ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes

Dentistry

Medicine

Provided by

Etugen University, Ulaanbaatar

Version: 26 September 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]
Нүүр ам судлал бакалаврын сургалтын хөтөлбөр	Bachelor Programme Dentistry	ASIIN	-	14
Анагаах ухаан бакалаврын сургалтын хөтөлбөр	Bachelor Programme Medicine	ASIIN	-	14
Date of the contract: 29.10.2024 **Submission of the final version of the Self-Assessment Report:** 29.01.2025 **Date of the onsite visit:** 29.-30.04.2025				
Peer panel: Prof. Dr. Wolfgang Holzgreve, MBA, University Hospital of Bonn Prof. Dr. Holger Jentsch, University of Leipzig Dr. Sarnai Tsagaankhuu, Mongolian National University of Medical Sciences Dr. Sophie Schneitler, Saarland University Hospital Khongorzul Zaamar, Mongolian National University of Medical Sciences				
Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.				
Responsible decision-making committee: Accreditation Commission				
Criteria used: European Standards and Guidelines as of May 05, 2015 ASIIN General Criteria, as of March 28, 2023				

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

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 26.09.2025.

Degree Programmes	ASIIN Seal	Validity
Ba Dentistry	Accredited with requirements	27.09.2025 - 15.10.2026
Ba Medicine	Accredited with requirements	27.09.2025 - 15.10.2026

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Dentistry	Ba Medicine
1 Degree programme: Concept, Content & Implementation		
1.1 Objectives and learning outcomes (intended qualification profile)	Fulfilled	Fulfilled
1.2 Title of the degree programme	Fulfilled	Fulfilled
1.3 Curriculum	**Not fulfilled** Requirement A5	**Not fulfilled** Requirement A7
1.4 Admission requirements		
1.5 Workload and credits	**Not fulfilled** Requirement A6	**Not fulfilled** Requirement A7
1.6 Didactics and teaching methodology	**Not fulfilled** Requirement A1	**Not fulfilled** Requirement A1
2 Exams: System, Concept and Organisation		
2 Exams: System, Concept and Organisation	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	**Ba Dentistry**	**Ba Medicine**
3 Resources		
3.1 Staff and staff development	**Not fulfilled** Requirements A1, A2, A3	**Not fulfilled** Requirements A1, A2, A3
3.2 Student support and student services	Fulfilled	Fulfilled
3.2 Funds and equipment	**Not fulfilled** Requirement A4	**Not fulfilled** Requirement A4
4 Transparency and Documentation		
4.1 Module descriptions	Fulfilled	Fulfilled
4.2 Diploma and Diploma Supplement	Fulfilled	Fulfilled
4.3 Relevant rules	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development		
5 Quality Management: Quality Assessment and Development	Fulfilled	Fulfilled

Requirements

For all programmes

A 1. (ASIIN 1.6, 3.1) Ensure that students are adequately supervised by clinical instructors during the internships.

A 2. (ASIIN 3.1) Implement a plan for the increase of the staff body to ensure that all academic duties including, especially clinical, research can be adequately covered.

A 3. (ASIIN 3.1) Present a plan on how the English proficiency of the teaching staff will be improved to ensure appropriate delivery of English lectures.

A 4. (ASIIN 3.3) Ensure the adequacy of the safety standards for lab facilities and lab work.

For Ba Dentistry

A 5. (ASIIN 1.3) Update the curricular content to international standards with respect to

a) Periodontology

b) Prosthodontics

c) Endodontology

A 6. (ASIIN 1.5) Credits have to be awarded to all compulsory components of the curriculum.

For Ba Medicine

A 7. (ASIIN 1.3, 1.5) Increase the number of credits of the topic of infection prevention control in the curriculum.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C 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
Bachelor of Dentistry	Bachelor of Science (B.Sc.)	/	6	Full time	/	10 semesters	344 ECTS credits	Academic year 2016/17
Bachelor of Medicine	Bachelor of Science (B.Sc.)	/	6	Full time	/	12 semesters	414 ECTS credits	Academic year 2002/03

Etugen University, named after the sacred mount Etugen in Mongolia, is a private educational institution in the centre of Ulaanbaatar, the capital city of Mongolia. It was founded in 2002 and aims at becoming one of "the 100 best young universities in Asia by 2030". Currently it is ranked as the number 22 university in Mongolia by the platform EduRank. 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 consists of 6 schools that offer 20 Bachelor´s programmes, 6 Master´s programmes, and 1 Doctoral programme.

As reported by students and industrial stakeholders, the medical programmes at Etugen University are among the best in Mongolia. The experts get the impression of a well-functioning and ambitious university and acknowledge the overall quality of the provided education of professionals in medicine and dentistry which are urgently needed in the Mongolian society and labour market. Outstanding criteria of the university are its inclusive and collaborative culture among the university leadership, staff, students and the community respectively stakeholders, the internal quality assurance system, transparency, and the staff commitment and student support system. Positively highlighted is also the equipment of the Bachelor of Medicine while, however, for the Bachelor of Dentistry, the experts see room for improvement in terms of equipment quality and quantity. The planned inauguration of a new research and laboratory building will additionally contribute to the quality of facilities and, therefore, the practical training of the students. Coupled with that are the

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

requirements for improving the lab safety standards, and the necessary update of the curricular contents for certain central subjects of the programmes. Moreover, an increase of the staff body, the faculties´ academic standard in the broad, and their practical experience are needed. This goes along with the necessity to ensure the adequate training of students in their internships which lacks quality due to the apparent overall shortage of medical staff in hospitals and the resulting inadequate supervision of the students. Nevertheless, the practical parts are reasonably well integrated into the curricula, although earlier and more intense patient contact would be desirable. Further critical issues are certain aspects of the clarity and comprehensiveness of formalities and documentation of the study organisation.

For the Bachelor of Dentistry, the following goals and objectives are specified:

Programme Goal: "To train professionals who possess humanity, professional ethics, and the necessary knowledge, skills, and attitudes, who are creative thinkers, who meet both national and international educational standards, and who align with employer expectations and requirements. These professionals will also exhibit a high level of communication skills"

The Programme Objectives are:

1. The professional is to acquire advanced expertise, a strong foundation in scientific principles, and the knowledge, skills and attitudes relevant to their professional and specialization fields.
2. The professional is to develop the ability to analyze, solve problems, create knowledge, take responsibility, and is to cultivate a continuous learning mindset.
3. The professional has to demonstrate ethical communication, the ability to work in teams, and possesses a sufficient level of proficiency in foreign languages.
4. The professional has to acquire leadership qualities in their field, capable of organizing, planning, creating, applying, and thinking critically. They must present a respectful and trustworthy appearance with strong personal organization.

For the Bachelor of Medicine, the following goals and objectives are specified:

Programme Goal: "To train professionals who possess humanity, professional ethics, and the necessary knowledge, skills, and attitudes, who are creative thinkers, who meet both national and international educational standards."

The Programme Objectives are:

1. The professional has to possess core knowledge and advanced expertise, with a solid foundation in scientific principles, enabling them to provide evidence-based, high-quality professional services. They have to master methods for analyzing any issue.
2. The individual has to demonstrate personal and professional skills and attitudes, adheres to ethical standards for both personal and medical professionals, has a sense of responsibility, and is capable of research, decision-making, and self-development with a strong desire to learn.
3. The professional has to fully master interpersonal and communication skills, is capable of working effectively in teams, and possesses an adequate level of proficiency in foreign languages.
4. The professional has to be capable of carrying out effective activities focused on the sector and society, is aware of the impact of their decisions in the fields of society and healthcare, and possesses leadership qualities, including the ability to think critically at both professional and managerial levels, and generate innovative ideas.

D 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)

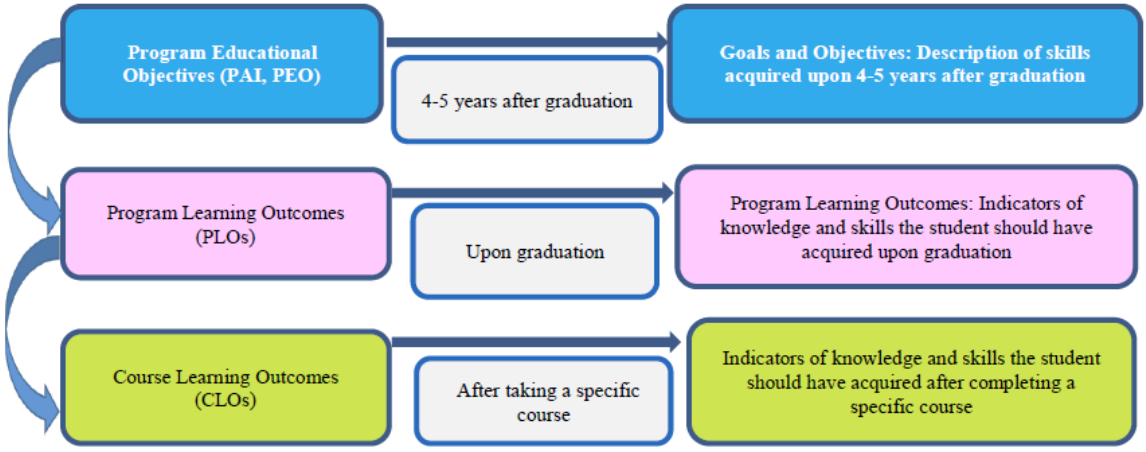
Evidence:

- Self-Assessment Report
- Programme handbooks of both programmes
- Programme Learning Outcome documents of both programmes
- Curricular overviews of both programmes
- Module handbooks of both programmes
- Diploma Certificates of both programmes
- Diploma Supplements of both programmes
- Survey results of both programmes
- Websites of both programmes
    - Dentistry: https://etugen.edu.mn/Home/Bachlist?id=9
    - Medicine: https://etugen.edu.mn/Home/Bachlist?id=1
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the learning outcomes and curricula of both programmes have been developed and implemented in accordance with the General and Higher Education Laws of Mongolia, the Minister of Education and Science's approved General Requirements for Bachelor Programs, Etugen University's vision, mission, and strategic development plan, as well as international and national trends in sectoral development, human resource requirements, and the input and feedback of stakeholders. In that regard, the programme learning outcome (PLO) of the universities of Tokyo and Hong Kong were taken as benchmarks for the Bachelor of Dentistry programme, showing an overlap of 80-90%. For the Bachelor of Medicine, the PLO are oriented among others on the learning outcomes of the medical programmes of Stanford University and Seoul National University.

An important general factor that was considered in the development of the PLO was the "Barometer Survey" conducted by the Ministry of Family, Labour and Social Protection of Mongolia in 2019-2023, which highlights reliability, responsibility, teamwork, and a positive attitude as the main general competencies that employers in Mongolia are looking for.

The programmes´ objectives, goals and learning outcomes are set up in an integrated, multi-level framework as displayed in the following figure taken from the Self-Assessment Report:



The PLO constitute the set of knowledge and skills that students need to have acquired upon graduation in both programmes. They are divided into the four categories "Professional knowledge and thinking", "Individual and professional skills", "Communication and teamwork skills", as well as the "Ability to conduct effective activities aimed at the sector and society", which captures a more general dimension of personal, social and organisational skills. The PLO of both programmes are displayed in the appendix. The PLO are aligned with the respective modules that contribute to their achievement via objective-module-matrices and are specified into course learning outcomes at the level of the individual modules as outlined in the module handbooks.

During the audit, the experts inquire about the job profiles of Etugen the programmes´ graduates and learn that roughly 90% of the graduates of both programmes become practitioners, while only a minority continues with further studies or gets into the private industrial sector, e.g. in supply companies for medical equipment, or management positions related to medicine respectively dentistry, like hospital management. The representatives of potential employers and professional associations report that practitioners in both disciplines are in high demand on the Mongolian labour market and that many students get recruited already during their studies, e.g. after their internships. The industrial representatives are convinced by the students´ good subject-specific qualification and also highlight work ethics, integrity, and communication skills as outstanding features of Etugen students

and graduates. Regarding the labour market, the challenge is voiced that, although general practitioners are also needed, the demand for specialists is even higher. The experts acknowledge this but point out that this demand is not supposed to be fulfilled by the undergraduate problems under review, as consecutive specialist programmes are needed to fulfil the required training needs. Nevertheless, general practitioners are the basis for an efficient healthcare system, and the need specialists in the country needs to be closely monitored. Overall, the experts are satisfied with the formulation of the PLO and confirm that they capture all relevant domains of the respective study fields and adequately represent the targeted academic qualification level of EQF 6 for Bachelor´s programmes.

As detailed statistics show, different stakeholders of the programmes, including students, graduates and employers are surveyed on a regular basis to evaluate their satisfaction with the PLO and the extent to which the programmes enable students to attain the PLO. The overall satisfaction is reflected in the overall positive survey results of the feasibility of the PLO and their attainment. These data are used for the continuous review and update of the programmes. During the on-site visit, the representatives of potential employers and professional associations confirm their involvement into the programme development, as outlined in more detail in section 5.

In summary, the experts confirm that the intended competence profiles of both programmes are described briefly and concisely. The objectives and learning outcomes reflect the targeted academic qualification and ensure a professional qualification on the level EQF 6. They are published transparently on the programmes´ websites as well as relevant official documents. The experts further confirm the learning outcomes in their relevance for both the labour market and society are regularly reviewed and accordingly adapted in a process that involves the relevant stakeholders.

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report
- Websites of both programmes
- Diploma Supplements of both programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The titles of both programmes are in line with the order of the Mongolian Ministry of Education, Culture, Science, and Sports, as well as the international standard denomination of

medical and dentistry programmes. According to the Self-Assessment Report, graduates of both programmes are awarded the degree of Bachelor of Science (B.Sc) upon completion of their studies. Furthermore, as noted in the Diploma Supplements, graduates of both programmes are entitled to carry legally protected professional title "Medical doctor". While the experts confirm that the English translation and the original Mongolian names of the degree programmes under review correspond to the respective PLO and curricula and are used consistently across all official documents, they point out that the awarded degree Bachelor of Science is not clearly stated in the Diploma Supplements. As this is crucial for the recognition of the qualification, this shortcoming needs to be addressed.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Programme handbooks of both programmes
- Curricular overviews of both programmes
- Module handbooks of both programmes
- Bachelor´s thesis module handbook
- Practice module handbooks of both programmes
- Integrated Training Procedure Regulations
- Guidelines for Etugen university student participation in exchange and joint programs
- List of international partner organisations
- Websites of both programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the structure and content of the curricula of both programmes are designed in accordance with national ministerial regulations. They are structured in a modular way.[4] The curricula consist of common core modules, professional foundation modules, professional modules, and elective modules. Professional foundation professional modules consist of mandatory and elective courses aimed at acquiring basic

[4] The university employs the term “course”, which captures the same concept of a self-contained unit of the curriculum as the term “module”. Given that the ASIIN criteria refer to “modules”, this term is used in the following.

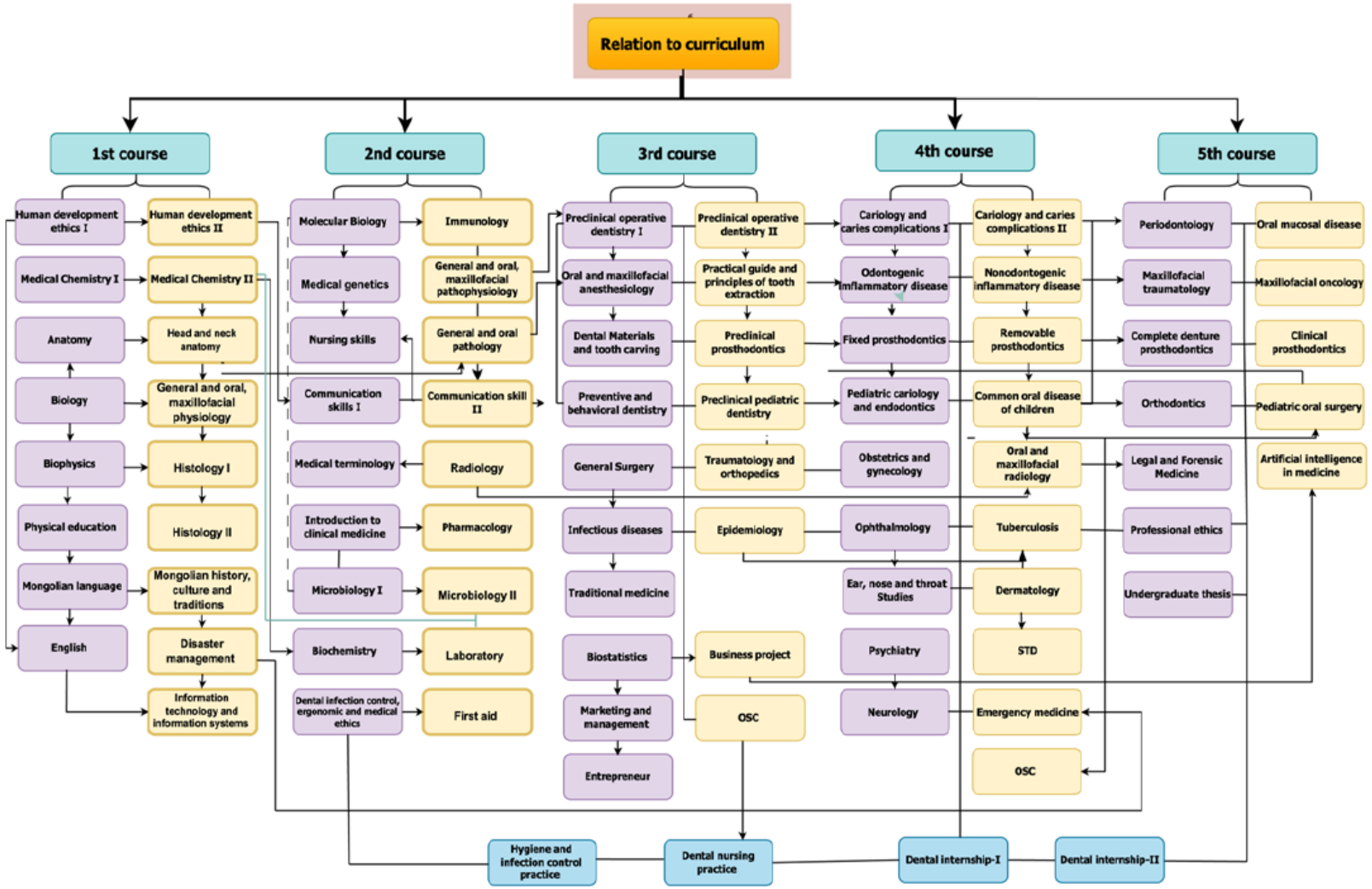
knowledge, skills, and attitudes of the profession, as well as providing basic ethical and legal concepts, while professional modules provide students with in-depth knowledge, skill, and attitudes of the respective main profession. The common core modules contain content from the disciplines of natural sciences, life sciences, social sciences, and humanities, which address general learning outcomes. Examples of these modules are both Mongolian and English language modules, information technology and information systems, Mongolian history, culture and tradition, Communication Skills, Entrepreneurship, but also Biology, Biophysics, and Biochemistry. Moreover, there is a research methodology module to prepare students for preparing their Bachelor´s theses, which was mandatorily introduced in the academic year 2023-24. Before the introduction as a compulsory curriculum component, writing a thesis was only elective for students with an interest in research. As regulated in the Integrated Training Procedure Regulations, the distribution of the credits is approximately 30% common core modules, 25% professional foundation modules, and 45% professional modules. The experts positively acknowledge the explanation of the university representatives that the schools of dentistry and medicine work closely together for the teaching of the common core and professional foundation modules. They consider it important to stress the role of dentistry as a medical discipline which is built on the foundations of medicine and should not be considered as a separate subject.

While the experts generally confirm that the distribution of general and subject-specific modules is adequate for both programmes, they wonder why students in Mongolia have to take modules about the Mongolian language and culture as part of their university education. The programme coordinators explain that this is mandated by the Mongolian government to preserve the national culture and language. Depending on the score in the entry test (see section 1.4), students are divided into groups that either deal more basically with the language or, for more advanced students, deal with literature. The experts also discuss the matter of “non-medical” module with the students who consider these modules beneficial for their general skills development, personal development, and critical thinking. The experts are satisfied and acknowledge this part of the general education as part of social aspect of the objective of undergraduate university education. Although they consider the share of these modules, especially those with focus on business administration to be very high, they still confirm that the number of subject-specific modules is still sufficient for the degree in the respective field.

The curriculum of the Bachelor of Dentistry is designed for 5 years (10 semesters) and comprises a total of 172 credit hours (344 ECTS credits). In total, there are 83 modules including four internships (“Hygiene and infection control practice”, “Dental nursing practice”, “Dentistry practice I & II”) and the Bachelor´s thesis which has been established

as a mandatory curriculum component in the past academic year. As the programme coordinators explanation, the current curriculum particularly emphasises the subjects of dental caries, periodontology, maxillofacial surgery, which are very relevant for the Mongolian Society at the moment. Moreover, there are three elective module slots which the students can use of individual specialization or interdisciplinary broadening their education, including a business focus, traditional medicine, and the choice of a dentistry specialization in surgery, prosthodontics, operative dentistry or paediatric dentistry.

An overview of the contained modules is displayed in the appendix, and the curricular structure is outlined in the following figure taken from the Self-Assessment Report:



Overall, the experts are satisfied with the structure of the programme´s curriculum and confirm that all relevant subjects are included. However, based on the module handbook, they find that not all subjects´ teaching content reflects the up-to-date international standard. Subjects for which this becomes particularly apparent also during the audit are periodontology, prosthodontics, endodontology. In that regard, the experts question why crucial developments in these core disciplines of dentistry are not included despite, e.g. the international experience of the teaching staff and the availability of up-to-date literature like Pubmed (see sections 3.1 and 3.3). It becomes apparent that there is a general shortage of academic staff which impedes the continuous update of the teaching content from the side of the academic staff (see section 3.1). The experts therefore require Etugen University to update the curricular content in these disciplines to reflect the international standards.

The curriculum of the Bachelor of Medicine is designed for 6 years (12 semesters) and comprises a total of 207 credit hours (414 ECTS credits). Overall, there are 88 modules out of which 6 are practical internships ("Nursing practice", "Field training on introduction to clinical medicine I&II), and Clerkship I-III". In addition to these internships, students undertake practical training within skills centres and referral level hospitals within the framework of foundational and professional courses. This includes the "Basic Skills Practice" which familiarises students with the operation of medical facilities, two "Diagnostic Practices", three "Assistant Physician Practices", and the Primary Care Clinics Practice. The Bachelor of Medicine also offers three slots for elective modules as outlined in the curricular overview contained in the appendix.

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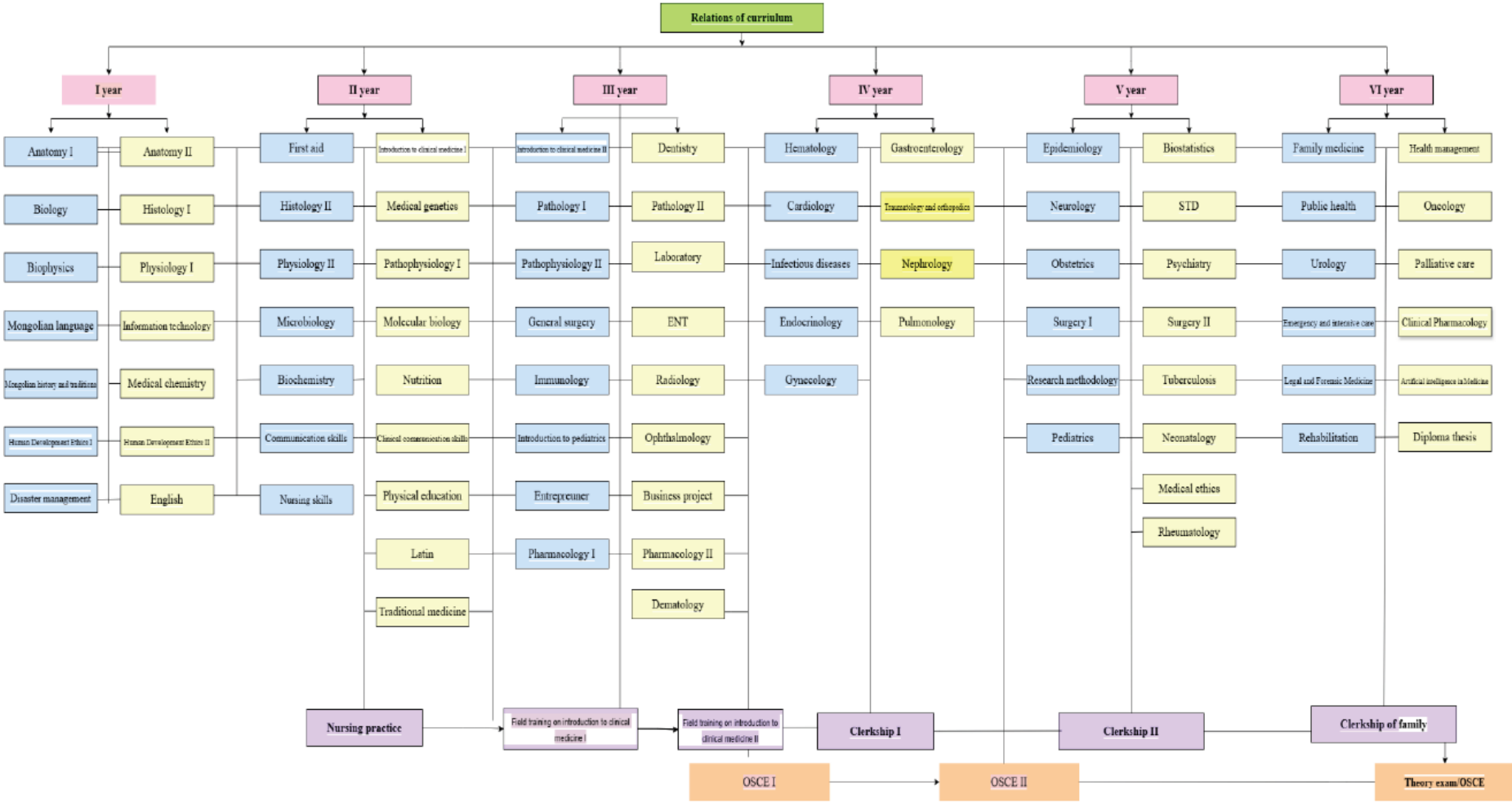


Regarding the curriculum, the experts wonder about the inclusion of “Nursing skills” and “Nursing practice” in a medical curriculum. The programme coordinators explain that there is an even greater shortage of nurses than of doctors in Mongolia. Therefore, especially in the remote areas of the country, staff is generally low, and medical doctors have to cover also parts of the nursing duties in the delivery of treatment and patient care. Because of this, medical students must learn basic nursing skills, and all doctors are required to undergo a primary care programme together with nurses after graduation.

Moreover, concerning the core medical curriculum, the experts opine that certain topics or subjects are credit-wise imbalanced and that focus points are missing. In this regard, the experts find the topics of radiology and imaging particularly underrepresented in the curriculum. The programme coordinators respond that these topics are not summarised in one module but are spread over multiple modules which the experts deem to be feasible overall. Based on the detailed explanations and the confirmation of the teaching staff, the experts consider these topics to be sufficiently covered. However, they point out that the topics of nuclear medicine and infection prevention control are entirely missing in the curriculum and require Etugen University to include these crucial subjects accordingly. In terms of the general balance of topics and subjects, the experts also recommend increasing the credit basis of basic medical and clinical modules and focus on their alignment and integration.

For both programmes, the experts raise the question of the distribution of theoretical and practical parts of the curricula. Based on the documentation, they get the impression that the curricula mainly focus on theoretical modules. The lecturers partly confirm this impression but explain that every credit hour divided into a knowledge-based part and practical part. The practical parts are carried out either in the university´s skills laboratories (see section 3.3) or during internships at partner hospitals. As the students explain, Etugen University offers pool of partner hospitals which offer internship places, and students ca then choose where to apply for conducting the internships. In both programmes, multiple internships with different focus points, e.g. nursing, hygiene and infection control, and general medicine. The first internship out of six in the Bachelor of Medicine is contained in the third semester. In the Bachelor of Dentistry curriculum which prescribes four clinical internships in total, the first one takes place in the fourth semester. Procedural and content-wise provisions for the internships are contained in the practical module handbooks. More details on the implementation of the internships are contained in section 1.6. Although the experts would deem it useful for students to get clinical exposure from the first semester on, they are generally satisfied with the structural integration of internships into the curricula.

Moreover, the experts wonder why the curricular overviews display OSCE exams as separate modules within the curricula, assigned with 0 credit points. The programme coordinators explain that these exams serve as gatekeepers which are only assessed with pass or fail. While the experts positively acknowledge that two OSCE exams are included in both programmes, which is a crucial examination format for assessing the level of practical skill attainment of the students, they point out that an exam cannot stand independently within a modular curriculum. All examinations have to be associated with a module. Thus, either the OSCE can form part of the examination of an existing module, or the OSCE exercises, preparation and examination need to be established as an own module with respectively assigned workload, credits, and a module description. Therefore, the experts require Etugen University to structurally integrate the OSCE into the curricula.

In summary, the experts confirm that the curricula of both programmes generally enable the students to achieve the respective learning outcomes. Each module represents a well-matched unit of teaching and learning which is outlined by course learning outcomes contained in the module descriptions. However, both programmes have deficiencies in terms of the topicality of parts of the curriculum. In this regard, it is required for the Bachelor of Dentistry to update the content on the subjects of periodontology, prosthodontics, endodontology to the current international standard. For the Bachelor of Medicine, the introduction of nuclear medicine and infection prevention control into the curriculum is crucial. Additionally, the OSCE examination which is outlined in the curricular overview needs to be structurally included in the curricula based on the above provisions. Besides that, the experts confirm that the multiple designated internships are well-integrated into the curricula of both programmes.

Internationalisation and student mobility

The foundation for student mobility, including both incoming and outgoing mobility activities are regulated in section 4 of the Integrated Training Procedure Regulations. Etugen University students engage in both short-term and long-term student exchange programmes with domestic and international universities. The scope and provisions for the participation, application processes and selection criteria are outlined in the guidelines for student participation in exchange and joint programmes. To enable and facilitate international student mobility, Etugen University has agreements with multiple international universities and is also part of the University Mobility in Asia and the Pacific network. Prominent examples of partner universities include the University of British Columbia in Canada, Taipei Medical University in Taiwan, and Shenyang Normal University in China. According to the list of partner universities, there are further collaborations with higher education institutions in China, South Korea, and Russia.

Besides student exchanges, Etugen University has recently established joint programmes for both Medicine and Dentistry with Shenyang Normal University in China which prescribe that students spend an entire year at this university. In the first cohort, 3 students chose to take this opportunity. Furthermore, according to the Self-Assessment Report, student mobility is also organised as part of internships, or for research and extracurricular activities.

During the on-site visit, the university representatives confirm that these collaborations are in place and that the university seeks to expand the student exchange programmes with these institutions. However, during the on-site interview with the students, none of the present students had never participated in student exchange activities which surprises the experts given the record of exchanges described in the documentation. Nevertheless, the interest in using such offers during the course of study seems high, as many students also target to go abroad for Master´s degrees. In contrast to the current partnerships, the students are mainly interested in mobility towards English-speaking countries rather than Russia, China and Korea. Therefore, the experts recommend improving the students' opportunities for international mobility, especially towards English-speaking countries.

In terms of incoming mobility, Etugen University describes in the Self-Assessment Report that, in the 2024-2025 academic year, 72 international students are hosted in the Bachelor of Medicine programme and 14 international students in the Bachelor of Dentistry programme. As the university representatives explain, Etugen University is one of the universities with the highest number of international students in Mongolia, and about half of the overall incoming mobility of the university is directed towards these two programmes which are considered to be flagship programmes of the university. By improving the facilities, support services and orientation programmes, it is planned to further attract incoming students, and also the international accreditation is part of this strive towards internationalisation, which the experts positively acknowledge. However, given that the designated instruction language is Mongolian, the experts wonder how international students are supposed to follow the classes. It is explained that most of the teaching materials are generally in English and that, for internationals, the classes are separately held in English. According to the teaching staff, internationals are found only in the first two semesters, meaning that only the basic modules are also offered in English so far. One international student from China reports an overall positive experience at the university during the interview session with the students. However, as the experts learn, the incoming students usually do not study at Etugen University as part of a student exchange, but for the entire programmes, meaning that they will advance in the curriculum and all modules will have to be offered also to internationals in the near future. While the experts generally welcome this offer of an English class, they consider that the current staff

body is not adequate to handle this enormous challenge. To realise this plan, an increase of the staff numbers is urgently needed to cover the additional teaching load and, as not all staff members are fluent in English, the existing staff members need to be further trained in English language to be able to deliver the education to internationals (see section 1.3). Also, the experts suggest that incoming mobility should not only be fostered by attracting foreign students for the entire programmes, but by enabling and encouraging semester- or year-wise student exchanges.

An important aspect of enabling both incoming and outgoing student mobility are the regulations for the recognition of achievements obtained at other higher education institutions. While the integrated training procedure regulations contain different provisions for the recognition of credits based on a level of alignment of the modules' contents, the experts point out that the provision are mainly formulated with respect to the transfer of students into Etugen University. Nevertheless, the university representatives affirm that credits for exchange students are also recognised based on these regulations. To make this more transparent, it is therefore recommended to explicitly extend the scope of these regulations to student exchanges and outline the provisions for credit recognition more clearly.

In summary, the experts confirm that Etugen University promotes student mobility through an appropriate framework. Still, there is notable room for improvement which is also shown by the university´s evaluation statistics that show below-average values among others in the categories campus internationalisation and foreign language competency. In terms of incoming mobility, it must be ensured that the teaching staff is quantitatively and qualitatively enabled to deliver lectures in the English language. Moreover, it is recommended to not only attract students for the entire programmes for the purpose of internationalisation, but in the form of student exchanges. For Etugen students, the students' opportunities for international mobility, especially towards English-speaking countries should be improved. To support the mobility system, it is recommended to formulate the provisions for the recognition of credits more clearly.

Periodic curriculum review

As the university representatives explain, the responsibility for the curriculum review process lies with the programme committee at the university level and respective subcommittees run individually by each school. The curricula are periodically evaluated based on the insights gained through multiple quality assurance instruments, as regulated by the Integrated Training Procedure Regulations. These instruments ensure the involvement of all relevant stakeholders in the further development of the curricula, including active students and alumni, faculty, and external stakeholders like professional associations and

employers. Furthermore, benchmarking with the curricula of other universities is constantly done. On the macro level, the programmes are reviewed at least every two years by an expert group appointed by the administrative council. During the on-site visit, both the students and industry representatives confirm their involvement in the development process of the programmes which satisfies the experts. Further details are described in section 5.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Admission regulations
- Integrated Training Procedure Regulations
- Guidelines for activities aimed at supporting students with special needs at Etugen University
- Etugen University admission website: https://burtgel.etugen.edu.mn/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report, the number of students to be admitted for the academic year is determined by the university's Board of Directors and submitted to the Ministry of Education, Culture, and Science. The admission procedure is therefore carried out within the approved quota and there is no fixed cohort size. Admission is carried out once per year. The admission process and criteria are transparently anchored in the admission regulations and the integrated training procedure regulations.

Applicants have to register and submit their documentation via the university´s admission website. The documents are then reviewed by the Admissions Committee which consists of representatives from the university board, constituent schools, departments, faculty, students, and graduates. A mandatory prerequisite for admission to Bachelor´s programmes is the successful completion of secondary education. The student selection is then based on the results of subject-specific entry exams. As outlined in the university´s admission regulations, the entry exams for both Bachelor´s programmes under review contain the subjects Chemistry and Biology as basics, as well as Physics as an additional subject.

Student admission is generally based on tuition fees. However, the university has a scheme of discounts and scholarships granted to students for certain academic years or the entire study period based on their academic performance, extra-curricular engagement and

achievements, as outlined in the admission policy. The experts are satisfied to see this financial support system and acknowledge that apparently no student is forced to abandon their studies for financial reasons.

The number of applications and admitted students for the Bachelor of Dentistry are presented in the following figure taken from the Self-Assessment Report which shows the high demand and competitive selection for study places in this subject:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Applicants	1215	1191	1944	1693	1376
Approved Quota	180	290	280	190	230
Number Admitted	160	282	273	183	222
Admission Rate	13.16	23.6	14.04	10.8	16.3
Average General Entrance Examination Score	495.5	485	531	539	575

The application numbers for the Bachelor of Medicine are similarly high and displayed in the following figure:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Number of Applicants	1092	1334	1940	1593	1443
Approved Quota	230	250	320	200	250
Number Admitted	121	248	313	201	248
Admission Rate	10.9	18.5	16.1	12.6	17.2
Average General Entrance Examination Score	505	524.9	534.1	530.5	531.2

Across all semesters, a total of 1257 students studied in the Bachelor of Dentistry and 1720 students in the Bachelor of Medicine in the academic year 2023-24.

While the experts are generally satisfied with Etugen University´s admission policy, they wonder about the varying cohort sizes which go along with considerable administrative challenges, especially for the realisation of the practical training. They stress that the capacity of staff, facilities and equipment needs to be kept available for the maximum number of students in a cohort. In that regard, the programme coordinators explain that the number of internship partners has been increased over the past years, that the number of places in this pool of partners is high enough to accommodate all students, and that it is planned to conduct more parts of the university training in collaboration with the partners to relieve the university facilities. As there are no complaints from any side in that regard, the experts consider this not a problem and are satisfied to see that both programmes are

in high demand among potential students, and that the selection system allows for an objective assessment of the intake qualification.

Moreover, to ensure the enrolment opportunities for students with special needs and disabilities, Etugen University has implemented the "Guidelines for Activities for Students with Special Needs at Etugen University" as outlined in the Integrated Training Procedures. These guidelines outline how the university departments and units should adjust the curriculum, teaching materials, required equipment, resources, software, environment, and services to accommodate students with disabilities. The implementation of this policy has resulted in a total of 16 students with disabilities being enrolled at Etugen University for the academic 2024-25 year. Of these, 3 are enrolled in the Bachelor of Dentistry program and 5 in the Bachelor of Medicine.

Besides students with special needs, the university also explicitly targets the admission of students from rural areas of the country. As the university representatives explain, the university sees it as their mission to educate people also especially for the remote parts of Mongolia where the coverage of medical services is low. Therefore, the share of students from rural areas is about 70% at Etugen University, while the overall population distribution shows that approximately 70% live in Ulaanbaatar or one of the other cities of the country. The experts consider this an honourable mission.

Furthermore, Etugen University also supports the transfer of students between universities and has established a transparent admission policy for the transfer of students between programmes within the university, as well as the admission of students who completed parts of programmes at different universities. This policy includes provisions for the review and recognition of credits based on the prospective student´s Transcript of Records. The provided statistics show that, on average, 62 students transfer into Etugen University from other domestic universities and 16 switch programmes within Etugen University for the Bachelor of Dentistry. For the Bachelor of Medicine, the records show on average 78 incoming students and 8 internally transferring students per year. The experts acknowledge that Etugen University´s programmes are well regarded also by students from other universities in the respective disciplines.

For foreign citizens, admission is regulated by Etugen University's "Foreigner Study Procedures". Foreign citizens studying under the cooperation agreement with Etugen University can be admitted directly by order of the rector of Etugen University. Furthermore, there are also special provisions for applicants who do not directly come from secondary education but have worked before.

In summary, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure the necessary prior qualification of students. Rules for the

transfer of students are defined but, as outlined in section 1.3, should also be more specifically formulated for the temporary admission respectively temporary absence of students due to student exchanges.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curricular overviews of both programmes
- Module handbooks of both programmes
- Bachelor's thesis module handbook
- Integrated Training Procedure Regulations
- Discussions during the audit

Preliminary assessment and analysis of the experts:
As explained in the Self-Assessment Report, Etugen University applies the credit hour concept. The integrated training procedure regulations lay out that the total number of credits of a module is determined by the sum of both in-class as well as independent study workload. One credit hour is defined as equivalent to 48 hours of workload which is distributed across lectures, seminars, laboratory practices, internships, and independent work according to the nature and teaching approach of the module as outlined in the respective module descriptions. The workload of each module is distributed across the semester duration which is 16 weeks. Thus, a one credit hour module carries a workload of 3 hours per semester week. The designated workload per semester is between 15 and 20 credit hours.

According to an order of the Mongolian Ministry of Education, Culture, and Science, a conversion rate of 2 ECTS credits per credit hour is consistently applied, which the experts deem reasonable.

The Bachelor of Dentistry has a total study load of 172 credit hours (344 ECTS credits). Most of the modules carry a workload of 1 to 3 credit hours, with some exceptions being awarded with 4 credit hours. According to the curricular outline, the number of credits to be completed per semester varies between 12 and 21 credit hours distributed on up to 10 modules.

For the Bachelor of Medicine, 207 credit hours (414 ECTS credits) need to be completed over a study period of 6 years. The average workload per semester is 16-20 credit hours with the exception of the final semester that caries only 9 credit hours.

In terms of the workload distribution across the semesters, the programme coordinators explain that the final semester purposefully contains only a lower number of credits as students have to study for the final state examination (see section 2), which, however, is not part of the curriculum. The experts deem this feasible but nevertheless consider the variation of the credit numbers in the previous semesters of up to five credit points to be significant. The student workload should be evenly distributed to avoid structural peaks that might hinder students from successfully completing modules. Raising this matter in the discussion session with the students, it is reported that the workload is heavy but not notably different between the semesters, which then sheds doubt regarding the feasibility of the workload evaluation. According to the Self-Assessment Report, the student workload is subject to constant monitoring through the module surveys to assure the adequacy of the credit allocation. As the in-class workload is prescribed by the university, the focus of the evaluation is the independent student workload, which is on average 3.7 hours per week and module in both programmes. The students confirm that the workload is regularly evaluated as part of the module surveys which the experts positively acknowledge. In conclusion, the experts are satisfied overall with the workload evaluation but nevertheless recommend Etugen University to distribute the credit hours more evenly across the semesters. While the majority of students is nevertheless able to graduate the programmes within the designated time frame (about 76% in the Bachelor of Dentistry and 82% in the Bachelor of Medicine), this would additionally support the students to complete all modules in time. In this regard, all parts of the curricula need to be considered, including also the OSCE, as explained in section 1.3.

Besides this, the experts point out that the allocation of only 2 credits for the Bachelor´s thesis, which also includes an oral defence, appears to be too low. They appreciate that the thesis has only recently been introduced as a compulsory module in the programmes, and that there is little experience with the workload evaluation for this kind of module yet. However, based on the provisions for the thesis outlined in the Bachelor´s thesis module handbook and the examples of Bachelor´s theses presented during the audit (see section 2), the experts find that this number cannot realistically represent the student workload for the thesis. Therefore, they require Etugen University to review and adjust the workload for the thesis based on the workload evaluation.

In summary, the experts confirm that a credit system based on the student workload is implemented, which accounts for both lecturing and self-study times. With the exception of the Bachelor´s theses, the designated workload of the modules appears to be realistic and is monitored on a regular basis. Still, it needs to be ensured that all mandatory components of the programmes are appropriately credited. In that regard, it is also recommended distributing the workload more evenly over the semesters. The experts

further confirm that Etugen University transparently applies a policy to transfer the Mongolian credit hours into ECTS credits which is based on a reasonable conversion factor.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Integrated Training Procedure Regulations
- Module handbooks of both programmes
- Student and teacher survey results of both programmes
- Discussion during the audit

Preliminary assessment and analysis of the experts:
According to the Integrated Training Procedure Regulations, Etugen University fosters a student-centred teaching approach based on the following four principles:

1. Actively involving students in problem-solving and critical thinking activities
2. Helping students understand how and what to learn
3. Enhancing students' motivation to learn
4. Fostering lifelong learning habits

The teaching formats of the modules include lectures, seminars, practical lab work, including Clinical Skills Labs, and internships. In both programmes, lectures for the second- and higher year students are conducted online, while seminars and practicum classes are held in person, as stipulated by the Self-Assessment Report. First-year lectures, seminars, and practicum sessions are also conducted in-person. Lectures are organized for 90-120 students, seminars for 25-30 students, Clinical Skills Lab courses for 20-25 students, and clinical lessons in the hospital for 15 students. Except for the language modules, the instruction language is Mongolian, but parts of the lecture materials are also provided in English.

Both the teaching formats of the modules as well as the applied teaching methods are outlined in the module handbooks. The most frequently used teaching methods in both programmes are flipped classroom, problem-based learning, case studies, and team-based approaches including group discussions/ debates, group-based learning, peer teaching, and presentations. Moreover, role plays are used to simulate clinical situations. During the on-site visits, the experts discuss aspects of the applied teaching methodology with the students and teaching staff and focus particularly on the practical teaching aspects. The

students report that practical sessions at the university are usually held in classes of about 30 people and that the exercises among the students and with (robotic) models are done in groups of three to five students. Especially for the Bachelor of Dentistry, the experts consider this the absolute maximum but notice the current constraint of limited practical equipment in that regard (see section 3.3). Generally, however, the experts are satisfied with the teaching activities in practical classes which they observe as part of the visitation of facilities.

Besides the teaching at the university, the organisation of the practical teaching at the internship is intensely discussed. The programme coordinators explain that the university has contracts with each partner hospital, which contain both administrative regulations and guidelines on the contents of the required practical education. Each hospital has a training department in charge of the internships which is in close contact with the respective internship supervisor of the university. To ensure the quality, the teaching staff of the university audits and evaluate the internship hospitals regularly before the start of each new academic year. The practical education is supervised by clinical instructors who are hospital doctors with special training for the education of students, which is issued and certified by the government. Moreover, there are multiple lecturers at the university who also work in different hospitals and can therefore closely integrate the teaching practice at the university and in the hospital. However, as the experts learn, the students are very limited in the kinds of activities they are allowed to practice themselves as independent patient treatment by the students is prohibited by law, and the few allowed hands-on activities need to be closely supervised by the clinical instructors. Therefore, the time and availability of the clinical instructors are the pivotal aspect in determining the practical learning experience. In that regard, the students report that there are notable differences between private and public hospitals: While public hospitals have a broader variety of treatments and patient cases, they have a general shortage of staff and the clinical instructors have very little time for the students. On the other hand, private hospitals are reported to provide better clinical teaching but are usually very specialised and the range of offered treatments and therefore learning opportunities is limited. To balance this situation, the university recommends students to work in both systems over the different internship modules. While the experts consider the system of internships to be well organised, they see this shortage of staff and the connected loss in practical teaching as a crucial deficiency as it cannot be guaranteed that all students have observed and themselves practices all relevant treatments. As this is of pivotal importance for the training of the students they require Etugen University to ensure that all students are adequately supervised by clinical instructors during the internships.

Moreover, as already mentioned previously, the experts see it critical that the students´ opportunities to get patient contact and go beyond observational activities are limited. The programme coordinators explain that this is in the first place due to ministerial regulations. However, the experts consider patient contact to be essential to develop both the hard and soft skills of clinical practitioners, they recommend including practice sessions in hospitals already at earlier stages of the programmes and fostering the exposure to clinical work with patients under the supervision of clinical instructors.

Besides that, the experts inquire about the transfer of research into the lectures and are satisfied to learn that the lecturers actively include their research into the teaching and that, vice versa, also the students are incorporated into the research activities of the lecturers. This transfer becomes visible among others in the quality of the final theses presented during the on-site visit. To deliver a thorough introduction to independent scientific work, the Bachelor of Medicine programme also contains a "Research methodology" module. While the experts do not note a comparatively lower quality of the theses of the dentistry students, they recommend that this module should also be offered in the Bachelor of Dentistry.

The delivery of the education is organised through the Learning Management System which provides all relevant information for the modules, including schedules, classroom assignments, quizzes, digital resources and lecture materials. While this is confirmed to work well, the experts learn that the lecture information and materials are distributed to the students only seven days prior to the start of the semester. The experts deem this to be very short for the preparation and therefore recommend to distribute the course materials earlier before the start of the lecturing period.

As evidenced by multiple survey statistics, the teaching methodology is periodically evaluated based on the student satisfaction surveys and the current strategy is to increase the use and frequency of experimental methods, simulation-based methods, and improve the respective resources. By means of the teacher survey, the university also monitors the use of teaching methods across the programmes and modules. Recent reviews have resulted in an increased, gradual transition of classical lecture formats to digital formats while increasing the time allocated for seminars and practical sessions, which the experts welcome. In that regard, digital learning materials have also become an integral part of the independent student workload.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote achieving the learning outcomes and support student-centred learning and teaching. Digital teaching is integrated into the compound of teaching methodology to

a reasonable extent which supports students in their learning process. The degree programme contains an adequate balance of contact hours and self-study time. An introduction to independent scientific work is part of the teaching methodology of the programmes, although the experts recommend including the basic module in Research Methodology also in the Bachelor of Dentistry programme. However, the critical point in the teaching of the programmes is the extent of clinical practice. While the experts are generally satisfied with the implementation of practical teaching modules by means of Clinical Skills Labs and hospitals during the internships, they stress that patient contact is essential. Therefore, they recommend including clinical practice at earlier stages of the programmes and foster the exposure to clinical work with patients under the supervision of clinical instructors. Furthermore, it needs to be ensured that the personnel resources of the partner hospitals are adequate to ensure that the students are supervised and thus gain the practical insights and hands-on experience which they are supposed to obtain during the internships (see also section 3.1). Besides that, in terms of learning management, the experts recommend distributing the teaching materials at an earlier point in time to allow for better preparation of the students for the lectures. The experts further confirm that it is regularly reviewed that the utilised learning and teaching methods support the achievement of the programme objectives.

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

Criterion 1.2:

In its statement, Etugen University explains regarding the degree title, that a ministerial order for the specification of the degrees has already come into effect after the submission of the Self-Assessment Report and corresponding appendices Thus, as evidenced by an updated template of the Diploma Supplement, both programmes are now awarded with a “Bachelor of Science” degree which satisfies the experts.

Criterion 1.3:

Regarding the required update of the curricula, the experts wonder about the changes described in the university´s statement, as they are only partly reflected in the respective documentation. Especially for the Bachelor of Dentistry, the experts could not find the content-wise updates of the module descriptions which are mentioned in the statement. Therefore, they sustain the requirement and exemplarily mention the following relevant but missing topics:

- Endodontology: actual concepts of root channel preparation (e.g. manual/ machine driven, instruments), indication and procedure of different filling techniques, pulp preservation, revitalisation etc. (e.g. see European society of endodontology)

- Prosthodontics: intraoral scanning, implant prosthodontics, minimal intervention prosthodontics, new ceramics/materials and new laboratory techniques including AI

- Periodontology: new international classification system 2018, all EFP S3-level clinical treatment guidelines for periodontitis and periimplant diseases inclusive all details

For the Bachelor of Medicine, the experts are satisfied with the advancement of teaching in nuclear medicine. However, the changes described for infection prevention control are not evident in the module description and curricular overview, so the experts see the need to further follow-up work on this topic.

Concerning the structural inclusion of the OSCE in the curricula, the experts acknowledge that, in the Bachelor of Medicine, this exam type is now included in multiple suitable modules, as evidenced by the updated module descriptions. However, in the module descriptions of the Bachelor of Dentistry, OSCE is not included, so the experts sustain the requirement for this programme.

Regarding the student mobility offer, the experts appreciate the efforts described in the university´s statement and also acknowledge both organisational and financial challenges associated with the expansion of student mobility offers. Nevertheless, they stress the importance of “real-life” and not only digital/ virtual student mobility offers and sustain the respective recommendation. In that regard, Etugen University also explains that clear regulations for have been established. However, as they were not provided, the experts sustain the recommendation.

Criterion 1.5:

Regarding the credit distribution, Etugen University presents revised curricula. In the Bachelor of Medicine, the credits are now evenly distributed across the semesters which the experts acknowledge. However, in the Bachelor of Dentistry curriculum, there are still notable differences in the credit load per semester, and the fourth year of study carries an exceptionally high workload compared to the other study years. This should be further improved, and the experts specify their initial recommendation for this programme.

For both programmes, the experts appreciate the increase of the number of credits allocated to the Bachelor´s thesis, which in their eyes, more realistically represents the respective student workload.

Criterion 1.6:

In response to the experts´ concern about clinical practice during the internships, Etugen University clarifies that clarify that "under the supervision, guidance, and approval of the clinical instructors and medical doctors at the respective hospitals, students actively engage in real patient interactions and participate in diagnosis and treatment procedures. However, in accordance with legal regulations, they are not permitted to independently handle patients." This is also evidenced by an exemplary internship report, which satisfies the experts.

Regarding the focus on research methods also in the Bachelor of Dentistry programme, the university explains that a respective module has already been introduced from the academic year 2024-25 on, which the experts positively acknowledge.

Furthermore, Etugen University states the commitment to provide the teaching materials earlier before the semester start as initially recommended by the experts.

Final assessment:

The experts are satisfied with many of the university´s initiated and completed measures. However, especially for the Bachelor of Dentistry, multiple of the described changes are not reflected in the documentation, so the respective requirements and recommendations are sustained.

In summary, the experts consider this criterion to be **partly fulfilled**.

2. Exams: System, Concept and Organization

Criterion 2 Exams: System, concept and organization

Evidence:

- Self-Assessment Report
- Integrated Training Procedure Regulations
- Integrated Evaluation Planning Guidelines
- Module handbooks of both programmes
- Samples of students' work (projects, exams, and thesis)
- Guidelines for activities aimed at supporting students with special needs at Etugen University
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the Integrated Training Procedure Regulations, the organisation and administration of the exam system lies within the responsibility of the training policy coordination office. Among others, this office coordinates the examination schedules and respectively needed resources, reviews the examination materials and tasks submitted by the teaching staff, manages the approval of students for the exams and keeps record of their progress, manages complaints via the installation of respective workgroups such as the ethics board, and monitors the exam system.

In the Self-Assessment report, Etugen University further explains that the knowledge, skills, and attitudes defined in the PLO and the derived specific Course Learning Outcomes are assessed in an interconnected manner through both direct and indirect assessment methods. All exams have to capture the dimensions of knowledge, skills, and attitude. The Integrated Training Procedure Regulations prescribe the following split of the final mark into the following assessment components: Out of 100 points, the structure of the progress assessment is 70 points, and the semester exam is 30 points. The 70 points of the progress assessment are divided into 10 for attendance, 20 for laboratory assignments and practicum performance, 20 for seminar participation and group topic results, and 20 for homework. Details about the examination forms associated with these different assessment parts are specified in the module handbooks. While the progress assessment evaluates the students´ performance during the lecturing period, the final exams for each module are conducted in the two-week exam period after the last lecturing week. The respective exam schedule is published at least two weeks before the end of the semester. To be allowed to

take the final exam, students have to attend at least 20% of the classes. Otherwise, they have to retake the module in the form of a short course as described below.

The format of the final examination is chosen following the PLO and may contain multiple forms of assessment. The Integrated Evaluation Planning Guidelines show, how the share of examination forms respectively tasks has to cover the different cognitive competence domains of remembering, understanding, applying, analysing, evaluating, and creating and the experts are satisfied to see the intended shift towards higher-level cognitive domains over the course of the studies.

A summary of the formats of the final semester exams in the Bachelor of Dentistry is displayed in the following table taken from the Self-Assessment Report:

№	Semester Exam	Year I	Year II	Year III	Year IV	Year V	Total
1	Quiz	8	14	10	14	10	56
2	Exercise, assignments	12	11	4	2	4	33
3	Written exam	11	12	3	7	3	36
4	Oral exam	8	9	11	16	9	53
5	Translation	5	2	2	0	1	10
6	Case study	6	4	7	6	6	29
7	Practical tasks	2	1	7	5	5	20
8	Business model execution	1	2	4	0	0	7
9	Report or presentation	8	1	5	1	1	16

Likewise, the final exam formats of the Bachelor of Medicine are presented:

№	Semester Exam	Year I	Year II	Year III	Year IV	Year V	Year VI	Total
1	Quiz	9	9	10	9	9	9	55
2	Exercise, assignments	4	2	2	0	3	1	12
3	Written exam	4	9	8	2	2	1	26
4	Oral exam	10	6	8	4	5	6	39
5	Translation	4	9	8	2	3	4	30
6	Case study	3	10	15	11	12	7	58
7	Practical tasks	3	8	11	11	9	3	45
8	Business model execution	0	1	2	2	2	1	8
9	Report or presentation	2	2	2	0	2	1	9

During the on-site visit, the programme coordinators explain that the most common composition of module assessment contains the three levels multiple choice, practical exam, and case study or project work, example of which are presented during the audit and positively commented by the experts. In this regard, the experts inquire about the forms of practical examinations and learn that these are usually station-based individual case exams in the university´s Clinical Skills Labs. However, not all modules have practice as part of the

final exams, but only as part of the progress assessment component. The practical performance of the students during internships is primarily (70%) assessed by the respective internship supervisor based on checklists prepared by the teaching staff. The remaining 30% of the assessment are carried out by written internship report which the students have to prepare during and after their hospital internships. The experts are satisfied with these explanations.

Besides the module assessments, both programmes contain two separate integrated skills assessments (OSCE) each. These are held in the first semester of the fourth and fifth years of the Bachelor of Dentistry, and in the second semester of the third year and the first semester of the fifth year of the Bachelor of Medicine. The OSCE is carried out by having students rotate through 6 to 8 stations, designed to assess attainment of the practical skills students acquired during their studies and internships. The OSCE serve as gatekeeping exams as students can take modules of the following semesters only after a successful completion of the OSCE. While the experts are satisfied that OSCE are conducted and also agree with their gatekeeping function in the programmes, they point to the necessary structural integration of these exams into the curricula, as described in section 1.3.

The exam grades are distributed according to the following scale which incorporates a numeric (percentages out of 100 points) and an alphabetical component:

Percentage grade	Amount expressed in letters	Amount expressed in numbers
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

To pass the course, students have to achieve an overall grade of at least 60. Moreover, the progress assessment component must be at least 42. In case of failure, students have to retake the respective modules in the form of short courses during the semester breaks, which come at additional cost. Students who miss final exams for valid reasons can retake the exam in the first month of the following semester without extra cost. Accepted reasons are serious illnesses, caring for a patient (birth father and mother or members of the family), death of a close person, maternity, academic leave, quarantine, delay due to force majeure such as windstorm, snow and rain. All specifications are transparently outlined in

the Integrated Training Procedure Regulations, which also contain provisions for the settlement of disputes, complaints and appeals that are handled by specialised committees. The guidelines for activities aimed at supporting students with special needs outline that the learning environment, equipment, and materials "must ensure equal access to educational activities for students with disabilities", which also includes compensating measures for the exams if needed. All grades are electronically administered and stored in the Learning Management System.

During the on-site visit, the experts discuss elements of the exam system with the programme coordinators and students. The programme coordinators explain that the teacher of every module is responsible for the choice and composition of the exam forms and assignments, which are then assembled for the overall grade according to the described weighting structure which is also outlined in the module handbooks for each module. The experts are generally satisfied with this variety of exams which they consider to be well-suited for assessing different competencies of the students for the modules. However, they consider that especially the continuous progress assessment constitutes a high exam load and pressure. The students confirm this high exam load, but the majority find it to be adequate and generally manageable without problems. The experts also wonder whether there are significant delays in the study progress of the students, which might be caused by the absence of students from classes in which progress assessment is done for reasons which are not fault of the students. The students affirm that, if the required attendance criteria are not met, they have to retake the entire module in the next semester. Depending on whether the cause of the absence is for valid reasons or not, students then have to pay extra or not. Statistical data presented as part of the documentation shows that the share of students graduating within the designated time frame is about 76% in the Bachelor of Dentistry and 82% in the Bachelor of Medicine which the experts consider acceptable but with potential for improvement. The programme coordinators explain that the option of the short courses during semester breaks was implemented to enable students to outbalance exam failed exams without a loss of time. The experts are generally satisfied with this form of allowing students to repeat exams, but underline that the necessity of taking these additional short courses should be only an exception and not the regular case, as the curricula and the respective exams need to ensure the students´ adequate qualification without the general need of additional, unaccounted classes. Nevertheless, they come to the conclusion that there is no structural problem of the exam load causing delays in the progress of study but still suggest to closely monitor the workload and graduation times of the students.

The final examination of both programmes is the graduation examination which consists of an integrated theoretical exam and a practical skills test (station-based OSCE), as outlined

in detail in the Integrated Training Procedure Regulations. This exam can be taken only after the completion of the entire curriculum. Additionally, a Bachelor´s thesis of about 40 to 50 pages extent need to be written and defended. Procedural, formal, and content-wise provisions for the thesis are contained in the Integrated Training Procedure Regulations, which the experts acknowledge. The thesis includes a research project relevant to the subject which the student needs to individually conduct under the supervision of a thesis supervisor. The graduation exams are organised and assessed by a final examination branch commission approved by the order of the university´s Rector. During the on-site visit, the experts review selected examples of final theses and confirm their adequate quality in terms of scientific approach, content, and formalities.

Moreover, to obtain a work permit as a practitioner, graduated students need to take a licensing examination for medical professionals, organized by the "Health Development Center" under the Mongolian Ministry of Health. This, however, is not part of the university curricula anymore and therefore not subject to the experts´ assessment. Nevertheless, they are satisfied to hear that almost all graduates of the two programmes pass this exam on the first attempt.

The examination system is reviewed based on the student performance and student feedback (see section 5), and the experts are satisfied with the extensive structure of committees and boards which ensures the checks and balances of the examination processes and outcomes.

In summary, the experts confirm that there are module-specific exams that assess the extent to which the defined learning outcomes have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the module through the module handbooks. Both programmes include a final thesis in which the students have to demonstrate that they are able to work independently on a task at the intended level of the degree. The experts further confirm that there are transparent rules for remedial exams, non-attendance, cases of illness, and that compensation measures for disadvantages of students with disabilities or special needs are in place if necessary. Examinations are marked according to transparent criteria, and a structure of committees ensures fairness and the opportunity for appeal. Students have the opportunity to consult their lecturers about the results of their exams. It is regularly reviewed that the exams can adequately determine the achievement of the learning objectives and that the requirements are appropriate to the level of the degree programmes.

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

The university comments on the structural integration of the OSCE exams which is explained under criterion 1.

Final assessment:

The experts find that Etugen University applies a well-founded, constructive and transparent system. They consider this criterion to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Staff Development

Evidence:

- Self-Assessment Report
- Staff handbooks of both programmes
- Human Ressource Policy
- Teachers´ rank requirements
- Integrated Training Procedure Regulations
- Stakeholder survey results
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Staff composition

At Etugen University, there are multiple types of lecturers with different academic ranks: instructor, lecturer, senior lecturer, associate professor, and professor. As outlined in the teachers´ rank requirements, the positions come with different requirements in terms of academic achievement, experience, research performance and community service. While students who hold Bachelor´s degrees are included in the teaching staff as practicum instructors, the minimum requirement for a full-time teaching position is a Master´s degree. Moreover, the different positions vary in the distribution of their workload across different types of duties.

According to the Integrated Training procedure Regulations, the duties and workload of the teachers are divided into two main areas: teaching activities (A), and research, innovation, student development, and public service (B). The following five sub-areas are defined:

- A-1: Teaching lesson
- A-2: Program development and improvement
- A-3: Group topic development and implementation
- B-4: Research and innovation
- B-5: Student development and community service (Admission, student and community-oriented activities, independently and jointly organized activities, personal development)

The following table specifies the workload distribution across the different academic ranks:

№	Faculty rank	Credit Hours			Research and Innovation	Student Development and Community Service	Total Credit Hours
		A-1	A-2	A-3	B-4	B-5	Total
1	Rector	8	1	1	6	5	21
2	Department Head	14	2	1	6	3	26
3	Professor	12	2	1	8	3	26
4	Associate Professor	16	2	1	6	3	28
5	Senior Lecturer	18	2	1	4	3	28
6	Lecturer	20	2	1	3	3	29
7	Instructor	18	2	1	2	3	26

Each faculty member has to plan their work at the beginning of every semester based on the workload corresponding to their rank. The plans cover the five workload areas, need to be approved by the respective Dean, and are anchored in the Learning Management System. Based on the set performance targets, academic staff members need to prepare a self-assessment which is corroborated by an external evaluation. Furthermore, the students also assess the staff performance as part of the semester-wise satisfaction surveys.

77 academic staff members are involved in the delivery of the Bachelor of Dentistry, out of which 25 hold PhD degrees and 50 (67.5%) hold Master's degrees. The current faculty-to-student ratio is 1:16. Furthermore, there are 12 support staff members. Their distribution across the different positions is shown in the following table, taken from the Self-Assessment Report:

№	Rank	Academic Title		Total
		Doctor of Philosophy	Master of Science	
1	Professor	6	-	6
2	Associate Professor	2	-	2
3	Senior Lecturer	2	10	12
4	Lecturer	17	31	48
5	Instructor	-	9	9
	Total	25	50	77
SUPPORTING STAFF				
1	Laboratory assistants	3	A total of 12 staff members work for the Dentistry program, including laboratory assistants, librarians, skills center staff, and software employees.	
2	Llibrarians	3		
3	Skills center staff	4		
4	Software employees	2		
Total		12		

For the Bachelor of Medicine, there are 102 faculty members, out of which 36 hold Ph.D degrees and 66 hold Master's degrees. The current faculty-to-student ratio is 1:18. They are assisted by 17 support staff members as outlined in the following table:

№	Rank	Academic Title		**Total**
		Doctorate	Master	
1	Professor	13	0	13
3	Associate professor	1	0	1
4	Senior lecturer	1	17	18
5	lecturer	21	35	56
6	Instructor	0	14	14
Total		36	66	102
SUPPORT STAFF				
1	Laboratory assistants	5	A total of 17 staff members work for the Medicine program, including laboratory assistants, librarians, skills center staff, and software employees.	
2	Llibrarians	3		
3	Skills center staff	7		
4	Software employees	2		
Total		17		

All staff members are presented in the respective staff handbook, among others including information on their academic careers, employment history, active and past research projects, and industry collaborations. Their qualification and performance are regularly reviewed based on the quality assurance processes outlined in section 5.

According to the Self-Assessment Report, it is one of Etugen University´s strategic goals to reduce the number of students per faculty to a maximum of 15. Therefore, recruiting measures are in place in line with the Human Resource Policy. The staffing needs are assessed at the end of each academic year, and the selection process is initiated accordingly. The experts agree with the university´s plan to increase the number of academic staff per students in both programmes as, during the on-site visit, the experts get the impression that staff is generally short and that the workload is high overall. This is especially important to cover the supervision of practical training in small groups. Although no direct complaints are voiced by the teaching staff during the audit, the experts refer to multiple recurring results of the survey among teachers who state to be dissatisfied with

their jobs due to the high workload. Also on site, this shortage of staff becomes apparent in several places. As noted in section 1.3, this apparently poses a problem for the update of the module contents in some subjects. Furthermore, the experts also note that multiple academic staff members report to also work in clinics besides their full-time jobs at the university. While the experts count deem it beneficial that parts of the staff are actively practicing in their respective disciplines besides teaching, they point out that these staff members can therefore not be counted to fulfil the full teaching load. This double workload of the clinical teachers limits them from conducting research in clinical fields, which the share of clinical research among the overall publications (see below) shows. Therefore, the experts require Etugen University to implement a plan for the increase of the staff body to ensure that all academic duties including clinical research can be adequately covered.

Furthermore, as noted in section 1.6, the number of staff members responsible for the supervision of the students in the clinical internships must be sufficient to adequately supervise the students for their practical tasks. In this regard, the experts would deem it useful to increase the number of staff who are associated both with the university as lecturers as well as hospitals as practitioners. These staff members would be qualified in the best way to teach and supervise the internships with both the university and the hospital perspective in mind. The workload of these staff members needs to be tailored and distributed accordingly. In this regard, the experts learn from the programme coordinators that, due to the overall shortage of medical staff and the comparatively unattractive teaching jobs at universities due to the high workload, many junior lecturers enter the university directly after completing Master´s degrees at a university but without having worked in clinical settings. While the experts recognise this problem of recruiting teaching staff, they recommend allowing junior teachers to obtain clinical experience besides teaching.

Moreover, the experts intensely discuss the importance of academic ranks within the Mongolian educations system, as they assess the number of full professors and, more generally, the number of staff with the academic achievement of at least a PhD degree to be critically low. Even the students criticise that the qualification and experience of the junior staff members appears too low in certain subjects. In that regard, the experts learn that the programme design and administration is not dependent on the academic rank of a professor as “chair holder” of a certain subject. Instead, these duties are covered by the Heads of Departments together with the respective teaching staff. The experts find that the scheme of academic ranks and their respective workload and responsibilities should be further distinguished to strengthen expertise and better cover the diverse demands of the medical and dental education. In the first place they therefore recommend increasing the overall qualification of the staff by incentivising and supporting staff members financially

and with the temporary reduction or suspension of teaching duties, to complete PhD degrees, at best, at foreign universities. The programme coordinators explain that many staff members are currently in the process of doing their PhD degrees, which the experts positively acknowledge. However, they point out that this is again a factor that decreases the availability of staff for the delivery of lectures. As a second point in this regard, it is recommended to strengthen competencies and leadership positions among teaching staff members for different responsibilities in teaching, research, and patient care.

Besides this, the experts also find that the international experience and competence of the staff body should be enhanced. They positively acknowledge that some of the staff members have done parts of their studies or their PhD degrees abroad, but they assess the level of internationalisation of the staff to be comparatively low. In this regard, they recommend inviting more guest lecturers as an instrument of bringing in international competence to foster academic exchange. Connected to this is also the necessity of supporting the staff members to obtain the necessary English language competency to be able to adequately teach also the international English-speaking class (compare section 1.3). If international tracks are offered for the entire programmes, it needs to be ensured that the English language competence of the staff is adequate for the delivery of English lectures for all modules, which goes together with the staff development offer of the university.

Staff development

Etugen University as well as the individual faculties organize staff development activities according to the different ranks which come along with different training needs. For junior staff, the focus is on the development of teaching skills and therefore mandatorily have to attend a teacher training course. Furthermore, they are assigned a senior staff member as mentor. On the other hand, the staff development needs of senior staff lie in the areas of English language, research methodology, and specialized topics. Accordingly, the internal offer of teacher training includes the following modules:

- Module 1: Fundamentals of Curriculum Development, Etugen Culture
- Module 2: Program Learning Outcomes, Content, and Assessment
- Module 3: Teaching Methodology
- Module 4: Assessment and Assignment Task Pool
- Module 5: Blended Learning Methods
- Module 6: Research Methodologies
- Module 7: Presentation, Writing, and Publishing Techniques
- Module 8: Quality Assurance

While the first two modules are compulsory for new staff members, the other modules can be chosen according to the individual needs and preferences of the faculty. The offer is continuously updated, enhanced, and complemented by external training options. According to the Human Resource Policy, all teachers and employees are further required to attend two training seminars per year which are jointly organised before the start of the semesters. The lecturers confirm that the described staff development system is in place and that they make use of this offer, which satisfies the experts.

Besides that, research is part of both the faculties´ regular duties as well as their continuous education process. Successful publications, presentations, and conference participations are monetarily rewarded as an incentive. Furthermore, the university supports the staff members as well as students to turn research projects into businesses via the Etugen Entrepreneurship Programme. The current research priorities of the School of Dentistry staff, as determined by the university´s academic council, are prevalence and prevention of dental caries in children, incidence and prevalence of periodontal inflammatory diseases, complications of orthodontic treatments, and the restoration of edentulism with implants. Likewise, for the staff in the Bachelor of Medicine, the following priorities are defined: Neuroscience and psychology, medical education research, physical development and measurement of children, adolescents, and youth, the mental health of children and adolescents, the use of pharmaceuticals, organ transplantation, as well as infectious and non-inflammatory diseases.

The research publications of the Bachelor of Dentistry staff are displayed in the following table:

№	Types of Work		2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	Total
1	WOS, SCOPUS indexed articles		0	5	5	1	7	18
2	Scientific Articles	International	2	3	3	3	10	21
		National	8	53	81	80	86	308
3	Scientific Presentations	International	9	4	1	1	3	18
		National	9	38	56	62	71	236
4	Manuals		2	1	2	1	4	10
5	Texbooks		3	1	3	1	7	15
Total Works			33	105	151	149	188	626

For the Bachelor of Medicine staff, the research achievements of the past five years are summarized as follows:

№	Types of Work		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Total
1	WOS, SCOPUS indexed articles		1	8	8	9	11	**37**
2	Scientific Articles	International	4	4	7	4	10	**29**
		National	11	10	29	52	54	**156**
3	Scientific Presentations	International	7	3	11	21	16	**58**
		National	10	12	70	81	23	**196**
4	Manuals		1	2	6	2	2	**13**
5	Textbooks		6	1	18	6	2	**33**
6	monographs		3	2	1	5	0	**11**
7	Copyright certificates, utility model certificates		0	3	3	4	0	**10**
	Total		**43**	**45**	**153**	**184**	**118**	**543**

While these research priorities are apparent in the research work of the staff, the experts learn that there is no overall research strategy of the university in which the different research topics of the staff are embedded, and which is structurally supported. Nevertheless, the lecturers are generally satisfied with the university´s support system for research, the lecturers describe the application process for funding at the university which, according to them, works well. Besides the university resources, the staff mostly applies for external funding by third parties like, e.g., the Asian Development Bank. To facilitate these applications, the experts recommend creating a competence team for the acquisition of third-party research funding (see section 3.3), which goes along with the above-described recommendation for specific leadership positions.

In summary, the experts point out that they see the need for an increase of the overall staff number to ensure that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programme. This primarily concerns the practical teaching, in particular, the internship supervision, which is required to be ensured. As another requirement, the experts see the need to bring in international staff and/ or intensely train the existing staff members to be qualified for teaching the international class students. Further recommendations concern the support for an update of the formal academic qualification of the staff members, clinical experience of junior staff, and the establishment of competence and leadership positions for specific areas of the teaching, research and administration processes. Besides that, the experts confirm that the lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. This includes also sufficient support for research; although, going along with the composition of the staff, clinical research

should be fostered and emphasised. Moreover, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programme.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Integrated Training Procedure Regulations
- Guidelines for activities aimed at supporting students with special needs at Etugen University
- Faculty of Medicine Services website: https://fk.unisba.ac.id/en/service/
- Discussion during the audit

Preliminary assessment and analysis of the experts:
In terms of student support, the Self-Assessment Report lines out that Etugen has implemented the so-called Student and Graduate Development Programme which addresses both the subject-specific academic success of the students, the competence of life-long learning, as well as social, societal and cultural principles. Each programme can independently plan different kinds of activities within this programme and receives respective funding from the university. In the Self-Assessment Report, Etugen university lists about 112 activities organised by the School of Dentistry and 165 activities organised by the School of Medicine over the past five years.

In terms of academic support, there are supervising faculty for each academic year who hold class meetings once every two weeks to identify pressing issues, gather feedback, and make decisions as needed. To familiarise and plan the individual schedules, every semester starts with a “zero” week during which students are introduced to the topics and register for the modules. In terms of more general academic support, the Training Policy and Coordination Office provides information and consultation services. Feedback, requests, and applications from students and faculty are processed through the Learning Management System. During the on-site visit, the students confirm their satisfaction with the academic support system and stress that, besides the official and formal feedback channels, there is a good and close relationship between the student body and the academic staff. Furthermore, specifically for the Bachelor of Medicine, the experts are shown multiple facilities and offers to be used for extracurricular practices by the students.

In terms of non-academic support, the university operates a psychological counselling centre that offers both online and in-person services. The Student Union and Student Development Office manages the establishment of volunteer clubs, including recruitment, registration, requirements, planning, reporting, support, and collaboration guidelines. The university supports student clubs financially and, currently, about 80 clubs are active in the areas of education support, research, sports, music and arts. The students explain that these clubs are well integrated into the university system, and the experts gain the impression of a very positive and integrative culture on campus that promotes the study at Etugen University both as an academic and social experience.

In that regard, the experts also recognise that a language centre offers different courses for students to improve their English language competency. In this regard, the experts still see room for improvement, especially with the university´s goal of internationalisation, the students´ wish to go abroad for further studies, and the targeted attraction of further incoming students in mind. Therefore, they recommend increasing the (extracurricular) English language offer for students.

Further support facilities include the library, study rooms (“Student Hub”), various sports facilities including an international standard competitive swimming pool, a clinic offering discounted medical services to students, a cafeteria, dormitories, and various digital facilities (see also section 3.3). Information about the support services is available on the Learning Management System, which also offers an official channel for feedback and inquiries that are handled by the Training Policy and Coordination Office.

In terms of financial support, Etugen University offers different kinds of discounts and scholarships for high-performing students as well as students in special situations, as described in detail in the Integrated Training Procedure Regulations. The guidelines for activities aimed at supporting students with special needs at Etugen University outline how the university deals with disabled students to provide them with support for conducting their studies, which is positively acknowledged by the experts.

As respective survey results show, the availability and quality of the support facilities and services is evaluated on a regular basis. As the experts note, the results show that there has been gradual improvement over the past years, although there remains notable room for improvement as only roughly 50% of the respondents state their satisfaction.

In summary, the experts confirm that Etugen university provides sufficient human resources and organisational structures for individual subject-specific and general counselling, supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the programmes within the designated time frame. To support

the strive for internationalisation, the experts recommend increasing the extracurricular offer of English language courses. Further improvements should be made based on the student feedback regarding the support facilities.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Budget plan
- List of domestic partner organizations
- List of training laboratories and Clinical Skills Labs
- List of internship partners
- Sample collaboration contract
- Etugen University library catalogue: https://lib4u.pro/?lib=etugen
- Discussion during the audit

Preliminary assessment and analysis of the experts:
According to the Self-Assessment Report and the presented budget plan, Etugen University has had a positive balance over the past five years. As a private university, Etugen University receives no public funding, and the income is mainly generated through tuition fees (approximately 90%). The tuition fees vary per academic year depend on the number of credits to be accumulated. On average, the tuition fees per academic year are MNT 3.9 million (roughly EUR 1000), but discounts and scholarships are available (see section 3.2). As the representatives of the university explain, the medical programmes are the core of Etugen University and are therefore also privileged in terms of the allocation of financial resources for the teaching activities.

In terms of physical facilities, has two main multifunctional university buildings, which accommodate lecture halls, laboratories, offices, dorms, and sports facilities. The Student Hub is located in a separate building on campus. As the university representatives report, a third main building is currently being built, respectively refurbished. This building is planned to become a research centre with among others, new research and teaching laboratories. As all interview participants confirm, the inauguration of this new building is urgently expected as the facilities are very limited and more space is needed to accommodate the increasing numbers of students and allow for the acquisition of more and larger equipment.

During the on-site visit, the experts visit different general and subject-specific facilities of the university, including the lecture halls, the library, the Student Hub, different sports facilities, and the dormitories. The experts confirm that the lecture halls are sufficiently equipped for the teaching of the theoretical subjects.

For the practical education, multiple facilities and laboratories are used by students of both programmes, which the experts generally approve considering the integrated nature of both disciplines. These include the following:

№	Name of Labs/Skills Labs	Room No.	Course/Practicum	No of Seats	No of Toolkits
1	Anatomy Cabinet	I-405,409	Anatomy I, II, Pathological Anatomy I,II	30	311
2	Histology Laboratories	I-401	Histology I, II	30	31
3	Healthy and Pathological Physiology Cabinet	I-406	Healthy Physiology I, II Pathological Physiology I, II	30	40
4	Biochemistry Laboratory	I-102	Medical Chemistry, Biochemistry, Pathological Biochemistry	30	130
5	Microbiology Laboratory	I-402	Microbiology	30	96
6	Molecular Biology Laboratory	I-306	Molecular Biology, Genetics	30	100
7	Pharmacology Cabinet	I-301	Pharmacology I, II Prescription Study, Clinical Pharmacology	30	281
8	Skills Labs	I-504	Clinical Courses, First Aid, Resuscitation, Emergency Aid, Diagnosis, OSCE I, II	60	707
9	Lingaphone Room	I-503	Diagnostics	15	75
10	Surgical Cabinet	I-501	General Surgery, Surgical Pathology, Planned Surgery	25	124
11	Obstetrics and Gynecology Cabinet	I-506	Obstetrics, Gynecological Pathology	25	146
12	Anatomy Museum	I-410	Anatomy, Pathological Anatomy, Histology	27	200
13	Nursing Skills Lab	II-1405	Nursing	30	220
14	Surgery and Emergency Aid Cabinet	II-1201	Anatomy, Pathological Anatomy, Histology	27	200
15	Basic Nursing Cabinet	II-1201Б	Practical Skills Training	30	200
16	Basic Nursing Cabinet	II-1203	Practical Skills Training	30	220
17	Maternal and Child Cabinet	II-1204	Practical Skills Training	30	200
18	Internal Medicine Diagnostics and Health Assessment Cabinet	II-1205	Practical Skills Training	30	200

For the Bachelor of Medicine, the experts visit several important medical training and diagnostic facilities, including the anatomy laboratory, the histology laboratories, the micro-

biology laboratory, the molecular biology laboratory, the skills lab, the obstetrics and gynaecology (OBGY) departments, surgery and emergency medicine, the mother-child cabinet, and the cabinet for internal medicine, diagnostics, and health assessment.

During the visit, the students demonstrate the current activities in the various rooms, while the functions and equipment of each area were explained in detail. A consistent observation in all facilities was the abundant availability of materials for each student present. The anatomy department in particular had a remarkable number of models, underscoring the strong commitment to hands-on learning.

In the diagnostics areas, the integration of state-of-the-art tools, including AI-assisted systems, was particularly noticeable. These sophisticated resources enable realistic clinical case simulations, which are crucially conducted in English to prepare students for international professional environments. The emergency room was also well equipped and specifically designed to allow students to train on equipment identical to that they will encounter during their clinical internships.

While the experts are generally satisfied with the available equipment for the training of medical students, they consider the comment of the lecturers that robotic patient models and better models for hearts and equipment for teaching cardiovascular diseases would be needed. A tool that would certainly also be helpful for learning histology and pathology would be a digital database of relevant microscope slides or images of diseases to support visual learning.

Specifically for the Bachelor of Dentistry, there are the following Clinical Skills Laboratories for the practical training of the students at the university:

- 2 Oral and Maxillofacial Surgery Clinical Skills Training Rooms
- 1 Pediatric Oral and Maxillofacial Disease Clinical Skills Room
- 1 Oral and Maxillofacial Treatment Clinical Skills Room

All these rooms are equipped with each 10 to 15 phantom heads for the students to practice in groups and the experts can observe students during the practice of different treatments. Additionally, one of the labs is also equipped with a virtual reality digital simulation device. The experts appreciate this as an additional training tool but stress that this cannot replace practice with physical devices which is crucial to train the physical activity of treatments. The experts note that the phantom heads are generally old but still functional. However, they find that the available equipment is very little for all students of the programme. Students can already only work in groups, which limits their own practice time, and to accommodate the on average 200 students per cohort, the capacities are very limited. Also, the physical laboratory space is extremely narrow for students and staff to work there. As

mentioned multiple times during the audit, the inauguration of the new building is expected to bring relief and more capacities in that regard. Moreover, specialised training equipment for certain disciplines, as outlined as shortcomings in section 1.3, is missing. Therefore, the experts recommend improving and increasing the equipment of the Clinical Skills Labs according to the needs of the different disciplines.

Besides the Clinical Skills Labs, the School of Dentistry has also an office for the display and marketing of materials and treatment devices. The experts positively acknowledge this facility which allows for the integration of relevant industries into the teaching and research activities of the programme, but stress that this should not be a major focus of the Bachelor of Dentistry which is supposed to qualify students for the practical work as dental practitioners.

As a general observation for all practical facilities for both programmes, the experts criticise the state of the work safety standards especially in the laboratories. Several key areas require special attention to ensure optimal safety and operational integrity: Firstly, in all laboratories, especially those working with bio-organisms, it is essential that all surfaces of equipment can be disinfected to maintain strict hygiene standards. In addition, it is crucial to provide chairs that can roll and be adjusted to different table heights. This ensures that all employees can adopt ergonomic and safe working positions, minimising the risks associated with prolonged work and certain tasks. Secondly, in laboratories where open flames are used, it is essential that all lab coats worn by staff are made of flame-resistant material. This is an important safety measure to prevent rapid ignition and possible injury in the event of an accident. Moreover, it was found in the anatomy collection that some of the specimens on display were not sealed in accordance with current safety standards. Correcting this is of utmost importance, not only for potential health and safety reasons related to exposure or handling, but also to ensure the proper security and preservation of the valuable exhibits themselves. Finally, it is crucial to ensure the strict separation of private and work-related devices, especially in protected laboratory areas. Therefore, the experts require Etugen University to ensure the adequacy of the safety standards for lab facilities and lab work.

For the internships, Etugen University collaborates with different hospitals all over the country that are assembled in a pool and can be selected by the students for their internships. According to the university´s documentation, there are 17 partner hospitals for the Bachelor of Dentistry, and 74 partner hospitals involved in the Bachelor of Medicine. The responsibilities of both parties are concluded in a respective collaboration contract. As part of the audit, the experts exemplarily visit different hospitals respectively medical service units in Ulaanbaatar. They learn about the above-described shortcomings of the practical

education with respect to patient contact as well as the supervision of the students but confirm that the facilities are generally adequate for hosting students as interns.

During the on-site visit, the experts also discuss the availability of facilities and equipment for research purposes and learn that the facilities are limited at the university which is mainly a problem of the available space, as e.g. room for the installation and storage of larger equipment and material is not available. Therefore, many lecturers also use of the equipment in hospitals where they work besides teaching. Still, the lecturers are able to conduct their research projects and report that there are well-established processes for the requesting and acquiring new equipment from the university. The budget plan shows notable investment in the equipment, but the provision of the grants is still depending on cost of the equipment. In that regard, the experts point to the already described recommendation to improve the university´s and faculties´ opportunities to acquiring external third-party funding by establish a funding support team to structurally facilitate the acquisition and management of external research funds.

In terms of the library, the Self-Assessment Report explains that investments have been made in the past years to improve and increase the availability of resources. Accordingly, the satisfaction surveys among students show increased satisfaction rates with the library which is also reflected by the student feedback during the interview session. The experts note that many of the physical books and journals are very old, which is also reflected in many module descriptions, but as the library provides access to up-to-date literature and training materials via online subscriptions and platforms like Pubmed, the experts confirm the adequacy of the library resources. The library offers an online catalogue which can also be accessed from outside the campus.

The university organisation and learning management is digitally organised via the Etugen Learning Management System (ELMS) which provides application modules and interfaces for the university administration, staff, and students. It facilitates data collection and exchange, collaboration, document output, registration, calculations, research, reporting, and evaluations, and both students and staff confirm their satisfaction with the system.

Besides the academic facilities, the experts also get an impression of the support facilities and get the impression that the campus provides a positive learning environment that facilitates and supports students in their study trajectory.

In summary, the experts confirm that the financial resources constitute a sustainable basis for delivering the degree programmes. This includes secure funding and reliable financial planning. However, the experts see the need for improving the safety standards in the lab facilities according to international work safety provisions. Moreover, they require Etugen University to update the equipment for the Bachelor of Dentistry in terms of both quantity

and quality. For the Bachelor of Medicine, the equipment is deemed adequate, but it could be further improved with robotic patient models and model hearts according to the feedback of the teaching staff. The planned refurbishment and inauguration of an additional research and lab building is noted as urgent wish by all stakeholders of the programmes. This will enable new opportunities in both teaching and research domains for the university. To improve the available funds, the experts recommend implementing a designated work group in charge of the acquisition of research grants. The experts further confirm the adequacy of the internship partner hospitals but, as mentioned in section 3.1, repeat the necessary requirement regarding the supervision of the students during their internships.

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

Criterion 3.1:

Regarding the overall staff numbers, Etugen University contradicts the experts´ finding that there are too few faculty members to adequately deliver the programmes, as "70% of the total 321 faculty members and 7,200 students at Etugen University are affiliated with medicine programmes." The experts point out that their critique foremost addressed the supervision of students during their clinical practices which was reported by the students to be difficult due to staff shortages in the clinics. Secondly, while they acknowledge that the teaching at the university can be covered, they stress the need to consider also the other academic duties, foremost research, and clinical practice of the experts. In that regard, it is required to implement a plan for the increase of the staff body to ensure that all academic duties including, especially clinical, research can be adequately covered.

In terms of staff development, Etugen University reports of the "Faculty and Human Resource Development Programme", which aims at enhancing the staff´s academic qualifications, teaching competencies, clinical experience, and English language proficiency, supporting the professional career development of young faculty members; and increasing the number of international and clinical internship instructors. While the experts positively acknowledge this programme, they point out that, as English classes are apparently offered already, it needs to be ensured that there are staff members who can cover English teaching already now. An increase of guest lecturers would be an option in this regard as well and the experts appreciate the efforts in that regard. However, also the qualification and international experience of the own, especially junior, staff members should be fostered. Given the sparse evidence provided in the statement, the experts sustain their initial requirements and recommendations in terms of staff.

Criterion 3.2:

Regarding an increase of the English language offers for students, Etugen University explains various measures that already exist and are also planned to be expanded, student clubs for English language are mentioned as example. Moreover, the university has successfully applied for a native English-speaking teacher via the Fulbright English Teaching Assistant (ETA) programme of the U.S. embassy who will join the faculty from the academic year 2025-26 on. Given the university´s awareness and efforts in this regard, the experts see their initial recommendation as fulfilled.

Criterion 3.3:

According to the statement, Etugen University has already established a "dedicated investment mobilization team to enhance the quality and outreach of our efforts. Furthermore, Etugen University has established an endowment fund to support educational and research activities and has commenced its operations." This is line with the university´s strategic goal to "secure up to 15% of its total budget from international organizations and domestic enterprises by 2030". The experts positively acknowledge this development and consider the initial recommendation to be fulfilled.

In terms of resources, Etugen University further comments that multiple advanced simulation robots have been procured and will be used in teaching from the next academic year on. While the experts positively acknowledge this, they point out that tis equipment is almost exclusively for the Bachelor of Medicine programme. However, their main concern in terms of the equipment regards the Bachelor of Dentistry programme. Thus, they issue the recommendation for the improvement and increase of lab equipment specifically for the Bachelor of Dentistry programme.

Regarding the safety standards, Etugen University states that the existing safety regulations, protocols and equipment will be revised. While the experts recognise this effort, they sustain the respective requirement util action has been taken.

Final assessment:

Overall, the experts find that further improvements in terms of staff are necessary to ensure the practical supervision of students and enable the faculty members to adequately cover all types of academic duties. This increase of the staff body would also benefit the faculty´s opportunities to engage in further qualification, PhD degrees, research, and international exchanges, which the experts emphasise as recommendations. In terms of equipment, the safety standards need to be improved, and it is further recommended to update and increase the equipment also for the Bachelor of Dentistry programme.

In summary, the experts consider this criterion to be only **partly fulfilled**.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module handbooks of both programmes
- Bachelor´s thesis module handbook
- Practice module handbooks of both programmes
- Websites of both study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts confirm that there are well-structured and transparent module descriptions which complement the curricular overviews for both programmes and contain all the necessary content-related and practical information for the modules. This includes the module name, semester, name of the module coordinator, language of instruction, curriculum alignment, teaching methods, workload, credit points, course type, course credits, required and recommended prerequisites for module enrolment, module objectives/intended learning outcomes, course content, examination formats, study and examination requirements and a reading list. However, the experts note that the module descriptions are not complete as descriptions of the internships and the thesis are missing. The university has issued descriptions for both these types of practical modules. However, these descriptions contain many procedural and technical provisions for the organisation of the internships respectively the structure of the theses. While the experts appreciate that these documents transparently regulate the internships and theses, they point out that these do not fulfil the purpose of module descriptions (compare the required information categories named above). Therefore, they require Etugen University to complete the module handbooks.

Also, coupled with the curricular update of the Bachelor of Dentistry (see section 1.3), the module descriptions need to be adapted.

The experts positively regard that all module descriptions are transparently available on the programmes´ website.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Diploma Certificate of both programmes
- Sample Diploma Supplements of both programmes

Preliminary assessment and analysis of the experts:

Based on the provided examples, the experts confirm that the students are awarded a Diploma Supplement and a Diploma Certificate, which a contains also a Transcript of Records upon graduation. The Diploma Certificate is issued in English, Mongoliqan, and Cyrillic language. The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA, as well as the title of the thesis. The Diploma Supplement is issued in English language.

With respect to the Diploma Supplement, the experts express their satisfaction with the form and information contained, as extensive information about the programme itself, the student performance, statistical data for the assessment of the relative student performance, as well as information on the Mongolian higher education system are provided. However, as noted in section 1.2, the experts point out that the Diploma Supplement does not clearly state the title and level of the obtained degree which needs to be corrected. Furthermore, the experts note that the achieved credit points are listed only in local Mongolian credits. To enable international comparability, the Transcript of Records is recommended to include the credit load also in the converted ECTS unit, and the applied conversion system should be explained in the Diploma Supplement.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- Integrated Training Procedure Regulations
- All relevant regulations as published on the websites of the university, the Schools of Dentistry and Medicine, and the individual programmes

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, all provisions concerning the development, implementation, monitoring, evaluation, and improvement of the university and the programmes are contained in the Integrated Training Procedures which are developed

based on the laws, policies, directives, and regulations set by the relevant Mongolian government authority for higher education. More specialised regulations and directives, as referenced in this report and published on the university´s websites, address further issues.

The experts confirm that the rights and duties of both Etugen University and the students are clearly defined and binding. The Integrated Training Procedure Regulations are published on the university's website and are hence available to all relevant stakeholders. The students confirm their satisfaction with respect to the transparency of the regulations.

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

Criterion 4.1:

Together with the statement, Etugen University provides revised module handbooks for both programmes which contain also the module descriptions for the internships and the thesis. Therefore, the experts consider their initial requirement to be fulfilled.

Criterion 4.2:

Etugen University has revised the Diploma Supplement and included information about the credit transfer system which pleases the experts.

Final assessment:

The experts acknowledge that Etugen University has already addressed the identified shortcomings in terms of formalities and documentation.

In summary, they consider this criterion to be **fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

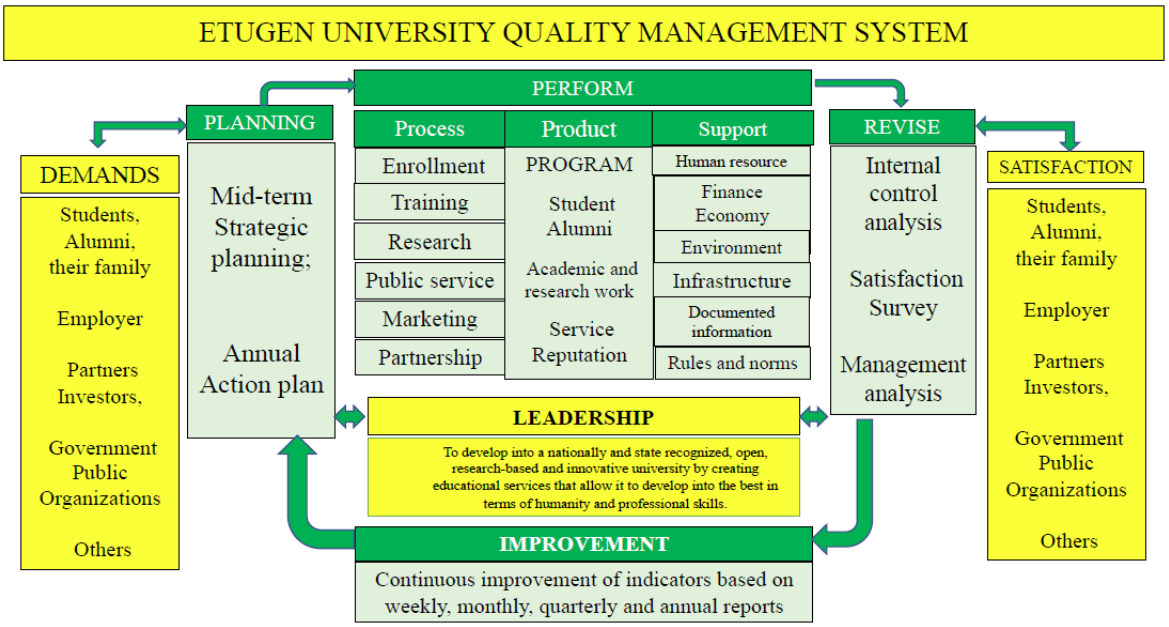
Evidence:

- Self-Assessment Report including survey and evaluation statistics
- Samples of stakeholder surveys
- Stakeholder survey results (students, graduates, employers)
- Survey result reports
- Protocol of activities of the Programme General Committee

- Discussion during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, Etugen University has implemented a quality management system and policy, grounded in the planning and realisation of quality checks and improvements of the constituent schools and departments. It adheres to continuous improvement and development through the PDCA cycle across all educational and research activities. The system is schematically displayed in the following figure taken:



Five main areas of quality development are identified and addressed: governance and leadership, management and strategic planning, quality management of education, research and development, as well as internal and external services.

On the programme level, the QA system encompasses elements of both internal an external quality assurance. In terms of internal quality assurance. The activities are coordinated by the Programme General Committee which meets multiple times each semester. Bases for the planning and implementation of programme development measures are multiple survey instruments that gather feedback on both academic and non-academic components of the university services, including among others the PLO, their attainment through the curricula, teaching methods, lecturer performance, the learning environment, and facilities. All results are taken into account for the continuous review and development of the PLO and curricula. The following list documents the employed surveys, their frequency and organisation, which evidenced by sample questionnaires and respective results:

Direction	Survey Type	Timeline and Frequency	Organizing Method
Form A:	Employer Satisfaction Survey	From employers of graduates upon 5 years of completion, every January	Department and Constituent School Implementing the Program (electronic and paper)
Form B:	Graduates Satisfaction Survey	From employers of graduates upon 5 years of completion, every January	Department and Constituent School Implementing the Program (electronic and paper)
Form C:	Graduating Student Survey on the Program Learning Outcomes	Every May	The Training Policy and Coordination Office, Learning Management System
Form D:	Student Survey on the Program Learning Outcomes	In the last week of each semester	The Training Policy and Coordination Office, Learning Management System
Form E:	Student Survey on Teaching Quality and Organization	In the last week of each semester	The Training Policy and Coordination Office, Learning Management System
Form F:	Faculty Satisfaction Survey	Every June	The Training Policy and Coordination Office, Learning Management System
Form G:	Applicant Satisfaction Survey	Every October	The Training Policy and Coordination Office, Learning Management System

While the feedback results of all surveys are averaging in the positive side and significant improvement is notable over the past five years, areas with room for improvement become still apparent and are also mentioned in relevant parts of this report. These include, among others, the classroom facilities and materials, internationalisation and foreign language, and staff workload.

The experts highlight the university´s internal quality assurance system as one of its strengths and are especially satisfied that the students confirm their active involvement in the programme development. They acknowledge that the feedback loop is closed as students are informed about the survey results via presentations of the programme coordinators and that notable positive change is happening. They also confirm that anonymity is ensured in the feedback process via the paper-based surveys.

In terms of external quality assurance, Etugen University has participated in an international quality survey, evaluation and ranking jointly done by accreditation bodies from Taiwan, Japan, Thailand, Vietnam, and Mongolia of 48 universities in Mongolia in 2023. The university was ranked 15th overall and 10th in terms of educational quality. As the proclaimed goal of the university, described in its development strategy, is to bring education, teaching environments, research, and innovation to international standards to developing conditions and opportunities for national and international recognition, Etugen University increasingly engages also in international programme accreditation. Both programmes under review are subject to international programme accreditation by ASIIN for the first time in the second procedure of the agency at Etugen University. The experts

positively acknowledge the university´s increasing external quality assurance efforts to compliment the extensive internal quality assurance system.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. The results of these processes are incorporated into the continuous development of the programmes. The experts are satisfied with Etugen University´s quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes´ quality.

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

Etugen University does not comment on this criterion.

Final assessment:

The experts positively highlight the university´s extensive and well-founded quality assurance system and quality culture.

In summary, they consider this criterion to be **fulfilled**.

E Additional Documents

Before preparing their final assessment, the panel asks 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:

/

F Comment of the Higher Education Institution (10.08.2025)

The institution provided the following detailed statement on the initial findings of the experts:

1. **C Expert Report for the ASIIN Seal: Page 10**

The degree programme: concept, content & implementation

Criterion 1.2 Name of the degree programme

The experts confirm that the English translation and the original Mongolian names of the de-gree programmes under review correspond to the respective PLO and curricula and are used consistently across all official documents, the point out that the awarded degree Bachelor of Science is not clearly stated in the Diploma Supplements. As this is crucial for the recognition of the qualification, this shortcoming needs to be addressed.

1. **Etugen University: Ba Dentistry, Ba Medicine**

We appreciate and acknowledge the recommendations and summaries provided by the ASIIN experts. In accordance with Clause 2.5.1.9 of the Common Requirements for Higher Education Programmes approved by Order No. A/147 of the Minister of Education and Science dated March 20, 2024, it is newly stipulated that "academic degrees shall be classified as arts, sciences, or professional degrees, and the content of the curriculum shall be planned accordingly depending on the degree to be awarded." As this order and the corresponding common requirements came into effect starting from the 2024–2025 academic year, our self-assessment reports and supporting documents for the Dentistry and Medicine programmes were submitted in December 2024 based on the 2023–2024 academic year and therefore do not reflect this new regulation. We are attaching the updated templates of the diploma and diploma supplement, which now include the title “Bachelor of Science” to reflect the new classification. Appendix 1

2. **C Expert Report for the ASIIN Seal: Page 14**

Criterion 1.3 Curriculum

However, based on the module handbook, they find that not all subjects´ teaching content reflects the up-to-date international standard. Subjects for which this becomes particularly apparent also during the audit are periodontology, prosthodontics, endodontology. In that regard, the experts question why crucial developments in these core disciplines of dentistry are not included despite, e.g. the international experience of the teaching staff and the

availability of up-to-date literature like Pubmed (see sections 3.1 and 3.3). It becomes apparent that there is a general shortage of academic staff which impedes the continuous update of the teaching content from the side of the academic staff (see section 3.1). The experts therefore require Etugen University to update the curricular content in these disciplines to reflect the international standards.

2. Etugen University: Ba Dentistry

We gratefully acknowledge the recommendations and summaries provided by the ASIIN experts for improving the programme learning outcomes, content, and resources in alignment with international standards. The purpose of seeking ASIIN accreditation for the Dentistry and Medicine programmes is to further their development to meet international standards. Although Etugen University has consistently implemented programme improvement activities, we recognize that some courses still require further development.

In the 2024–2025 academic year, in accordance with the decision of the Program General Committee to “improve the curriculum by benchmarking with leading international universities,” we have revised the curriculum of key courses such as Periodontology, Prosthodontics, Endodontology, which were specifically highlighted by the experts. As an example, we are submitting the updated Dentistry programme curriculum. (Appendices 2D and 3D)

Etugen University maintains an official annual subscription to the EBSCO research database, which is a key academic resource, and faculty members have been trained and continue to use it effectively across all courses.

3. C Expert Report for the ASIIN Seal: Page 16

Criterion 1.3 Curriculum

However, they point out that the topics of nuclear medicine and infection prevention control are entirely missing in the curriculum and require Etugen University to include these crucial subjects accordingly. In terms of the general balance of topics and subjects, the experts also recommend increasing the credit basis of basic medical and clinical modules and focus on their alignment and integration.

3. Etugen University: Ba Medicine

The contents of the Nuclear Medicine and Infection Prevention Control courses, as pointed out in the recommendations of the ASIIN experts, have already been incorporated into the content of professional foundation and professional courses. These include subjects such as Radiological Diagnostics, Epidemiology, Nursing, and Public Health, among others.

In the academic year 2024–2025, based on the decision of the Program General Committee to “improve the curriculum by benchmarking with leading international universities,” and reflecting the survey results conducted among employers and graduates, a need was identified to revise and improve the Medicine Programme course curriculums. This aligns with the recommendations made by the ASIIN experts.

Accordingly, for the academic year 2025–2026, we are preparing to include the course Infection Prevention Control in the second semester of the second year (2 credits), and Nuclear Medicine in the second semester of the third year (1.5 credits) in the updated medicine programme curriculum. We are submitting the newly developed course syllabi and the revised curriculum as supporting documentation. Please see Appendices 2M and 3M.

4. C Expert Report for the ASIIN Seal: Page 16

Criterion 1.3 Curriculum

Moreover, the experts wonder why the curricular overviews display OSCE exams as separate modules within the curricula, assigned with 0 credit points. The programme coordinators explain that these exams serve as gatekeepers which are only assessed with pass or fail. While the experts positively acknowledge that two OSCE exams are included in both programmes, which is a crucial examination format for assessing the level of practical skill attainment of the students, they point out that an exam cannot stand independently within a modular curriculum. All examinations have to be associated with a module. Thus, either the OSCE can form part of the examination of an existing module, or the OSCE exercises, preparation and examination need to be established as an own module with respectively assigned workload, credits, and a module description. Therefore, the experts require Etugen University to structurally integrate the OSCE into the curricula.

4. Etugen University: Ba Dentistry, Ba Medicine

We appreciate the ASIIN experts’ recommendation to “integrate the OSCE examination as part of an existing module’s assessment.” In both the Dentistry and Medicine programmes, the OSCE examination is conducted two to three times during the course of study, based on course content and intended learning outcomes. The purpose is to evaluate the students’ level of professional competence, analyze the integration and outcomes across different subjects, and thereby provide a foundation for improving curriculum content, instructional organization, clinical training, teaching methodology, assessment systems, and the assignment pool. The previous error of listing the OSCE examination as a separate module in the curriculum has been corrected. Please refer to Appendices 3D and 3M for details.

5. C Expert Report for the ASIIN Seal: Page 17

Criterion 1.3 Curriculum

However, both programmes have deficiencies in terms of the topicality of parts of the curriculum. In this regard, it is required for the Bachelor of Dentistry to update the content on the subjects of periodontology, prosthodontics, endodontology to the current international standard. For the Bachelor of Medicine, the introduction of nuclear medicine and infection prevention control into the curriculum is crucial. Additionally, the OSCE examination which is outlined in the curricular overview needs to be structurally included in the curricula based on the above provisions. Besides that, the experts confirm that the multiple designated internships are well-integrated into the curricula of both programmes.

5. Etugen University: Ba Dentistry, Ba Medicine

We appreciate the recommendations provided by the ASIIN experts. In accordance with the decision of the Program General Committee for the 2024–2025 academic year to "improve the curriculum by benchmarking with leading international universities," we have revised the course curriculum for the following subjects, which were specifically highlighted by the experts:

For the Dentistry programme:

(1) Periodontology

(2) Prosthodontics

(3) Endodontology

For the Medicine programme:

(1) Nuclear Medicine

(2) Infection Prevention and Control

The revised curriculum are attached herewith (Appendices 2D, 2M).

Furthermore, the previous error of presenting the OSCE examination as a separate module in the curriculum has been corrected. Please refer to Appendices 3D and 3M for details.

6.C Expert Report for the ASIIN Seal: Page 18

Criterion 1.3 Curriculum

Internationalisation and student mobility

However, during the on-site interview with the students, none of the present students had never participated in student exchange activities which surprises the experts given the record of exchanges described in the documentation. Nevertheless, the interest in using such offers during the course of study seems high, as many students also target to go abroad for Master´s degrees. In contrast to the current partnerships, the students are mainly interested in mobility towards English-speaking countries rather than Russia, China and Korea. Therefore, the experts recommend improving the students' opportunities for international mobility, especially towards English-speaking countries.

6. Etugen University: Ba Dentistry, Ba Medicine

Etugen University appreciates and fully agrees with the recommendation of the ASIIN experts regarding the need to further expand cooperation in student exchange and joint programs with universities in the Asian region and beyond, as part of the university's efforts to successfully implement its vision and mission. Although a plan for international collaboration is in place, its current scope has not yet reached a satisfactory level.

The university is actively working to establish partnerships with institutions in Taiwan, Malaysia, the Philippines, Singapore, and the United States. For instance, in the 2024–2025 academic year, Etugen University signed a Memorandum of Understanding (MoU) with Chung Yuan Christian University in Taiwan and reached an agreement with the University of North America (USA) to implement collaborative programs, including short and long-term English training courses and student exchange initiatives for both faculty and students.

Additionally, under a newly signed agreement with the U.S. based company Full Code Medical, starting from the 2025–2026 academic year, all faculty and students with a medical background at Etugen University will be able to use the AI and VR based Full Code Virtual Hospital simulation software in English for diagnosis and treatment in 10 medical disciplines (Emergency Medicine, Internal Medicine, Surgery, Pediatrics, OB/GYN, ICU, Critical Care, Neurology, Psychiatry, Family Medicine, Primary Care, and Infectious Diseases). During a 3-month pilot phase of the program, students demonstrated a 20–30% improvement in both professional knowledge and English language skills compared to previous training. The virtual hospital platform also offers students the flexibility to practice repeatedly anytime and from any digital device, enabling continuous hands-on learning. Appendix 4

Etugen University has also signed a contract with the Journal of Pharmaceutical Policy and Practice (JoPPP) to co-host an international scientific conference in Mongolia on October 29–30, 2026. The university is currently implementing the preparatory activities successfully. https://www.joppp-mongolia2026.com/. As of 2023, JoPPP is ranked Q1 in Scopus

with an impact factor (IF) of 4.2, placing it among the world's top three pharmaceutical journals. Appendix 5

7. C Expert Report for the ASIIN Seal: Page 19

Criterion 1.3 Curriculum

However, as the experts learn, the incoming students usually do not study at Etugen University as part of a student exchange, but for the entire programmes, meaning that they will advance in the curriculum and all modules will have to be offered also to internationals in the near future. While the experts generally welcome this offer of an English class, they consider that the current staff body is not adequate to handle this enormous challenge. To realise this plan, an increase of the staff numbers is urgently needed to cover the additional teaching load and, as not all staff members are fluent in English, the existing staff members need to be further trained in English language to be able to deliver the education to internationals (see section 1.3).

7. Etugen University: Ba Dentistry, Ba Medicine

Etugen University gratefully acknowledges and agrees with the recommendations provided by the ASIIN experts regarding the improvement of English language proficiency among our faculty members. Moving forward, we are actively implementing a wide range of initiatives such as recruiting students from India and other countries, establishing joint and student exchange programs with English speaking universities, and organizing international scientific conferences. In order to successfully carry out these activities, there is a strong and growing need to develop the English language skills of our faculty and researchers. Therefore, we are working to develop both short and long-term English training programs for faculty in cooperation with educational institutions and training centers in the United States and the Philippines, as well as to strengthen the Language Institute at Etugen University. As examples of the initiatives currently being implemented to improve the English proficiency of our faculty and students, we would like to highlight the following:

- In accordance with the agreement signed with "Full Code Medical" (USA), faculty and students in medical programs will be able to use the Full Code digital hospital program based on artificial intelligence and virtual reality technologies in English for 10 diagnostic and treatment areas starting from the 2025–2026 academic year. These areas include Emergency Medicine, Internal Medicine, Surgery, Pediatrics, OB/GYN, ICU, Critical Care, Neurology, Psychiatry, Family Medicine, Primary Care, and Infectious Diseases.

- In February 2025, our university submitted an application for the Fulbright English Teaching Assistant (ETA) Program announced by the U.S. Embassy. We were successfully selected, and one international English teacher will be assigned to work at our university during the 2025–2026 academic year.
- From 2025, we are also working under a visiting professor agreement with Dr. Anthony Beckham, a U.S. citizen with a PhD in Education, an MBA, a BS in Biology, and who is a BCC certified advisor.

8. C Expert Report for the ASIIN Seal: Page 19

Criterion 1.3 Curriculum

Also, the experts suggest that incoming mobility should not only be fostered by attracting foreign students for the entire programme, but by enabling and encouraging semester- or year-wise student exchanges.

An important aspect of enabling both incoming and outgoing student mobility are the regulations for the recognition of achievements obtained at other higher education institutions. While the integrated training procedure regulations contain different provisions for the recognition of credits based on a level of alignment of the modules‘ contents, the experts point out that the provisions are mainly formulated with respect to the transfer of students into Etugen University. Nevertheless, the university representatives affirm that credits for exchange students are also recognised based on these regulations. To make this more transparent, it is therefore recommended to explicitly extend the scope of these regulations to student exchanges and outline the provisions for credit recognition more clearly.

8. Etugen University: Ba Dentistry, Ba Medicine

We had already implemented the recommendation provided by the ASIIN experts to clearly define the status of exchange students and improve the clarity of the credit recognition and equivalence procedures through our existing cooperation agreements.

We highly appreciate the experts’ recommendation and acknowledge that reflecting this matter more explicitly in our procedure will greatly support and enhance our future international collaborations. Accordingly, we plan to revise and clarify the relevant provisions in our Integrated Training Procedures for the 2025–2026 academic year, to ensure that the status of exchange students, credit transfer, and recognition procedures are more clearly defined and understandable.

9. C Expert Report for the ASIIN Seal: Page 21

Criterion 1.4 Admission requirements

Across all semesters, 1257 students were enrolled in the Bachelor of Dentistry and 1720 students were enrolled in the Bachelor of Medicine in the academic year 2023-24.

9. Etugen University: Ba Dentistry, Ba Medicine

We would like to propose a correction regarding the data for the 2023–2024 academic year: the “total number of students” in the Dentistry and Medicine programmes was mistakenly reported as the “number of enrolled students.”

10. C Expert Report for the ASIIN Seal: Page 22-23

Rules for the transfer of students are defined but, as outlined in section 1.3, should also be more specifically formulated for the temporary admission respectively temporary absence of students due to student exchanges.

10. Etugen University: Ba Dentistry, Ba Medicine

In response to the experts’ recommendation, we welcome and appreciate to specify the relevant procedures more clearly, as it will significantly support our future international collaboration. For the 2025–2026 academic year, we plan to revise the Integrated Training Procedures to more clearly and explicitly reflect the conditions of exchange students, the recognition, and equivalence of credit points.

11. C Expert Report for the ASIIN Seal: Page 24

Criterion 1.5 Workload and Credits

The experts deem this feasible but nevertheless consider the variation of the credit numbers in the previous semesters of up to five credit points to be significant. The student workload should be evenly distributed to avoid structural peaks that might hinder students from successfully completing modules. Raising this matter in the discussion session with the students, it is reported that the workload is heavy but not notably different between the semesters, which then sheds doubt regarding the feasibility of the workload evaluation.

In conclusion, the experts are satisfied overall with the workload evaluation but nevertheless recommend Etugen University to distribute the credit hours more evenly across the semesters.

Besides this, the experts point out that the allocation of only 2 credits for the Bachelor´s thesis, which also includes an oral defence, appears to be too low.

Still, it needs to be ensured that all mandatory components of the programmes are appropriately credited. In that regard, it is also recommended distributing the workload more evenly over the semesters

11. Etugen University: Ba Dentistry, Ba Medicine

We appreciate and welcome the recommendations made by the ASIIN experts, specifically the suggestions to “distribute the credit workload evenly across all semesters” and to “increase the number of credits for the Bachelor’s thesis.”

In response, improvements have been made to ensure a more balanced distribution of credits per semester in the Dentistry and Medicine programmes, and the credit value for the Bachelor’s thesis has been doubled to 4 credits. Details of how these changes have been incorporated into the curriculum can be found in Appendices 3D and 3M.

12-1. C Expert Report for the ASIIN Seal: Page 26

Criterion 1.6 Didactic and Teaching Methodology

While the experts consider the system of internships to be well organised, they see this shortage of staff and the connected loss in practical teaching as a crucial deficiency as it cannot be guaranteed that all students have observed and themselves practices all relevant treatments. As this is of pivotal importance for the training of the students they require Etugen University to ensure that all students are adequately supervised by clinical instructors during the internships.

12-2. C Expert Report for the ASIIN Seal: Page 27

Moreover, as already mentioned previously, the experts see it critical that the students´ opportunities to get patient contact and go beyond observational activities are limited. The programme coordinators explain that this is in the first place due to ministerial regulations. However, the experts consider patient contact to be essential to develop both the hard and soft skills of clinical practitioners, they recommend including practice sessions in hospitals already at earlier stages of the programmes and fostering the exposure to clinical work with patients under the supervision of clinical instructors.

12-3. C Expert Report for the ASIIN Seal: Page 28

Criterion 1.6 Didactic and Teaching Methodology

While the experts are generally satisfied with the implementation of practical teaching modules by means of Clinical Skills Labs and hospitals during the internships, they stress that patient contact is essential. Therefore, they recommend including clinical practice at

earlier stages of the programmes and foster the exposure to clinical work with patients under the supervision of clinical instructors.

12. Etugen University: Ba Dentistry, Ba Medicine

We would like to provide a clarification regarding the frequently repeated concern in the experts' remarks referring to the "serious shortcoming that students only observe during their clinical practices." We respectfully clarify that, under the supervision, guidance, and approval of the clinical instructors and medical doctors at the respective hospitals, students actively engage in real patient interactions and participate in diagnosis and treatment procedures. However, in accordance with legal regulations, they are not permitted to independently handle patients. We believe this misunderstanding may have arisen due to translation discrepancies during the Q&A session with the experts. To confirm the actual practice, we refer you to the Clinical Practice Module Handbooks for the Dentistry and Medicine programmes (Appendices 7A and 7B), where the roles and responsibilities of students during clinical practices are clearly outlined. In addition, we are submitting Appendix 8, which contains sample reports from senior year medicine programme students' Assistant Physician Practice, as evidence of students' active participation in diagnosis and treatment under supervision during clinical practice.

If our students were only participating in clinical practices as observers, it would be impossible for them to achieve the intended program learning outcomes. However, under the supervision, guidance, and approval of clinical instructors and medical doctors at the respective hospitals, students are actively and effectively engaged in their clinical practice. As a result, employer demand for our graduates continues to increase, and the number of new admissions and transfer students from other universities to our programmes is steadily rising. Moreover, the knowledge, skills, and attitudes demonstrated by our students during their clinical practices are well recognized by employers, often to the extent that students receive job offers. The affiliated hospitals annually evaluate the effectiveness of the clinical practices, and based on these evaluations, they have renewed their clinical practice agreements. For the 2024–2025 academic year, the Dentistry program is collaborating with 17 hospitals, and the Medicine program with 74 hospitals.

More than 70% of the total 321 faculty members and 7,200 students at Etugen University are affiliated with medicine programmes. While there may be a limited number of instructors for some specialized subjects, characterizing the overall teaching staff as "insufficient" does not accurately reflect the current situation. Moving forward, we will continue to enhance student internships and expand opportunities through ongoing development efforts.

13. C Expert Report for the ASIIN Seal: Page 27

Criterion 1.6 Didactic and Teaching Methodology

While the experts do not note a comparatively lower quality of the theses of the dentistry students, they recommend that this module should also be offered in the Bachelor of Dentistry.

13. Etugen University: Ba Dentistry

The course content of “Research Methodology” mentioned in the ASIIN experts’ evaluation has already been integrated into the general foundation, professional foundation, and core professional courses of the Dentistry programme. Starting from the 2024–2025 academic year, all final-year students in the Dentistry programme have begun conducting undergraduate research projects. During the presentation and discussion sessions of this year’s undergraduate research work, both faculty and students independently proposed including a separate “Research Methodology” course. Based on this proposal, the course has been incorporated into the curriculum. The “Research Methodology” course for the Dentistry programme, to be implemented in the 2025–2026 academic year, is scheduled for the second semester of the third year with 2 credits. Please refer to Appendix 3D for the updated curriculum and Appendix 7D (Module Handbook) for the course syllabus.

14. C Expert Report for the ASIIN Seal: Page 28

Criterion 1.6 Didactic and Teaching Methodology

The experts deem this to be very short for the preparation and therefore recommend to distribute the course materials earlier before the start of the lecturing period.

14. Etugen University: Ba Dentistry, Ba Medicine

We appreciate the recommendation made by the ASIIN experts to make the course materials for independent student learning available on the LMS earlier, preferably 7–10 days before the class starts. We welcome this suggestion and acknowledge its importance. Relevant guidelines and procedures will be improved accordingly, and it is fully feasible to implement this starting from the 2025–2026 academic year.

15. C Expert Report for the ASIIN Seal: Page 31

Criterion 2 Exams: System, concept and organization

While the experts are satisfied that OSCE are conducted and also agree with their gatekeeping function in the programmes, they point to the necessary structural integration of these exams into the curricula, as described in section 1.3.

15. Etugen University: Ba Dentistry, Ba Medicine

We appreciate the ASIIN experts' recommendation to "integrate the OSCE examination as part of an existing module's assessment." In both the Dentistry and Medicine programmes, the OSCE examination is conducted two to three times during the course of study, based on course content and intended learning outcomes. The purpose is to evaluate the students' level of professional competence, analyze the integration and outcomes across different subjects, and thereby provide a foundation for improving curriculum content, instructional organization, clinical training, teaching methodology, assessment systems, and the assignment pool. The previous error of listing the OSCE examination as a separate module in the curriculum has been corrected. Please refer to Appendices 3D and 3M for details.

16. C Expert Report for the ASIIN Seal: Page 32

Criterion 2 Exams: System, concept and organization

Nevertheless, they come to the conclusion that there is no structural problem of the exam load causing delays in the progress of study but still suggest to closely monitor the workload and graduation times of the students.

16. Etugen University: Ba Dentistry, Ba Medicine

We gratefully accept the ASIIN experts' recommendations and, guided by the program learning outcomes, will organize the frequency and spacing of examinations to align with the students' workload. We will also place special emphasis on increasing the number and percentage of graduates who complete their studies on time.

17. C Expert Report for the ASIIN Seal: Page 40

Criterion 3.1 Staff and Staff Development

Besides the university resources, the staff mostly applies for external funding by third parties like, e.g., the Asian Development Bank. To facilitate these applications, the experts recommend creating a competence team for the acquisition of third party research funding (see section 3.3), which goes along with the above-described recommendation for specific leadership positions.

17. Etugen University: Ba Dentistry, Ba Medicine

In line with Etugen University's vision, mission, and strategic goals, the university aims to secure up to 15% of its total budget from international organizations and domestic enterprises by 2030. We gratefully acknowledge the ASIIN experts' supportive feedback on this objective. In the 2024-2025 academic year, the Research and Innovation Department took steps to diversify funding sources by developing a project in collaboration with Semyung

University under KOICA and submitting a project proposal jointly with UFUK University in Turkey for the European Union's Erasmus Project. Following the ASIIN experts' recommendations, we have established a dedicated investment mobilization team to enhance the quality and outreach of our efforts.

Furthermore, Etugen University has established an endowment fund to support educational and research activities and has commenced its operations.

18. C Expert Report for the ASIIN Seal: Page 40

Criterion 3.1 Staff and Staff Development

In summary, the experts point out that they see the need for an increase of the overall staff number to ensure that the composition, professional orientation, and qualification of the teaching staff are suitable for successfully delivering the degree programme. This primarily concerns the practical teaching, in particular, the internship supervision, which is required to be ensured. As another requirement, the experts see the need to bring in international staff and/ or intensely train the existing staff members to be qualified for teaching the international class students.

18. Etugen University: Ba Dentistry, Ba Medicine

We gratefully acknowledge the recommendations provided by the ASIIN experts. In alignment with Etugen University's vision, mission, and strategic goals, the university is implementing 119 activities under 26 initiatives within the framework of the "Faculty and Human Resource Development Programme." These efforts aim to enhance faculty's academic qualifications, teaching competencies, clinical experience, and English language proficiency; support the professional and career development of young faculty; increase the number of international and clinical internship instructors. The first phase of this programme will be evaluated in 2025, and a follow-up program will be developed, incorporating the valuable recommendations from the ASIIN experts. In addition, through partnerships with leading universities in South Korea, Russia, and China, short and long-term training programs have been conducted, joint research projects implemented, and faculty exchange activities organized. In 2025 alone, eight collaborative initiatives were carried out as part of these partnerships.

19. C Expert Report for the ASIIN Seal: Page 42-43

Criterion 3.2 Student Support and Student Services

To support the strive for internationalisation, the experts recommend increasing the extracurricular offer of English language courses. Further improvements should be made based on the student feedback regarding the support facilities.

19.Etugen University: Ba Dentistry, Ba Medicine

We gratefully acknowledge the recommendations provided by the ASIIN experts. In addition to the English-levelled curriculum, as of the 2024–2025 academic year, there are 11 English language clubs operating at our university, aimed at enhancing and deepening students' practical English skills. These clubs consist of students from the Dentistry and Medicine programes and include clubs such as the "Etugen Language Club," "Let's Talk," "English Mentors Club," and the "Etugen-IELTS Club." However, the current availability of these clubs is not sufficient in terms of accessibility. Therefore, we plan to expand related initiatives by increasing the number of inbound and outbound exchange students with English proficiency, organizing continuous skill development activities, offering incentives, enhancing the virtual classroom environment, and expanding the operation of the language institute. These initiatives will be regularly implemented by departments and schools, with results reported each semester. Additionally, in February 2025, our university applied for the Fulbright English Teaching Assistant (ETA) programme announced by the U.S. Embassy. Our school was successfully selected, and one native English speaking teacher is scheduled to join us for the 2025–2026 academic year. The assigned teacher's work plan includes leading English language clubs for students.

20. C Expert Report for the ASIIN Seal: Page 45

Criterion 3.3 Funds and equipment

Students can already only work in groups, which limits their own practice time, and to accommodate the on average 200 students per cohort, the capacities are very limited. Also,the physical laboratory space is extremely narrow for students and staff to work there. As mentioned multiple times during the audit, the inauguration of the new building is expected to bring relief and more capacities in that regard. Therefore, the experts recommend improving and increasing the equipment of the Clinical Skills Labs according to the needs of the different disciplines.

20. Etugen University: Ba Dentistry, Ba Medicine

In accordance with the investment plan for education and research of the Etugen University, on April 9, 2025, a total of 27 types of specialized full simulation equipment, valued at MNT 127 million (CNY 260,000), manufactured by Hiwund (Shanghai) Supply Chain Co., Ltd. of the People's Republic of China, were procured and are now ready for use in training starting from the 2025–2026 academic year. These advanced simulation robots enhance practical training opportunities by enabling students to practice thoracentesis, auscultation of the lungs and heart, electrocardiography, endocrine system assessment, abdominal ultrasound, trauma care, emergency medicine, general surgery, pediatric and neonatal care,

fetal ultrasound, obstetrics, gynecology, ophthalmology, and ENT procedures. The purchase agreement and payment documents are attached as Appendix 6.

The recommendation made by ASIIN experts to “ensure individual hands-on practice opportunities for students and improve the accessibility of laboratory space” is being fully incorporated into both current situtation and future activities.

Currently, these needs are being addressed by improving the organization and utilization of existing training activities. As of July 2025, the structural work of the academic building VI has reached the top floor (23rd floor). Once completed, the new building will provide 22,930 m² of space equivalent to the combined area of the existing five academic buildings. Preparatory work is underway for procuring new laboratory and practical training equipment, including needs assessments and purchasing orders for research and skills-based learning tools and facilities.

21. C Expert Report for the ASIIN Seal: Page 46

Criterion 3.3 Funds and equipment

As a general observation for all practical facilities for both programmes, the experts criticise the state of the work safety standards especially in the laboratories. Several key areas require special attention to ensure optimal safety and operational integrity: Firstly, in all laboratories, especially those working with bio-organisms, it is essential that all surfaces of equipment can be disinfected to maintain strict hygiene standards. In addition, it is crucial to provide chairs that can roll and be adjusted to different table heights. This ensures that all employees can adopt ergonomic and safe working positions, minimising the risks associated with prolonged work and certain tasks. Secondly, in laboratories where open flames are used, it is essential that all lab coats worn by staff are made of flame-resistant material. This is an important safety measure to prevent rapid ignition and possible injury in the event of an accident.

Moreover, it was found in the anatomy collection that some of the specimens on display were not sealed in accordance with current safety standards. Correcting this is of utmost importance, not only for potential health and safety reasons related to exposure or handling, but also to ensure the proper security and preservation of the valuable exhibits themselves. Finally, it is crucial to ensure the strict separation of private and work-related devices, especially in protected laboratory areas. Therefore, the experts require Etugen University to ensure the adequacy of the safety standards for lab facilities and lab work

21. Etugen University: Ba Dentistry, Ba Medicine

We appreciate the ASIIN experts' recommendation to "improve and enforce hygiene standards, equipment and material sealing, fire safety protocols in the learning and research environment, and to establish an ergonomic setting for both students and faculty." We acknowledge this as a valuable and supportive contribution to our operations and will place special emphasis on addressing these areas going forward. At present, we are assessing the current safety protocols, regulations, and equipment in use, and a plan for further improvement will be implemented during the 2025–2026 academic year. The necessary funding will be included in the 2026 and subsequent budgets.

22. C Expert Report for the ASIIN Seal: Page 47-48

Criterion 3.3 Funds and equipment

As part of the audit, the experts exemplarily visit different hospitals respectively medical service units in Ulaanbaatar. They learn about the above-described shortcomings of the practical education with respect to patient contact as well as the supervision of the students but confirm that the facilities are generally adequate for hosting students as interns.

22. Etugen University: Ba Dentistry, Ba Medicine

Within the framework of Etugen University's vision, mission, and strategic objectives, we are working toward the goal of ensuring that up to 15% of the total budget by 2030 will be sourced from international and national enterprises, individual contributions, donations, and partnerships. We gratefully acknowledge the recommendations of the ASIIN experts, which support this aim. During the 2024–2025 academic year, the Research and Innovation Department has taken steps to diversify its funding sources. Project proposals have been submitted to KOICA in cooperation with Semyung University in the Republic of Korea, and to the European Union's Erasmus program in partnership with UFUK University in Turkey. In accordance with the recommendations of the ASIIN experts, we have formed a team to work toward improved quality and accessibility in implementing these initiatives.

23. C Expert Report for the ASIIN Seal: Page 48

Criterion 3.3 Funds and equipment

In summary, the experts confirm that the financial resources constitute a sustainable basis for delivering the degree programmes. This includes secure funding and reliable financial planning. However, the experts see the need for improving the safety standards in the lab facilities according to international work safety provisions. Moreover, they require Etugen University to update the equipment for the Bachelor of Dentistry in terms of both quantity and quality. For the Bachelor of Medicine, the equipment is deemed adequate, but it could

be further improved with robotic patient models and model hearts according to the feedback of the teaching staff.

23. Etugen University: Ba Dentistry, Ba Medicine

In accordance with the investment plan for education and research of the Etugen University, on April 9, 2025, a total of 27 types of specialized full simulation equipment, valued at MNT 127 million (CNY 260,000), manufactured by Hiwund (Shanghai) Supply Chain Co., Ltd. of the People's Republic of China, were procured and are now ready for use in training starting from the 2025–2026 academic year. These advanced simulation robots enhance practical training opportunities by enabling students to practice thoracentesis, auscultation of the lungs and heart, electrocardiography, endocrine system assessment, abdominal ultrasound, trauma care, emergency medicine, general surgery, pediatric and neonatal care, fetal ultrasound, obstetrics, gynecology, ophthalmology, and ENT procedures. The purchase agreement and payment documents are attached as Appendix 6.

24. C Expert Report for the ASIIN Seal: Page 48

Criterion 4.1 Module descriptions

Preliminary assessment and analysis of the experts:

However, the experts note that the module descriptions are not complete as descriptions of the internships and the thesis are missing. The university has issued descriptions for both these types of practical modules. However, these descriptions contain many procedural and technical provisions for the organisation of the internships respectively the structure of the theses. While the experts appreciate that these documents transparently regulate the internships and theses, they point out that these do not fulfil the purpose of module descriptions (compare the required information categories named above). Therefore, they require Etugen University to complete the module handbooks.

24. Etugen University: Ba Dentistry, Ba Medicine

In the self-assessment report of the Dentistry and Medicine programmes, the Bachelor's thesis guidelines and internship guidelines were previously submitted separately as appendices. They are now included in the module handbook and sent accordingly. Appendices 7D, 7M

25. C Expert Report for the ASIIN Seal: Page 49

Criterion 4.1 Module descriptions

Also, coupled with the curricular update of the Bachelor of Dentistry (see section 1.3), the module descriptions need to be adapted.

25. Etugen University: Ba Dentistry

We appreciate the recommendations provided by the ASIIN experts. In accordance with the decision of the Program General Committee for the 2024–2025 academic year to “improve the curriculum by benchmarking it with leading international universities,” we are submitting the revised versions of three courses in the Dentistry programme, (1) Periodontology, (2) Prosthodontics, and (3) Endodontology, which were specifically highlighted by the experts.

Please find the improved course syllabi attached as Appendix 2D.

26. C Expert Report for the ASIIN Seal: Page 49

Criterion 4.2 Diploma and Diploma Supplement

However, as noted in section 1.2, the experts point out that the Diploma Supplement does not clearly state the title and level of the obtained degree which needs to be corrected. Furthermore, the experts note that the achieved credit points are listed only in local Mongolian credits. To enable international comparability, the Transcript of Records is recommended to include the credit load also in the converted ECTS unit, and the applied conversion system should be explained in the Diploma Supplement.

26. Etugen University: Ba Dentistry, Ba Medicine

We acknowledge the ASIIN experts' recommendation regarding the ECTS credit representation in the diploma grade section for the bachelor's degree. Accordingly, we have reflected the suggested format in both the diploma and diploma supplement, which are submitted as an attachment. Appendix-1

27. C Expert Report for the ASIIN Seal: Page 53

Criterion 5 Quality management: quality assessment and development

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. The results of these processes are incorporated into the continuous development of the programmes. The experts are satisfied with Etugen University's quality assurance system and encourage the university to continue its path of international benchmarking for enhancing the programmes´ quality.

27. Etugen University: Ba Dentistry, Ba Medicine

We gratefully acknowledge the ASIIN experts' recommendation to “continue the process of benchmarking the programmes at the international level in order to further enhance

their quality," and we will remain committed to carrying out this process in a consistent and sustainable manner.

G Summary: Expert recommendations (25.08.2025)

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

Degree Programmes	ASIIN Seal	Maximum duration of accreditation
Ba Dentistry	With requirements for one year	30.09.2031
Ba Medicine	With requirements for one year	30.09.2031

Requirements

For all programmes

A 1. (ASIIN 1.6, 3.1) Ensure that students are adequately supervised by clinical instructors during the internships.

A 2. (ASIIN 3.1) Implement a plan for the increase of the staff body to ensure that all academic duties including, especially clinical, research can be adequately covered.

A 3. (ASIIN 3.1) Ensure the adequacy of English language competence of the staff for the delivery of English lectures.

A 4. (ASIIN 3.3) Ensure the adequacy of the safety standards for lab facilities and lab work.

For Ba Dentistry

A 5. (ASIIN 1.3) Update the curricular content to international standards with respect to

a) Periodontology
b) Prosthodontics
c) Endodontology

A 6. (ASIIN 1.3, 1.5, 2) Include the OSCE structurally in the curriculum.

For Ba Medicine

A 7. (ASIIN 1.3, 1.5) Increase the number of credits of the topic of infection prevention control in the curriculum.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to improve the students' opportunities for international mobility, especially towards English-speaking countries, and foster incoming mobility in form of student exchanges.

E 2. (ASIIN 1.3, 1.4) It is recommended to more clearly outline the regulations for credit recognition for student exchanges.

E 3. (ASIIN 1.6) It is recommended to include clinical practice at earlier stages of the programmes.

E 4. (ASIIN 3.1) It is recommended to foster guest lecturing.

E 5. (ASIIN 3.1) It is recommended to allow junior teachers to obtain clinical experience besides teaching.

E 6. (ASIIN 3.1) It is recommended to recruit faculty members who have obtained their doctoral degrees abroad, foster PhD education for the teaching staff, and implement a long-term faculty development program.

E 7. (ASIIN 3.1) Strengthen leadership of teaching staff members for different responsibilities in teaching, research, and patient care.

For Ba Dentistry

E 8. (ASIIN 1.3, 1.5) It is recommended to distribute the credit hours more evenly over the semesters.

E 9. (ASIIN 3.3) It is recommended to improve and increase the equipment of the clinical skills labs according to the needs of the different disciplines.

H Comment of the Technical Committee 14 – Medicine (16.09.2025)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure is satisfied with the generally good quality of the education in both programmes despite the detected shortcomings. The TC finds them to be well-reasoned and fulfillable for the university. However, the TC intensely discusses the necessity for English language proficiency of the staff (requirement A3). English language skills are without doubt a crucial advantage for students especially when it comes to research, literature and up-to-date teaching materials, the TC does not consider this central for domestically working medical staff. Mrs. Schneitler explains that the university pursues the goal of educating students also for the international labour market which makes English language a necessity in that regard. Therefore, there are official English-speaking international classes/ tracks, which are so far only implemented by a few staff members who speak English well. However, to offer the programmes at the same qualitative level, the language competency needs to be improved which the university has already recognised. The TC therefore proposes a reformulation of the requirement to make it more tangible and possible to purposefully demonstrate the advancements and plans to reach this goal. Besides this, the TC agrees with the recommendation of the experts.

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

Degree Programmes	ASIIN Seal	Maximum duration of accreditation
Ba Dentistry	With requirements for one year	30.09.2031
Ba Medicine	With requirements for one year	30.09.2031

Requirements

For all programmes

A 1. (ASIIN 1.6, 3.1) Ensure that students are adequately supervised by clinical instructors during the internships.

A 2. (ASIIN 3.1) Implement a plan for the increase of the staff body to ensure that all academic duties including, especially clinical, research can be adequately covered.

A 3. (ASIIN 3.1) Present a concept how to ensure the adequacy of English language competence of the staff for the delivery of English lectures.

A 4. (ASIIN 3.3) Ensure the adequacy of the safety standards for lab facilities and lab work.

For Ba Dentistry

A 5. (ASIIN 1.3) Update the curricular content to international standards with respect to

a) Periodontology
b) Prosthodontics
c) Endodontology

A 6. (ASIIN 1.3, 1.5, 2) Include the OSCE structurally in the curriculum.

For Ba Medicine

A 7. (ASIIN 1.3, 1.5) Increase the number of credits of the topic of infection prevention control in the curriculum.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to improve the students' opportunities for international mobility, especially towards English-speaking countries, and foster incoming mobility in form of student exchanges.

E 2. (ASIIN 1.3, 1.4) It is recommended to more clearly outline the regulations for credit recognition for student exchanges.

E 3. (ASIIN 1.6) It is recommended to include clinical practice at earlier stages of the programmes.

E 4. (ASIIN 3.1) It is recommended to foster guest lecturing.

E 5. (ASIIN 3.1) It is recommended to allow junior teachers to obtain clinical experience besides teaching.

E 6. (ASIIN 3.1) It is recommended to recruit faculty members who have obtained their doctoral degrees abroad, foster PhD education for the teaching staff, and implement a long-term faculty development program.

E 7. (ASIIN 3.1) Strengthen leadership of teaching staff members for different responsibilities in teaching, research, and patient care.

For Ba Dentistry

E 8. (ASIIN 1.3, 1.5) It is recommended to distribute the credit hours more evenly over the semesters.

E 9. (ASIIN 3.3) It is recommended to improve and increase the equipment of the clinical skills labs according to the needs of the different disciplines.

I Decision of the Accreditation Commission (26.09.2025)

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

The Accreditation Commission discusses the procedure and focuses on the changes to requirement A3 proposed by the Technical Committee. While language related critique is usually only formalised as recommendation, the Accreditation Commission recognises the need for a requirement regarding the English proficiency of the staff in this case as the programmes are officially also offered in English and the expert team clearly voiced their concerns how this is realised. The Accreditation Commission decides on a further reformulation of this requirement. Moreover, despite being grounded substantively, the Accreditation Commission opposes the formulation of requirement A6 regarding the integration of the OSCE, as it is within the authority of the university whether to introduce this as a separate module or only as part of the examination in other modules. As the university currently lists it as separate module in the Dentistry curriculum but without credits, the Accreditation Commission therefore poses the requirement to credit all compulsory components of the curriculum. Furthermore, it is discussed whether the increase of the number of credits allocated to the Bachelor´s theses, which was demonstrated as part of the university´s statement, is sufficient. As this was not raised as further concern by the experts, the Accreditation Commission is satisfied.

The Accreditation Commission decides to award the following seals:

Degree Programmes	**ASIIN Seal**	**Maximum duration of accreditation**
Ba Dentistry	With requirements for one year	30.09.2031
Ba Medicine	With requirements for one year	30.09.2031

Requirements

For all programmes

A 1. (ASIIN 1.6, 3.1) Ensure that students are adequately supervised by clinical instructors during the internships.

A 2. (ASIIN 3.1) Implement a plan for the increase of the staff body to ensure that all academic duties including, especially clinical, research can be adequately covered.

A 3. (ASIIN 3.1) Present a plan on how the English proficiency of the teaching staff will be improved to ensure appropriate delivery of English lectures.

A 4. (ASIIN 3.3) Ensure the adequacy of the safety standards for lab facilities and lab work.

For Ba Dentistry

A 5. (ASIIN 1.3) Update the curricular content to international standards with respect to

a) Periodontology
b) Prosthodontics
c) Endodontology

A 6. (ASIIN 1.5) Credits have to be awarded to all compulsory components of the curriculum.

For Ba Medicine

A 7. (ASIIN 1.3, 1.5) Increase the number of credits of the topic of infection prevention control in the curriculum.

Recommendations

For all programmes

E 1. (ASIIN 1.3) It is recommended to improve the students' opportunities for international mobility, especially towards English-speaking countries, and foster incoming mobility in form of student exchanges.
E 2. (ASIIN 1.3, 1.4) It is recommended to more clearly outline the regulations for credit recognition for student exchanges.
E 3. (ASIIN 1.6) It is recommended to include clinical practice at earlier stages of the programmes.
E 4. (ASIIN 3.1) It is recommended to foster guest lecturing.
E 5. (ASIIN 3.1) It is recommended to allow junior teachers to obtain clinical experience besides teaching.

E 6. (ASIIN 3.1) It is recommended to recruit faculty members who have obtained their doctoral degrees abroad, foster PhD education for the teaching staff, and implement a long-term faculty development program.

E 7. (ASIIN 3.1) Strengthen leadership of teaching staff members for different responsibilities in teaching, research, and patient care.

For Ba Dentistry

E 8. (ASIIN 1.3, 1.5) It is recommended to distribute the credit hours more evenly over the semesters.

E 9. (ASIIN 3.3) It is recommended to improve and increase the equipment of the clinical skills labs according to the needs of the different disciplines.

Appendix: Programme Learning Outcomes and Curricula

The following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor Programme Dentistry:

Program learning outcomes (PLO)		**Criteria**
I.Professional knowledge and mindset		
1.	Foundational Scientific Knowledge	I. To understand the normal and pathological micro and macrostructures and functions of the human body for diagnosing and planning treatment II. To apply fundamental professional scientific knowledge, critical thinking and solve the problems
2.	Core Professional Knowledge	I. To prevent oral diseases in children and adults, and provide counseling II. To diagnose oral diseases in children and adults III. To treat oral diseases in children and adults
3.	Advaned-level specialization opportunities	I. To understand and apply scientific terminology, to interpret research results, to write and present the report. II. To formulate hypotheses, conduct comparative analysis, to model and to develop documentation and analyze III. To be proactive in innovation and have a creative mindset and to commit to continuous learning
II. Individual and professional skills		
4.	Analytical, problem solving skills	I. To determine the problem II. To develop a plan to solve the problem III. To collect information and to analyze data IV. To explain the results and to propose optimal comprehensive solutions
5.	Innovative and experimental knowledge	I. To identify the causes of pathological changes in the client's body and oral cavity, and to differentiate them II. To make a preliminary diagnosis based on clinical signs observed during the examination III. To integrate additional testing methods and physical examination to make a primary diagnosis
6.	Systematic thinking skills	I. To compare and integrate information from the patient history, physical examination, and additional tests, evaluate it and to determine urgent actions to take II. To differentiate changes in organ systems from similar diseases and to recognize their distinctive features III. To identify the causes of organ system diseases, analyze their interconnections, and to plan comprehensive assistance services and preventive measures
7.	Attitude and life long learning skills	I. To set personal goals and objectives and to commit to lifelong learning II. To learn from the experiences of others and oneself

		III. To foster the right attitude and image IV. To contribute to the implementation of sustainable development principles
8.	Ethical, and accountability	I. To uphold professional ethics, understand and to implement rules and regulations II. To understand others' thoughts and opinions, and to treat them with respect III. To fulfill commitments, maintain confidentiality, be trustworthy, complete tasks on time and to adhere to schedules IV. To create the right image in accordance with the organization's internal policies
III.Communication and teamwork skills		
9.	Teamwork	I. To listen to others with respect II. To present information clearly and concisely III. To express one's thoughts and opinions according to the situation IV. Take responsibility for tasks in front of the team
10.	Communication skills	I. To express ideas clearly, concisely and coherently to others, listen to the person who are conversing with and to exchange thoughts and opinions II. To communicate effectively both oral and in writing about professional activities III. To work with computers and information technology devices, conduct searches, research and to process information IV. To communicate with others by online, share information and to work ethically and securely in digital environment
11.	Ability to communicate in a foreign language	I. To communicate in written and oral forms in foreign language II. To understand and respect cultures, compare them, and to acknowledge differences III. To speak, listen, read and write at an advanced intermediate level in foreign language and to utilize professional sources
IV. Ability to conduct effective activities aimed at the sector and society		
12.	Ability to understand the impacts of professional decisions (environmental and social)	I. To conduct research within the social context and to identify the causes II. To define the scope and relevance of the organization's services to society III. To study interconnections between sectors and their mutual influence and to improve them IV. To assess the impact of decisions and to estimate the potential harm or damage
13.	Ability to understand the impacts of professional decisions (in sector and business context)	I. To evaluate the risk factors influencing the quality of treatment planning, processing, infection control, organization and their impact on human health and safety and to determine solutions.

14.	Ability to think at a professional and managerial level	I. To put oneself in others' shoes to resolve any issue II. To assess the impact and significance of decisions III. To manage one's emotions IV. To share and transmit information accurately
15.	Ability to plan activities	I. To plan and monitor the budget, revenue, and expenses of the activity II. To plan activities by time and monitor performance to improve it
16.	Ability to create and implement	I. To use new methods, drugs, materials and equipments in treatment services II. To select and apply appropriate research methods and methodologies for the activity
17.	Application skills	I. To define the rationale for choosing the sequence of treatment services and organizational methods and to apply it II. To provide information, to explain and to organize training on drugs, materials, and equipment that meet international standards, are easy to use, and are readily available
18.	Professional leadership	I. To conduct analysis II. To make flexible decisions III. To respect others and to listen carefully IV. To speak clearly and concisely to others
19.	Entrepreneur	I. To identify solutions to problems and to assess risks II. To generate new ideas and to conduct research and to evaluate III. To identify key stakeholders IV. To develop and advance social and business projects, and to engage with investors

The following **curriculum** is presented:

1st year					
№	**1st Semester**	**Credit**	**№**	**2nd Semester**	**Credit**
1	Human development ethics I	4	1	Human development ethics II	1
2	Medical Chemistry I	1	2	Medical Chemistry II	1
3	Anatomy	3	3	Mongolian history, culture and tradition	2
4	Biology	2	4	General and oral, maxillofacial physiology	2
5	Biophysics	2	5	Histology I	2
6	Mongolian language (I, II, III)	3	6	Histology II	1
7	English (I, II, III)	3	7	Head and neck anatomy	4
8	Physical education	1	8	Information technology and information system (I, II, III)	3
	total	**19**		total	**16**
2nd year					
№	**1st Semester**	**Credit**	**№**	**2nd Semester**	**Credit**
1	Medical terminology	2	1	Immunology	2
2	Medical genetics	2	2	General and oral, maxillofacial pathophysiology	2
3	Nursing skills	2	3	General and oral pathology	2
4	Communication skills I	1	4	Communication skills II	1
5	Introduction to clinical medicine	1	5	Laboratory	2
6	Molecular Biology	2	6	Pharmacology	2
7	Microbiology I	1	7	Radiology	2
8	Biochemistry	2	8	Microbiology II	1
9	Dental infection control, ergonomic and medical ethics	2	9	First aid	2
10	Disaster management	1	10	Hygiene and infection control practice	2
	Business project				
	Entrepreneur				
	total	**16**		**total**	**18**

3rd year					
№	**1st Semester**	**Credit**		**2nd Semester**	**Credit**
1	Preclinical operative dentistry I	3	1	Preclinical operative dentistry II	3
2	Oral and maxillofacial anesthesiology	3	2	Practical guide and principles of tooth extraction	3
3	Dental Materials and tooth carving	3	3	Clinical prosthodontics	3
4	Preventive and behavioral dentistry	3	4	Preclinical pediatric dentistry	3
5	General surgery	1	5	Epidemiology	2

6	Infectious diseases	1	6	Traumatology and orthopedics	1
7	Legal and Forensic Medicine	1	7	Dental nursing practice	2
	Traditional medicine				
	Marketing and management				
8	Biostatistics	2			
	total	**17**		**total**	**17**
			4th year		
№	**1st Semester**	**Credit**	**№**	**2nd Semester**	**Credit**
1	Cariology and caries complications I	3	1	Cariology and caries complications II	3
2	Odontogenic inflammatory disease	3	2	Nonodontogenic inflammatory disease	3
3	Fixed prosthodontics	3	3	Removable prosthodontics	3
4	Pediatric cariology and endodontics	3	4	Comman oral disease of children	3
5	Obstetrics and gynecology	2	5	Oral and maxillofacial radiology	2
6	Ophthalmology	1	6	Tuberculosis	1
7	ENT	1	7	Dermatology	1
8	Neurology	1	8	Emergency medicine	2
9	Psychiatry	1	9	STD	1
10	Dental internship I	2	10	Dental internship II	2
11	OSCE	0			
	total	**20**		**total**	**21**
			5th year		
№	**1st Semester**	**Credit**		**2nd Semester**	**Credit**
1	Periodontology	3	1	Oral mucosal disease	2
2	Maxillofacial traumatology	3	2	Maxillofacial oncology	2
3	Complete denture prosthodontics	3	3	Clinical prosthodontics	2
4	Orthodontics	3	4	Pediatric oral surgery	2
5	Professional ethics	2	5	Artificial intelligence in medicine	2
6	Thesis defense	2	6	Operative dentistry	2
7	OSCE	0		Oral surgery	
				Prosthodontics	
				Pediatric dentistry	
	total	**16**		**total**	**12**
	Total				**172**

The following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor Programme Medicine:

Program Learning Outcomes(PLO)		Criteria
I. Professional knowledge and thinking		
1	Foundational Scientific Knowledge	I. Utilize fundamental scientific knowledge in biology, biophysics, and biochemistry, including terminology, core concepts, classifications, principles, and research methodologies
		II. Apply foundational health science knowledge in anatomy, histology, physiology, pathological physiology, pathological anatomy, biochemistry, microbiology, genetics, and immunology.
2	Core Professional Knowledge	I. Plan physical growth, aging, nutrition, and public health services for individuals.
		II. Identify, prevent, and resolve health issues, providing tailored advice and information.
		III. Evaluate and diagnose patients with common illnesses, developing and implementing treatment plans.
		IV. Maintain primary documentation, compile reports, and process statistical research data.
3	Advaned-level specialization opportunities	I. Hypothesize, compare, analyze, model, and prepare documents with conclusions and reports.
		II. Exhibit creativity, respect traditions, and demonstrate adaptability and evaluative awareness while managing time and resources effectively. Use detailed planning and evaluation to utilize equipment in clinical and laboratory environments.
		III. Hypothesize, compare, analyze, model, and prepare documents with conclusions and reports.
II. Personal and Professional Skills (Learning to Be)		
4	Analytical, problem solving skills	I. Collect patient histories, conduct physical examinations, and establish diagnoses per international disease classifications.
		II. Determine temporary or complete loss of work capacity, prepare relevant documentation, and refer patients when necessary.
		III. Maintain accurate medical records, calculations, and reports.
5	Innovative and experimental knowledge	I. Conduct experiments and research in laboratories and on biological materials.
		II. Adhere to infection prevention and safety protocols in clinical and non-clinical settings.
		III. Analyze research outcomes and compile reports
6	Systematic thinking skills	I. Integrate and evaluate data from patient histories, examinations, and diagnostic information.
		II. Organize and prioritize emergency care following triage protocols.
7	Attitude and life long learning skills	I. Manage time effectively, plan activities, and maintain integrity and ethical responsibility.
		II. Maintain integrity and ethical responsibility.
		III. Promote healthy behaviors, develop physically, and pursue lifelong learning.
		IV. Advocate for humanity and compassion, respecting diversity in race, ethnicity, age, gender, and social status.
8	Ethical, and accountability	I. Provide healthcare services adhering to professional ethical standards.

		II. Operate within the legal framework of healthcare service delivery.
III. Interpersonal Skills: Teamwork & Communication (Learning to Live Together)		
9	Teamwork Skills	I. Respect and actively listen to others.
		II. Present information concisely and clearly.
		III. Adapt and express ideas appropriately in various contexts.
		IV. Assume responsibility within a team
10	Communication Skills	I. Convey ideas clearly, concisely, and effectively.
		II. Communicate professionally in oral and written formats.
		III. Utilize computer and IT tools for research, data processing
		IV. Sharing information safely and ethically online.
11	Ability to communicate in a foreign language	I. Understand and use professional terminology in Latin, Russian, English, and other languages.
		II. Communicate effectively in foreign languages, both orally and in writing.
		III. Respect cultural differences
		IV. Demonstrate intermediate to advanced proficiency in reading, speaking, listening, and writing.
IV. Ability to Effectively Conduct Systematic Operations in Enterprise and Societal Contexts Learning to Do)		
12	Ability to understand the impacts of professional decisions (environmental and social)	I. Conduct research to address pressing societal issues such as infectious and non-infectious diseases.
		II. Learn from contemporary trends and justify organizational solutions.
		III. Evaluate professional scenarios, identify issues, and apply personal and collective knowledge to resolve them.
13	Ability to understand the impacts of professional decisions (in sector and business context)	I. Assess direct and indirect costs of healthcare services.
		II. Make informed decisions about starting, modifying, or discontinuing treatments.
		III. Accept responsibility for decisions and provide evidence-based justifications.
14	Ability to think at a professional and managerial level	I. Formulate and resolve healthcare challenges using advanced technology and expertise.
		II. Implement quality management and ensure compliance with legal and regulatory standards.
15	Ability to plan activities	I. Plan patient diagnostics and treatment.
		II. Organize personal activities over short, medium, and long-term horizons.
		III. Organize professional activities short, medium, and long-term horizons.
16	Ability to implement and create	I. Address societal issues with scientific justification.
		II. Utilize advanced technology to conduct experiments and innovations.
		III. Assess diagnostics and monitoring methods using qualitative and quantitative analyses.
	Application skills	I. Employ practical skills in cell biology, hematology, infectious disease studies, and molecular biology.

17		II. Integrate diverse research methodologies into practice and evaluate evidence.
		III. Apply professional knowledge to collect patient history, conduct examinations, make diagnoses, plan tests, interpret results, prescribe treatments, and provide advice.
18	Professional leadership	I. Inspire and guide others while fostering collaboration.
		II. Seek improved solutions for prevention, treatment, and diagnostics.
19	Entrepreneur	I. Identify problems and calculate risks.
		II. Propose innovative ideas and conduct evaluations.
		III. Engaging stakeholders and investors.
		IV. Develop and manage social or business projects

The following **curriculum** is presented:

1st Year					
1st Semester		**Credit**	**2nd Semester**		**Credit**
1	Mongolian language (I,II,III)	3	1	Physiology I	2
2	Mongolian history, Culture and Tradition	2	2	Anatomy Ii	3
3	Anatomy I	3	3	English (I,II,III)	3
4	Biology	2	4	Medical chemistry	3
5	Human development ethics I	4	5	Histology I	2
6	Biophysics	2	6	Human development ethics II	1
7	Disaster management Ecology	1	7	Information technology and Information systems (I,II,III)	3
	Total	**17**		**Total**	**17**
2nd Year					
1st Semester		**Credit**	**2nd Semester**		**Credit**
1	Physiology II	3	1	Pathophysiology I	2
2	Biochemistry	3	2	Introduction to clinical medicine I	3
3	Histology II	2	3	Laboratory	2
4	Nursing skills	2	4	Molecular biology	2
5	First aid	2	5	Clinical communication skills	1
6	Microbiology	3	6	Medical genetics	2
7	Communication skills	1	7	Latin	1
8	Nursing practice	2	8	Physical education	1
	Total	**18**	9	Traditional medicine	3
			10	Nutrition Professional English Physical culture	1
				Total	**18**

3rd Year					
1st Semester		Credit	2nd Semester		Credit
1	Pathophysiology II	2	1	Pathology II	1.5
2	Immunology	2	2	Radiology	1
3	Pathology I	1.5	3	Pharmacology II	2
4	Introduction to clinical medicine II	3	4	Ophthalmology	2
5	Pharmacology I	2	5	Ear, nose, throat	2
6	Introduction to pediatrics	2	6	Dermatology	3
7	General surgery	2	7	Business project	1
8	Entrepreuner	1		Psychology	
9	Field training on introduction to clinical medicine I	2	8	Field training on introduction to clinical medicine II	2
			9	Dentistry	2
			10	OSCE I	0
	Total	**17.5**		**Total**	**16.5**
4th Year					
1st Semester		Credit	2nd Semester		Credit
1	Cardiology, rheumatology	5	1	Pulmonology	5
2	Hematology	3	2	Gastroenterology	5
3	Endocrinology	3	3	Nephrology	3
4	Gynecology	3	4	Traumatology and Orthopedics	3
5	Infectious diseases	4	5	Clerkship I	2
6	Clerkship I	2	6	OSCE II	0
	Total	**20**		**Total**	**18**
5th Year					
1st Semester		Credit	2nd Semester		Credit
1	Epidemiology	2	1	Biostatistics	2
2	Neurology	4	2	Sexually transmitted disease	1
3	Obstetrics	4	3	Psychiatry	4
4	Surgery I	2	4	Surgery II	2
5	Pediatrics	4	5	Tuberculosis	2
6	Research methodology	2	6	Neonatology	2
7	Clerkship II	2	7	Medical ethics	2
	Total	**20**	8	Rheumatology	1
				Pediatric surgery	
			9	Clerkship II	2
				Total	**18**
6th Year					
1st Semester		Credit	2nd Semester		Credit
1	Emergency and Intensive care	2	1	Clinical pharmacology	2
2	Family medicine	8	2	Oncology	1
3	Urology	2	3	Health management	1
4	Public health	3		Gerontology	
5	Legal and Forensic medicine	1			
6	Rehabilitation	2	4	Palliative care	1
			5	Artificial intelligence in Medicine	2
			6	Diploma thesis	2
	Total	**18**		**Total**	**9**