are presented by divisions by May 31, are analyzed by procurement commissions in relevant areas, and then subject to adjustment by the central commission, then the needs plan is published on the university website, providing access and transparency to all interested parties.

All identified needs are analyzed and measures are justified for the continuous improvement of the material and technical base established in the development plan of the institution, and the University budget is planned based on it.

9.1.3. The process of continuous updating is carried out through the introduction of innovations and new teaching methods, as well as the application of information technologies, problem-based training, development of assessment methods, organization of education based on competences, expansion of academic mobility, review of personnel policy, improvement of operational processes and transparency of the decision-making process.

The curriculum is evaluated and validated by analyzing the degree of compliance of teaching and research methods with European requirements and the requirements of the national health care system.

Continuous updating is also supervised by the Commission for Quality Assurance and Study Plan Assessment at the faculty level, which aims to establish quality standards. Monitoring of the application of the educational program and the progress of the beneficiary is carried out on the basis of the results obtained: performance, feedback based on the survey, department protocols, reporting departments.

Responsibility for the policy of assessing the knowledge and abilities of the beneficiary at various stages of training is established by the Academic Assessment Centre (Vice-Rector for Academic Affairs, Vice-Rector for Quality and Academic Assessment, DCTM, faculty, dean, department heads, chair heads, teaching staff and students).

Students constantly contribute to ensuring the quality of education in accordance with the Order of the MECR of the Republic of Moldova No. 738 of August 5, 2016 "On the participation of students in quality assurance activities with the aim of their involvement as active members of the academic community in curriculum development and quality assurance in the professional training process".

The process of updating spheres of activity is based on the constant study of trends in development and innovations in the field of medical education, participation in conferences, the results of academic mobility of students and teaching staff, the experience of international experts, and participation in international projects.

Constant updating and improvement of all types of the SUMPh activity is based on continuous and careful study of models and trends of development and innovation in medical education in different countries, primarily in the European educational space. This is achieved by studying specialized literature, inviting international experts to participate in the development of strategic documents for the University, applying the experience and skills acquired with academic mobility of students, teaching staff

and administration representatives at leading centers and medical universities of the world. Educational program managers, all interested parties have the opportunity to participate in conferences, seminars and trainings on the development of medical education, self-assessment and accreditation processes at the program and institutional levels, and on the issues of quality assurance in education.

Participation in international projects is of great importance. So, in the period 2013-2017 the SUMPh along with other six universities of the Republic of Moldova participated in the implementation of the TEMPUS projects "Development of university autonomy" and "Quality assurance in higher education", where the University was the national coordinator of the project. The participation in the designated projects allowed developing the quality management system of the university, developing a number of important regulatory documents, as well as conducting periodic self-assessment procedures for all activities of the University.

9.1.4. Educational programs of the SUMPh meet modern requirements for the development of medical education, and the end result of the mission is to train highly qualified specialists who are competitive at the level of the national and international health care system. An approach based on competences in the training system allows for a more flexible and definite response to the needs of students and employers.

To ensure the training of a competent and competitive specialist, modern innovative technologies, modular and interdisciplinary approaches and principles of evidence-based medicine in the teaching of fundamental and clinical disciplines are constantly introduced into the educational process. The capacities of the University Center for Simulation in Medical Education (UCSMT) are widely used to acquire and improve clinical skills at all levels of the educational process. Further updating and improvement includes the construction of a University hospital to improve the educational process and provide quality medical services to the population.

The training and research activities envisaged in the Study Program are aimed at obtaining relevant professional competences of the 7th level of qualification (ISCED / 7 EQF) on the European qualifications system, which include advanced knowledge, necessary practical skills for qualified, competent and responsible performance of professional duties, reflected and consistent with the goals of the integrated higher education program. The main participants in the construction of an educational program aimed at the formation of professional competencies are students, employers and the teaching staff of the university. The involvement of the students in the development of educational programs is an important component both in ensuring their motivation to learn, and in improving the content of the subjects taught.

Since educational programs within the SUMPh are based on the requirements of the health care system, the achievement of the final training results, the process of continuous updating and improvement presupposes readiness and an increase in the degree of adaptation of the university to the demands of the modern labor market and the needs of the employer. When making changes to educational programs to improve the quality of training, proposals from employers are also taken into account.

The management and staff of the University are aware of the need for continuous updating to improve the efficiency and effectiveness of the educational process. In the future, the SUMPh will improve the credit system of education, which is aimed at increasing the level of self-education and creative development of knowledge on the basis of individualization, choice of an educational process within the framework of a regulated educational process and accounting for the amount of knowledge in the form of credits. The generally recognized advantages of the credit system of education is compliance with international general educational standards and the solution of the problem of recognition of educational documents, the unification of educational programs in accordance with global trends and academic freedom. Students have free access to all levels of university education in foreign countries, as well as the right of graduates to be employed in any country.

One of the most important elements of the mission of continuous updating is a dynamic adjustment and restructuring depending on external changes.

Reports on the results of the analysis of the activities of the faculty contain information on: the status and results of the achievement of the set goal and planned indicators; audit results; feedback from beneficiaries / employers; compliance with the quality of current teaching requirements;

identification of inconsistencies; the status of corrective and preventive measures and actions based on previous management review; recommendations and suggestions for improvement.

The process of adapting educational programs and methodological approaches within the SUMPh is carried out through modern educational technologies, the choice of disciplines and formation of the educational process of the beneficiary, and to study the views of graduates regarding the quality of training, surveys are conducted on the basis of which the problems to be improved are detected.

9.1.5. The SUMPh educational programs are periodically updated to reflect development in the field of biomedical, behavioral, social and clinical sciences, as well as the needs of the health care system and society, taking into account the views of employers, monitoring and comparative analysis of work with other medical institutions are also carried out due to the regulation of quality of services. According to the internal documents of monitoring feedback, the IAD conducts continuous monitoring and analysis of the beneficiary's satisfaction, responding quickly to comments and inconsistencies.

The revision of the proposal in the field of education and the educational program is carried out in compliance with the principle of transparency, with the participation of all parties involved in the process: scientific and teaching staff, students, administrative structures at the level of chair / department, faculty, university.

At the same time, issues of quality and content of curricula, quality of teaching and organization of the educational process, material and technical base of the university, informational support of the educational process, living conditions and nutrition, etc. are discussed at meetings of students with the rector of the university. During the year, meetings are also held with the vice-rectors, deans, ensuring the principle of constant accessibility of the administration for students, teaching staff and other beneficiaries. The UIMS, personal work email addresses, social networks, blogs, phone numbers and trust boxes are tools designed to facilitate interaction with students and employees, as well as with partners or potential candidates for admission to the university. Based on the results of the survey, proposals for improvement and claims, a plan of corrective measures, aimed at eliminating the identified inconsistencies is developed.

9.1.6. Every year, an internal and external audit in all areas of activity and in all divisions of the University is carried out in order to ensure the strict fulfillment of all undertaken obligations in conditions of openness and transparency to determine the degree of compliance with the requirements of the UQMS; evaluations of the effectiveness, functionality and identification of opportunities for quality improvement are conducted, proposals are developed for improving and introducing new methods for evaluating knowledge, achievements and clinical competencies.

The main objective of this activity is the methodological monitoring of processes and results from the point of view of the beneficiaries of training (students / resident doctors) and teaching staff with a focus on the aspects of continuous updating. Didactic strategies are drawn up taking into account the implementation of specific end goals of academic disciplines by analyzing new requirements dictated by the labor market and the latest scientific achievements in this field, incorporating the results of own scientific research, and are focused on active student training.

It is important to cooperate with the healthcare system, which allows the University to be an active participant and partner in reforming the system, introducing new forms of organization of primary medical care, highly specialized and urgent care. This contributes to the training of qualified doctors in accordance with the needs of society, as well as the integration of modern achievements of the health care system at all levels of education.

In recent years, increased satisfaction, both among training staff and among beneficiaries, has been possible, in part, thanks to proper institutional policies and strategies, the development of university infrastructure, the availability of qualified personnel, and attentive attitude to the requirements of current and potential beneficiaries.

9.1.7. Development in the field of scientific research, innovative technologies used for diagnostics and treatment, as well as the existing social and economic requirements of the labor market in the field of medical services requires constant monitoring of the content of the study program.

In this regard, it is important to ensure the educational process with methodological and didactic materials developed and published under the program “Medicine”, which periodically undergo a revision process in order to improve teaching methods and conformity with new active training theories.

The existing structure of the study program contributes to training and mastering practical skills in order to form competent doctors with communication skills, regardless of the specialization they choose. Students have a wide range of materials for training, both compulsory and recommended. Modern teaching methods (traditional and interactive), multimedia, etc. for lectures and practical classes are updated every year with an emphasis and in accordance with the requirements of the labor market and scientific and technological progress.

Participation of students in research projects, scientific circles, conferences and congresses creates an environment and training experience through the introduction of modern educational methods, virtual methods of mastering subjects of disciplines (modeling of clinical situations / "standardized patients", the introduction of a computer method for analyzing physiological parameters "Biopac", etc.).

9.1.8. The educational program is structured and adjusted in accordance with the provisions of national legislation and institutional provisions and includes the concept of specialist training, professional and related competencies, academic calendar, curriculum and programs in disciplines. PP Procedure 8.5.1 “The control of the provision of services” is applied to all forms of education conducted within the university (license, residency, doctoral, postdoctoral studies, continuing medical education, etc.)

Taking into account the dynamics of development of technologies based on innovations, research, as well as the current social and economic requirements of the labor market in the field of medical services, the content of the educational program "Medicine" undergoes periodic changes and refinements. The internal evaluation of the educational program takes into account: the mission, goals, structure and content of the program, the teaching environment, training and assessment, curriculum quality management, students, graduates, the quality of teaching staff. The results of the self-assessment of the Educational Program and suggestions for improvement are discussed with all participants in the process. Another way of self-assessment of the educational program is to analyze the report of the graduation examination board, annual reports of the department, annual report of the faculty necessary for making proposals to improve the program and develop an action plan.

Monitoring and revision educational offerings at a university is an ongoing process necessary for a quick response to the demands of the labor market. The modernization of the educational program, creation of a quality assessment system, development of academic potential are all important components of the educational and institutional reform included in the SUMPh development strategy for the period 2011-2020.

The needs of the labor market and the requests of potential beneficiaries are a strong reason for monitoring and periodical revision of the Educational program, which is carried out through transparent activities involving all involved participants in the process: at the level of the teaching staff, students, administrative structures of the chair / department /, university, and employers.

Also based on feedback of students, graduates, representatives of employers, monitoring and periodic revision of curriculum programs are carried out. The leadership of educational programs provides, based on proposals from interested parties, changes and introduction of new elective and optional disciplines to the Curriculum; analysis of professional and overlapping competencies at different levels of education; assessment and approval of new or updated methodological and didactic materials.

University structures responsible for monitoring and changing curricula promote and implement quality assurance policies and educational offer development, assess the quality of teaching and learning, and make proposals for improving the quality of the educational process based on the principle of targeting beneficiaries and fully meeting their requirements and expectations.

Students participate throughout the process of monitoring, evaluating and revising educational programs, joining the Council of the Faculty and the Senate. Changing the content of the program corresponds to new trends in the basic, clinical and social sciences, taking into account the demographic situation, the health status of the population, and the structure of diseases in society.

The content of the educational program, as well as the dynamics of constant changes are published in various informational materials, UIMS, on the university's web page, etc.

9.1.8. Improvement of the university management model is a regular process, and the representation of interested parties is expanding. The University has introduced and constantly improves the system of differentiated remuneration of teaching staff: academic degrees, academic titles, clinical activities, and teaching in a foreign language are paid.

The University Information Management System (UIMS) operates successfully in the following areas: personnel, salary and property management; communication and document management; enrollment, exchange of documents between deans / departments, student personal records, student assessment; informatization of social and cultural events, distribution of hostels and consideration of socially vulnerable categories of students.

In terms of further improving the information management system and improving the quality of educational, scientific and clinical activities, the following modules are currently being developed: Clinical, Research, Residency and Continuing Education.

9.1.9. Improving the quality of knowledge assessment and clinical competencies is an integral part of the university's mission of training highly qualified specialists. In this context, the development of assessment principles, methods and the number of exams takes place in strict accordance with the methods of preparation, teaching and training, which plays an important role in organizing and ensuring the educational process.

The process and forms of assessment of training results in the framework of the educational program are carried out in strict accordance with the regulations in this area. The assessment strategy, which is determined by the objectives of the program, should establish / evaluate the generated competencies. One of the most progressive innovations of the university is the Academic Assessment Centre.

In the process of updating the assessment system, it is advisable to maintain and extend the positive practice accumulated in recent years (introduction of monitoring educational achievements within the framework of level differentiation in training; using various forms of control during final assessment of students, introduction of computer testing, etc.), and eliminate certain shortcomings in education system (subjectivity of assessments, preferential focus on the verification of reproductive knowledge and algorithmic skills, insufficient use of means of control, forming the interest of each student in the training results, lack of comparability of the test results by chairs, etc..). Thus, the SUMPh provides the basic guidelines for the modernization of the monitoring and evaluation system of educational achievements:

- ✓ transparency of requirements for the level of training and control procedures for all participants in the educational process - students, teaching staff, specialists, the general public;
- ✓ -improvement of the assessment system in the process of current and final control;
- ✓ reorientation of control to assess the ability to apply the knowledge and skills obtained in the training process in various life situations;
- ✓ standardization and objectification of the quality assessment of university graduates;
- ✓ introduction, in addition to the traditional, of new types, forms, methods and means of assessing the dynamics of student advancement in the educational process, contributing to the increase of motivation and interest in training, and also taking into account the individual characteristics of students.

9.1.10. Since 2013, the SUMPh has operated in the conditions of financial autonomy in accordance with the Regulation approved by GD No. 983 of December 22, 2012 and the Charter of the University. The educational services provided by the university in order to fulfill the state order are rendered in accordance with current legislation and the changes made to it. This is facilitated by planned measures aimed at promoting the educational program through educational marketing: the SUMPh website, specialized journals (Applicant, Applicant's Guide), specialized online portals (admiterea.md, studentie.md, study.md), audio advertising on radio, organization of the Open Day,

online banners, mobile booths, distribution of promotional materials and the university newspaper "Medicus" (special issue focused on Admission), videos about the university's educational offer.

Admission to all educational programs is carried out in accordance with existing legislation and regulations, which are annually developed and approved at a meeting of the Senate. The Admission Board compiles reports on the results of admission, which are presented at the meeting of the Senate, and the results of admission are approved by enrollment orders. Internationalization is one of the priorities of the University Development Strategy. Currently, the university has 2477 international students from more than 30 countries.

9.1.11. The staff policy of the SUMPh is an important and reliable mechanism for managing the education system, increasing the efficiency of all its resources, ensuring the integrity and sustainability of its development in the long term. The personnel policy of the University is reflected in the Charter of the University, the mission of the university, the collective agreement, internal regulations, the employee contract, the provision on remuneration, the provision on personnel performance evaluation. The characteristics of the University that affect the formation of personnel policy are high requirements for employees, due to the specificity of scientific and teaching activities, the need for periodic performance evaluation, which is associated with the changing and ever-increasing needs of society in the education service, the special role of the management as a coordinator of scientific and educational activities, and a variety of functions (educational, methodical, scientific, clinical work) performed by the teaching staff.

The specificities of the University's activities create the prerequisites for the most important direction of the university personnel policy - solving the problem of activating the university system for improving the scientific and pedagogical qualifications of the teaching staff. The University provides scientific and pedagogical staff with equal opportunities for continuous professional development. Planning, recruitment, hiring and administration of academic staff is carried out in accordance with the legislation of the Republic of Moldova. The staffing table of the teaching staff is compiled annually and is set in accordance with the Curriculum. The ratio of the number of students to the number of faculty members is 1: 6.8.

Human resources planning is a crucial stage in the implementation of personnel policy and is aimed at providing the necessary personnel to carry out activities. The stages of selection, recruitment and hiring of personnel are described in Procedure 7.1.2 Personnel.

9.1.12. The process of updating educational resources in accordance with the dynamics of changing needs, the development of research, innovative technologies used in the diagnosis and treatment of diseases, as well as the current social and economic requirements of the labor market in the field of medical services, the content of the educational program "Medicine" is ongoing monitoring and periodically updated.

The procedure of modernization and improvement includes: updating the curriculum, introducing new compulsory, optional and free choice disciplines, coordinating it with the recommendations of the line ministry, prospective and own research, including those based on data from modern literature. The proposed changes are approved by the Faculty Council at the end of the academic year and validated by the SUMPh Senate.

Curricula for new disciplines introduced into the study plan are carefully selected to ensure the formation of professional skills and abilities based on accumulated knowledge that can be subsequently applied in practical activities. Curricula for disciplines are developed in the departments where these disciplines are taught, in accordance with the provisions of the European qualifications system. A systematic approach to the formation and development of the curriculum structure provides for the formation of professional competencies, and the material reflected in the curriculum is of a scientific nature and is a comprehensive presentation of theories, concepts, phenomena characteristic of each discipline.

Dynamic adjustment of educational resources is based on new trends in basic, clinical, social sciences, taking into account the demographic situation, health status, structure of diseases in society, government order, the number and profile of academic personnel, and the adjustment by including

new knowledge contributes to the improvement of social and economic and cultural aspects in the country by eliminating outdated methods.

9.1.13. Development in the field of research, innovative technologies, as well as existing social and economic requirements in the field of medical services implies monitoring and continuous updating of the educational program. One of the **important tasks** of the SUMPh for the near future is to establish the compliance of the university activities with international standards by integrating higher medical education, research work and qualified clinical activities, as well as by harmonizing the traditions of the national medical and pharmaceutical school with European standards. Further updating includes:

1. *Diversification of the educational offer* and its adaptation to the needs of the health care system. So, in the period 2016-2017 2 new higher education programs in license study were opened: Optometry and General Nursing and the List of specialties for postgraduate residency was updated in 2018; The University plans to open new educational programs in accordance with the List of Professional Training and Specialties in Higher Education.
2. *The reform of study program directed to a student and resident* is aimed at obtaining the competencies required in professional activities, in accordance with national and international standards. In 2017, a curriculum change was initiated for all integrated education programs (Medicine, Preventive medicine, Pharmacy and Dentistry) with a detailed description of student-centered professional and related qualities and the introduction of optional and free choice disciplines to ensure individualization of the training process of beneficiaries. This process is ongoing and is in the focus of attention of the SUMPh management.
3. *Continuous improvement of the quality* of the processes of admission, training and assessment of competencies of students and residents. During the last period, the curricula of all disciplines for educational programs were updated with a detailed description of competencies and specific final results for each discipline.
4. *Continuous provision of the educational environment*, improvement of the material and technical base conducive to meeting the requirements for the quality of education at the University.
5. *Development of information technology* and expanding access to these resources.
6. *Promoting the motivation of students* and residents to implement educational and research achievements.
7. *Bringing national post-university training* in line with European requirements.

9.1.14. Improving the organizational structure and management principles to ensure the quality and effectiveness of education is an ongoing task and an important institutional element of the SUMPh management. These principles are reflected in the Rector's Declaration on the Policy for Quality Assurance, which was updated on 25.04.2019. The University strives to maintain its place among the best higher educational institutions of the Republic of Moldova by achieving and maintaining high quality and efficiency in the following areas of strategic development: integrated medical education, residency and doctoral studies, continuing education of doctors and pharmacists, research, international cooperation, university management, which provides for further development based on the participation of all employees, is result-oriented and adapted to the needs of the university community and the ability to ensure the realization of the mission and vision of the University. The implementation and maintenance of the quality management system at all levels of the University developed and adopted in accordance with the provisions of the international standard SM SR EN ISO 9001: 2015 will contribute to the achievement of the goals. Monitoring of the quality management system is carried out through internal and external audits and periodic discussions at meetings of the University Senate Administrative Council, Quality Management Board, faculty councils, in order to assess currently its functioning, ensure compliance principles, continuous improvement and achievement of the strategic goals of the University mission and vision. All University staff should be responsible for the continuous improvement of the quality of their professional activities.

SWOT-ANALYSIS:

Strengths	Weaknesses
✓ Nicolae Testemitanu SUMPh is the only higher medical educational institution in the Republic of Moldova that trains doctors and pharmacists for the national health care system; ✓ Integrated implementation of European standards in the teaching, research and institutional management processes; ✓ Active participation of the SUMPh in the resolution of public health problems; ✓ Nicholae Testemitanu SUMPh is certified nationally and internationally; ✓ Application of innovative methods in the process of teaching-training-assessment and research activities; ✓ Highly qualified and professional scientific and academic staff.	✓ The only higher medical school in the country; Passive participation of employers in curriculum development;
Opportunities	**Threats**
✓ Active participation of Nicholae Testemitanu SUMPh in the life of society and increase of their social responsibility; ✓ Continuous improvement of the university staff with the use of information technology and innovative methods of training and research; ✓ Participation of scientific and academic staff and beneficiaries of training in competitions for grants and named scholarships; ✓ Scientific and pedagogical training of teaching staff on the basis of the Doctoral School; ✓ Ensuring the compliance of training and research with the highest quality standards;	✓ Creating a system of general education, not individualized ; ✓ Reducing the number of students; ✓ Low employment rate of residents.

3. CONCLUSIONS

Public institution 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 health system of the country, and carries out scientific and clinical activities.

The activities of the SUMPh are carried out in accordance with the “Development Strategy of Nicolae Testemitanu State University of Medicine and Pharmacy for the period 2012-2020 ”and the University Charter, which stated the mission, vision, strategic directions, goals, reflecting its place and role in the social and economic, educational, scientific and cultural development of the country.

The university has a clearly defined mission, implemented in accordance with national priorities, which defines clearly the goal of the university and its development strategy. The mission, goals and objectives are carried out in the educational and scientific context of the country development, taking into account the policies of the Ministry of Health, Labor and Social Protection, and the Ministry of Education, Culture and Research of the Republic of Moldova. The selected policy and development priorities allowed the SUMPh to take a leading place in the higher education system of the country and fulfill successfully the goals and objectives of training specialists for the health care system.

The organizational, functional and staffing structure of the SUMPh complies with the mission, goals and objectives of the university, the organizational and management structure is built in accordance with modern norms and rules of effective management.

The achievement of the goals is facilitated by the implementation and maintenance of the quality management system developed and adopted in accordance with the provisions of the international

standard SC ISO 9001: 2015 at all levels of the University. The SUMPh constantly monitors the UQMS with the aim of current assessment of its functioning, ensuring compliance with the commitments made, continuous improvement and achievement of the strategic goals of the University mission and vision.

The University has a multi-level system of higher medical and pharmaceutical professional education: license study (2 programs), integrated training (4 programs), doctoral studies (48 programs), residency (63 specialties) and continuing professional education (256 programs).

University educational programs are accredited at the national level, and Dentistry both at national and the international level. In order to determine the degree of compliance of the activities of the SUMPh with international standards of medical education, the SUMPh has initiated self-assessment procedures for educational programs. Thus, the University received an international assessment from the European Commission on Academic Assessment of the DentEdEvolvers Association (2002), the Council of the International Conference of Deans of French-speaking Medical Faculties (CIDMEF) (2005) and the expert committee AMEE and WFME (2014).

The list and content of educational programs in the compulsory disciplines correspond to modern medical education, and optional courses reflect innovations and requirements of employers. Educational programs are mastered in the framework of the credit system of education.

At the university educational programs are developed in accordance with the list of areas of professional training and specialties in higher education; The European Qualifications Framework, Directive 2005/36 / EE of the European Parliament and Council, the National Qualifications Framework, professional standards in the field of medical education, and taking into account the developmental trend of the health care in the country, consumers' current requirements for educational offer, labor market requirements for the training of highly qualified personnel.

At the same time, the University monitors the quality of the development of educational programs by students according to the established criteria and ensures continuous monitoring and improvement of the educational services provided. Particular attention is paid to the practical component in the educational process, the development of practical skills in students. To this end, the University has established its own clinics, the University Center for Simulation in Medical Education and is developing a concept for the setting up a University Hospital.

The SUMPh creates for the students conditions necessary for the effective mastering the chosen educational program in accordance with their interests and needs, providing the appropriate resources (library, consulting, information, etc.); a student support service, conditions for personal development and education of young people have been created.

The high level of qualification of the University teaching staff is directly related to the high level of quality of the educational process, contributing to the formation of knowledge and skill training required in the labor market. The teaching staff of the university meets the qualification requirements for teaching, research and clinical activities and has sufficient knowledge and extensive experience in the transfer of knowledge to students.

In the SUMPh the research work of students and teaching staff is given considerable attention as an important characteristic of the activities of a higher educational institution. The university policy in the field of research corresponds to the potential of the university. Research activities are developing dynamically, taking into account the scientific competence, the experience of the teaching staff in doing research work and corresponds to the material and technical base of the university. The university participates in international, national and institutional projects. Research themes cover the problems of modern healthcare. Students, residents, doctoral students are actively involved in the implementation of research along with the teaching staff.

The university is focused on the development of international cooperation and academic mobility. Programs of academic exchange of the teaching and students between universities, the development of productive scientific relations are an important focus. The university is a member of international medical education organizations.

Internationalization of education has been one of the priorities of the University for many years. The development of competent educational programs, proficiency in foreign languages, strong

international relations with world leading medical centers and universities, good professional reputation of graduates and comfortable living conditions contribute to the recognition of the University and attractiveness for foreign students studying in the SUMPh.

The material resources of the University correspond to the mission, goals and objectives of the university, are regularly improved through modernization and strengthening, are sufficient and meet the requirements of implemented educational programs. Current trends in the development of the world education raise problems for the SUMPh on widespread use of educational technologies in accordance with innovations in the field of information. The university has sufficient technical facilities, the university information management system (UIMS) has been created, which covers the administration, faculty, students and operates within each structural unit.

The university has developed an effective financial management. Over the past 5 years, there has been a steady growth in university incomes. There are concrete operational plans to strengthen the financial sustainability of the university, as well as a well-developed mechanism of material incentives for the teaching staff and students. In order to improve the efficiency of the use of financial resources, constant monitoring of their use has been established, planning and implementation of measures to develop the material and technical base, monitoring the progress of work under the approved plan are carried out. The results of the financial and economic activities of the university clearly confirm that financial stability is increasing every year, giving an opportunity to strengthen the material and technical base, raise wages, and use other forms of encouragement and financial support for the staff and students.

The University has a close relationships with the country health authorities: the Ministry of Health, Labor and Social Protection, research institutes in various areas of health care, health care institutions at all levels, and others. The representatives of the teaching staff are leading specialists of the Ministry of Health, Labor and Social Protection national experts in the development of protocols and guidelines and highly qualified specialists of clinical institutions. The University is actively involved in health care issues by analyzing and monitoring the demographic situation in the country, highlighting problem areas and analyzing their causes in the interest of ensuring accessibility and quality of medical care, in implementing national health development programs, and interacts with research, educational, public organizations, as well as with the media in issues related to the public health of the population.

Thus, the main activities of the SUMPh reflect the positive dynamics in the growth of quantitative and qualitative indicators: the growth in the number and quality of educational programs, the availability of qualified human resources, the internationalization of education, good financial results, which affect directly the improvement of educational and methodological and material base and allow to give due attention to research work and international cooperation, to invest in the multilateral development of student potential etc. These indicators have a positive effect on the quality of all processes of the organization: highly qualified training of specialists and strengthening research work, expanding activities, effective work organization of the personnel, increasing the number of teaching staff and the number of the teaching staff with degree, strengthening the material and technical base, which led to the national and international prestige of the university.

All the above-mentioned reaffirms the commitment of Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova to institutional accreditation.

4. CONCLUSION OF THE SELF-ASSESSMENT COMMISSION

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
		1. **1.1**	**«МИССИЯ И РЕЗУЛЬТАТЫ»** **Определение миссии**				
1	1	1.1.1	Медицинская организация образования **должна** определить свою *миссию* и довести до сведения заинтересованных сторон и сектора здравоохранения**.**	+			
			Заявление о миссии **должно** содержать цели и образовательную стратегию, позволяющие подготовить компетентного врача на уровне базового медицинского образования:				
2	2	1.1.2	с соответствующей основой для дальнейшей карьеры в любой области медицины, включающего все виды медицинской практики, административной медицины и научных исследований в медицине	+			
3	3	1.1.3	способного выполнять роль и функции врача в соответствии с установленными требованиями сектора здравоохранения	+			
4	4	1.1.4	подготовленного для **послевузовского** обучения	+			
5	5	1.1.5	с обязательством обучаться на протяжении всей жизни, включающую профессиональную ответственность по поддержке уровня знаний и навыков посредством оценки деятельности, аудита, изучения собственной практики и признанных видов деятельности в *НПР/НМО*.	+			
6	6	1.1.6	Медицинской организации образования **следует** гарантировать, что миссия включает достижения медицинских исследований в области биомедицинских, клинических, поведенческих и социальных наук.	+			
7	7	1.1.7	Медицинской организации образования **следует** гарантировать, что миссия включает аспекты глобального здоровья и отражает основные международные проблемы здоровья.	+			
		1.2	**Участие в формулировании миссии**				
8	**8**	**1.2.1**	Медицинская организация образования **должна** гарантировать, что *основные заинтересованные стороны* участвуют в разработке миссии.	+			
9	9	1.2.2	Медицинской организации образования **следует** гарантировать, что заявленная миссия основана на мнении/предложениях других *соответствующих заинтересованных сторон*.	+			
		1.3	**Институциональная автономия и академическая свобода**				
			Медицинская организация образования **должна** иметь *институциональную автономию* для разработки и внедрения политики, за которую ответственность несут администрация и профессорско-преподавательский состав в отношении:				
10	10	1.3.1	разработки и составлении образовательной программы;	+			
11	11	1.3.2	использования выделенных ресурсов, необходимых для реализации образовательной программы.	+			
			Медицинской организации образования **следует** гарантировать *академическую свободу* своим сотрудникам и студентам:				
12	12	1.3.3	в отношении действующей образовательной программы, в котором будет разрешено опираться на различные точки зрения в описании и анализе вопросов по медицине*;*	+			
12	12	1.3.4	возможности использования результатов новых исследований, для улучшения изучения конкретных дисциплин/вопросов без расширения образовательной программы.	+			
		1.4	**Конечные результаты обучения**				
		1.4.1	Медицинская организация образования **должна** определить ожидаемые *конечные результаты обучения*, которые студенты должны проявлять после завершения, относительно:				

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
13	13		своих достижений на базовом уровне в отношении знаний, навыков и умений;	+			
14	14		соответствующей основы для будущей карьеры в любой отрасли медицины;	+			
15	15		своих будущих ролей в секторе здравоохранения;	+			
16	16		своей последующей послевузовской подготовке;	+			
17	17		своих обязательств к обучению на протяжении всей жизни;	+			
18	18		медико-санитарных потребностей здоровья общества, потребностей системы здравоохранения и других аспектов социальной ответственности.	+			
19	19	1.4.2	Медицинская организация образования **должна** гарантировать, что студент выполняет обязательства в отношении врачей, преподавателей, пациентов и их родственников в соответствии с надлежащими нормами поведения.	+			
20	20	1.4.3	Медицинской организации образования **следует** определять и координировать связь конечных результатов обучения, требуемых по завершению, с теми, которые требуются в послевузовском обучении	+			
21	21	1.4.4	Медицинской организации образования **следует** определять результаты вовлечения студентов в проведении исследований в медицине	+			
22	22	1.4.5	Медицинской организации образования **следует** обратить внимание на конечные результаты, связанные с глобальным здоровьем;	+			
23	23	1.4.6	Медицинской организации образования **следует** использовать результаты оценки компетенций выпускников как инструмент обратной связи для улучшения образовательной программы.	+			
			Итого	**24**			
		2	**ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА**				
		2.1	**Модель образовательной программы и методы обучения**				
24	1	2.1.1	Медицинская организация образования **должна** определить *образовательную программу,* включающую интегрированную модель, основанную на дисциплинах, системах органов, клинических проблемах и заболеваниях, модель, *основанную на модульном или спиральном дизайне*	+			
25	2	2.1.2	Медицинская организация образования **должна** определить используемые *методы преподавания и обучения,* которые стимулируют, готовят и поддерживают студентов брать на себя ответственность за свой учебный процесс.	+			
26	3	2.1.3	Медицинская организация образования **должна** гарантировать, что образовательная программа развивает способности студентов к обучению на протяжении всей жизни.	+			
27	4	2.1.4	Медицинская организация образования **должна** гарантировать, что образовательная программа реализуется в соответствии с *принципами* равенства.	+			
28	5	2.1.5	Медицинская организация образования **следует** использовать *методы преподавания и обучения,* основанные на современной теории обучения взрослых	+			
		2.2	**Научный метод**				
		2.2.1	Медицинская организация образования должна на протяжении всей программы обучения преподавать студентам:				
29	6		принципы научной методологии, включая методы аналитического и критического мышления;	+			
30	7		научные методы исследования в медицине;	+			
31	**8**		доказательную медицину,	+			
32	9		которые требуют *соответствующей компетентности*	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			преподавателей и будут являться обязательной частью образовательной программы.				
33	10	2.2.2	Медицинской организации образования **следует** включить в образовательную программу *элементы научных исследований* для формирования научного мышления и применения научных методов исследования	+			
34	11	2.2.3	Медицинской организации образования следует способствовать вовлечению студентов в проведение или участие в научно - исследовательских проектах.	+			
			Базовые биомедицинские науки				
			Медицинская организация образования должна в образовательной программе определить и включить:				
35	12	2.3.1	достижения *базовых биомедицинских наук* для формирования у студентов понимания научных знаний	+			
36	13	2.3.2	концепций и методов, являющиеся основополагающими для приобретения и применения клинических научных знаний.	+			
			Медицинской организации образования следует в образовательной программе корректировать и вносить новые достижения биомедицинских наук для:				
37	14	2.3.3	научных, технологических и клинических разработок;	+			
38	15	2.3.4	текущих и ожидаемых потребностей общества и системы здравоохранения.	+			
		2.4	**Поведенческие и социальные науки и медицинская этика**				
		2.4.1	Медицинская организация образования **должна** определить и включать в образовательную программу достижения:				
39	16		*поведенческих наук;*	+			
40	17		*социальных наук;*	+			
41	18		*медицинской этики;*	+			
42	19		*медицинской юриспруденции,* которые будут обеспечивать знания, концепции, методы, навыки и отношения, необходимые для понимания социально-экономических, демографических и культурных обусловленностей причин, распространения и последствий медицинских проблем здоровья, также знаний о национальной системе здравоохранения и прав пациента, что будет способствовать анализу проблем здоровья общества, эффективному общению, принятию клинических решений и этической практике	+			
		2.4.2	Медицинской организации образования **следует** в образовательной программе корректировать и вносить новые достижения *поведенческих и социальных наук* и также *медицинской этики* для:				
43	20		научных, технологических и клинических разработок;	+			
44	21		текущих и ожидаемых потребностей общества и системы здравоохранения;	+			
45	22		изменяющихся демографических и культурных условий.	+			
		2.5	**Клинические науки и навыки**				
			Медицинская организация образования **должна** в образовательной программе определить и внедрить достижения *клинических наук* и гарантировать, что студенты				
46	23	2.5.1	приобретают достаточные знания и *клинические* и *профессиональные навыки* для того, чтобы принять на себя *соответствующую ответственность, включающую мероприятия, связанные с укреплением здоровья, профилактики заболеваний и оказания помощи пациентам*;	+			
47	24	2.5.2	проводят разумную часть (одну треть) программы в запланированных	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			контактах с пациентами, включающую рассмотрение цели, соответствующее количество и их достаточность для обучения в соответствующих клинических базах;				
48	25	2.5.3	проводят работы по укреплению здоровья и профилактике.	+			
49	26	2.5.4	Медицинская организация образования **должна** установить определенное количество времени на обучение *основных клинических дисциплин, включающих внутренние болезни, хирургию, психиатрию, общую врачебную практику (семейную медицину), акушерство и гинекологию, педиатрию*.	+			
50	27	2.5.5	Медицинская организация образования **должна** организовать клиническое обучение с соответствующим вниманием к *безопасности пациента, включающую наблюдение за выполняемыми студентом действиями в условиях клинических баз*	+			
			Медицинской организации образования следует в образовательной программе корректировать и вносить новые достижения клинических наук для:				
51	28	2.5.6	научных, технологических и клинических разработок;	+			
52	29	2.5.7	текущих и ожидаемых потребностей общества и системы здравоохранения.	+			
53	30	2.5.8	Медицинской организации образования **следует** гарантировать что каждый студент имеет *ранний контакт с реальными пациентами*, включая постепенное его *участие в оказании помощи пациенту, включающее ответственность в части обследования и/или лечения пациента под наблюдением, которое проводится в соответствующих клинических базах*	+			
54	31	2.5.9	Медицинской организации образования **следует** структурировать различные компоненты обучения *клиническим навыкам* в соответствии с конкретным этапом программы обучения.	+			
		2.6	**Структура образовательной программы, содержание и продолжительность**				
55	32	2.6.1	Медицинская организация образования **должна** дать описание содержания, объема и последовательности курсов и других элементов образовательной программы, чтобы гарантировать соблюдение соответствующего соотношения между базовыми биомедицинскими, поведенческими и социальными и клиническими дисциплинами.	+			
			Медицинской организации образования следует в образовательной программе:				
56	33	2.6.2	обеспечить интеграцию по горизонтали смежных наук и дисциплин;	+			
57	34	2.6.3	обеспечить интеграцию по вертикали клинических наук с базовыми биомедицинскими и поведенческими и социальными науками;		+		
58	35	2.6.4	предоставлять возможность выборного содержания (эллективы) и определить баланс между *обязательной и выборной* частью образовательной программы, *включающую сочетание обязательных элементов и элективов или специальных компонентов по выбору*;	+			
59	36	2.6.5	определить *взаимосвязь с комплементарной медициной, включающую нетрадиционную, традиционную или альтернативную практику*.	+			
		2.7	**Управление программой**				
60	37	2.7.1	Медицинская организация образования **должна** определить структурное подразделение, ответственное за образовательные программы, которое под управлением академического руководства несет ответственность и *имеет полномочия* для планирования и внедрения образовательной программы, *включая распределение выделенных ресурсов для планирования и внедрения методов преподавания и обучения, оценки студентов и оценки образовательной программы и курсов обучения, для того* чтобы	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			обеспечить достижение конечные результатов обучения				
61	38	2.7.2	Медицинская организация образования **должна** гарантировать представительство от преподавателей и студентов в структурном подразделении, ответственном за образовательные программы.	+			
62	39	2.7.3	Медицинской организации образования **следует** через структурное подразделение, ответственное за образовательные программы планировать и внедрять инновации в образовательную программу.	+			
63	40	2.7.4	Медицинской организации образования следует включать представителей от других соответствующих заинтересованных сторон, в состав структурного подразделения медицинской организации образования, ответственного за образовательные программы, включающих других участников образовательного процесса, представителей от клинических баз, выпускников медицинских организаций образования, специалистов здравоохранения, вовлеченных в процесс обучения или других преподавателей факультетов университета.	+			
		2.8	**Связь с медицинской практикой и системой здравоохранения**				
64	41	2.8.1	Медицинская организация образования **должна** обеспечивать *операционную связь* между образовательной программой и последующими этапами профессиональной подготовки (интернатура, специализация, НПР/НМО) или практики, к которому студент приступит по окончании обучения, *включающую определение проблем здоровья и определение требуемых результатов обучения, четкое определение и описание элементов образовательной программы и их взаимоотношений на различных стадиях подготовки и практики, с должным учетом местных, национальных, региональных и глобальных условий, и также обратную связь для/от сектора здравоохранения и участия преподавателей и студентов в работе команды специалистов при оказании медицинской помощи*	+			
			Медицинской организации образования **следует** гарантировать что структурное подразделение, ответственное за образовательную программу:				
65	42	2.8.2	учитывает особенности условий, в которых выпускникам предстоит работать и соответственно этому модифицировать образовательную программу	+			
66	43	2.8.3	рассматривает модификацию образовательной программы на основе обратной связи с общественностью и обществом в целом.	+			
			Итого	**42**	**1**		
		3.	**ОЦЕНКА СТУДЕНТОВ**				
		3.1	**Методы оценки**				
			Медицинская организация образования **должна:**				
67	1	3.1.1	определить, утвердить и опубликовать *принципы, методы и практику, используемые для оценки студентов, включающие количество экзаменов и других тестов, соблюдение баланса между письменными и устными экзаменами, использование методов оценок, основанных на критериях и рассуждениях, и специальных экзаменов (ОСКЭ или Мини-клинический экзамен),* а также определить критерии для установления проходных баллов, оценок и количество разрешенных пересдач;	+			
68	2	3.1.2	гарантировать, что оценка охватывает знания, навыки и отношения к учебе;	+			
69	3	3.1.3	использовать широкий спектр методов оценки и форматов в зависимости от их «*оценки полезности*», *которое включает сочетание валидности, надежности, влияния на обучение, приемлемости и эффективности методов и формата оценки*;	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
70	4	3.1.4	гарантировать, что методы и результаты оценки избегают конфликта интересов;	+			
71	5	3.1.5	гарантировать, что процесс и методы оценки являются открытыми (доступными) для экспертизы со стороны внешних экспертов;	+			
72	6	3.1.6	использовать систему обжалования результатов оценки.	+			
			Медицинской организации образования **следует:**				
73	7	3.1.7	документировать и оценивать надежность и валидность методов оценки, что требует соответствующего процесса обеспечения качества существующей практики оценки;	+			
74	8	3.1.8	внедрять новые методы оценки в соответствие с потребностью;	+			
75	9	3.1.9	использовать систему для апелляции результатов оценки.	+			
		3.2	**Взаимосвязь между оценкой и обучением**				
			Медицинская организация образования **должна** *использовать принципы, методы и практику оценки*, включающую *учебные достижения студентов и оценку знаний, навыков, профессиональных ценностей отношений,* которые*:*				
76	10	3.2.1	ясно сопоставимы с методами обучения, преподавания и конечными результатами обучения;	+			
77	11	3.2.2	гарантируют, что студенты, достигают конечных результатов обучения;	+			
78	12	3.2.3	способствуют обучению студентов;	+			
79	13	3.2.4	обеспечивают соответствующий баланс между формативной и суммативной оценкой, чтобы управлять обучением и *оценивать академический прогресс* студента, *что требует установления правил оценки прогресса и их отношения к процессу оценки*.	+			
			Медицинской организации образования **следует:**				
80	14	3.2.5	*регулировать количество и характер проверок* различных элементов образовательной программы с целью *содействия* получению знаний и *интегрированному обучению,* и *чтобы избежать негативного воздействия на процесс обучения и исключить необходимость изучения чрезмерного количества информации и перегруженность образовательной программы;*	+			
81	15	3.2.6	гарантировать предоставление своевременной, конкретной, конструктивной и справедливой обратной связи студентам на основе результатов оценки.	+			
			Итого	**15**			
		4.	**СТУДЕНТЫ**				
		4.1	**Политика приема и отбора**				
			Медицинская организация образования **должна**:				
82	1	4.1.1	определить и реализовывать *политику приема,* включая *четко установленное положение по процессу отбора студентов*;	+			
83	2	4.1.2	иметь *политику* и внедрить *практику приема студентов с ограниченными возможностями в соответствие с действующими законами и нормативно-правовыми документами страны*;	+			
84	3	4.1.3	иметь политику и внедрить практику перевода студентов из других программ и медицинских организаций образования.	+			
			Медицинской организации образования **следует:**				
85	4	4.1.4	установить отношения между отбором студентов и миссией медицинской организации образования, образовательной программой и желаемым качеством выпускников;		+		
86	5	4.1.5	периодически пересматривать политику приема, на основе соответствующих данных от общественности и специалистов с тем, чтобы соответствовать *потребностям здоровья населения и общества в целом, включающую рассмотрение набора студентов с*	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			учетом их пола, этнического происхождения и языка, и потенциальную необходимость специальной политики приема для студентов из малообеспеченных семей и национальных меньшинств;				
87	6	4.1.6	использовать систему для апелляции решений по приему.	+			
		4.2	**Набор студентов**				
88	7	4.2.1	Медицинская организация образования **должна** определить количество принимаемых студентов в соответствии с материально-техническими и возможностями на всех стадиях обучения и подготовки, и принятие решения по набору студентов, которое предполагает необходимость регулирования национальных требований к кадровым ресурсам здравоохранения, в случае, когда медицинские организации образования не контролируют количество набираемых студентов, то следует продемонстрировать свои обязательства, путем объяснения всех взаимоотношений, уделяя внимание последствиям принятых решений (дисбаланс между набором студентов и материально-техническим и академическим потенциалом ВУЗа).	+			
89	8	4.2.2	Медицинской организации образования **следует** периодически рассматривать количество и контингент принимаемых студентов в процессе консультаций с *соответствующими заинтересованными сторонами, ответственными за планирование и развитие кадровых ресурсов в секторе здравоохранения, также с экспертами и организациями по глобальным аспектам человеческих ресурсов здравоохранения (таким как недостаточность и неравномерное распределение кадровых ресурсов здравоохранения, миграция врачей, открытие новых медицинских ВУЗов)* и регулировать с целью удовлетворения потребностей здоровья населения и общества в целом.	+			
		4.3	**Консультирование и поддержка студентов**				
			Медицинская организация образования **должна:**				
90	1	4.3.1	иметь систему *академического консультирования* своих студентов, *которая включает вопросы, связанные с выбором элективов, подготовкой к послевузовскому обучению, планирования профессиональной карьеры, назначение академических наставников (менторов) для отдельных студентов или небольших групп студентов;*	+			
91	2	4.3.2	предлагать программу поддержки студентов направленной на *социальные, финансовые и личные потребности, которая включает поддержку в связи с социальными и личными проблемами и событиями, проблемами со здоровьем и финансовыми вопросами, доступность медицинской помощи, программы иммунизации и медицинское страхование, а также услуги финансовой помощи в форме материальной помощи, стипендий и кредитов;*	+			
92	3	4.3.3	выделять ресурсы для поддержки студентов;	+			
93	4	4.3.4	обеспечить конфиденциальность относительно консультирования и поддержки.	+			
			Медицинской организации образования **следует** обеспечить консультирование, которое:				
94	5	4.3.5	основано на мониторинге прогресса студента и направлено на социальные и личные потребности студентов, включающих академическую поддержку, поддержку в отношении личных проблем и ситуации, проблемы со здоровьем, финансовые вопросы;	+			
95	6	4.3.6	включает консультирование и планирование профессиональной карьеры.	+			
		4.4	**Представительство студентов**				

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
96	7	4.4.1	Медицинская организация образования **должна** определить и внедрить *политику представительства студентов* и их *соответствующего участия* в разработке, управлении и оценке образовательной программы, и других вопросах, имеющих отношение к студентам.	+			
97	8	4.4.2	Медицинской организации образования **следует** оказывать *содействие и поддержку студенческой деятельности* и студенческим организациям, включая *предоставление технической и финансовой поддержки студенческим организациям.*	+			
			Итого	**15**	**1**		
		5.	**АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ**				
		5.1	**Политика отбора и набора кадров**				
			Медицинская организация образования **должна** определить и внедрить *политику отбора и приема сотрудников*, которая:				
98	1	5.1.1	определяет их категорию, ответственность и *баланс академического штата/преподавателей* базовых биомедицинских наук, поведенческих и социальных наук и клинических наук для адекватной реализации образовательной программы, включая должное соотношение между преподавателями медицинского и немедицинского профиля, преподавателями, работающими на полную или неполную ставку, а также баланс между академическими и неакадемическими сотрудниками;	+			
99	2	5.1.2	содержит критерии по научным, педагогическим и клиническим достоинствам претендентов, включая должное соотношение между педагогическими, научными и клиническими квалификациями;	+			
100	3	5.1.3	определяет и обеспечивает мониторинг ответственностей академического штата/преподавателей базовых биомедицинских наук, поведенческих и социальных наук и клинических наук.	+			
			Медицинской организации образования **следует** в своей политике по отбору и приему сотрудников учитывать такие критерии, как:				
101	4	5.1.4	отношение к своей миссии, *значимость местных условий, включающую пол, национальность, религию, язык и другие условия, имеющие отношения к медицинской организации образования и образовательной программе;*	+			
102	5	5.1.5	*экономические возможности, которые учитывают институциональные условия для финансирования сотрудников и эффективное использование ресурсов.*	+			
		5.2	**Политика развития и деятельность сотрудников**				
			Медицинская организация образования **должна** определить и внедрить политику деятельности и развития сотрудников, которая:				
104	6	5.2.1	позволяет соблюдать *баланс* между *преподавательской, научной и сервисной функциями*, которое включают установление *времени для каждого вида деятельности, учитывая потребности медицинской организации образования и профессиональные квалификации преподавателей;*	+			
105	7	5.2.2	гарантирует *признание по достоинству академической деятельности*, с соответствующим акцентом на педагогическую, исследовательскую и клиническую квалификации и *осуществляется в виде наград, продвижения по службе и/или вознаграждения;*	+			
106	8	5.2.3	гарантирует, что клиническая деятельность и научные исследования используются в преподавании и обучении;	+			
107	9	5.2.4	гарантирует *достаточность знания каждым сотрудником образовательной программы*, которая *включает знания о методах преподавания/обучения и общего содержания образовательной программы, и других дисциплин, и предметных областей с целью*	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			стимулирования сотрудничества и интеграции;				
108	10	5.2.5	*включает обучение, развитие, поддержку и оценку деятельности преподавателей, которое вовлекает всех преподавателей, не только вновь принятых на работу, а также преподавателей, привлеченных из больниц и клиник.*		+		
			Медицинской организации образования **следует:**				
109	11	5.2.6	учитывать соотношение “преподаватель-студент” в зависимости от различных компонентов образовательной программы;	+			
110	12	5.2.7	разрабатывать и внедрять политику продвижения сотрудников.	+			
			Итого	**11**	**1**		
		6.	**ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ**				
		6.1	**Материально-техническая база**				
			Медицинская организация образования **должна:**				
111	1	6.1.1	иметь достаточную *материально-техническую базу* для преподавателей и студентов, позволяющую обеспечить адекватное выполнение образовательной программы;	+			
112	2	6.1.2	обеспечить *безопасную среду* для сотрудников, студентов, пациентов и тех, кто ухаживает за ними, включающую обеспечение необходимой информации и *защиту от вредных веществ, микроорганизмов, соблюдение правил техники безопасности в лаборатории и при использовании оборудования.*	+			
113	3	6.1.3	Медицинской организации образования **следует** улучшать среду обучения студентов посредством регулярного обновления, расширения и укрепления материально-технической базы, которая должна соответствовать развитию в практике обучения.	+			
		6.2	**Ресурсы для клинической подготовки**				
			Медицинская организация образования **должна** обеспечить необходимые ресурсы для приобретения студентами адекватного клинического опыта, включая, достаточное:				
114	4	6.2.1	количество и категории пациентов;	+			
115	5	6.2.2	количество и категории *клинических баз*, которые *включают клиники, амбулаторно-поликлинические службы (включая ПМСП), учреждения первичной медико-санитарной помощи, центры здравоохранения и другие учреждения оказания медицинской помощи населению, а также центры/лаборатории клинических навыков, которые позволяют проводить клиническое обучение, используя возможности клинических баз и обеспечивать ротацию по основным клиническим дисциплинам;*	+			
116	6	6.2.3	наблюдение за клинической практикой студентов.	+			
117	7	6.2.4	Медицинской организации образования **следует** *изучать и оценивать*, адаптировать и улучшать ресурсы для клинической подготовки с целью соответствия потребностям обслуживаемого населения, что будет включать *соответствие и качество для программ клинической подготовки относительно клинических баз, оборудования, количества и категории пациентов и клинической практики, наблюдения в качестве супервайзера и администрирования.*	+			
		6.3	**Информационные технологии**				
118	**8**	**6.3.1**	Медицинская организация образования **должна** определить и внедрить политику, которая направлена на *эффективное использование и оценку соответствующих информационных и коммуникационных технологий* в образовательной программе.	+			
119	9	6.3.2	Медицинская организация образования **должна** обеспечить доступ к сетевым или другим электронным средствам массовой информации	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			Медицинской организации образования **следует** предоставлять преподавателям и студентам возможности для использования информационных и коммуникационных технологий:				
120	10	6.3.3	для самостоятельного обучения;	+			
121	11	6.3.4	доступа к информации;	+			
122	12	6.3.5	ведения пациентов;	+			
123	13	6.3.6	работы в системе здравоохранения.	+			
124	14	6.3.7	Медицинской организации образования **следует** оптимизировать доступ студентов к соответствующим данным пациента и информационных систем здравоохранения.		+		
		6.4	**Исследования в области медицины и научные достижения**				
			Медицинская организация образования **должна:**				
125	15	6.4.1	иметь *исследовательскую деятельность в области медицины и научные достижения* как основу для образовательной программы;	+			
126	16	6.4.2	определить и внедрить политику, содействующую взаимосвязи между научными исследованиями и образованием;	+			
127	17	6.4.3	предоставить информацию о научно-исследовательской базе и приоритетных направлениях в области научных исследований медицинской организации образования;	+			
128	18	6.4.4	использовать медицинские научные исследования в качестве основы для учебной программы	+			
			Медицинской организации образования **следует** гарантировать, что взаимосвязь между научными исследованиями и образованием:				
129	19	6.4.5	учитывается в преподавании;	+			
130	20	6.4.6	поощряет и готовит студентов к участию в научных исследованиях в области медицины и их развитию.	+			
		6.5	**Экспертиза в области образования**				
			Медицинская организация образования **должна:**				
131	21	6.5.1	иметь доступ *к экспертизе в области образования*, где это необходимо, и проводить экспертизу, которая изучает процессы, практику и проблемы медицинского образования и может вовлекать врачей с опытом проведения исследований в медицинском образовании, психологов и социологов в области образования, или привлечением экспертов из других национальных и международных институтов	+			
			Медицинская организация образования **должна** определить и внедрить политику по использованию экспертизы в области образовании:				
132	22	6.5.2	в разработке образовательной программы;	+			
133	23	6.5.3	в разработке методов преподавания и оценки знаний и навыков.	+			
			Медицинской организации образования **следует:**				
134	24	6.5.4	представить доказательства использования внутренней или внешней экспертизы в области медицинского образования для развития потенциала сотрудников;	+			
135	**25**	6.5.5	уделить должное внимание развитию *экспертизы в оценке образования и в исследованиях в медицинском образовании как дисциплины, включающей изучение теоретических, практических и социальных вопросов в медицинском образовании;*		+		
136	26	6.5.6	содействовать стремлению и интересам сотрудникам в проведении исследований в медицинском образовании.	+			
		6.6	**Обмен в сфере образования**				
			Медицинская организация образования должна определить и внедрить политику для:				

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
137	27	6.6.1	сотрудничества на национальном и международном уровнях *с другими медицинскими вузами;*	+			
138	28	6.6.2	*перевода и взаимозачета образовательных кредитов,* что включает рассмотрение пределов объема образовательной программы, которые могут быть переведены из других организаций образования и которому может способствовать заключение соглашений о взаимном признании элементов образовательной программы, и активная координация программ между медицинскими организациями образования и использование прозрачной системы кредитных единиц и гибких требований курсов.	+			
			Медицинской организации образования **следует**:				
139	29	6.6.3	содействовать региональному и международному обмену сотрудников (академический, административный и преподавательский штат) и студентов обеспечивая соответствующими ресурсами;	+			
140	30	6.6.4	гарантировать, что обмен организован в соответствие с целями, с учетом потребностей сотрудников, студентов, и с соблюдением этических принципов.	+			
			Итого	**28**	**2**		
		7.	**ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ**				
		7.1	**Механизмы мониторинга и оценки программы**				
			Медицинская организация образования **должна**				
141	1	7.1.1	иметь *программу мониторинга* процессов и результатов, включающую *сбор и анализ данных о ключевых аспектах образовательной программы в целях обеспечения того, что образовательный процесс осуществляется соответствующим образом, и для выявления любых областей, требующих вмешательств, а также сбор данных является частью административных процедур в связи с приемом студентов, оценкой студентов и завершения обучения*.	+			
142	2	7.1.2	проконтролировать, чтобы соответствующие результаты оценки влияли на учебную программу	+			
			Медицинская организация образования **должна** установить и применять механизмы для оценки образовательной программы, которые:				
143	3	7.1.3	направлены на образовательную программу и ее *основные компоненты, включающие модель образовательной программы, структуру, содержание и продолжительность образовательной программы, и использование обязательной и выборной частей;*	+			
144	4	7.1.4	направлены на прогресс студента;	+			
145	5	7.1.5	выявляют и рассматривают *проблемы, которые включают недостаточное достижение ожидаемых конечных результатов обучения, и* будет предполагать, что полученная информация о конечных результатах обучения, в том числе о выявленных недостатках и проблемах будет использоваться как обратная связь для проведения мероприятий и планов корректирующих действий, для улучшения образовательной программы и учебных программ дисциплин;	+			
			Медицинской организации образования **должна** периодически проводить всестороннюю *оценку образовательной программы,* направленную:				
146	6	7.1.6	*на контекст образовательного процесса*, который включает организацию и ресурсы, среду обучения и культуру медицинской организации образования;	+			
147	7	7.1.7	*на специальные компоненты образовательной программы*, которые	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			включают описание дисциплины и методов преподавания и обучения, клинических ротаций и методов оценки;				
148	8	7.1.8	на *общие конечные результаты*, которые будут измеряться результатами национальных экзаменов, международными экзаменами, выбором карьеры и результатами последипломного обучения;	+			
149	9	7.1.9	Медицинской организации образования **следует** полагаться на социальную ответственность/отчетность.	+			
		7.2	**Обратная связь преподавателя и студента**				
150	10	7.2.1	Медицинская организация образования **должна** систематически собирать, анализировать и предоставлять преподавателям и студентам *обратную связь*, которая *включает информацию о процессе и продукции образовательной программы, и также включать информацию о недобросовестной практике или ненадлежащем поведении преподавателей или студентов с и/или юридическими последствиями*.	+			
151	11	7.2.2	Медицинской организации образования **следует** использовать результаты обратной связи для улучшения образовательной программы.	+			
		7.3	**Учебные достижения студентов**				
			Медицинская организация образования **должна** проводить анализ *учебных достижений студентов* относительно:				
152	12	7.3.1	*своей миссии и конечных результатов обучения* образовательной программы, которая включает информацию о средней продолжительности обучения, баллах успеваемости, частоте сдач и провалов на экзаменах, случаях успешного окончания и отчисления, отчеты студентов об условиях обучения на пройденных курсах, о времени, проведенном для изучения интересующих областей, включая компоненты по выбору, а также собеседования со студентами на повторных курсах, и собеседование со студентами, которые оставляет программу обучения;	+			
153	13	7.3.2	образовательной программы;	+			
154	14	7.3.3.	обеспеченности ресурсами.	+			
			Медицинской организации образования **следует** анализировать *учебные достижения* студентов относительно:				
155	15	7.3.4	их *предшествующего опыта и условий, включающие социальные, экономические, культурные условия;*	+			
156	16	7.3.5	уровня подготовки на момент поступления в медицинскую организацию образования.	+			
			Медицинской организации образования **следует** использовать анализ учебных достижений студентов, для обеспечения обратной связи структурным подразделениям, ответственным за:				
157	17	7.3.6	отбор студентов;	+			
158	18	7.3.7	планирование образовательной программы;	+			
159	19	7.3.8	консультирование студентов.	+			
		7.4	**Вовлечение заинтересованных сторон**				
			Медицинская организация образования **должна** в своей программе мониторинга и мероприятиях по оценке образовательной программы вовлекать:				
160	20	7.4.1	преподавательский состав и студентов;	+			
161	21	7.4.2	свою администрацию и управление.	+			
			Медицинской организации образования **следует** *для других заинтересованных сторон,* включающих *других представителей академических и административных сотрудников, представителей*				

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			общественности, уполномоченных органов по образованию и здравоохранению, профессиональных организаций, а также лиц ответственных за послевузовское образование:				
162	22	7.4.3	предоставлять доступ к результатам оценки курса и образовательной программы;	+			
163	23	7.4.4	собирать и изучать обратную связь от них по клинической практике выпускников;	+			
164	24	7.4.5	собирать и изучать обратную связь от них по образовательной программе.	+			
			Итого	**24**			
		8.	**УПРАВЛЕНИЕ И АДМИНИСТРИРВАНИЕ**				
		8.1	**Управление**				
165	1	8.1.1	Медицинская организация образования **должна** определить управленческие структуры и функции, включая их *взаимоотношения с университетом, если медицинская организация образования является частью или филиалом университета.*	+			
			Медицинской организации образования **следует** в своих управленческих структурах определить *структурные подразделения* с *установлением ответственности каждого структурного подразделения* и включать в их состав:				
166	2	8.1.2	представителей академических сотрудников;	+			
167	3	8.1.3	студентов;	+			
168	4	8.1.4	*других заинтересованных сторон*, включающих представителей *министерства образования и здравоохранения, сектора здравоохранения и общественности.*	+			
169	5	8.1.5	Медицинской организации образования **следует** обеспечить *прозрачность* системы управления и принимаемых решений, которые *публикуются в бюллетенях, размещаются на веб-сайте ВУЗа, включаются в протоколы для ознакомления и исполнения.*	+			
		8.2	**Академическое руководство**				
170	6	8.2.1	Медицинская организация образования **должна** ясно определить ответственность *академического руководства* в отношении разработки и управления образовательной программы.	+			
171	7	8.2.2	Медицинской организации образования **следует** периодически проводить оценку академического руководства относительно достижения своей миссии и конечных результатов обучения.	+			
		8.3	**Бюджет на обучение и ассигнование ресурсов**				
			Медицинская организация образования **должна:**				
172	8	8.3.1	иметь четкий круг обязанностей и полномочий по обеспечению образовательной программы ресурсами, включая целевой бюджет на обучение;	+			
173	9	8.3.2	выделять ресурсы, необходимые для выполнения образовательной программы и распределять образовательные ресурсы в соответствие с их потребностями.	+			
174	10	8.3.3	Система финансирования медицинской организации образования должна основываться на принципах эффективности, результативности, приоритетности, прозрачности, ответственности, разграничения и самостоятельности всех уровней бюджетов.	+			
			Медицинской организации образования **следует:**				
175	11	8.3.4	предоставить достаточную автономию в распределении ресурсов, включая достойное вознаграждение преподавателей в порядке достижения конечных результатов обучения;	+			
176	12	8.3.5	при распределении ресурсов, принимать во внимание, научные достижения в области медицины и проблемы здоровья общества и их	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			потребности.				
		8.4	**Административный штат и менеджмент**				
			Медицинская организация образования **должна** иметь *соответствующий административный штат*, включая их *количество и состав в соответствии с квалификацией,* для того чтобы:				
177	13	8.4.1	обеспечить внедрение образовательной программы и соответствующих видов деятельности;	+			
178	14	8.4.2	гарантировать надлежащее управление и распределение ресурсов.	+			
179	15	8.4.3	Медицинской организации образования **следует** разработать и внедрить внутреннюю программу обеспечения качества менеджмента, включающую рассмотрение потребностей для улучшения, и проводить регулярный обзор и анализ менеджмента.	+			
		8.5	**Взаимодействие с сектором здравоохранения**				
180	16	8.5.1	Медицинская организация образования **должна** иметь *конструктивное взаимодействие* с сектором здравоохранения, со смежными секторами здравоохранения общества и правительства, *включающее обмен информацией, сотрудничество и инициативы организации, которое способствует обеспечению квалифицированными врачами в соответствии с потребностями общества*.	+			
181	17	8.5.2	Медицинской организации образования **следует** придать *официальный статус сотрудничеству* с партнерами в секторе здравоохранения, *которое включает заключение официальных соглашений с определением содержания и форм сотрудничества и/или заключения совместного контракта и создание координационного комитета, и проведение совместных мероприятий*.	+			
			Итого	**17**			
		9.	**ПОСТОЯННОЕ ОБНОВЛЕНИЕ**				
			Медицинская организация образования **должна** как динамичный и социально-ответственный институт:				
182	1	9.1.1	инициировать процедуры регулярного обзора и пересмотра содержания, результатов/компетенции, оценки и учебной среды, структуры и функции, документировать и устранять недостатки;	+			
183	2	9.1.2	выделять ресурсов для непрерывного улучшения.	+			
			Медицинской организации образования **следует:**				
184	3	9.1.3	базировать процесс обновления на проспективных исследованиях и анализах и на результатах собственного изучения, оценки и литературы по медицинскому образованию;		+		
185	4	9.1.4	гарантировать, что процесс обновления и реструктуризации приводит пересмотру своей политики и практики в соответствии с предшествующим опытом, текущей деятельностью и перспективами на будущее; направлять процесс обновления на следующие вопросы.	+			
186	5	9.1.5	Адаптация положения о миссии и конечных результатов к научному, социально-экономическому и культурному развитию общества.	+			
187	6	9.1.6	Модификация конечных результатов обучения выпускников в соответствие с документированными потребностями среды последипломной подготовки, включающая клинические навыки, подготовку в вопросах общественного здоровья и участие в процессе оказания медицинской помощи пациентам в соответствии с обязанностями, которые возлагаются на выпускников после окончания ВУЗа.	+			
188	7	9.1.7	Адаптация модели образовательной программы и методических	+			

№ П\П	№ П\П	№ крит.	КРИТЕРИИ ОЦЕНКИ	Позиция организации образования			
				Сильная	Удовлетво-рительная	Предполагает улучшение	Неудовлетво-рительная
			подходов с целью гарантии того, что они являются соответствующими и уместными и принимает во внимание современные теории в образовании, методологию обучение взрослых, принципы активного обучения.				
189	8	9.1.8	Корректировка элементов образовательной программы и их взаимосвязь в соответствии с достижениями в биомедицинских, поведенческих, социальных и клинических науках, с изменениями демографической ситуации и состояния здоровья/структуры заболеваемости населения и социально-экономических и культурных условий, и процесс корректировки будет обеспечивать включение новых соответствующих знаний, концепций и методов, и исключение устаревших.	+			
190	9	9.1.9	Разработка принципов оценки, и методов проведения и количества экзаменов в соответствии с изменениями в конечных результатах обучения и методах преподавания и обучения.	+			
191	10	9.1.10	Адаптация политики набора студентов и методов отбора студентов с учетом изменяющихся ожиданий и обстоятельств, потребностей в кадровых ресурсах, изменений в системе до МОО-ского образования и потребностей образовательной программы.	+			
192	11	9.1.11	Адаптация политики набора и формирования академического штата сотрудников в соответствии с изменяющимися потребностями.	+			
193	12	9.1.12	Обновление образовательных ресурсов в соответствии с изменяющимися потребностями, как, например, набор студентов, число и профиль академических сотрудников, образовательная программа.	+			
194	13	9.1.13	Улучшение процесса мониторинга и оценки образовательной программы.	+			
195	14	9.1.14	Совершенствование организационной структуры и принципов управления для обеспечения эффективной деятельности в условиях изменяющихся обстоятельств и потребностей, и, в перспективе, для удовлетворения интересов различных групп заинтересованных сторон.	+			
			Итого	**13**	**1**		
			ИТОГО В ОБЩЕМ	**189**	**6**		