ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes
Biomedical Sciences
Nursing

Provided by
Etugen University

Version: 25 March 2025

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Био-анагаах ухаан	Biomedical Sciences	ASIIN	National Education Accreditation Council of Mongolia, valid until 23 February 2027	10
Сувилахуйн	Nursing	ASIIN	National Education Accreditation Council of Mongolia, valid until 23 February 2027	14
Date of the contract: 21.04.2023 **Submission of the final version of the self-assessment report:** 30.06.2023 **Date of the on-site visit:** 30.-31.10.2023 **at: Etugen University, Building 1, School of Health, School of Nursing** **Location:** Ulaanbaatar, Mongolia.				
Expert panel: Prof. Dr. Hans-Martin Jäck, Friedrich-Alexander University of Erlangen-Nürnberg Prof. Dr. Johannes Gräske, Alice Salomon University of Applied Sciences Berlin Prof. Dr. Dr. Oliver Müller, University of Applied Sciences Kaiserslautern Mr Tuvshinjargal Nyamjav, Clinico Health Group				

[1] ASIIN Seal for degree programmes;
[2] TC: Technical Committee for the following subject areas: TC 10 - Life Sciences; TC 14 - Medicine.

Ms Buyanzaya Ganbaatar, student at Mongolian National University of Medical Sciences	
Representative of the ASIIN headquarter: Christian Daniels	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 07, 2021 Subject-Specific Criteria of Technical Committee 10 – Life Sciences as of June 28, 2019	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Biomedical Sciences	Bachelor of Science	—	Level 6	Full-time	—	5 years / 10 semesters	153 Etugen credits equivalent to approx. 278 ECTS	Annually in September; first offered in 2007
Nursing	Bachelor of Science	—	Level 6	Full-time	—	4 years / 8 semesters	123 Etugen credits equivalent to approx. 207 ECTS	Annually in September; first offered in 2004

Etugen University is a private educational institution situated in Ulaanbaatar, Mongolia. The University has its roots in a college first announced by ministerial order in 2001, and evolved progressively until officially declared a university in 2015. As per its vision statement, the University aims to become one of "Asia's top 100 young universities by the year 2030", and to complete "with the world's top 100 universities in the next 50 years." The University states is mission as "[t]o develop into a nationally and state recognized, open, research-based and innovative university", which will allow students to "develop their best moral and ethical qualities and professional skills".

The University currently conducts training and research activities across four schools, encompassing 20 bachelor's programmes, six master's programmes, and one doctoral programme. As of the academic year 2022/2023, the institution had a student body of around 7200 students, employs 321 teaching staff members; and counts more than 8400 graduates. Besides its teaching activities, the University facilitates various training and research programmes.

Aside its activities as a higher education institution, Etugen is moreover affiliated with a range of other educational services, including schools, a vocational training centre, a kindergarten, as well as a hospital.

Nursing and Biomedical studies at Etugen University have accompanied its development since early in its history, and play a central role in the University's offering: Nursing

[3] EQF = The European Qualifications Framework for lifelong learning

education at Etugen began in September 2004; the Biomedical Sciences programme – as only the second of its kind in Mongolia – in September 2007.

The University establishes a strong link concerning the offering of both programmes in connection to nation-wide policies such as Mongolia's "Vision-2050: Long-Term Development Policy", which variously states the need for increased diagnostic and analytical capacities in the health sector on the one hand, as well as a demand for nurses to develop the country's health care services on the other.

For the Bachelor's degree programme in **Biomedical Science**, Etugen University has presented the following profile in its provided programme outline document:

> ***"2.2. Bachelor's Degree Programme Goals and Objectives***
>
> 2.2.1. Goals of the programme:
>
> The goal of the programme is to prepare biomedical specialists who can work in health care and service organizations, research and training institutions with modern techniques and technologies. In addition, it aims to prepare specialists, who capable of conducting research, training and professional activities equivalent to international standards.
>
> 2.2.2. Objectives of the programme:
>
> 1. Providing health care services with safe and equal access based on modern laboratory technology and advanced methods in accordance with standard operating methods. This includes having basic scientific knowledge, identifying and analyzing any problem based on evidence, making decisions, and possessing competence.
> 2. Self-development and continuous learning skills for detailed specialization based on social demand in biomedicine.
> 3. Adherence to personal ethics and specialists' ethical standards, strict confidentiality, responsible analysis, decision-making, and ability to communicate in foreign languages.
> 4. Be a leader who knows the impact of decisions made in the social and health sector. This leader can think at a professional and managerial level, propose novel ideas, monitor health care services, and ensure diagnosis and reliability."

For the Bachelor's degree programme in **Nursing**, Etugen University has presented the following profile in its provided programme outline document:

> ***"2.2. Bachelor's Degree Programme Goals and Objectives***
>
> 2.2.1. Goals of the programme:
>
> It is to prepare future specialists who are humane, have professional ethics, have high communication skills, and can provide nursing care services at a high professional level.
>
> 2.2.2. Objectives of the programme:

1. They have the basic scientific knowledge required to provide evidence-based and high- quality professional nursing care, and they have mastered the methods of analyzing any problem.
2. Have the ability to analyze and make decisions, be aware of the ethical standards and responsibility of the individual and medical professional, and have the desire to learn and develop oneself.
3. Must have communication skills, the ability to work in a team, an appropriate level of foreign language knowledge.
4. A leader who knows the impact of his decisions in the social and health sector, thinks professionally and at the management level, and can propose creative ideas."

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Programme Outlines
- Objective-Module Matrices (Modules to PLOs)
- University Website (here, here)
- Module Handbooks
- Appendix 5: Implementation of the procedure for evaluating the student's learning outcomes
- Appendix 10: Program Improvement Information Tables
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

Learning Outcomes

At the programme level, the educational objectives of both study courses under review are established at multiple levels, as elaborated in the self-assessment report and the respective programme outline documents:

- **Programme goals and objectives** (see section B), which describe the overarching subject-specific aims of the two programmes;

  as well as

- **Programme Learning Outcomes** (PLOs, see Appendix), which constitute 19 competencies Etugen University aims to instil in all its Bachelor's and Diploma graduates, which are respectively interpreted and outlined in their subject-specific context. These 19 PLOs are subdivided into the four fields "professional knowledge", "personal and professional skills and attitudes", "interpersonal and

teamwork skills", and "the ability to conduct effective activities aimed at the sector and society".

Within the provided documentation, the University establishes tabular mappings of linkages between all modules and the defined programme learning outcomes (PLOs) for both programmes under scrutiny.

In connection to this, the auditors also verified and confirm that the programme goals and objectives for both programmes are published in Mongolian on the University's website. This being said, they however also note the following observations:

- Neither the programme's goals and objectives nor the respective programme learning outcomes appear to be available on the University website in English.
- Moreover, the full, subject-specific contextualisations of the University's programme learning outcomes do not seem to be available in either Mongolian or English language on the University's website.
- In general, the assessors note that there do not seem to be individual websites for the programmes under review beyond listings encompassing all programmes offered at Etugen University (here, here) at the time of their assessment.

In view of the above, the experts underline that the goals, objectives, as well as learning outcomes of both programmes under review need to be made publicly available in full in both Mongolian and English language to be accessible to all interested stakeholders, and issue a requirement accordingly. Also, they emphasise that the University should ensure that its 19 'default' learning objectives are always displayed in context with their subject-specific interpretation (or "criteria"), to avoid the impression of identical, generic learning objectives for all of its undergraduate and diploma programmes.

At the module level, course objectives/intended learning outcomes are defined – distinguished in categories of knowledge and skills – satisfactorily in the respective module handbooks.

In the course of their assessment of the respectively documented programme and course learning outcomes, the experts assess that there are no major deficiencies. Based on this, the experts conclude that the learning outcomes of the programmes under review correspond to level 6 (Bachelor) of the European Qualification Framework (EQF). Further discussion of the curricula will follow in chapter 1.3.

Graduate Qualification Profiles

During the accreditation audit, the expert panel inquired about the employment sectors for graduates from the programmes under review. The programme coordinators responded that graduates of the Bachelor of **Biomedical Sciences** programme usually find employment in clinical laboratories of hospitals as well as in the private sector, where they typically undergo some additional training. Moreover, they may enrol in the Master's programme in Biomedicine offered at Etugen University. As for the Bachelor of **Nursing**, graduates – after passing the professional license examination organised by the Mongolian Ministry of Health – are qualified to work as general nurses at hospitals and health centres. They may furthermore seek to pursue a specialisation through the National Health Center, or enrol in the Master's programme in Nursing also offered at Etugen.

During the experts' exchanges with students and alumni of the undergraduate programmes in Biomedical Sciences and Nursing, several students highlighted the high relevance of their study subjects, citing the national shortage of nurses in Mongolia as well as the relatively young nature of Biomedical Studies in Mongolia. Overall, students expressed satisfaction with the University and their subjects, and highlighted the practical experience both programmes provide. Upon inquiry of the experts regarding the attending students' intention to pursue Master's studies, it emerged that about half of the attendees are considering further academic studies after their Bachelor's. In connection to this, teaching staff of the programmes under review also confirmed during the audit that, while both programmes show excellent employment rates as per the recurring surveys conducted, only a fraction of students so far returns for further studies on the Master's level.

During the experts' exchanges with the industry, the attending representatives consistently confirmed their satisfaction with the programmes under review, that they regularly host students of the abovementioned programmes as interns, and that they employ a number of their graduates. In the course of the discussion, the representatives furthermore stressed at various points that graduates of both programmes at Etugen have more pronounced practical skills and can thus be put to work quicker than graduates from other Mongolian universities. Also, they commended the students' attitude and ability to continue their learning after graduation. The above was moreover verified during the expert group's visitation to State Hospital Number 2, where hospital staff highlighted the commendable attitude of Etugen University students as a distinguishing feature, and noted that graduates from Etugen are more "hands-on" and possess the ability to undertake practical work immediately after graduation.

Attending industry representatives from the field of **Biomedical Sciences** during the audit included both national actors such as the National Center for Transfusion Medicine, a

number of hospital and health centre representatives, as well as various private company representatives such as from Unimed International, Biobase Laboratory Mongolia as well as SAS Laboratory Mongolia. Attending employer representatives for the **Nursing** programme included a variety of hospitals and health centres such as the Intermed hospital, Mungunguur hospital, Nalaih district health hospital, State Hospital Number Four and Natul hospital.

Asked by the expert panel about possible competencies that should be strengthened within the graduates, industry representatives suggested that – in the case of **Biomedical Sciences** students – it would be desirable for them to receive more extensive training with regard to operational health and safety. Similarly, for the Bachelor of **Nursing**, representatives noted that greater alignment between government regulations and the curriculum should be pursued in the field of patient safety such as the safe handling of high-risk medications. Furthermore, Nursing representatives encouraged that the University should assign students to internships in rural or remote areas more frequently. The expert group encourages the University to consider the above recommendations for the programmes' future development.

In terms of English language proficiency, the experts noticed that – while a limited number of students responded to the panel's questions during the audit in English – the large majority of students relied on the provided interpreters for their replies. At the same time, multiple students expressed during their audit that they would like to learn more English during their studies (cf. criterion 1.3). In view of the above, the seemingly rather basic learning objectives of the English I+II courses described in the respective module handbooks, and the fact that classroom language otherwise – as per the provided module handbooks – appears to be exclusively Mongolian, the experts encourage the University to intensify efforts to foster English language proficiency in its students.

Review of Learning Outcomes

As elaborated further in chapter 1.3, Etugen University implements continuous monitoring of its programmes through a variety of surveys involving faculty staff, students, alumni, and external stakeholders; as well as through benchmarking with national and international higher education providers, with the aim of ensuring stakeholder satisfaction and the programmes' responsiveness to academic and market needs. Both the submitted samples of annually conducted student and graduate satisfaction surveys gave the opportunity to provide feedback on each intended programme outcome.

In summary and in view of the provided student and industry feedback, the experts assess that the imparted qualification profiles are appropriate for the intended level of studies,

satisfy expectations on all sides, and allow the students to take up employment corresponding to their qualification.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Programme Outlines
- Rector's Order: Appointment of admission commission and approval of admission regulations, Academic Year 2021-2022
- University Website (here, here)
- Sample Diploma for each degree programme
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:
Based on the provided documentation, the experts generally assess that the original Mongolian titles of the study programmes under review and their English translations are appropriate and correspond to the programmes' intended aims and learning outcomes.

With reference to the Bachelor's programme in the field of Biomedicine, however, the experts note the following: Taking the provided diploma sample as reference, the programme's correct and authoritative title appears to be *Biomedical Sciences* (corresponding to the Mongolian: Био-анагаах ухаан), which is also endorsed by the experts. During their perusal of the University's submitted documentation and the University's website, however, the experts find a wide range of translations used for the study programme; including "Bio medicine" / "Bio-Medicine" / "Biomedicine" programme, "Biomedical Science" (singular) programme, "Biomedical Specialist Professional Programme", "Biomedical programme", "Biomedical Researcher" programme, or "Biomedical Scientist" programme.

In view of this, the experts highlight that consistent programme titles – as well as translations – need to be used in all relevant documentation, and hence issue a requirement in this regard.

With regard to the Bachelor' programme in Nursing (Mongolian: Сувилахуйн), the experts find that the programme title is used consistently in the assessed documentation.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Programme Outlines
- Study Plan/Curriculum
- Module Handbooks
- Practice Guides (for internship and laboratory modules)
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The curricula, structure and composition of the study programmes under review are presented in the University's provided programme outlines as well as "Study Plan/Curriculum" documents.

Structure of the Programmes

The Bachelor's programme in **Biomedical Sciences** is offered by the Department of Biomedicine at the School of Medicine of Etugen University. It consists of 153 credit points spread across a five-year standard period of study. The composition of the curriculum is presented by the University as follows:

Course type	Compulsory course		Elective course		Total study course	
	Credits	Percentage	Credits	Percentage	Credits	Percentage
General basic course (up to 30%)	42	27%	4	3%	46	30%
Professional basic course (25%)	38	25%	-	-	8	25%
Professional study (45%)	65	41.8%	4	3.2%	69	45%
Total	**145**	**93.8**	**8**	**6.2**	**153**	**100**

Curriculum Composition. Source: Biomedicine programme outline, Etugen University

The Bachelor's programme in **Nursing** under review is offered by the Department of Specialized Nursing at the School of Nursing of Etugen University. It consists of 123 credit points spread across a four-year standard period of study. The composition of the curriculum is presented by the University as follows:

Course type		Compulsory course		Elective course		Total study course	
		Credit	Percentage	Credit	Percentage	Credit	Percentage
General basic course (up to 30%)		33	26.1%	2	1.7%	35	27.8%
Professional basic course (25%)		29	23.3%	2	1.7%	31	25%
Professional study (45%)	Professional study	47	38.4%	2	1.7%	49	40.1%
	Practice	8	6.5%	-	-	8	6.5%
Total		**117**	**95%**	**6**	**5%**	**123**	**100%**

Curriculum Composition. Source: Nursing programme outline, Etugen University

The curricula of both programmes are divided into

- **General basic courses,** in which the underlying basic sciences of the respective programmes as well as the University's personal development courses (cf. criterion 1.6) are covered (e.g. Anatomy, Biochemistry, Biology, Mathematics, English, Communication Skills);
- **Professional basic courses,** in which – based on the above – more specialised, subject-specific contents are treated (e.g. Immunology, Medical microbiology, Pharmacology, Pathology, Health assessment, Clinical decision making); as well as
- **Professional study** modules, in which practical (i.e. internships) and applied (i.e. laboratory- or nursing skill-related) courses are included.

Both programmes contain compulsory as well as elective courses. The latter however play a minor role within the curricula; accounting for about 5-6% of the total course credits only.

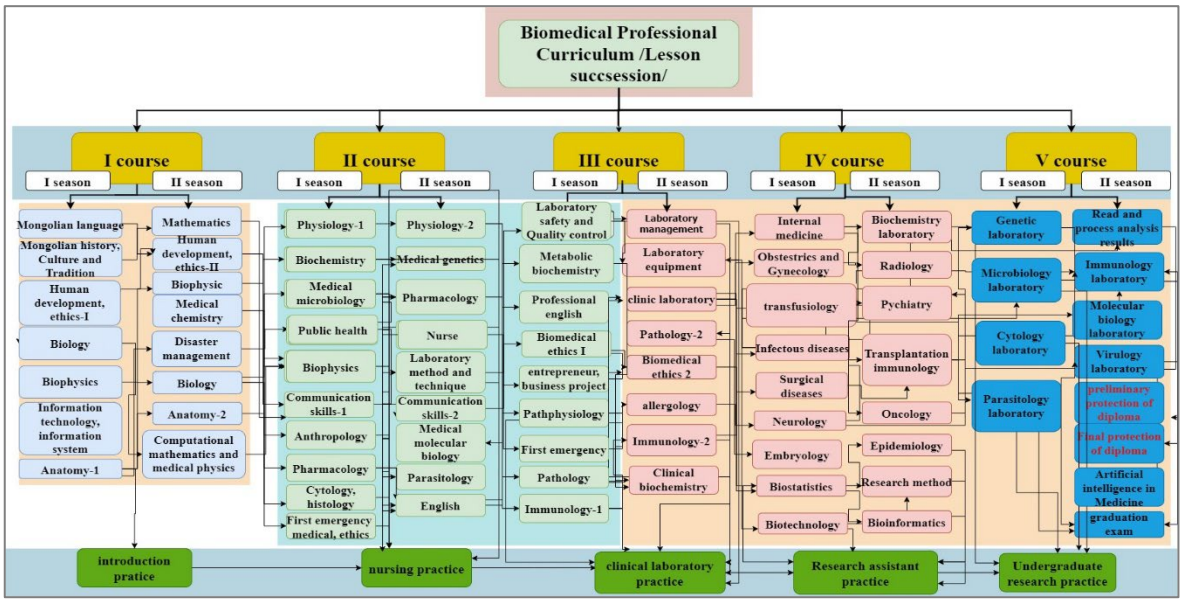
At the undergraduate level, each semester at Etugen is equivalent to 16 weeks of learning activities, followed by two examination weeks. The odd semester („term I") starts in September and ends in December, the even semester („term II") lasts from February to May. In addition, The University offers so-called winter (January) and summer (June) semesters during the academic holidays, spanning four weeks, with the purpose of enabling students to retake failed courses or to enhance their grades.

Content

The **Bachelor of Biomedical Sciences** curriculum is comprised of modules such as

> *Anatomy I+II, Mathematics, Biology, Biophysics, Medical Chemistry, Parasitology, Physiology I+II, Public Health, Cytology, Histology, Biochemistry, Medical Molecular Biology, Disaster Management, Immunology, Medical Genetics, Medical Microbiology, Pathology, Pharmacology, Radiology, Allergology, Pathophysiology, Surgical Diseases, Neurology, Bioinformatics, Biomedical Ethics I+II, Biostatistics, Biotechnology, Embryology,*

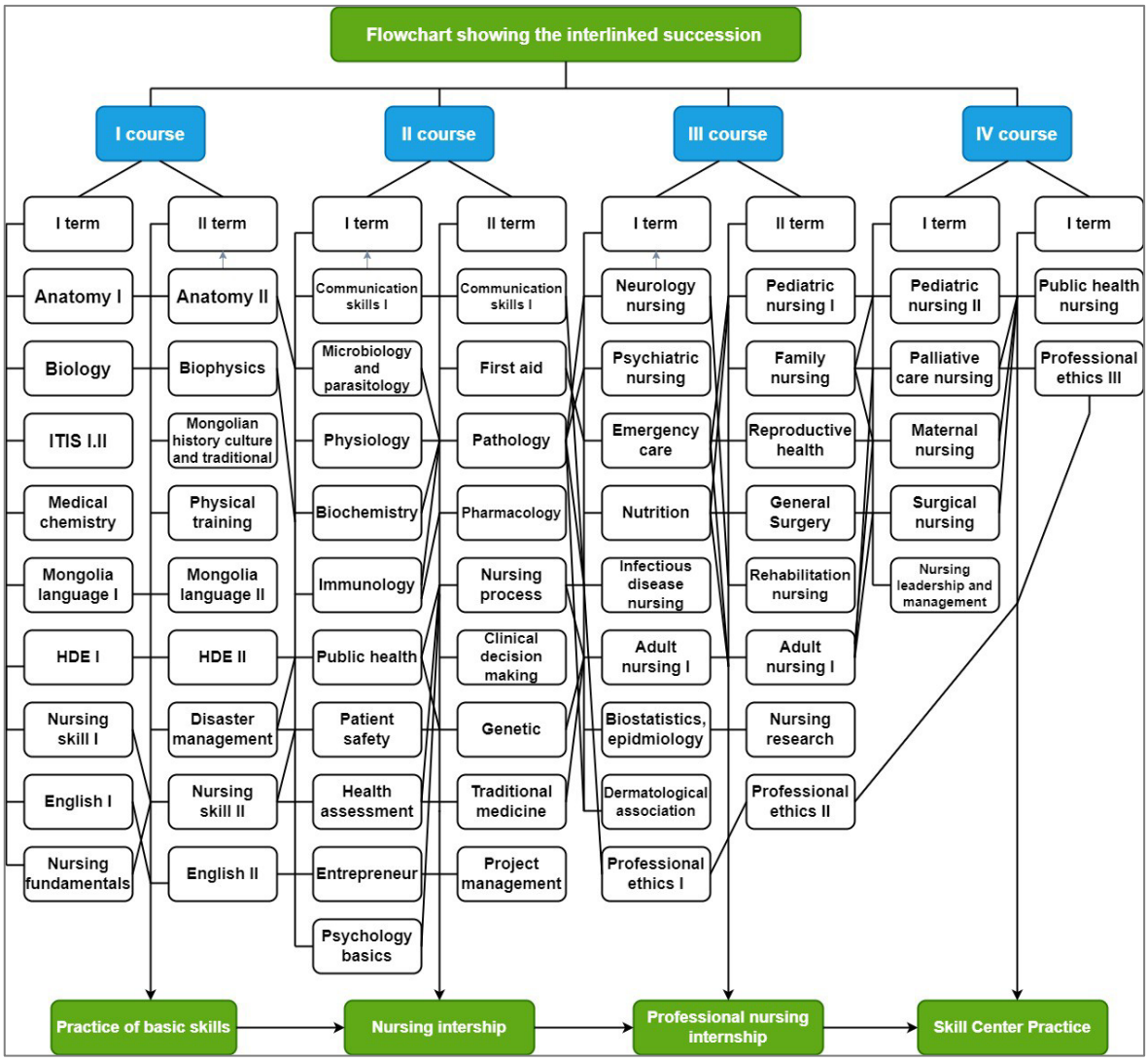
Epidemiology, Transplantation Immunology, Infectious Diseases, Laboratory Management, Laboratory Methods and Technique, Metabolic Biochemistry, Obstetrics And Gynaecology, Oncology, Pathobiochemistry, Research Methodology, Transfusiology, Artificial Intelligence In Medicine, and more.



Curriculum Flowchart. Source: Biomedical Science programme outline, Etugen University

In turn, the **Bachelor of Nursing** curriculum includes modules such as

Anatomy I+II, Biochemistry, Biology, Biophysics, Nursing Fundamentals, Microbiology And Parasitology, Psychology Basics, Disaster Management, Biostatistics, Epidemiology, First Aid, Health Assessment, Nursing Skill I+II, Pathology, Physiology, Pharmacology, Public Health, Traditional Medicine, Clinical Decision Making, Immunology, Paediatric Nursing I+II, Emergency Care, Infectious Disease Nursing, Palliative Care Nursing, Nutrition, Reproductive Health, Maternal Nursing, Neurology Nursing, Family Nursing, Adult Nursing I+II, Nursing Leadership And Management, Psychiatric Nursing, Nursing Research, Professional Ethics I+II, Rehabilitation Nursing, General Surgery, Surgical Nursing, Patient Safety, and more.



Curriculum Flowchart. Source: Nursing programme outline, Etugen University

In regard to the Bachelor of **Biomedical Sciences**, the auditors learn during the audit that almost all of the programme's classes are taught to Biomedical and Medical students together, with only a few courses such as Biotechnology and Metabolic Biochemistry taught exclusively to Biomedical Sciences students. To enable a more targeted and in-depth treatment of the relevant contents adequate for the intended training of Biomedical Specialists, the experts recommend that the University should increase the number of courses in the curriculum taught exclusively for Biomedical students.

Both during their assessment of the curriculum and their exchanges with the coordinators of the **Biomedical Sciences** programme, the experts moreover noted that the integration of techniques such as western blots, enzyme-linked immunosorbent assays (ELISA) or cell culture studies appears to be limited. Also during their visitation of the Biomedical Sciences' facilities, the experts gained the impression that the relevant laboratories were not

equipped to allow for teaching of these methods. To ensure graduates' understanding of these important methods, the experts thus recommend the University to treat these matters within the curriculum more extensively, and to invest in appropriate lab equipment accordingly.

In regard to the Bachelor's programme in **Nursing**, the experts inquired during the audit which nursing classification systems students learn about during their studies. In response, teaching staff responded that, in their second year, students learn about the nursing system applied in Mongolia, which follows government regulations. In view of this, the experts recommend that students should moreover become familiar with international nursing classification systems such as the North American Nursing Diagnosis Association (NANDA), Nursing Intervention Classification (NIC), and Nursing Outcomes Classification (NOC), to broaden their understanding and competence in global nursing standards.

The above consideration aside, however, based on the provided documentation and their discussions during the audit, the expert group attests that modules within the undergraduate programmes embody sensible teaching and learning units, respectively imparting distinct clusters of knowledge and competencies.

This being said, the experts observe that, especially in the Biomedical Sciences programme, there seems to be a high number of individual units, with both curricula encompassing between 70-75 modules, respectively. In order to decrease the fragmentation of topics, foster the integrated imparting of contents, as well as to free up space in the curricula that could be used for further advanced contents, the experts suggest that the University should look into combining suitable courses and delivering contents as comprehensive block seminars.

Moreover, the assessors note that the curricula of the two programmes under review do not seem to be available on the website of the University. In view of this, the experts highlight that curricula need to be made publicly available in full in both Mongolian and English to be accessible to all interested stakeholders, and issue a requirement accordingly.

Internships

Both programmes under review integrate various practical components into their curricula. Such internships are conducted as groups of students or individually, depending on the characteristics and capacity of the receiving organization.

The Bachelor in **Biomedical Sciences** incorporates five areas of practical training, one in each year of studies:

1) Introductory internship: In the second semester of their first year of studies, students of the Biomedical Sciences programme conduct a seven-day internship at a local hospital, health centre or laboratory, supported by a professional instructor, in order to familiarise themselves with the day-to-day environment and work of a biomedical specialist.

2) Nursing skills practice: In the second semester of their second year of studies, Biomedical students conduct a 7-14-day nursing skills practice at a partner hospital of Etugen. During this internship, students observe day-to-day clinical care of patients and related standard operating procedures of a general hospital ward.

3) Clinical laboratory practice: In their third year of studies, students conduct a three-week internship at a hospital laboratory department, where they learn about diagnostic methods in the fields such as clinical haematology, biochemistry, urinalysis, bacteriology, or serology. By the end of the internship, students are expected to be able to perform basic laboratory operations, as well as to read and summarise results of e. g. blood, urine, biochemical, or bacteriological tests.

4) Research assistant practice: In the second semester of their fourth year, students undertake a three-week research assistant practice at an academic institution. Here, they engage in projects and research under the supervision of a laboratory researcher and lecturer. This practice develops their skills in processing results, writing articles, and presenting research.

5) Pre-Graduation practice: At the start of their fifth year, students conduct a four-week research internship at a medical laboratory, in which students immerse in a real-life work environment and further their analytical and research skills.

Based on the documentation provided, the experts confirm that clear outlines for all of the abovementioned internships exist, which, amongst other things, define the duties of both the instructors and students on site, the duration of the internship, the form of expected reporting or assessment, and the learning contents to be obtained.

The Bachelor in **Nursing**, on its part, incorporates four areas of practical training across its four study years:

1) Basic skills practice: Towards the end of the first year's second semester, Nursing students engage in a two-week basic skills practice at a partner hospital of Etugen University, where they reflect on and apply their knowledge obtained in the preceding study modules concerning every-day clinical care of patients and related

standard operating procedures (e.g. regarding infection prevention and waste disposal) under the guidance of supervising staff.

2) Nursing practice: At the end of the first semester of their second year, students conduct further a nursing internship at a partner hospital of Etugen University, spanning 7-14 days, in which they deepen their obtained specialized nursing skills in the field of clinical care, with a stronger focus on the topics of patient safety and health assessment.
3) Specialized nursing practice: From the second semester of their third year onward, students are required to conduct a total of 186 hours of further nursing practice outside class-hours at a local hospital under the guidance of a nurse teacher. For this, an "apprenticeship agreement" is concluded between each student and the nurse teacher responsible for them, defining the training goals and duties on each side. Students need to have finished the required hours by their time of their graduation. Besides deepening their basic nursing skills, students are expected to engage in the fields of emergency care, surgical nursing, obstetrics, and paediatric nursing.
4) Skill Center Practice: In the last semester of their final year of studies, students are required to engage in a further 192 hours of skills training at the School of Nursing's own Skills Center, with the aim of reinforcing the knowledge and skills they have acquired during their hospital-based internships.

All in all, Nursing students are expected to have gained 578 hours of exposure to nursing practice throughout their Bachelor's studies.

Also here, the experts confirm that clear outlines for all of the abovementioned internships exist, which, amongst other, define the duties of both the instructors and students on site, the duration of the internship, the form of expected reporting or assessment, and the learning contents to be obtained.

During their visitation of State Hospital Number 2 in the course of the audit, the expert group moreover learned that – given the shortage of nurses in Mongolia – there is strong competition among hospitals to recruit nurses, leading to hospitals actively recruiting students who are in their final year of practicums to work with them after graduation.

Asked by the auditors in this context about who is responsible for overseeing students during their internships at hospitals, the programme coordinators explained that each student is supervised by one teacher from the university, along with a nurse at the hospital. This arrangement typically spans two to three years, in accordance with the abovementioned "apprenticeship agreement". Additionally, lecturers from the university

make visits to the hospitals to engage in exchanges with the supervising nurses, ensuring a comprehensive support system for the students throughout their internship period.

All in all, the experts commend the number of internships integrated in both programmes under view, and find them highly conducive as means of fostering swift employment of graduates as well as to foster stakeholder relations.

Mobility

In regard to academic mobility, students confirmed to the experts during the audit that some – albeit few – opportunities exist. Most prominently, multiple students pointed to the possibility of internships and student exchange stays in Japan.

Overall, a substantial number of students expressed their interest in going abroad, be it for a part of their studies or for further studies following their graduation. In connection to this, the students spoken to expressed various needs, including an increase in study mobility opportunities, funding for stays abroad, as well as more advanced, subject-specific English courses as a means to "open up the world" to them.

The experts thus strongly echo the students' stated needs, and recommend the programmes to intensify their internationalisation efforts, in particular with regard to student mobility opportunities, English-taught modules, and courses in technical English (as opposed to general English).

In terms of credit recognition for study performance (courses or internships) achieved abroad, the University's "Internal Training Procedure" regulations provide clear guidance on the equivalency process as outlined further under criterion 1.4.

Periodic Review of the Curriculum

As per the self-assessment report provided by the University and confirmed by staff and industry representatives during the audit, continuous monitoring of all curricula takes place through a variety of student and stakeholders surveys. On the students' part, these include student satisfaction surveys and course feedback surveys for each course per semester. On their part, industry representatives confirmed during the audit that they receive satisfaction surveys from Etugen every year. Moreover, as illustrated in detail in the University's submitted documentation, Etugen uses benchmarking with similar programmes offered at other university within Mongolia as well as abroad as a means of identifying potential for development in regard to its programmes.

As explained by teaching staff to the experts during the audit, comprehensive curriculum reviews take place every two years.

When asked about significant changes in the programmes under review in recent years, the Nursing teaching staff highlighted the inclusion of elective topics such as entrepreneurship in nursing or project management. Meanwhile, the Biomedical Sciences highlighted the establishment of the molecular biology lab in 2022; connected to hopes of establishing an immunology lab within the facilities still under construction in Etugen's upcoming building number six.

All in all, the experts are content with the information provided on the programmes' curricular review procedures, with further details to be discussed under criterion 5.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Programme Outlines
- Appendix 10: Program Improvement Information Tables
- Rector's Order: Appointment of admission commission and approval of admission regulations, Academic Year 2021-2022
- Statistical Data About the Progress of Studies
- University Website (here, here, here)
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:
Admission to the programmes under review at Etugen University is subject to a combination of national, ministerial as well as University regulations.

Access to higher education in Mongolia is restricted through a nation-wide, competitive General Entrance Exam (GEE) administered by the Education Evaluation Center (EEC), which high school students need to take at the end of their final (12^{th}) year, should they wish to enter a university. Students are required to select the subjects of their GEE in accordance with the study subjects they hope to enter.

For each academic year, the Mongolian Ministry of Education and Culture determines a minimum admission score, with the maximum score of the GEE being 800 points. From the academic year 2021/2022 onward, the general threshold for university admission was

raised by the Ministry from previously 410 to now 480 points to account for the steadily rising average GEE results of annual high school graduates.

On its part, Etugen University determines target admission numbers for each study subject ahead of each new academic year. Applications are permitted annually only, with studies commencing in September. The application period is in June, admission results are announced in time for the enrolment period starting in August.

To be considered for application to the **Bachelor of Biomedical Sciences** programme, students need to have obtained the abovementioned minimum of 480 points in their GEE subjects, with Chemistry and Mathematics as their foundational exam subjects, as well as Biology and Physics as accompanying subjects. Amongst the group of applicants who meet the abovementioned minimum criteria, admission is offered to those with the highest scores first until the target capacity is reached. During the audit, the programme coordinators clarified that the students accepted usually embody the top 20% of all applications received.

As part of its self-assessment report, the University has provided the following enrolment numbers for 2017 – 2022:

Table 6B Enrolment Information in the Biomedicine program			
Academic Year	Control number	Number of applicants for admission	Number of Enrolees
2017-2018	50	134	55
2018-2019	50	54	52
2019-2020	20	104	10
2020-2021	25	56	25
2021-2022	30	121	36
Average	35	93.8	35.6
Total	175	469	178

Annual Admission Numbers 2017-2022. Labelling modified for clarity. Data Source: Etugen University

For the same timeframe, the University has presented the following graduation numbers:

№	Academic Year	Number of Graduates
1	2017-2018	54
2	2018-2019	40
3	2019-2020	20
4	2020-2021	30

5	2021-2022	28
Total		172

Annual Graduate Numbers 2017-2022. Source: Biomedicine programme outline, Etugen University

As per the University, a total of 451 students have successfully graduated from the Biomedical Sciences program between the programme's first offering in 2007 and 2022.

With regard to the **Bachelor of Nursing** programme, due to the declared shortage of nurses in Mongolia, applicants only need to have achieved a minimum of 400 points in their GEE subjects, with Chemistry and Mathematics as their foundational exam subjects. As a secondary component, Etugen has been permitted to conduct a skill test, within applicants needs to achieve 480 points. Amongst the group of applicants who meet the abovementioned minimum criteria, admission is offered to those with the highest scores first until the target capacity is reached.

Apart from the above admission mechanism for recent high school graduates, nurses with a vocational training background may be admitted to the Bachelor's programmes regardless of the GEE threshold score if they have worked as a nurse in a medical institution for 3 years continuously and are over 30 years old.

As part of its self-assessment report, the University has provided the following enrolment numbers for 2017 – 2022:

Table 6N Enrolment Information in the Nursing program			
Academic Year	Control number	Number of applicants for admission	Number of Enrolees
2017-2018	150	241	158
2018-2019	200	453	197
2019-2020	90	101	89
2020-2021	170	759	175
2021-2022	150	764	152
Average	152	463.6	154.2
Total	760	2318	771

Annual Admission Numbers 2017-2022. Labelling modified for clarity. Data Source: Etugen University

For the same timeframe, the University has presented the following graduation numbers:

No	Academic year	Total number of graduates
1	2017-2018	106
2	2018-2019	49
3	2019-2020	116
4	2020-2021	107

5	2021-2022	139
Total		517

Annual Graduate Numbers 2017-2022. Source: Nursing programme outline, Etugen University

According to the University, 1486 students have successfully graduated from the Nursing programme between the programme's first offering in 2004 and 2022.

Etugen University offers a range of scholarships to its students, amongst them for students with top-ranking GEE results and students with outstanding accomplishments in the field of athletics, art, or peacekeeping. Moreover, in line with a government resolution, special scholarships are awarded to Nursing students with very good to excellent GPAs.

Credit recognition for students transferring from another university and/or subject as well as from abroad is facilitated based on the Ministry of Education and Science's decree No. A/348 of 2021 on "Regulation of Using Credit Hours, Equivalence, Assessment of Student Knowledge, Skills and Attitudes in Higher Education Institutions". As per the University's information, contents and learning outcomes of equivalent courses need to overlap to least 80%, and can be up to one credit less than the number of equivalent courses at Etugen University without raising the need to be made up for through taking additional credits at Etugen.

Asked by the expert panel during the accreditation audit if any information events are held for interested students ahead of the application period, the programme coordinators explained that ahead of each academic year, i.e. between December to June, events are organised for high school students to market the University and its programmes.

All in all, the auditors assess that all relevant information on the application process, including admission regulations and admission requirements for foreign students is provided on the University's website, and find the terms of admission to be binding and transparent.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Study Plan/Curriculum
- Module Handbooks

- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:
As illustrated by the University in its self-assessment report, Etugen University pursues a credit system that is different from the national credit system suggested by the Mongolian Ministry of Education and Science.

As per the definition provided in the self-assessment report and the University's academic regulations ("Integrated Training Procedure"), one credit signifies either

- 16 course hours of lectures, or
- 32 course hours of seminars, laboratories or practical activities

over a 16-week semester period; with one course hour equalling 45 minutes. In addition, 48 hours of self-study by the students are affiliated with each module. All modules in the programmes over under review are – at various ratios – understood as a combination of lectures on the one hand, as well as seminars/laboratories/practical activities on the other.

The above can best be illustrated using various examples of courses from the respective module handbooks (cf. criterion 4.1), including their equivalents in course hours, as follows:

Information as provided in the module handbooks:						**Time equivalent:**	
Biomedical Sciences	**Course Credits**	**Ratio (lecture:practicum)**	Contact Hours: Lecture	Contact Hours: Practicum	Self-study [hours]	Lecture [in course hours à 45 min, 1 credit = 16 course hours]	Practicum [in course hours à 45 min, 1 credit = 32 course hours]
Anatomy (MBM101)	2	1:1	8x90min	16x90min	48	16	32
Microbiological Laboratory (MBM321)	2	0:2	—	32x90min	48	0	64
Obstetrics (MBM324)	3	1.5:1.5	12x90min	24x90min	48	24	48
Medical microbiology (MBM228)	4	2:2	16x90min	32x90min	48	32	64
Nursing	**Course Credits**	**Ratio (lecture:practicum)**	Contact Hours: Lecture	Contact Hours: Practicum	Self-study [hours]	Lecture [in course hours à 45 min, 1 credit = 16 course hours]	Practicum [in course hours à 45 min, 1 credit = 32 course hours]
Anatomy I (NNS121)	2	1:1	8x90min	16x90min	48	16	32
Nursing Skills I (NNS232)	2	0:2	—	32x90min	48	0	64
Physiology (NNS211)	3	1.5:1.5	12x90min	24x90min	48	24	48

Pediatric nursing II (NNS302)	3	1:2	8x90min	32x90min	48	16	64
Nursing Skills II (NNS223)	3	0:3	—	48x90min	48	0	96
Human development ethics I (ETH104)	4	2:2	16x90min	32x90min	48	32	64

When translating the above into workload in terms of natural hours of 60 minutes, and furthermore applying a tentative conversion of Etugen's credits into the European Credit Transfer System (ECTS) using a common equivalence of 1 ECTS = 30 hours of student workload as per the ECTS Users' Guide, the following picture emerges:

Module		**Time equivalent:**				**ECTS equivalent:**	
Biomedical Sciences	**Course Credits**	Lecture [in course hours à 45 min, 1 credit = 16 course hours]	Practicum [in course hours à 45 min, 1 credit = 32 course hours]	**Total Contact Hours [in natural hours à 60 min]**	+ Self-study [h]	**Total Workload** [Contact Hours + Self-Study]	ECTS Equivalent [here: 1 ECTS = 30 hours of workload]
Anatomy (MBM101)	2	16	32	36	48	**84**	2.8
Microbiological Laboratory (MBM321)	2	0	64	48	48	**96**	3.2
Obstetrics (MBM324)	3	24	48	54	48	**102**	3.4
Medical microbiology (MBM228)	4	32	64	72	48	**120**	4
Nursing	**Course Credits**	Lecture [in course hours à 45 min, 1 credit = 16 course hours]	Practicum [in course hours à 45 min, 1 credit = 32 course hours]	**Total Contact Hours [in natural hours à 60 min]**	+ Self-study [h]	**Total Workload** [Contact Hours + Self-Study]	ECTS Equivalent [here: 1 ECTS = 30 hours of workload]
Anatomy I (NNS121)	2	16	32	36	48	**84**	2.8
Nursing Skills I (NNS232)	2	0	64	48	48	**96**	3.2
Physiology (NNS211)	3	24	48	54	48	**102**	3.4
Pediatric nursing II (NNS302)	3	16	64	60	48	**108**	3.6
Nursing Skills II (NNS223)	3	0	96	72	48	**120**	4
Human development ethics I (ETH104)	4	32	64	72	48	**120**	4

As a result of the illustrations above, the experts note a number of observations:

- Due to the different equivalencies applied simultaneously (1 credit = 16 lecture / 32 practicum course hours), modules with identical credits equate to different workloads.

  Example: NNS211 and NNS223 with three credits each, yet a workload of 102 and 120 hours, respectively.

- In turn, modules with identical workload are awarded varying number of credits.

Example: NN223 and ETH104 with a total workload of 120 hours, yet carrying three and four credits each, respectively.

- In consequence, a consistent Etugen credit to ECTS conversion is no longer possible (see e. g. the different ECTS equivalencies for 2- and 3-credit courses), ranging from approximately 1 credits = 1 – 1.6 ECTS.

In view of the above and to be able to calculate an adequate, workload-based ECTS equivalent of the Etugen credits awarded within the respective curricula, the expert group asks the University to provide the assessors with a detailed chart – preferably in Excel format – which lists all courses of the respective curricula and their currently awarded credits; including their composition (lecture / practicum / self-study), to enable a sensible approximation of the ECTS equivalents of both programmes on the whole.

All in all, however, the experts assess that a credit system, which is centred around student workload, is in place.

This being said, the experts note that – as per the provided programme and curriculum outlines – no credits are awarded for the final thesis or examinations in either programme. In this regard, the experts highlight that *all* compulsory parts of the curriculum (including the final study performance) need to be credited in accordance with the expected workload connected to them. At this point, the experts furthermore already point to the necessary integration of a final thesis or final project for each student in both programmes under review, which will be illustrated further under criterion 2.

In terms of regular modules, the experts learn from the provided documentation that lecturers in charge of each module illustrate the student workload in a syllabus, which includes the schedule for all course and exam weeks of the semester and is shared with the students within the first seven days of each semester through the University's online student portal. As confirmed by both lecturers and students during the audit, grading criteria for each are likewise made transparent in the syllabus.

Students are required to attend their classes as established in the academic regulations ("integrated training procedures"). They must be present for at least 80% of lectures and two-thirds of their internship, or the module will be considered failed.

According to the University's self-assessment report and statements by the programme coordinators during the audit, Etugen aims to ensure that workload is appropriate and not excessive through quarterly workload surveys. During their exchange with students during the audit, students of both programmes confirmed that – while workload in the first years

of study were perceived to be intense – workload was overall doable and became more manageable in the more advanced stages of their studies.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Programme Outlines
- Appendix 11 Resource Improvement Information Tables
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:
As per the University's "Integrated Training Procedure", Etugen University seeks to foster a learning environment founded on the principles of active learning; emphasizing student participation, aiding students to understand both what and *how* to learn, and to instil a life-long learning attitude in them.

According to their self-assessment report and the provided module handbooks, teaching staff in the two programmes under review utilise a variety of both teacher- and student-centred learning methods in alignment with the respective module contents. They include lectures, class discussion, group work, problem- and challenge-based learning, laboratory practice, tutorials, presentations, project-based learning, role-plays and simulation, case studies, and computer-based simulations.

In order to foster continuous development and improvement of teaching methods, methodological seminars and good practice sharing sessions are organized regularly within the departments, in alignment with the expected staff duties outlined under criterion 3.1 and as also confirmed by teaching staff during the audit. As a result of its efforts, the University highlights its "best learning environment" recognition through the Mongolian Students' Union in 2014.

As an intended hallmark of its education, Etugen University especially aims to focus on students' personal development, as mirrored in its mission (to "develop their best moral and ethical qualities and professional skills"). It seeks to do so in a number of ways: Students in both programmes under review are required to take total of 6-8 subjects focusing on *Human Development, Communication Ethics and Law*, *Communication Skills,* as well as *Professional Ethics* and *Biomedical Ethics*, respectively. As per the programme

coordinators statement during the audit, students are moreover not charged tuition fees for these courses.

Furthermore, the University fosters a growing pool of currently about 60 student clubs, as well as university sports in its own sports hall, a student union and volunteer hub.

During the accreditation audit, the expert panel inquired about how research skills are imparted to students in the study programmes under review. The **Nursing** programme coordinators responded that research methods and health statistics are introduced in the fourth year of studies through the "Nursing Research" module. However, they noted that for Bachelor students, extensive research skills are not a major component of the curriculum. These skills are more prominently featured in the Master's programmes, distinguishing them from the undergraduate level. In contrast, the **Biomedical Sciences** programme coordinators explained that from the fourth year, students are increasingly confronted with research work through their "Research Methodology" module, their research assistant and pre-graduation internships, as well as through – should they opt to do so – the preparation of their graduate thesis. As an example of research-oriented courses within the curriculum, programme staff especially highlighted the 8th semester course Epidemiology in this context.

Asked by the auditors how controversial and state-of-the-art topics in the field of Biomedicine are addressed in class, the teaching staff explained that they actively encourage student discussions on complex issues like gene editing through CRISPR CAS and genetically modified organisms (GMOs). These discussions take the form of in-class debates, which are utilised as a tool to foster critical thinking skills among the students. The auditors commended the staff's elaborations.

In regard to the Bachelor's in **Nursing** under review, the experts inquired during the discussions and their visitation of the University's skills labs in the course of the audit about the extent and theoretical foundation of simulation-based learning implemented in the programme. In response, the experts were explained that simulation-based training within the skills labs is based on standard operating procedures as well Mongolian national standards. In connection to this and given the international nature of the aspired accreditation, the experts highlighted that there is recognised international best practice in this field, prominently represented through the International Nursing Association of Clinical Simulation and Learning (INACSL), which moreover offers training of trainers in this field through their INACSL Simulation Education Program (ISEP). The experts thus highly recommend the School to look into these or similar resources to further develop its simulation-based teaching.

Moreover, students at Etugen University are assigned to a so-called "consultant teacher" from amongst the teaching staff, who acts as a go-to person for advice on academic matters as well as personal matters to the students assigned to them from their admission to their graduation. Centrally, counsellors are tasked with assisting students in their learning journey, helping students set goals for both professional and personal development, providing them with feedback and guiding them in choosing appropriate paths to achieve these goals.

In summary, the expert group considers the range of teaching methods and instruments applied to be suitable to support the students in achieving the intended learning outcomes. They confirm that the study concepts of all programmes under scrutiny comprise a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture. Finally, they attest that the imparting of academic research skills is sufficiently ensured.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

The experts thank the University for the provided statements and additional documentation concerning criterion 1.

Availability of programme goals and objectives on the University's website

Upon verification of the updated links provided by the University, the experts acknowledge that comprehensive information booklets have been created; including the respective programmes' goals and objectives, learning outcomes, as well as further information. Moreover, the experts explicitly note that the created booklets also contain the curricula of the respective programmes.

These programme booklets can now be found in Mongolian language when clicking on the respective programme titles within the University's listing of offered programmes available on Etugen's website under *СУРГАЛТ / Training → БАКАЛАВРЫН СУРГАЛТ / Undergraduate Courses* (here). Analogously, the two programme booklets can now be found in English language under *Study → Study* (here) after switching to the English version of the University's homepage first and clicking on the titles of the programmes under review.

The experts thank the University for its efforts and clarification in this matter, and do not see further need for issuing a formal requirement in this regard. This being said, the experts suggest that the booklets should also be made available for download, which the relevant webpages did not seem to allow at the time of the experts' verification.

Modules on patient safety and internship locations within the Nursing programme

In regard to the aspects mentioned above highlighted particularly in the discussion round with practitioners and industry representatives during the audit, the experts note the clarifications provided by the University, and do not see further need for issuing formal recommendations concerning these matters. This being said, the experts encourage the School of Nursing, in collaboration with its collaborating internship hosts, to review regularly if – and where – the topic of patient safety is covered sufficiently, both in class as well as during the respective internships.

Clustering of suitable modules in the Biomedical Sciences programme

In regard to the suggested clustering of courses into block seminars within the Biomedical Sciences programme, the experts acknowledge the comments provided by the University and commend the Department of Biomedicine's outlined efforts. This being said, the experts continue to see merit in their suggestion, noting that block seminars allow students to focus on complex and interconnected contents more immersively than it is possible in – even if well-aligned – sequences of courses. The expert group hence retains its recommendation in this regard.

International nursing classification systems within the Nursing programme

In regard to the suggested strengthened integration of international classification systems (e.g. NANDA, NIC, NOC) in the Nursing programme, the experts appreciate the provided clarifications and expressed intent to pursue a stronger integration of these contents within the Nursing curriculum from the academic year 2024/2025 onward. Since the University's statement refers to an intended *future* development, however, the expert group retains its recommendation in this regard for the time being.

Strengthening of simulation-based learning within the Nursing curriculum

In regard to the suggested strengthening of simulation-based learning within the curriculum based on internationally recognised standards as well as related staff training, the experts welcome the intended efforts indicated in the University's statement. Since the University's statement refers to an intended *future* development, however, the expert group retains its recommendation in this regard for the time being.

ECTS equivalency of degree programmes under review

The experts thank the University for the provided tabular breakdown of the curricula, including the credit composition for each course.

Upon conversion of the total contact hours (i.e. from course hours of 45 minutes to natural hours of 60 minutes), addition of the indicated self-study hours, and applying a minimum equivalency of 25 hours of workload per ECTS (as per the ECTS Users' Guide), a total

workload of approx. 207 ECTS for the Ba Nursing and 278 ECTS for the Ba Biomedical Sciences in their current form can be attested.

The experts consider criterion 1 to be mostly fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Programme Outlines
- Appendix 6: Examination types and arrangements
- Examination Procedures, Etugen University
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Module Handbooks
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:
Students at Etugen University are required to pass a portfolio of assessments aiming to determine their course-related learning achievement as well as overall study progression. These include:

- An "**Initial Assessment**" as a means of pre-assessing students' abilities in the fields of languages, digital competencies, and relevant school subjects at the time of their study start;
- Formative ("Progress Evaluations") and summative ("semester" or "term" examinations) **course assessments**;
- Suitable forms of measuring students' performance during their various **internships** outlined above;
- "Integrated Progress Tests" aiming to verify the students **skills' and knowledge achievement** expected at various stages of their studies; as well as
- A **graduation exam**, consisting of both a theoretical and practical (skill) component.

For clarity, the above assessment categories shall be illustrated further in the following based on the University's provided academic regulations ("Integrated Training Procedure"):

Initial Assessments

In the initial weeks of their first semester, students are required to participate in assessments to evaluate their Mongolian and English language proficiency, aptitude in chemistry and biology, as well as their digital competencies. These tests serve to determine the difficulty level students will be placed in in the corresponding courses of their curricula.

Course Assessments

To evaluate their performance in class, students take formative and summative assessments. Formative assessments ("progress assessments") commonly consist of project work, self-assessments, written assignments, case studies, practical assignments, presentations and quizzes.

Summative assessments are conducted in the form of final "semester exams". Students are informed about the semester exam schedule through Etugen's online student portal 2-3 weeks before the end of the semester, which is also confirmed by students upon inquiry of the expert panel during the audit.

In any given course, students can obtain a maximum of 100 points. Should a student obtain less than 42 points in the progress evaluations, they are not permitted to participate in the semester examination. Moreover, as per Etugen's academic regulations ("Integrated Training Procedure Regulations"), students need to attend a minimum of 80% of course sessions to be allowed to take the final course examination. The components contributing to the calculation of the final course achievement are defined as follows:

	2017-2022		2022-2023	
	Valuation methods	Assessment Breakdown	Valuation methods	Assessment Breakdown
		60:40		70:30
Progress evaluation	Assessment of student attendance	up to 10	Attendance and participation	up to 10
	Assessment of learning activity and effort	up to 10		
	Classwork and homework	up to 20	Classwork and homework	up to 20
			Assignments and projects	up to 20
	Practicum participation, topic exam	up to 20	Practicum participation, topic exam	up to 20
Final exam		Up to 40	Final exam	up to 30

Composition of Course Grading. Source: Self-Assessment Report, Etugen University

Assessment results at Etugen University are expressed both in an on out-of-100 grading system, as well as on a letter grade scale as displayed below. A (100) is the maximum passing grade, the minimum passing grade on the Bachelor's level is D (60). If a student scores 59 points or less, they receive an 'insufficient' (F) grade, indicating they have not completed the course's credits. In cases where an exam is not taken due to a valid reason (see below), different labels are stated on the transcript.

Personalized score	Letter grade	Numerical evaluation
95-100	A+	4.0
90-94	A	3.6
85-89	B+	3.1
80-84	B	2.8
75-79	C+	2.4
70-74	C	2.0
65-69	D+	1.6
60-64	D	1.0
0-59	F	0.0

Grading Scale. Source: Self-Assessment Report, Etugen University

Final course examinations ("semester examinations") in the **Biomedical Sciences** programme commonly include essays, written or oral examinations, as well as case studies. In the **Nursing** programme, moreover, objective structured clinical examination (OSCE) are employed. Teachers are required to enter the student's examination results into the online student portal within 14 days following the exam date.

Students have the right to contest their exam results. In case of any complaints concerning their course results, students must submit their appeal to the University's Training Policy Coordination Office (TPCO) within the first month of the following semester after completing the course. A committee will then review the student's examination in question. If the working group deems the examination to have been evaluated unfairly, a revised assessment is made by the committee, which is then considered as the final assessment.

If a student fails to take the semester exam due to reasons deemed valid under the regulations – such as serious illness, caring for a close relative, bereavement of a close relative, maternity leave, quarantine, or force majeure – they are permitted to sit for the exam within the first month of the next semester instead, payment of the exam fee provided. In cases where students did not participate in the final course exam due to having attended less than 80% of the class, having obtained less than 42 points in the progress assessments, or having scored less than 60 points in total, students may retake the course upon payment the full course fee.

The final graduating grade point average (GPA) is determined though a weighted arithmetic average of all courses and their allocated credits.

Asked by the expert panel during the audit whether there are any noteworthy issues with regard to the conduct of examinations in the two programmes under review, the students confirmed that the examination schedule is provided through Etugen's online student portal each semester ahead of the exam period with sufficient time to prepare. Likewise, they confirmed that there are no issues with the exam schedule such as accumulating examinations.

Evaluation of Practical Components

Within the practical components (internships) outlined under criterion 1.3, students' attainment is equally evaluated out of a total of 100 points. Student failing to attend at least two-thirds of the total time are considered to have failed their internship.

In the **Biomedical Sciences** programme, evidences on which the practice evaluation is based include their attendance and active participation, laboratory and research notes, internship diary records, methodological protocol notes, as well as presentations on the internship experience and other as detailed in the guidelines.

In the **Nursing** programme, evidences on which the final evaluation is based include their attendance and active participation, internship diary records, evaluations by accompanying nurses and shift supervisors, practice reports, photographs, videos, and presentations on the internship experience and other as detailed in the guidelines.

Integrated Progress Tests

Starting from the second term of the students' second year in the **Nursing** undergraduate programme, annual skill progress exams are held, aiming to verify the students' expected skills and knowledge attainment. Likewise, students in the **Biomedical Sciences** undergraduate programme are required to take a comprehensive progress exam at the end of their third year of studies, which assesses whether they have mastered the content of the general and professional foundation courses.

Graduation Exam

The final study examination or "Graduation Exam" in the programmes under review consists of a theoretical and a practical (skills) part, which must both be passed by the student intending to graduate.

The theoretical knowledge test covers the entire content of the professional background and professional course. The theory test is computer-based. As per the statement of the programme coordinators during the audit, the theoretical component of the final exam for **Nursing** student encompasses a written test comprising 350 questions.

The skill exam commonly takes the form of a clinical examination following the objective structured clinical examinations (OSCEs) standard.

In the **Biomedical Sciences** programme, well-performing students may furthermore opt to write a thesis. Students choosing to write a thesis must pass the theory test, and must additionally pass their thesis including the defence.

"Professional license" examination

To obtain the license to practice as a nurse, a "professional license" exam is organised every year in June by the Health Development Center under the Ministry of Health of Mongolia for graduates in the field of nursing; thus implicitly serving as an external validation of the learning imparted in the Bachelor of **Nursing** programme under review.

Thesis

As noted above, final-year students in the **Biomedical Sciences** programme may choose to produce a thesis, supervised through a supervisor from the department and a consultant from an organization (i. e. hospitals, laboratories, or institutes) at which the thesis research is located. Students must defend both their thesis in front of a University committee. Concerning the above, Biomedical Sciences students stated during the audit that students' GPA must be above 3.2 (out of 4) to be permitted to write a thesis.

As per the University's academic regulations, the thesis must comprise 40-50 pages in total, and must be submitted to the reviewers seven days or earlier before the defence date.

During the defence of the Bachelor's thesis, students are asked to report on the purpose of the work, research methods, results, and conclusions of the Bachelor's thesis within about 10 minutes. The members of the commission/guardian board then ask questions and express their opinions and conclusions. The defence of the thesis is considered passed if the average score of the reviewers' assessments is more than 60 percent.

During the accreditation audit, the expert panel asked the teaching staff about the methods used to check students' assignments and theses for plagiarism. The staff revealed that currently, there is no specific software employed. However, they noted that, in the cases of theses, the thesis committee is responsible for reviewing the work and checking for signs of plagiarism.

In response to the experts' question about whether students in the **Nursing** programme are also required to write a thesis as their final study performance, the programme coordinators clarified that there is no thesis requirement for the nursing programme.

In view of the above – i.e. the optional nature of the final thesis within the **Biomedical Sciences** programme, as well as the absence of a final thesis or equivalent final project in the **Nursing** programme entirely – the experts highlight that the implementation of a *mandatory* final thesis or project for *every* student is a requirement for the intended accreditation of the two programmes. On the Bachelor's level, such a final study performance should consist of an individual – or at least individually graded – academic work (thesis or project), which should commonly account for at least 150 hours of individual student workload. This final performance should – at a scientific level appropriate for the intended degree – include the planning (proposal), research (i.e. literature-based or empirical), as well as analysis/documentation stages of such an academic work.

Assessment of Examinations and Regulations

Following their perusal of papers, projects and assessments of the two programmes under review, the experts judged that the level of difficulty was appropriate. Examinations were generally found to be more skills-oriented than research-oriented, which was however found to be in alignment with the University's educational philosophy. In the context of the **Biomedical Sciences** programme, the quality of theses was deemed appropriate for Bachelor level studies.

On a formal level, the experts attest that clear regulations for the conducted of examinations at Etugen University are laid down in its "Integrated Training Procedure".

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

The experts thank the University for the provided statements and additional documentation concerning criterion 2.

Integration of mandatory final thesis/project

In regard to the implementation of a compulsory final thesis in the two study programmes under review, the experts appreciate the provided information, particularly the submitted revised study plan and thesis guidelines for the Nursing programme.

Since it however did not seem unequivocally evident from the provided statement and documentation that the conduct of a final thesis/project will indeed be *mandatory* for each student in the programmes under review – *not* optional or subject to student performance as it was the case for the Ba Biomedical Science previously – the experts maintain their requirement as per the applicable criteria in this regard, and ask the University for clear evidence of the above as part of the University's fulfilment of requirements in due time.

The experts consider criterion 3 to be mostly fulfilled.

3. Resources

Criterion 3.1 Staff and Staff Development

Evidence:

- Self-Assessment Report
- Programme Outlines
- Program Improvement Information Tables
- Staff Handbooks
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Appendix 11 Resource Improvement Information Tables
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

The composition of teaching staff in the programmes under review is illustrated by the University in their self-assessment report the respective programme outlines as follows:

Within the **Biomedical Sciences** programme, 18 (35%) of the 51 teachers involved in implementing the program hold doctoral degrees, with a further 11 teachers pursuing doctoral studies as per the academic year 2022/2023. Seven full professors are currently employed in the programme. Academics staff may supervise up to three undergraduate research projects per academic year.

Position Grade	Education Grade		Total
	Doctor	Master	
Professor	7	-	7
Associate Professor	1	-	1
Senior teacher	1	17	18
Teacher	5	10	15
Trainee teacher	4	6	10
Total	18	33	51

Composition of Academic Staff. Source: Biomedical Science programme outline, Etugen University

Within the **Nursing** programme, 20 (37%) of the 54 teachers involved in implementing the program hold doctoral degrees. Eleven full professors are employed in the programme as of the academic year 2022/2023. Five qualified nurses with clinical experience support the facilitation of the programme as contract teachers.

Rank of position	**Education degree**		**Total**
	Dr	**Master's degree**	

Professor	11	-	11
Associate Professor	6	4	10
Senior teacher	-	17	17
Teacher	-	7	7
Trainee teacher	3	6	9
Total	20	34	54

Composition of Academic Staff. Source: Nursing programme outline, Etugen University

In alignment with policies of the Ministry of Education, Culture, Science, and Sports of Mongolia dated May 29, 2020, No. A/270, entitled "Common requirements for teachers of higher education institutions", Etugen University's “Integrated Training Procedure Regulations” define the following five areas of responsibilities of academic staff at the University: Teaching, curriculum development, development of good practices, scientific research and innovation, and other efforts such as community service, personal development, as well as organizing extracurricular activities. Ratios of these respective areas as well as the total expected workload are adjusted to the staff member’s respective academic rank.

Etugen University's “Integrated Training Procedure” moreover states a comprehensive Code of Ethics expected of its teachers, and defines the role and requirements for all stages of academic development (trainee teacher, teacher, senior teacher, associate professor, full professor) in a clear and detailed manner.

Performance evaluation of teaching staff is undertaken annually based on students’ course evaluations, other relevant evidence as well as semester-wise submitted self-assessments, in which staff members outline their achievements and performance. The final annual evaluation – taking into consideration the assessments of the respective staff member, their Head of Department and Dean – is linked to financial incentives and is taken into consideration with regard to the staff member’s professional development. As laid down in the abovementioned regulations and confirmed by the programme coordinators during the audit, negative evaluations may lead to increased monitoring, demotion and possible termination of employment.

Etugen University has set up a "Teacher’s Development Programme” which facilitates a range of activities for continuous training in the fields of teaching competencies, research, and professional development. The University presents these activities as follows:

Table 3 Teacher development training

No	Seminar	Time	Content and direction of training
1. Teaching methodology			
1	Training of new teachers	Last week of August every year	Every new teacher attends the training and learns knowledge and skills such as Etugen University's culture, teaching

			methods, who the teacher is, profession, curriculum, and group subject planning.
2	Outcomes-Based Curriculum-Our Engagement	3-5 days in August, February and June of the school year	Professional program, curriculum implementation, evaluation, results, improvement, evaluation methods, analysis planning, activity report results, self-evaluation of teacher's work, task fund cooperates with other departments and professional teachers.
3	Good lesson together	Every year in February and June	Create a library of learning technologies open to the public by developing collaborative and good lessons.
4	Evaluation methodology	Every season	Experience related to Bloom's taxonomy, rubric assessment, correlation coefficient and assessment methods will be shared.
5	Theoretical and methodological seminar of the department	Every week	During the implementation of the results-based curriculum, we will share experiences on ensuring equal participation of each teacher, making improvements to the curriculum, group topic planning, regular lesson planning and organization.
6	Teaching license training	Once a year	In order to support the teacher's teaching methodology, the training of the right to teach is included.
7	Training information and technology	Every season	Due to the introduction of the University's management information system, teacher web and educational web application courses
8	Teacher development Teaching methodology	By order	In connection with the implementation of the results-based curriculum, it is directed to increase the teaching method skills and develop the capacity of teachers.
9	Module training I	Every year	Basis for development of curriculum, Etugen culture
10	Module training II		Curriculum outcomes, content and assessment
11	Module training III		Teaching methodology
12	Module training IV		Assessment and assignment pool
13	Module training V		Blended learning methodology
2.Research			
1	Development of teacher's creativity	1 time per academic year	Provide professional and financial support for the development of entrepreneurial thinking, business thinking and startup business development methodology.
2	Survey Methodology	Every year	In order to increase the results of research and analysis work, organize research methodology training for teachers in cooperation with epidemiology and biostatistics teachers.
3	Participation in international and domestic projects	According to planning	Circulate the results of research work to meet the demands of society and industry
3. Training to improve professional skills			
1	Studying for qualification training	As per department planning	Phased planning based on the teacher's own interests and the needs of the subject and school being taught
2	Advanced qualification	According to planning	Depending on the years of work, participate in the degree examination

3	Long and short-term professional development abroad	According to planning	Learning experience and professional development in external organizations working together
4.Other courses			
1	Financial education	For a certain period of time	Provide household and personal financial education
2	Special training (Foreign language...)	By personal planning	Improving the level of a foreign language

Teacher development training. Source: Resource Improvement Information Tables, Etugen University

Besides the above, international training opportunities are available for staff, particularly in Korea or Japan. According to the University, 30-40 lecturers from the Nursing programme have already made use of such training offers. As per its self-documentation, Etugen University moreover supports the academic development of its teaching staff, amongst other through a range of scholarships and discounts for individuals seeking to pursue doctoral studies or stays at universities abroad for training purposes. The above was also corroborated during the experts' direct exchanges with teaching staff during the audit.

In turn, Etugen University regularly hosts foreign and domestic guest professors for research, training on outcome-based education concepts, as well as experience sharing in fields such as learning methodologies.

With regard to the **Nursing** programme and as outlined under criterion 1.6, the experts however – in order to further foster the level of simulation-based learning applied in the programme – recommend the School to consider investing into staff training through the Simulation Education Program of the International Nursing Association of Clinical Simulation and Learning (INACSL).

As a continuous observation throughout the audit, the experts moreover noted that the English language proficiency of almost all staff spoken to during the discussion rounds appeared to be limited, with translations necessary for nearly the entirety of the experts' visit. Upon further inquiry in this regard, the programme coordinators illustrated that Etugen aims to improve English proficiency amongst its staff, including the opening of an English Department by 2025. In view of the University's ambition and to enable opportunities for international collaboration, the experts strongly concur with the above and recommend the University to foster English language proficiency amongst its staff through incentivisation and training measures.

All in all, apart from the abovementioned concerns concerning English language proficiency, the expert group concludes that the composition and qualifications of the teaching staff are appropriate to successfully implement the degree programmes under

review; and that opportunities for continued professional and didactic growth are available. Lastly, they recognise that a regular performance assessment system is in place.

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report
- Programme Outlines
- Appendix 11 Resource Improvement Information Tables
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

Preliminary assessment and analysis of the experts:

As per the University's self-assessment report and further discussions during the audit, the academic and research budget of Etugen University mainly comes from tuition fees as well as funding from foreign partners and domestic organizations such as enterprises and foundations. Funds from the Ministry of Health and Ministry of Education were said to be of little relevance.

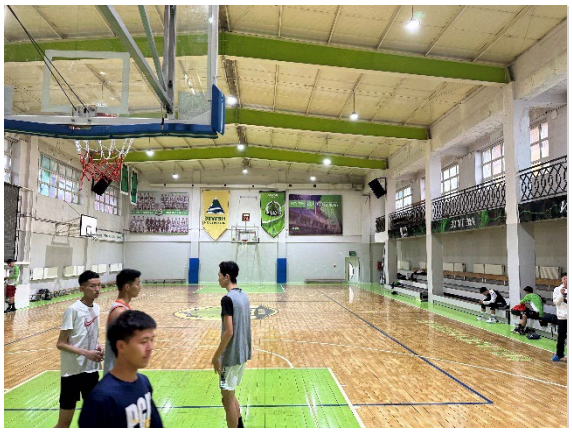
Etugen University is distributed across five buildings. The University's facilities include seminar rooms, a training department, computer labs, media labs, skill centres, halls, libraries, reading rooms, student canteens, a dormitory, gym and fitness centre, an entrepreneur centre, as well as an affiliated hospital. In terms of student support facilities, the University offers an entrepreneurial and ideation centre, a swimming pool, cafeteria, dormitories, a psychological counselling centre, as well as medical services through its affiliated hospital. Within the coming years, the University will furthermore open a sixth building currently under construction, located right next to the University's main building.

In addition to its facilities available on site, Etugen University moreover conducts training at external locations like the Third Central Hospital of Shastin Clinic, National Center for Skin Disease Research, Amgalan Maternity Hospital, and National Rehabilitation Center for Disabled Children.

Etugen University comprises two main libraries, featuring reading rooms with a capacity of 200 people and dedicated spaces for group work. The university library holds a collection of more than 24.000 textbooks and materials and offers access to almost 200 professional journals. Since 2014, students can search the University's catalogue and access various literature through the "LIB4U" online portal.

In 2017, the Etugen Learning Management System (ELMS) student portal was fully

introduced. Through the system, teachers can e.g. provide course materials, lesson and exam schedules, or conduct and grade tests. On their part, students can use the system to submit assignments, respond to surveys, access their grades, monitor tuition payments, and access further relevant documents and regulations.



Building No. I and Sports Hall of Etugen University. Source: ASIIN.

A variety of dedicated facilities are available for the Bachelor's programmes in **Biomedical Sciences** and **Nursing** under review, amongst them microbiology and biochemistry labs, anatomy rooms, skills labs, a computer lab as well as various lecture halls.

Nursing skills lab (left) and anatomical devices on display, Etugen University. Source: ASIIN.

In terms of local, regional, and national collaboration, Etugen University provided a substantial list of partners for the programmes under review, including health centres, hospitals, rehabilitation centres, and research institutes.

No	An organization with a cooperation agreement		Scope (Hospital)
1	Practice	I level hospital	20
		II level hospital	28
		III level hospital	15

		Private hospital	11
2	Academic institution		5 institutes and laboratories
3	Teacher-student contract		18
4	Drug supply organization		7
5	Base hospital		(Khan-uul District Health Association, Khan-uul Health Association, BZDHA)
6	Governmental and non-governmental organizations		7
7	Other institutions		30
Total			141

Number of national partner institutions for the Biomedical Sciences and Nursing programme, Source: Self-Assessment Report, Etugen University

Furthermore, Etugen University has signed agreements with 30 universities and educational institutions of seven foreign countries. As per the University's provided overview, international partners within the Biomedical Sciences and Nursing programmes mainly include institutions from South Korea, Japan, and Taiwan. As an example, Etugen University entered into an agreement with the Taipei Medical University in the academic year 2020/2021, through which an elective study offering entitled "Fundamentals of Clinical Artificial Intelligence" is currently being developed.

Biochemical (left) and Microbiology (right) labs at School of Medicine, Etugen University. Source: ASIIN.

During the audit, the expert group conducted visits to several facilities utilised for teaching within the Nursing and Biomedical Sciences undergraduate programmes at the university. In the field of Nursing, they visited Etugen's Nursing Skills Center, including its specialised skills laboratories for Paediatric and Obstetrics Nursing, as well as facilities dedicated to physical therapy. For the Biomedical Sciences programme, the group visited the School of Medicine's biochemical practical laboratory and the microbiology laboratory.

Asked by the experts about any perceived lack of equipment or facilities, teaching staff of the **Nursing** programme expressed during the audit that the availability of virtual reality (VR) equipment for anatomy teaching would be desirable. Teaching staff within the

Biomedical Sciences programme pointed to the current construction of Etugen's sixth building, which is intended to host a Biomedical Research Center in cooperation with industry partners with companies, including the ability to conduct cell-culture studies. On their part, students expressed their overall satisfaction with the facilities offered at Etugen University during the audit.

Based on the provided documentation, their visitation of the facilities on site and further exchanges during the audit, the experts all in all assess that the facilities of the two programmes under review – both at the partner hospital visited and those in-house at the respective Schools of Etugen – are adequate and sufficient. With regard to the **Biomedical Sciences** programme, the experts nevertheless note that –– while there is enough space and the basic equipment required to facilitate teaching on the Bachelor's level exists – the establishing of laboratories with state-of-the-art equipment for cell culture research, protein analysis and fluorescence-based flow cytometry would be desirable.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

The experts thank the University for the provided statements and additional documentation concerning criterion 3.

Staff training to foster simulation-based learning within the Nursing curriculum

In regard to the suggested staff training to strengthen simulation-based learning within the Nursing curriculum, the experts welcome the intended efforts indicated in the University's statement. Since the University's statement refers to an intended *future* development, however, the expert group retains its recommendation in this regard for the time being.

Fostering of English language proficiency amongst staff

In regard to the suggested strengthening of English skills amongst academic staff within the two programmes under review, the experts warmly welcome the indicated efforts and incentivisation outlined in the University's statement. Since the experts' recommendation pertains to staff of both reviewed programmes (not just the Ba Nursing), and given that University's statement refers to intended *future* developments, however, the expert group also here retains its recommendation in this regard for the time being.

The experts consider criterion 3 to be mostly fulfilled.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Self-Assessment Report
- University Website (here)
- Module Handbooks

Preliminary assessment and analysis of the experts:
The module handbooks provided for both programmes under review are found to generally contain most of the required information, and to be presented in a visually clear format. This being said, the experts observe a number of necessary revisions in the provided documentation:

1. In the module handbooks for both programmes, various information seem to be missing or incorrect, such as
    - course codes partially missing (e.g. for *Disaster management* and *Research Methodology* in the Biomedical Science programme),
    - stated credit points for lecture/practicum not adding up to the total number of credits indicated (e.g. MBM321);
    - contact hours apparently not matching the indicated credits (e. g. MBM20, MBM107, MBM140, NNS229); as well as
    - courses that appear to be missing (e.g. MBM108).
2. The module descriptions do not state their date of last amendment (either collectively or individually).
3. Moreover, the experts observe that the module handbooks provided appear to be unavailable through Etugen's website, especially given that there seem to be no dedicated pages for the University's individual Schools, Departments and programmes so far. The experts hence emphasise that module descriptions including all required module information need to be published in full detail (e.g. in PDF format) to be accessible to all interested stakeholders.

The experts ask the programme coordinators to review and publish the module handbooks for the Bachelor of Biomedical Sciences and the Bachelor of Nursing accordingly.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Diploma for each degree programme
- Sample Annex to Diploma

Preliminary assessment and analysis of the experts:
The experts confirm that the students of both degree programmes under review are awarded a Diploma and a Transcript of Records (called "Appendix to Diploma") after graduation, the latter containing the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA.

However, based on the provided documentation, the experts note that Etugen University does not appear to issue any Diploma Supplements to its students, in the sense of those mandated in the European Higher Education Area (EHEA).

The experts hence highlight that, as a requirement for the intended accreditation at hand, the University either needs to provide samples of actually issued Diploma Supplements, or needs to issue them going forward in alignment with the templates and standards within the European Higher Education Area (here, here, here).

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- Etugen University Development Strategy 2030
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Ministry Of Education, Culture, Science And Sports: Special Permit Of Running Teaching Activities, Number 2001/117
- Rector's Order: Appointment of admission commission and approval of admission regulations, Academic Year 2021-2022
- Examination Procedures, Etugen University
- Student Academic Agreement Template, Etugen University
- Cooperation Agreement, Etugen University

Preliminary assessment and analysis of the experts:
The auditors confirm that the rights and duties of both Etugen University and its students are defined clearly and bindingly in the *Etugen University Integrated Training Procedure Regulations* and the respective programme outlines.

This being said, the experts again observe that documents such as the abovementioned appear to be unavailable through the respective programmes' websites. In view of this, the experts emphasise that academic and study programme regulations need to be published in full detail (e.g. in PDF format) on the University's website to be accessible to all interested stakeholders. Making such documents accessible internally (e.g. through Etugen's learning management system ELMS) is not sufficient.

In general, the assessors moreover recommend the University to establish dedicated Faculty / Department / study programme pages on the University's website, which did not seem to exist at the time of their assessment.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

The experts thank the University for the provided statements and additional documentation concerning criterion 4.

Revision and publication of module descriptions

In regard to the required revision and publication of the module handbooks for the two programmes under review, the expert panel appreciates the revisions undertaken by the respective Schools. However, the experts remained unable to find the full module descriptions – in Mongolian and English language – on the University's website. As per the applicable criteria and outlined under criterion 4.1, the experts highlight that module descriptions including all required module information need to be made accessible in full detail (e.g. in PDF format on the University's website) to all interested stakeholders such as potential applicants. The experts hence retain their requirement in this regard.

Issuing of Diploma Supplements

In regard to the required issuance of a Diploma Supplement in accordance with the guidelines within European Higher Education Area, the experts welcome the University's further clarifications and stated aim to issue a fully complying document starting with the graduating class of 2024. Since the University's statement refers to an intended *future* development, however, the expert group retains this requirement in this regard for the time being. Moreover, the experts encourage the University to benchmark the design,

contents and layout of such a Diploma Supplement with actual examples of suitable higher education institutions as well as the references provided under criterion 4.2.

Accessibility of regulations

Upon verification of the link provided by the University, the experts confirm that Etugen University's academic regulations (i.e. its "Integrated Training Procedure Regulations") can now be found on the University's website under *СУРГАЛТ / Training → ДУРЭМ, ЖУРАМ / Rules and Procedures* (here).

The experts thank the University for its efforts in this matter, and do not see further need for issuing a formal requirement in this regard. This being said, the experts suggest that the regulations should also be made available for download, which the current form of display on the University's website did not seem to allow at the time of the experts' verification.

The experts consider criterion 4 to be mostly fulfilled.

5. Quality management: quality assessment and development

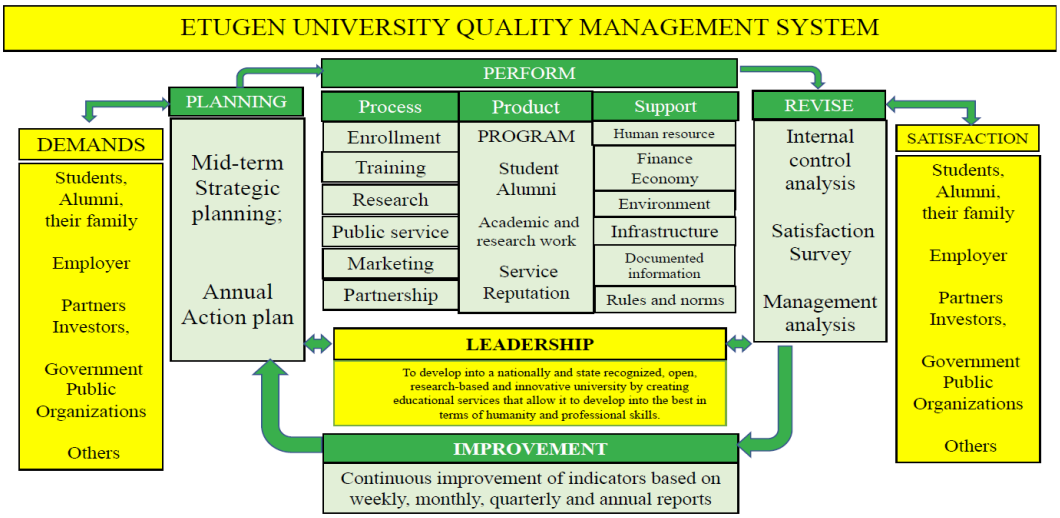
Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Programme Outlines
- Certificate of Accreditation (Etugen University), Mongolian National Council for Education Accreditation, 31 October 2022
- Certificates of Accreditation (Bachelor of Nursing/Biomedicine), Mongolian National Council for Education Accreditation, 21 February 2022
- Sample of Student Satisfaction Survey, Etugen University
- Sample of Graduate Satisfaction Survey, Etugen University
- Sample of Teacher Satisfaction Survey, Etugen University
- Etugen University Integrated Training Procedure Regulations, Etugen University, January 2022
- Discussions with programme coordinators, lecturers, students, and industry representatives during the audit.

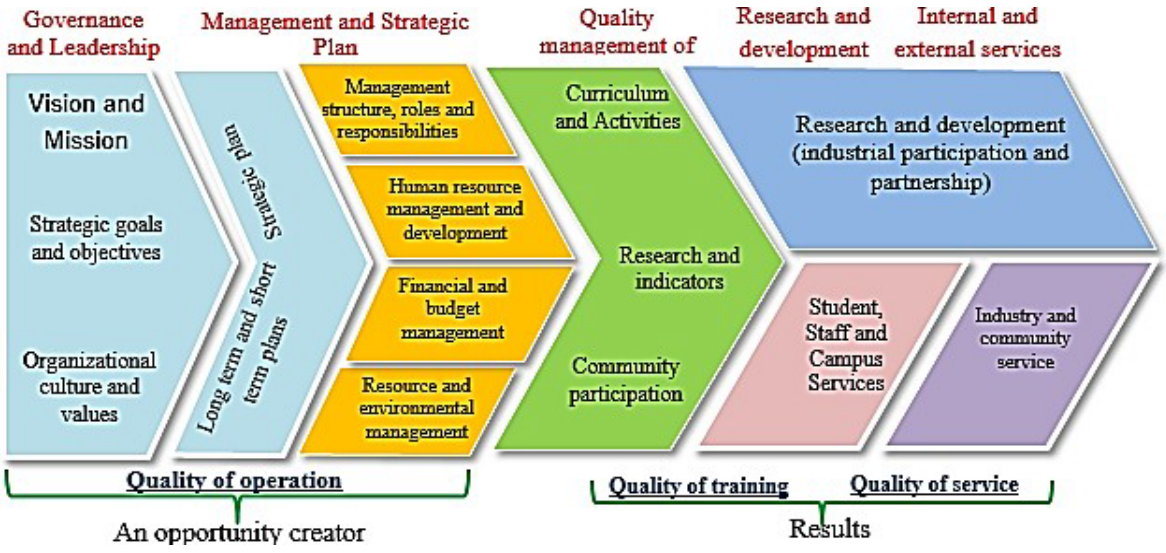
Preliminary assessment and analysis of the experts:

Etugen University implements a quality management system that aims to include all relevant stakeholders in order to foster a culture of continuous improvement as well as quality in teaching and research, in line with its "University Development Strategy 2030".



Quality Management System of Etugen University. Source: Self-Assessment Report, Etugen University

The quality management system of Etugen University rests on five main areas: (1) Governance and leadership, (2) management and strategic plan, (3) quality management of education, (4) research and development, and (5) internal and external services.



Areas of Quality Management System at Etugen University. Source: Self-Assessment Report, Etugen University

For the sake of internal quality assurance, Etugen University draws upon regular reports by its staff and employs a wide range of surveys, such as enrolment surveys, student

satisfaction surveys, graduate satisfaction and employment surveys, lecturer satisfaction surveys, as well as active follow-up with employers.

As notable results of its quality assurance measures, Etugen University highlights its external certification by the Ministry of Education, Culture, and Science and accreditation from the National Education Accreditation Council as well as by the Accreditation Council for Business Schools and Programs (ACBSP) in the United States. With respect to the programmes under review, the University moreover emphasises the recent accreditation of its Biomedical Sciences and Nursing undergraduate programmes by the National Council for Educational Accreditation until February 2027.

At the programme level, as confirmed by the programme coordinators during the audit, evaluation mechanisms include course feedback surveys for each courses per semester, as well as quarterly conducted student satisfaction surveys. Moreover, course quality monitoring takes into account the performance of students in their classes, project work, assignments, exams, the integrated progress examinations, practice reports, graduation exams, and thesis defences.

On the level of course evaluations, the expert panel inquires during the audit about the mechanisms through which students convey feedback on their study experience. In response, the students spoken to stated that students are required to provide feedback on each of their courses at the end of every semester via anonymous surveys on the University's online student platform before being able to access their grades.

In addition to the above, the expert panel inquired about how the outcomes of course evaluation surveys – and, if applicable, any subsequent actions taken – are communicated back to the students. In response, the teaching staff explained that students commencing a course are informed about the feedback given by the previous class and any developments undertaken as a reaction. On their part, the students spoken to during the audit explained that usually not much feedback is received in response to the mandatory course evaluations. They however describe that a feedback forum exists, facilitated through the University's online student platform, where student inquiries are responded to by the University in a form visible to everyone.

In view of the above, the experts judge that the University should foster a more consistent approach to the student feedback cycle, and should ensure that action taken as a result of the received course feedback is communicated back to the students more regularly.

In summary, however, based on the provided documentation and their discussions during the audit, the expert group assesses that the study programmes undergo regular internal

and external quality assurance processes involving all relevant stakeholders, drawing from a wide range of surveys and statistics.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

The experts thank the University for the provided statements and additional documentation concerning criterion 5.

Student Feedback Cycle

In regard to the advised more consistent approach to the student feedback cycle, the experts acknowledge the comment provided by the University and commend the action taken to make the results of student satisfactions surveys publicly accessible. This being said, the experts recommend the University to not solely rely on written, static media (i.e. surveys, reports), but to likewise foster a more dialogical feedback culture between students and the University, e.g. through discussions in class, student assemblies, or student councils in the respective departments.

The expert group hence retains its recommendation in this regard, and does not see the need for a formal requirement in view of the action undertaken and the feedback channels already established by Etugen University.

The experts consider criterion 5 to be mostly fulfilled.

Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

D 1. Please provide a detailed chart – preferably in Excel format – which lists all courses of the respective curricula and their currently awarded credits; including their composition (lecture / practicum / self-study), to enable a sensible approximation of the ECTS equivalents of both programmes on the whole.

D Comment of the Higher Education Institution (12.01.2024)

The institution provided the following additional documents

- Programme Booklets including satisfaction survey results, Ba Nursing and Ba Biomedical Sciences.
- Revised Module Handbooks, Ba Nursing and Ba Biomedical Sciences.
- Sample and Template of Cooperation Agreements, Ba Nursing.
- Sample of Diploma Certificate and Transcript of Records (“Appendix of Diploma”), Ba Biomedical Sciences.
- Revised Study Plan as of Academic Year 2024/2025, Ba Nursing and Ba Biomedical Sciences.
- Thesis Guidelines, Ba Nursing.
- Samples of “Alumni References”, Ba Nursing and Ba Biomedical Sciences.
- Integrated Training Procedure Regulations of Etugen University.
- Samples of additional collaboration agreements.

as well as the following detailed statement [links to evidences removed]:

№	Expert Report for the ASIIN	Clarifications and explanations given by EU in response to the ASIIN expert report
Criterion 1.2 Name of the Degree Programme		
1	On page 8 1. Neither the programme's goals and objectives nor the respective programme learning outcomes appear to be available on the University website in English. 2. Moreover, the full, subject-specific contextualisations of the University's programme learning outcomes do not seem to be available in either Mongolian or English language on the University's website. In general, the assessors note that there do not seem to be individual websites for programmes under review beyond listings encompassing all programmes offered at Etugen University (here, here) at the time of their assessment.	In accordance with recommendations provided by experts, comprehensive information pertaining to two programs was made available to the public on the university website in both Mongolian and English. To view, please click here: Biomedicine: […] Nursing: […]
2	On page 11, Similarly, for the Bachelor of Nursing, representatives noted that greater alignment between government regulations and the curriculum should be pursued in the field of patient safety such as the safe handling of high-risk medications. Furthermore, Nursing representatives encouraged that the University should assign students to internships in rural or remote areas more frequently. The expert group encourages the University to consider the above recommendations for the programmes' future development.	**Ba Nursing:** 1. In accordance with the order of Minister of Health order No.A/414, students complete the 2-credit course NNS213, "Pharmacology" in the second semester of their second year. The course places its emphasis on the secure management of high-risk drugs and pharmaceutical substances. Initiated during the 2022-2023 academic year, NNS231, "Patient Safety" is a one-credit course that takes in the first semester of the subsequent year. To access the materials and outcomes for NNS231, "Patient Safety" (number 61, pages 69-70) and NNS213, "Pharmacology" (number 32, pages 128-129), please click on the corresponding link in the module handbooks. […] 2. Since the first semester of the 2021-2022 academic year, first, second, and third year nursing students have completed internships in remote districts and rural areas of Ulaanbaatar as part of the program. This has been accomplished through the signing of internship agreements with health institutions in 21 provinces and 9 districts. During the academic year 2022-2023, internships were exclusively conducted in the Ulaanbaatar city in an effort to strengthen students' skills under the supervision of professional nurses and university-appointed instructors, as internship opportunities were limited during the Covid-19 pandemic. We have

		revised our strategy to implement 4 distinct categories of internships in rural areas and remote districts commencing with the academic year 2024-2025, in accordance with the guidance provided by experts. This document provides contracts for internships in rural areas and remote districts as evidence. The contract between Songino-khairkhan, as the suburban district representative of Ulaanbaatar city, and Arkhangai as the rural area representative is attached below. To view, please click here […] […]
Criterion 1.2 Name of the Degree Programme		
3	On page 12, Which is also endorsed by the experts. During their perusal of the University's submitted documentation and the University's website, however, the experts find a wide range of translations used for the study programme; including "Bio medicine" / "Bio- Medicine" / "Biomedicine" programme,"Biomedical Science" (singular) programme, "Biomedical Specialist Professional Programme", "Biomedical programme", "Biomedical Researcher" programme, or "Biomedical Scientist" programme. In view of this, the experts highlight that consistent programme titles – as well as translations – need to be used in all relevant documentation, and hence issue	**Ba Biomedicine** During their tenure, the Mongolian Ministers of Education and Science have modified the naming system of the Biomedicine program to encompass an assortment of designations. Since 2010, it has been referred to by five other name indexes: D7204000, "Bio-medicine"; D722800, "Bio-medical genetics"; D722900, "Bio-medical immunology"; D723000, "Bio-medical microbiology"; D723100, "Bio-medical molecular biology"; D723200, "Bio-medical cell study"; and D091401, "Bio-medicine" since 2014. The self-evaluation report and the relevant documents included in the annexes provide confirmation that the aforementioned names and designations are accurate. In recent years, the curriculum and all accompanying documents have undergone a process of standardization and finalization, guided by the designation and index Biomedicine-D091401. Because of the recent implementation of the curriculum across Mongolia, this modification has been made. It is expected that the designation **Biomedicine-D091401** will maintain its consistent usage in the future, as it has been employed since 2014.
Criterion 1.3 Curriculum		
	On page 16, In regard to the Bachelor of **Biomedical Sciences**, the auditors learn during the audit that almost all of the	**Ba Biomedicine:** **Comparing the Medical and Biomedicine programs, we provide the following explanation:**

4	programme's classes are taught to Biomedical and Medical students together, with only a few courses such as Biotechnology and Metabolic Biochemistry taught exclusively to Biomedical Sciences students. To enable a more targeted and in-depth treatment of the relevant contents adequate for the intended training of Biomedical Specialists, the experts recommend that the University should increase the number of courses in the curriculum taught exclusively for Biomedical students.	1. The following courses are identical in both programs: A total of 6 courses with identical content are studied by both Biomedicine and Medical students, in accordance with university internal policies and national level requirements for Medical and Biomedicine programs. (These courses include MTMS, Mongolian language, Mongolian history and culture, disaster management, physical education, and artificial intelligence.) 2. There are courses with identical titles and credits in these two programs, but the outcomes and course content are dissimilar. Biomedicine and Medical students study them separately. Although 8 courses in the Medical program share the same titles and credits, the outcomes and content of these courses vary by 50-100 percent (CLO). (These include surgical diseases, biostatistics, epidemiology, nursing, first aid and clinical laboratory.) 3. There are courses with identical titles but with different credits. Students in both programs study them separately: While all 22 courses share the identical titles, they vary by 50-100 percent with regard to their content, (CLO) outcomes, and credit requirements. For instance, the Biomedicine program charges an additional 1-2 credits for Microbiology, Biochemistry, and Immunology courses compared to the Medicine program. Based on this comparison between the two programs, the Biomedicine program offers at least 38 courses that are not included in the Medical program.
7	The experts moreover noted that the integration of techniques such as western blots, enzyme-linked immunosorbent assays (ELISA) or cell culture studies appears to be limited.	**Ba Biomedicine** 1. Etugen University development strategy: In accordance with articles 1.17 and 1.18 of the Goals for 2030 and 2.2.2.9, 2.2.2.10, 3.1.22, and 3.1.23 of operational directions, it is now feasible to conduct cell culture research since the establishment of the new "laboratory of cell culture" budgeted for in 2024. 2. The ELISA apparatus was acquired in 2016 for utilization in the immunological laboratory. To this day, it continues to be employed in the "Immunological Laboratory" courses of the Biomedicine program for the third and fifth years, enabling students to conduct seminars, practicum research, and acquire knowledge

		of diagnostic methods. Click on the module handbook […] for the contents and outcomes (CLO) of the courses "Immunology" (number 33, pages 88-90) and "Immunological laboratory" (number 57, pages 150-152) .
8	On page 17, This being said, the experts observe that, especially in the Biomedical Sciences programme, there seems to be a high number of individual units, with both curricula encompassing between 70- 75 modules, respectively. In order to decrease the fragmentation of topics, foster the integrated imparting of contents, as well as to free up space in the curricula that could be used for further advanced contents, the experts suggest that the University should look into combining suitable courses and delivering contents as comprehensive block seminars.	**Ba Biomedicine** Out of a possible 75 courses in the biomedicine program, students are supposed to take a total of 68 courses. Students are mandated to complete 15 credits of coursework per semester, as per the "Exemplary Policy for the Application and Equivalence of Credits in Higher Education Degree Courses and Evaluation of Students' Knowledge, Skills, and Attitudes" authorized by Order No. A-348 of the Minister of Education and Science of Mongolia. Consequently, the Biomedicine program enrolls students in a total of 68 courses, equivalent to 153 (155) credit hours, of which will be equivalent to ECTS as 97.8 credit hours. To eliminate content overlaps and enhance program outcomes, we have spent the last two years analyzing rubrics and the outcomes of vertical and horizontal succession correlations. This has enabled us to incorporate the suggestions and recommendations of program experts for the program's continued development.
9	In regard to the Bachelor's programme in **Nursing**, the experts inquired during the audit which nursing classification systems students learn about during their studies. In response, teaching staff responded that, in their second year, students learn about the nursing system applied in Mongolia, which follows government regulations. In view of this, the experts recommend that students should moreover become familiar with international nursing classification systems such as the North American Nursing Diagnosis Association (NANDA), Nursing Intervention Classification (NIC), and Nursing Outcomes Classification (NOC), to broaden their understanding and competence in global nursing standards.	**Ba Nursing** The Minister of Health approved Order No.497 in 2015, which authorized the implementation of 5 levels of activity in nursing care, the NANDA-I 72 diagnosis, Gordon's assessment of the patient's condition, and the assessment of the nurse for the patient's condition. As per Order No.611 issued by the Minister of Health in 2022, the health sector's operational system shall incorporate 50 nursing diagnoses. In each of the professional foundations and professional courses, students are instructed on 50 nursing diagnoses utilized throughout Mongolia, and diagnoses are introduced in each course. This link provides the analysis matrix that students utilize to review and refine a single diagnosis everage 26 times throughout their academic studies: […] As the suggestions from experts to apply international nursing standards in training has been accepted, international nursing intervention classification systems such as the Nursing Intervention Classification (NIC) and Nursing Outcomes Classification

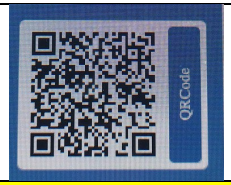
		(NOC) have been analyzed. Preparations have commenced to incorporate these international systems into the program, beginning with the academic year 2024-2025.
Criterion 1.5 Workload and Credits		
10	On page 26, Due to the different equivalencies applied simultaneously (1 credit = 16 lecture / 32 practicum course hours), modules with identical credits equate to different workloads. Example: NNS211 and NNS223 with three credits each, yet a workload of 102 and 120 hours, respectively. § In turn, modules with identical workload are awarded a varying number of credits. Example: NN223 and ETH104 with a total workload of 120 hours, yet carrying three and four credits each, respectively. § In consequence, a consistent Etugen credit to ECTS conversion is no longer possible (see e. g. the different ECTS equivalencies for 2- and 3-credit courses), ranging from approximately 1 credits = 1 – 1.6 ECTS. In view of the above and to be able to calculate an adequate, workload-based ECTS equivalent of the Etugen credits awarded within the respective curricula, the expert group asks the University to provide the assessors with a detailed chart – preferably in Excel format – which lists all courses of the respective curricula and their currently awarded credits; including their composition (lecture / practicum / self-study), to enable a sensible approximation of the ECTS equivalents of both programmes on the whole.	**Ba Nursing** 1. A technical error in the credit breakdown for the Physiology course with code NNS211 (lecture 1 credit, seminar 2 credits) has been corrected in the module handbook. Additionally, it is described detailly in both the learning plan and the module handbook (refer to this link….). 2. Corrected a technical error in the module handbook regarding the distribution of 3 credits for the NNS223, Nursing Skills-II course (1 credit for the lecture and 2 credits for the seminar). The Human Development ethics I course, denoted by the code ETH104, is a university-mandated special course worth a total of 4 credits for first year students. It consists of lecture 2 credits and seminar 2 credits. This course supports the vision and mission of Etugen University, which is to foster the personal growth and maturity of the students. To view the course content and outcome, please click here […]
	On page 27, This being said, the experts note that – as per the provided programme and curriculum outlines – no credits are awarded for the final thesis or examinations in either	**Ba Biomedicine** - Students who meet certain criteria are allowed to write a diploma thesis and are awarded 2 credits. The research field is validated, and the research title must be written in 3 languages in the diploma supplements. To see this,

11	programme. In this regard, the experts highlight that *all* compulsory parts of the curriculum (including the final study performance) need to be credited in accordance with the expected workload connected to them. At this point, the experts furthermore already point to the necessary integration of a final thesis or final project for each student in both programmes under review, which will be illustrated further under criterion 2.	please click […] - Credit hours were omitted from the curriculum because only qualified students are permitted to write a diploma thesis. As preparations have started to enable each student to write a diploma thesis beginning the 2024-2025 academic year, the inclusion of diploma credit hours in the curriculum is confirmed. Click here to view the approved study plan or curriculum […]
Criterion 1.6 Didactic and Teaching Methodology		
12	On page 29, In regard to the Bachelor's in **Nursing** under review, the experts inquired during discussions and visitation of the University's skills labs in the course of the audit about the extent and theoretical foundation of simulation-based learning implemented in the programme. In response, the experts were explained that simulation-based training with the skills labs was based on established standard operating procedures as well Mongolian national standards. In connection to this and given the international nature of the aspired accreditation, the experts highlighted that there is recognised international best practice in this field, prominently represented through the International Nursing Association of Clinical Simulation and Learning (INACSL), which moreover offers training of trainers in this field through their INACSL Simulation Education Program (ISEP). The experts thus highly recommend the School to look into these or similar resources to further develop its simulation-based teaching	**Ba Nursing** As reflected in the annual plan of the School of Nursing and the consolidated budget of Etugen University, preparatory actions are being undertaken to organize professional development programs for faculty members stage by stage, beginning with the 2024-2025 academic year, following the recommendations provided by the experts during their site visits to our university.
Criterion 2 Exams: System, Concept and Organisation		
	On page 35,	**Ba Nursing**

13	**Nursing** programme entirely – the experts highlight that the implementation of a *mandatory* final thesis or project for *every* student is a requirement for the intended accreditation of the two programmes. On the Bachelor's level, such a final study performance should consist of an individual – or at least individually graded – academic work (thesis or project), which should commonly account for at least 150 hours of individual student workload. This final performance should – at a scientific level appropriate for the intended degree – include the planning (proposal), research (i.e. literature-based or empirical), as well as analysis/documentation stages of such an academic work.	The program's general and subcommittee meetings in November 2023 discussed and decided to add 2 credits for thesis to the program's curriculum starting in the academic year 2024-2025 under the recommendations made by the experts during the audits. Please find the approved training plan here […] Following the decision, efforts are underway to refine the program and establish thesis guidelines that facilitate a comprehensive examination of research methodology skills into course content, and outcomes. Click here […] to examine the thesis guidelines
Criterion 3.1 Staff and Staff Development		
14	On page 39, With regard to the Nursing programme and as outlined under criterion 1.6, the experts however – in order to further foster the level of simulation-based learning applied in the programme – recommend the School to consider investing into staff training through the Simulation Education Program of the International Nursing Association of Clinical Simulation and Learning (INACSL).	**Ba Nursing** As reflected in the annual plan of the School of Nursing and the consolidated budget of Etugen University, preparatory actions are being undertaken to organize professional development programs for faculty members stage by stage, beginning with the 2024- 2025 academic year, following the recommendations provided by the experts during their site visits to our university.
15	On page 39, In view of the University's ambition and to enable opportunities for international collaboration, the experts strongly concur with the above and recommend the University to foster English language proficiency amongst its staff through incentivisation and training measures.	**Ba Nursing** Beginning the academic year 2023-2024, the joint nursing program has enrolled 16 international students. For the first semester, the professors of the nursing program designed a total of eight major courses in English. Additionally, nine courses are being translated into English in preparation for the upcoming semester. In accordance with School of Nursing Strategy 3.1, which states that the objective is to achieve an international standard for the learning and teaching environment, we are placing significant emphasis on enhancing the process of systematically motivating

		faculty members to acquire English language skills. For instance, beginning the current academic year, hourly wages will be added to the base salary for English speaking professors, regardless of their rank, by the rector's order No. 186 dated December 2023. Moving forward, there is an intention to place greater emphasis on the recommendations provided by experts.
Criterion 4.1 Module Descriptions		
16	On page 43-44, This being said, the experts observe a number of necessary revisions in the provided documentation: 1. In the module handbooks for both programmes, various information seem to be missing or incorrect, such as 2. course codes partially missing (e.g. for *Disaster management* and *Research Methodology* in the Biomedical Science programme), ● stated credit points for lecture/practicum not adding up to the total number of credits indicated (e.g. MBM321); ● contact hours apparently not matching the indicated credits (e. g.MBM20, MBM107, MBM140, NNS229); as well as ● courses that appear to be missing (e.g. MBM108). The module descriptions do not state their date of last amendment (either collectively or individually). Moreover, the experts observe that the module handbooks provided appear to be unavailable through Etugen's website, especially given that there seem to be	**Ba Biomedicine** ● A technical error that occurred during the inclusion of the course plan's credits and codes in the module handbook has been corrected. Please see the reference number provided in the module handbook for the following descriptions (number …, pages …) ● […] The course codes for DIM101 (number 14, pages 33-35) on Disaster Management and MBM327 (number 54, pages 143-144) on Research Methodology have been corrected. ● The credits for the following courses were checked and corrected: MBM140 (number 17, pages 41-43) for Medical Molecular Biology, MBM107(number 3, pages 5-6) for Human Development Ethics I, and MBM108 (number 4, pages 5-6) for Human Development Ethics II. ● The erroneous code MBM231 in Medical Genetics is corrected to MBM208 (number 26, pages 68-70). **Ba Nursing** Due to a technical error in the module handbook, the credit breakdown for NNS229 "Health Assessment" has been updated as follows: lecture 1 credit, seminars 2 credits. Refer to the module handbook (number 26, pages 69-71) […]

	no dedicated pages for the University's individual Schools, Departments and programmes so far. The experts hence emphasise that module descriptions	
	including all required module information need to be published in full detail (e.g. in PDF format) to be accessible to all interested stakeholders.	
Criterion 4.3 Relevant Rules		
17	On page 44-45, The experts hence highlight that, as a requirement for the intended accreditation at hand, the University either needs to provide samples of actually issued Diploma Supplements, or needs to issue them going forward in alignment with the templates and standards within the European Higher Education Area	**Ba Biomedicine Ba Nursing** A bachelor's degree diploma, a transcript serving as an diploma supplement, a badge, and a reference from a supervisor attesting to the student's development, progress, accomplishments, and learning status throughout the academic tenure are awarded to graduates of two programs. Additionally, a certificate attesting to the completion of volunteer work is also presented. An example forwarded to us by an ASIIN staff member revealed that the term "reference" as used by our university is equivalent to the diploma supplement offered by universities in the EU. To verify this, I am enclosing the English reference equivalent to the EU diploma supplement, which was granted to graduates of the two programs. Please visit the link here Nursing: […] Biomedicine: […] It has been determined that, moving forward, the content and information required on the diploma supplement will be improved in accordance with EU's university standards. These enhancements will be implemented beginning with the class of 2024 graduates.
18	On page 45, In view of this, the experts emphasise that academic and study programme regulations need to be published in full detail (e.g. in PDF format) on the University's website to be accessible to all interested stakeholders. Making such	According to the expert recommendations, the Integrated training procedure regulations of Etugen University have been uploaded in both English and Mongolian to the university's official website. Please refer to them here: […]

	documents accessible internally (e.g. through Etugen's learning management system ELMS) is not sufficient.	
Criterion 5 Quality management: quality assessment and development		
19	On page 48, In view of the above, the experts judge that the University should foster a more consistent approach to the student feedback cycle, and should ensure that action taken as a result of the received course feedback is communicated back to the students more regularly.	**Ba Biomedicine Ba Nursing** According to the experts judgment, we will distribute the feedback from the first semester satisfaction survey for the academic year 2023-2024 during the third and fourth weeks of the second semester, and the second semester survey feedback will be distributed during the seventeenth week of the second semester via the learning management system and the university's official website. The consolidated results of stakeholder satisfaction surveys for the previous five academic years have been incorporated into the program guidelines and made available on the university's website. In the contents of Biomedicine and Nursing bachelor degree program introduction. To view, please click here: Biomedicine: […] Nursing: […]

E Summary: Expert recommendations (08.02.2024)

Taking into account the additional information and comments provided by Etugen University, the experts summarise their analysis and final assessment for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Biomedical Sciences	With requirements for one year	30.09.2029
Ba Nursing	With requirements for one year	30.09.2029

Requirements

For all degree programmes

A 1. (ASIIN 1.3/2) Integrate a mandatory final thesis or final project for all students of the programmes under review.

A 2. (ASIIN 1.6) Award credits to the final thesis/project in accordance with the expected workload.

A 3. (ASIIN 4.1) Publish the module descriptions for both programmes in full to be accessible to all interested stakeholders.

A 4. (ASIIN 4.2) Issue Diploma Supplements in alignment with the templates and standards within the European Higher Education Area to all graduates.

For the Ba Biomedical Sciences

A 5. (ASIIN 1.2) Ensure consistent usage of the correct programme title in both Mongolian and English across the relevant resources.

Recommendations

For all degree programmes

E 1. (ASIIN 1.1/1.3) It is recommended for the programmes to intensify their internationalisation efforts, in particular with regard to student mobility opportunities, English-taught modules, and improved (technical) English proficiency of its students.

E 2. (ASIIN 3.1) It is recommended to foster English language proficiency amongst staff.

E 3. (ASIIN 4.3) It is recommended to establish dedicated Faculty / Department / study programme pages on the University's website.

E 4. (ASIIN 5) It is recommended to foster a more dialogical approach to student feedback.

For the Ba Nursing

E 5. (ASIIN 1.3) It is recommended to emphasise international classification systems stronger in the curriculum.

E 6. (ASIIN 1.6/3.1) It is recommended to strengthen simulation-based learning based on internationally recognised standards, and to provide training to staff on this topic accordingly.

For the Ba Biomedical Sciences

E 7. (ASIIN 1.3) It is recommended to revise the curriculum structure and to combine modules into block courses.

E 8. (ASIIN 1.3) It is recommended to integrate state-of-the-art topics such as anti-body-based diagnostics, protein methods and cell culture techniques in the curriculum.

E 9. (ASIIN 1.3) It is recommended to integrate the topic of health and lab safety more strongly in the curriculum.

E 10. (ASIIN 1.6) It is recommended to have a higher number of classes taught exclusively for the biomedical students.

E 11. (ASIIN 3.2) It is recommended to further invest in research-oriented equipment and facilities, especially in view of the long-term ambitions of the university.

F Comment of the Technical Committees (14.03.2024

Technical Committee 14 – Medicine

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and shares the assessment of the expert group that the main problem is the lack of a compulsory final project. This problem is not new for degree programmes at Mongolian universities. The requirements regarding the Diploma Supplement, module descriptions and the name of the degree programme "Biomedical Sciences" are also confirmed. In addition, 11 recommendations are to be made, which are also supported by the Technical Committee.

The Technical Committee 14 – Medicine recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Nursing	With requirements for one year	30.09.2029	–	–

Technical Committee 10 – Life Sciences

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and shares the assessment of the expert group that the main problem is the lack of a compulsory final project. This problem is not new for degree programmes at Mongolian universities. The requirements regarding the Diploma Supplement, module descriptions and the name of the degree programme "Biomedical Sciences" are also confirmed. In addition, 11 recommendations are to be made, which are also supported by the Technical Committee.

The Technical Committee 10 – Life Sciences recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Biomedical Sciences	With requirements for one year	30.09.2029	–	–

G Decision of the Accreditation Commission (22.03.2024)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and decides to combine requirements A1 and A2 because both requirements concern the same issue. Otherwise, no changes are made to the other suggested requirements and recommendations.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Biomedical Sciences	With requirements for one year	30.09.2029	–	–
Ba Nursing	With requirements for one year	30.09.2029	–	–

Requirements

For all degree programmes

A 1. (ASIIN 1.3/1.5/2) Integrate a mandatory final thesis or final project for all students of the programmes under review and award credits to the final thesis/project in accordance with the students' expected workload.

A 2. (ASIIN 4.1) Publish the module descriptions for both programmes in full to be accessible to all interested stakeholders.

A 3. (ASIIN 4.2) Issue Diploma Supplements in alignment with the templates and standards within the European Higher Education Area to all graduates.

For the Ba Biomedical Sciences programme

A 4. (ASIIN 1.2) Ensure consistent usage of the correct programme title in both Mongolian and English across the relevant resources.

Recommendations

For all degree programmes

E 1. (ASIIN 1.1/1.3) It is recommended for the programmes to intensify their internationalisation efforts, in particular with regard to student mobility opportunities, English-taught modules, and improved (technical) English proficiency of its students.

E 2. (ASIIN 3.1) It is recommended to foster English language proficiency amongst staff.

E 3. (ASIIN 4.3) It is recommended to establish dedicated Faculty / Department / study programme pages on the University's website.

E 4. (ASIIN 5) It is recommended to foster a more dialogical approach to student feedback.

For the Ba Nursing programme

E 5. (ASIIN 1.3) It is recommended to emphasise international classification systems stronger in the curriculum.

E 6. (ASIIN 1.6/3.1) It is recommended to strengthen simulation-based learning based on internationally recognised standards, and to provide training to staff on this topic accordingly.

For the Ba Biomedical Sciences programme

E 7. (ASIIN 1.3) It is recommended to revise the curriculum structure and to combine modules into block courses.

E 8. (ASIIN 1.3) It is recommended to integrate state-of-the-art topics such as anti-body-based diagnostics, protein methods and cell culture techniques in the curriculum.

E 9. (ASIIN 1.3) It is recommended to integrate the topic of health and lab safety more strongly in the curriculum.

E 10. (ASIIN 1.6) It is recommended to have a higher number of classes taught exclusively for the biomedical students.

E 11. (ASIIN 3.2) It is recommended to further invest in research-oriented equipment and facilities, especially in view of the long-term ambitions of the university.

H Fulfilment of Requirements (25.03.2025)

Analysis of the experts and the Technical Committees (03.03.2025)

Requirements

For both degree programmes

A 1. (ASIIN 1.3/1.5/2) Integrate a mandatory final thesis or final project for all students of the programmes under review and award credits to the final thesis/project in accordance with the students' expected workload.

Initial Treatment	
Experts	fulfilled Vote: unanimous Justification: Rector´s decrees proving the change of the regulations were presented.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.
TC 10	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.

A 2. (ASIIN 4.1) Publish the module descriptions for both programmes in full to be accessible to all interested stakeholders.

Initial Treatment	
Experts	fulfilled Vote: unanimous

	Justification: The module handbooks are now accessible on the programmes´ websites.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.
TC 10	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.

A 3. (ASIIN 4.2) Issue Diploma Supplements in alignment with the templates and standards within the European Higher Education Area to all graduates.

Initial Treatment	
Experts	Fulfilled: Vote: unanimous Justification: A Diploma Supplement was presented.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.
TC 10	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.

For the Biomedical Sciences programme

A 4. (ASIIN 1.2) Ensure consistent usage of the correct programme title in both Mongolian and English across the relevant resources.

Initial Treatment

Experts	fulfilled Vote: unanimous Justification: The provided resources show that the programme titles are used correctly.
TC 14	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.
TC 10	fulfilled Vote: unanimous Justification: The TC follows the recommendation of the experts.

Decision of the Accreditation Commission (25.03.2025)

The Accreditation Commission decides to award the following seals:

Degree programme	**ASIIN-label**	**Subject-specific label**	**Accreditation until max.**
Ba Biomedical Sciences	All requirements fulfilled	-	30.09.2029
Ba Nursing	All requirements fulfilled	-	30.09.2029

Appendix: Programme Learning Outcomes and Curricula

According to the respective programme outlines and the University's website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved:

Ba Biomedical Sciences

"3.1. The indicators and Programme Learning Outcomes (PLO) of Biomedicine Bachelor degree programme, the skills to be mastered by graduates

Programm Learning Outcomes (PLO)		Criteria
I. Professional knowledge and thinking		
1.	Basic knowledge of professional science	1. Problem-Solving and Critical Thinking Skills. 2. Versatility in Meeting the Varied Demands of Natural Sciences, Mathematics, and Social Sciences. 3. Proficiency in Essential Computer Skills for the News Environment. 4. The Pursuit of Comprehending the Underlying Principles of Life's Phenomena. 5. The Capacity to Explore Human Behavior, Mental Processes, and Consciousness, and Apply them Across Diverse Applications.
2.	Core professional knowledge	6. Profound Understanding of the Chemical Composition of Living Organisms and Their Dynamics: Acquire knowledge of the chemical elements, compounds, and biomolecules present in living organisms; Comprehend the processes of substance and energy metabolism within biological systems; Gain insights into the nature of healthy physiological processes and pathological alterations in organ systems; Familiarize oneself with diagnostic methods used to analyze and assess the functioning of biological systems. 7. Develop the ability to proficiently store, manipulate, and edit genetic information, including various forms and variations of the human genome, while ensuring integrity and stability throughout the processes. 8. Possess a comprehensive understanding of the molecular genetics, cellular, and physiological principles underlying the immune system and immune responses, as well as the ability to effectively apply diagnostic methods in this field. 9. Demonstrate a strict adherence to biomedical ethics while actively seeking innovation, identifying and resolving problems, generating new ideas, and assessing, selecting, and effectively communicating potential alternatives. 10. Possess the capacity to approach data scientifically, formulate

		hypotheses, analyze and synthesize information, report findings and evidence, adhere to fundamental standards of academic writing, and effectively express ideas both orally and in written form.
3.	Opportunity to be specialized at an advanced level	11. Possess the ability to hypothesize, compare, analyze, model, develop documents, and make informed decisions based on rigorous analysis and evaluation. 12. Demonstrate the capability to develop, implement, and organize operational documents for effective resource monitoring, including the use of diagnostic tools, reagents, equipment, and other materials in the laboratory. This should align with the requirements outlined in the analysis protocol and encompass the establishment of appropriate follow-up procedures.Possess the ability to innovate while respecting tradition, exhibiting a flexible and creative mindset, demonstrating awareness of maturity, and effectively utilizing time resources. 13. Possess the ability to make independent decisions in selecting appropriate specimens and procedures that meet the patient's clinical needs, while taking necessary measures to ensure accurate and effective healthcare outcomes. 14. Demonstrate the ability to record and evaluate laboratory technical equipment through meticulous and comprehensive assessment.
15. II. Personal and professional skills and attributes		
4.	Analytical and problem solving skills	16. Proficiency in analyzing and evaluating quantitative and qualitative data, establishing cause-and-effect relationships, and modeling processes. 17. Proficiency in problem identification, anticipation, solution-finding, project planning, execution, and reporting in both practical and research settings. 18. Proficiency in conducting research and experiments, adhering to established methods and techniques, and continuously advancing skills and knowledge. 19. Acknowledge the importance of practicing quality monitoring, analysis, and evaluation, and recognize the value of actively contributing data to quality assurance and improvement programs. 20. Possess the ability to design experiments, accurately report and interpret data, and effectively present findings using scientific conventions, adhering to the use of SI units and other relevant units in the field of biomedical sciences.
5.	Ability to experiment and create knowledge	21. Demonstrate the ability to perform and oversee clinical laboratory studies in accordance with reproducible standards, ensuring consistent and reliable results. 22. Develop the ability to procure, store, and manage diagnostic tools, reagents, equipment, and other laboratory materials in compliance with the specifications outlined in the analysis protocol. Control their usage, develop operational documents, and effectively organize their implementation and enforcement. 23. Develop the ability to assume personal responsibility for the

		development and oversight of procedures related to maintaining all test documents within the laboratory. 24. Demonstrate the ability to evaluate and implement laboratory quality and safety protocols, including the proper operation and maintenance of equipment and instruments. 25. To develop proficiency in the selection of appropriate models and laboratory animals for diagnostic purposes. 26. The proficiency to strategize and develop laboratory protocols, as well as execute research endeavors in a synchronized manner across the fields of biological and medical sciences.
6.	Ability to think systematically	27. The competence to adopt a professional mindset, encompassing a comprehensive perspective to perceive interconnections, comprehend interrelationships, prioritize and classify based on significance, concentrate on crucial concepts, and make informed comparisons and choices. 28. The aptitude to effectively plan and organize tasks in accordance with responsibilities, anticipate potential risks, and proactively implement measures to mitigate them. 29. The capability to accurately identify issues, categorize and prioritize tasks, and formulate suitable management plans with precision and efficacy. 30. The proficiency to adhere to health policies, laws, and standards, and to synchronize decision-making with healthcare regulations and guidelines.
7.	Adopting a personal approach and continuous learning	31. Engaging in continuous learning about healthy lifestyles, maintaining a vigilant focus on physical development, and cultivating appropriate habits. 32. Strong personal organization, effective communication culture, respectful consideration of others' opinions, and accountability in conflict resolution situations. 33. The awareness of the necessity to update skills and knowledge, along with the recognition of the vital role of lifelong learning in professional development throughout one's career. 34. The capacity to consistently broaden knowledge and professional expertise, stay attuned to modern scientific trends, keep pace with advancements, and take a leadership role in the field.
8.	Ability to be ethical and responsible	35. The competence to uphold professional ethics, abide by rules and regulations, and demonstrate accountability for one's work. 36. Time management: planning work in advance and monitoring performance. 37. The capability to strictly adhere to fundamental research protocols, ethical norms, and uphold human rights values. 38. The competence to comprehend and uphold confidentiality requirements.
39. III. Interpersonal Skills; Teamwork and Communication		
9.	Teamwork skills	40. The ability to collaborate effectively and foster harmonious working relationships with individuals at all levels of leadership and management. 41. In terms of professional skills, the ability to complete specific

		tasks on time, report, share knowledge, and learn 42. The capability to engage in productive discussions, comprehend problems, reach agreements, articulate opinions accurately, and demonstrate openness to acknowledging mistakes. 43. The proficiency to strategize and assess diagnoses, treatments, and 44. interventions, taking into account the specific needs and objectives of clients and caregivers.
10.	Communication skills	45. The capability to exhibit effective and appropriate verbal and non-verbal communication skills in order to convey information, provide advice and guidance, and express professional opinions to clients, colleagues, and other individuals. 46. The competence to write in one's native language with precision, ensuring correct spelling, grammar, accurate meaning, and cohesive composition without errors. (The ability to utilize this skill in all forms of correspondence, including letters, applications, complaints, requests, and other written communication.) 47. The capability to select appropriate electronic tools and employ them efficiently and ethically for effective communication and interaction with others. (For example, how to use e-mail, rules to follow, etc.) 48. The ability to effectively communicate ideas to others in a structured, clear, concise, and coherent manner, while actively listening to the interlocutor and engaging in the exchange of ideas. (The ability to inquire about unclear concepts or topics and to take notes on essential points during a conversation. Furthermore, the proficiency to utilize non-verbal body language effectively and appropriately to convey messages without words.) 49. The capability to generate, allocate, and manage personal and organizational financial resources effectively and efficiently. (The application of this skill involves efficiently utilizing limited resources to address unlimited needs.)
11.	Ability to communicate in a foreign language	50. To develop the ability to effectively utilize professional publications. 51. To gain the proficiency in comprehending and utilizing professional terminology. 52. To attain proficiency in English speaking, listening, and writing skills.
53. VIII. Ability to Effectively Conduct Systematic Operations in Enterprise and Societal Contexts		
12.	Ability to understand the environmental and social impact of professional decisions	54. The development of the ability to diligently carry out activities in alignment with the job description and to recognize the role of a specialist. 55. Acquiring the ability to proactively address infectious and non-infectious diseases prevalent in society, conducting screening research for preventive purposes, and taking initiative in implementing preventive measures. 56. To stay abreast of modern industry trends and enhance the ability to exchange information effectively.

		57. The proficiency to address and devise solutions for environmental challenges, including climate change, mining, water scarcity, and pollution.
13.	Ability to understand the sectoral and business context impact of professional decisions.	58. To conduct a comprehensive evaluation of the professional situation, ascertain the nature and gravity of the problem, and acquire the proficiency to utilize the requisite knowledge and experience for resolving the issue at hand. 59. The capacity to make well-informed decisions and document them regarding the initiation, continuation, modification, and discontinuation of treatments, techniques, and procedures. 60. Demonstrate proactive problem-solving skills and cultivate the capability to autonomously take personal initiative. 61. Recognize and assume personal accountability, while also developing the competence to provide justifications for your decisions. 62. Develop the capacity to recognize the significance of engaging in training, supervision, and counseling, and acquire the ability to actively participate in these activities.
14.	Ability to think at a professional and managerial level	63. Acquisition of foundational knowledge in advanced technologies and the capacity to make reasoned decisions in the realm of health and bio-medicine. 64. The aptitude to analyze problems, assess situations from multiple perspectives, and make informed decisions. 65. Develop the capability to conduct audits and evaluations of quality management, encompassing quality control, assurance, and the effective utilization of relevant performance measures. 66. Possess the capacity to reflect upon and effectively implement the applicable laws and regulations in professional activities.
15.	Ability to plan activities	67. Demonstrate the ability to strategically plan activities, assess risks and opportunities, and devise contingency plans to mitigate potential risks. 68. Possess the competence to assess intervention plans using recognized outcome measures and collaboratively revise plans with service users as needed. 69. Acquire the skill to identify project outcomes and develop plans to enhance project phases. Demonstrate proficiency in collecting data, including both 70. qualitative and quantitative data, to evaluate service users' responses to care.
16.	Ability to implement and create	71. The discipline of problem identification and resolution in societal contexts. 72. The proficiency to engage in scientific experimentation and creative creation using advanced methods of modern technology. 73. Acquire expertise in liquid handling techniques and meet prescribed criteria, including the preparation of standard and buffer solutions. 74. Develop the capability to assess tests using qualitative and quantitative methods to aid in the diagnosis, detection, and monitoring of health conditions and diseases.

17.	Application skills	75. Develop practical proficiency in cell biology, histology, hematology, epidemiology, molecular genetics, and reproductive science. 76. Acquire practical skills in sample processing and analysis, including the effect of sample identification and storage on samples, and collection of samples without contamination. 77. Develop a comprehensive understanding of diverse research methodologies, critically evaluate supporting evidence, and cultivate the capacity to apply acquired knowledge to enhance your professional practice.
18.	Professional leadership skills	78. To acquire the proficiency in continuously exploring avenues for the prevention, diagnosis, and treatment of prevalent global health challenges, such as cancer, genetic diseases, as well as bacterial and viral infectious diseases that have witnessed a recent surge in prevalence. 79. Enhance theoretical and practical skills through dedicated research endeavors, focusing on the fields of microbiology, immunology, genetics, cellular and histological studies, and molecular biology. 80. Seek to develop the proficiency to effectively manage and operate a private laboratory, while also spearheading the implementation of novel diagnostic methods and cutting-edge technologies to drive advancements in the field. 81. Acquire a comprehensive understanding of the principles and concepts of leadership, and develop the ability to effectively apply them in practical settings.
19.	Entrepreneur	82. The skill of develop essential financial knowledge and skills to effectively run a startup business. 83. Develop skills and a proactive mindset to view challenges in healthcare and other fields as opportunities. 84. Acquire the proficiency to effectively leverage cutting-edge technology, including artificial intelligence, in the business field for research and analysis purposes, while combining it with your professional skills. 85. In the biotechnology industry, create innovative treatment and diagnostic methods, conduct experiments and research, obtain copyrights, and propose/implement new product ideas.

The following **curriculum** is presented:

№	Code	English	Mongolian	Credits
A. Basic General course				
A.1. Compulsory course				
1	MBM101, 102	Anatomy -I, II	Анатоми -I, II	4
2	MBM103	Mathematics	Дээд математикийн үндэс	2
3	MBM105	Biology	Биологи	2
4	MBM106	Biophysics	Биофизик	2

5	MBM107, 108	Human development and communication ethics, law -I, II	Хүний хөгжил, харилцаан зүй, эрх зүй -I, II	2
6	INF101	Information technology, information system	Мэдээллийн техно мэдээллийн систем	3
7	MBM111	Medical chemistry	Анагаахын хими	2
8	HIS101	Mongolian history, culture and tradition	Монголын түүх, соёл ёс заншил	2
9	MBM115	Mongolian language	Монгол хэл бичиг, найруулга зүй	3
10	MBM116	Nurse	Сувилахуй	2
11	MBM117	Parasitology	Шимэгч судлал	2
12	MBM119, 120	Physiology-I, II	Эрүүл физиологи-I, II	2
13	MBM118	Public health	Нийгмийн эрүүл мэндийн үндэс	2
14	MBM137, 138	Communication skills -I, II	Харилцааны ур чадвар -I, II	2
15	MBM130	Physical education	Биеийн тамир	1
16	MBM202	Citology, histology	Эс, эд судлал	3
17	MBM104	Biochemistry	Биохими	2
18	MBM140	Medical molecular biology	АУ-ны молекул биологи	3
19	DIM101	Disaster management	Гамшгийн менежмент	1
20	Eng101	English language	Англи хэл	2
A.2. Elective course				
1	MBM110	Substancial biophysics	Бодисын физик	2
2	MBM122	Calculation mathematics and medical physics	Тооцоололт математик, анагаахын физик	2
B. Professional basic course				
B.1. Compulsory course				38
1	MBM217	First emergency medical, ethics	Анхан шатны тусламж	2
2	MBM225	Immunology	Дархлал судлал	4
3	MBM205	Internal medicine	Дотрын өвчин судлал /оношлогоо/	3
4	MBM208	Medical genetics	Анагаахын удам зүй	4
5	MBM228	Medical microbiology	АУ-ны бичил амьтан судлал	4
6	MBM212	Pathology	Эмгэг анатоми	2
7	MBM214	Pharmacology	Эм судлал	2
8	MBM215	Mental Health	Сэтгэцийн эрүүл мэнд	2
9	MBM221	Professional English	Мэргэжлийн англи хэл	2
10	MBM218	Radiology	Дүрс оношилгоо	2

11	MBM201	Allergology	Харшил судлал	2
12	MBM206	Pathophysiology	Эмгэг физиологи	3
13	MBM216	Surgical diseases	Мэс заслын өвчин	2
14	MBM323	Neurology	Мэдрэл судлал	2
15	GBP101	Entrepreneur	Энтрепренёр, бизнес төсөл	2
C. Professional course				
C.1. Compulsory course				53
1	MBM301	Anthropology	Антропологи	2
2	MBM302	Biochemistry laboratory	Биохимийн лаборатори	2
3	MBM303	Bioinformatics	Биоинформатик	2
4	MBM304, 339	Biomedical ethics-I, II	Био-Анагаахын ёс зүй -I, II	2
5	MBM305	Biostatistics	Биостатистик	2
6	MBM306	Biotechnology	Биотехнологи	2
7	MBM307	Embryology	Үр хөврөл судлал, эмгэг	2
8	MBM308	Epidemiology	Тархвар судлал	2
9	MBM309	Genetics laboratory	Удам зүйн лаборатори	2
10	MBM310	Citology laboratory	Эс, эд судлалын лаборатори	2
11	MBM311	Transplantation immunology	Эрхтэн шилжүүлэн суулгахуйн дархлаа	2
12	MBM312	Immunology laboratory	Дархлаа судлалын лаборатори	2
13	MBM313	Infectious diseases	Халдварт өвчин судлал	2
14	MBM314	Laboratory equipment	Лабораторийн тоног төхөөрөмж	1
15	MBM315	Laboratory management	Лабораторийн удирдлага зохион байгуулалт	1
16	MBM316	Laboratory methods and technique	Лабораторийн арга зүй, үндсэн техник	1
17	MBM317	Laboratory safety and quality control	Лабораторийн аюулгүй ажиллагаа, чанарын хяналт	2
18	MBM318	Read and process analysis results	Шинжилгээний мэдээлэл үр дүн, хариуг уншиж боловсруулахуй	2
19	MBM319	Clinical laboratory	Клиник лаборатори	2
20	MBM320	Metabolic biochemistry	Бодисын солилцооны биохими	2
21	MBM321	Microbiology laboratory	Бичил амь судлалын лаборатори	2
22	MBM322	Molecular biology laboratory	Молекул биологийн лаборатори	2

23	MBM324	Obstetrics and Gynecology	Эх барих эмэгтэйчүүд	2
24	MBM325	Oncology	Хавдар судлал	2
25	MBM326	Phatobiochemistry	Эмгэг биохими	2
26	MBM327	Research methodology	Судалгааны арга зүй	2
27	MBM337	Transfusiology	Цус сэлбэн шилжүүлэн суулгахуйн дархлаа	2
28	MMS334	Artificial Intelligence in medicine	Хиймэл оюун ухаан	2
D.2. Elective course				
1	MBM328	Parasitology laboratory	Паразит судлалын лаборатори	2
2	MBM329	Virology laboratory	Вирүс судлалын лаборатори	2
E. Practice				
1	MBM219	Clinical laboratory practice	Эмнэл зүйн лабораторийн дадлага	2
2	MBM125	Introduction to laboratory internship	Танилцах дадлага	1
3	MBM126	Nursing skills internship	Сувилахуйн ур чадварын дадлага	1
4	MBM332	Undergraduate research internship	Төгсөлтийн өмнөх дадлага	4
5	MBM331	Research assistant internship	Эрдэм шинжилгээний туслах ажилтны дадлага	2
F. Exam				
1	MBM220	Theory	Онол ур чадварын ахицын нэгдсэн шалгалт	
2	MBM333	Graduation exam	Төгсөлтийн шалгалт	
3	MBM334	Thesis	Дипломын ажил	
Total				153

Ba Nursing

3.1 Indicators and Programme Learning Outcomes (PLO) of Nursing Bachelor degree programme, the skills to be mastered by graduates.

Programme Learning Outcomes (PLO)		**Criteria**
I. Professional knowledge and thinking		
1	Basic knowledge of professional science	I. Research terms, basic concepts, categories, principles, research methods, and practical application
2	Core professional knowledge	I. Knowledge of common diseases, factors, prevention, counseling and health education II. Gain knowledge of specialized nursing for at-risk populations

3	Opportunity to be specialized at an advanced level	I. Methodological and statistical processing of nursing research, making conclusions, acquiring basic knowledge II. Developing an attitude towards choosing a specialty in specialized nursing
II. Personal and professional skills and attributes		
4	Analytical and problem-solving skills	I. Identifying problems in new situations and looking for positive solutions II. Assess the patient's physical condition and determine the problem III. Identify and prioritize nursing diagnoses within the identified problem
5	Ability to experiment and create knowledge	I. To analyze actions and assess whether they meet the standards II. Acquire the ability to accurately document and report actions taken in accordance with standards III. Use modern information technology to objectively analyze operations, collect information, use it to gain new knowledge, and continuously learn independently.
6	Ability to think systematically	I. To learn the ability to look at everything's interrelationships and compare and analyze when doing something. II. Assisting clients in their choice of professional care, using information wisely, and acquiring the skills to help them make the right choice
7	Adopting a personal approach and continuous learning	I. Learning the ability to continuously develop the basic 4 personal skills in combination with time managemennt II. To acquire the ability to continuously grow personally and professionally as a professional nurse who is passionate about anything III. To acquire the ability to create knowledge by studying existing information from all angles using modern (artificial intelligence) techniques and technologies
8	Ability to be ethical and responsible	I. Adhere to the Universal Declaration of Human Rights II. International Code of Ethics for Nurses: To act in accordance with the principle of respect for autonomy and explain its application III. International Code of Ethics for Nurses: Learn to explain the difference between the principle of prohibition of evil and the principle of virtue and their application IV. The International Code of Ethics for Nurses: Learning to act in accordance with justice principles and explaining its application
III. Interpersonal Skills; Teamwork and Communication		
9	Teamwork skills	I. Team members tend to listen to each other and trust each other

		II. Team members' ability to take responsibility and support each other
10	Communication skills	I. Gaining self-awareness and self-awareness II. Ability to use creative communication methods in interpersonal relationships III. Use general communication skills in interpersonal relationships IV. Utilize the specialized skills of a medical professional
11	Ability to communicate in a foreign language	I. Ability to understand professional terminology II. Ability to understand professional vocabulary To learn to understand and use instructions and applications in III. professional activities
IV. Ability to Effectively Conduct Systematic Operations in Enterprise and Societal Contexts		
12	Ability to understand the environmental and social impact of professional decisions	I. Correct classification and separation of harmful waste generated during nursing care II. Disinfection of items and equipment used in nursing care in accordance with standards and ensuring safety for reuse
13	Ability to understand the sectoral and business context impact of professional decisions.	I. Anticipate indications and contraindications for nursing care II. Correctly identify causes and warrants for nursing diagnoses III. Avoid putting yourself and patients at risk when providing nursing care
14	Ability to think at a professional and managerial level	I. Collect information from multiple sources to assess the potential situation of an item II. Analyze the collected data and draw conclusions III. Ability to build close working relationships by presenting final findings to stakeholders
15	Ability to plan activities	I. Develop personal long- and short-term plans II. Develop a nursing plan to achieve goals based on the patient's physical condition
16	Ability to implement and create	I. To learn to perform common nursing activities according to standards II. To learn how to effectively implement an optimal nursing plan and monitor, improve and continue the results
17	Application skills	I. Develop an attitude to using knowledge and skills in various situations II. Develop an attitude to practicing standard nursing actions III. To learn to apply the latest modern methods and technologies related to nursing services in daily activities
18	Professional leadership skills	I. Ability to positively influence and guide others by example II. Develop an attitude of encouraging and uniting others

19	Entrepreneur	I. Developing creative ideas and seeking creative ideas II. To learn to make creative ideas and visions a reality

The following **curriculum** is presented:

д/д	Code	English	Mongolian	Credits	Term
A. Basic General course					
A.1. Compulsory course					
1	NNS121	Anatomy I	Анатоми I	2	I
2	NNS122	Anatomy II	Анатоми II	2	II
3	NNS102	Biochemistry	Биохими	2	I
4	NNS103	Biology	Биологи	1	I
5	NNS104	Biophysics	Биофизик	1	II
6	ENG107	English I	Англи хэл I	2	I
7	ENG108	English II	Англи хэл II	2	II
8	NNS120	Nursing fundamentals	Сувилахуйн үндэс	2	I
9	INF106	Information technology and information system I	Мэдээллийн технологи, мэдээллийн систем I	1.5	I
10	INF107	Information technology and information system II	Мэдээллийн технологи, мэдээллийн систем II	1.5	II
11	NNS129	Medical chemistry	Анагаахын хими	1	I
12	NNS110	Microbiology and parasitology	Бичил амь судлал, паразитологи	2	I
13	HIS102	Mongolian history culture and traditional	Монголын түүх, соёл, ёс заншил	2	II
14	GMN101	Mongolian language I	Монгол хэл бичиг, найруулга зүй I	1.5	I
15	GMN102	Mongolian language II	Монгол хэл бичиг, найруулга зүй II	1.5	II
16	ETH104	Human development ethics I	Хүний хөгжилхарилцааны ёс зүй, эрх зүй I	4	I
17	ETH105	Human development ethics II	Хүний хөгжилхарилцааны ёс зүй, эрх зүй II	1	II
18	NNS115	Psychology basics	Сэтгэл судлалын үндэс	2	I
19	NNS234	Genetic	Удам зүй	1	II
A.2. Elective course					
20	DIM101	Disaster management	Гамшгийн менежмент*	1	II
21	PHE116	Physical training	Биеийн тамир *	1	II
B. Professional basic course					
B.1. Compulsory course					
22	NNS235	Biostatistics, epidemiology	Биостатистик,эпидемиологи	2	I
23	CGS103	Communication skills I	Харилцааны ур чадвар I	1	I

24	CGS104	Communication skills II	Харилцааны ур чадвар II	1	II
25	NNS204	First aid	Анхны тусламж	2	II
26	NNS229	Health assessment	Эрүүл мэндийн үнэлгээ	3	I
27	NNS208	Nursing process	Сувилгааны үйлажиллагаа	2	II
28	NNS232	Nursing skill I	Сувилахуйн ур чадвар I	2	I
29	NNS223	Nursing skill II	Сувилахуйн ур чадвар II	3	II
30	NNS210	Pathology	Паталоги	2	II
31	NNS211	Physiology	Физиологи	3	I
32	NNS213	Pharmacology	Эм судлал	2	II
33	NNS215	Public Health	Нийгмийн эрүүл мэндсудлал	2	I
34	NNS221	Traditional medicine	Уламжлалт анагаахухааны үндэс	2	II
35	NNS311	Clinical decision making	Сэтгэн бодох, шийдвэргаргах	2	II
B.2. Elective course					
36	NNS230	Immunology	Дархлаа судлал*	1	I
37	ENT101	Entrepreneur	Энтерпренёр*	1	II
C. Professional course					
C.1. Compulsory course					
38	NNS301	Pediatric nursing I	Хүүхдийн сувилахуй I	2	II
39	NNS302	Pediatric nursing II	Хүүхдийн сувилахуй II	3	I
40	NNS304	Emergency care	Яаралтай тусламж	2	I
41	NNS336	Infectious disease nursing	Халдварт өвчнийсувилахуй	3	I
42	NNS306	Palliative care nursing	Хөнгөвчлөх сувилахуй	2	I
43	NNS307	Nutrition	Хоолоор сувилахуй	2	I
44	NNS345	Reproductive health	Нөхөн үржихүйн эрүүлмэнд	3	II
45	NNS339	Maternal nursing	Эхийн сувилахуй	2	I
46	NNS314	Neurology nursing	Мэдрэлийн сувилахуй	2	I
47	NNS342	Family nursing	Өрхийн сувилахуй	3	II
48	NNS337	Adult nursing I	Насанд хүрэгчдийнсувилахуй I	2	I
49	NNS346	Adult nursing II	Насанд хүрэгчдийнсувилахуй II	3	II
50	NNS317	Nursing leadership and management	Сувилахуйн удирдлагаманлайлал,менежмент	2	I
51	NNS318	Psychiatric nursing	Сэтгэцийн өвчнийсувилахуй	2	I
52	NNS319	Nursing research	Сувилахуйн судалгаа	2	II
53	NNS320	Professional ethics I	Мэргэжлийн ёс зүй I	1	I
54	NNS335	Professional ethics II	Мэргэжлийн ёс зүй II	1	II
55	NNS343	Professional ethics II	Мэргэжлийн ёс зүй III	1	II
56	NNS321	Rehabilitation nursing	Сэргээн засах сувилахуй	2	II
57	NNS338	Dermatological nursing association	Арьсны өвчнийсувилахуй	1	I

58	NNS216	General Surgery	Ерөнхий мэс заслынсувилахуй	2	II
59	NNS323	Surgical nursing	Мэс заслын өвчнийсувилахуй	2	I
60	NNS341	Public health nursing	Нийгмийн эрүүл мэндийнсувилахуй	2	II
C.2. Elective course					
61	NNS231	Patient Safety	Өвчтөний аюулгүйбайдал	1	I
62	NNS125	Project management	Төслийн менежмент*	1	II
E. Practice					
63	NNS328	Practice of basic skills	Суурь ур чадварындадлага	2	II
64	NNS329	Nursing internship	Сувилахуйн дадлага	2	II
65	NNS330	Professional nursing internship	Төрөлжсөн сувилахуйндадлага	2	II
66	Skill Center Practice		Ур чадварын төвийндадлага	2	II
F. Exam					
67	NNS332	Graduation examinations-Theory	Төгсөлтийн шалгалт-Онол	0	II
68	NNS334	Graduation examinations-Ability	Төгсөлтийн шалгалт-Урчадвар	0	II
69	NNS333	Skills examination	Нэгдсэн шалгалт	0	II
Total-134-123					