



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Nursing

Provided by

**Mongolian National University of Medical
Sciences, Ulaanbaatar**

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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
Сувилахуйн бакалавр	Bachelor Nursing	ASIIN®	MNCEA ³ 2022 - 2027	14
<p>Date of the contract: 11.05.2022</p> <p>Submission of the final version of the self-assessment report: 15.02.2023</p> <p>Date of the audit (online): 06.06. – 08.06.2023</p>				
<p>Expert panel:</p> <p>Prof. Dr. Philipp Eschenbeck, University of Applied Sciences for Health Bochum</p> <p>Prof. Dr. Vasiliki Kolovou, University of Applied Sciences and Arts Hannover</p> <p>Mareike G. Arenas da Silva, Vocational School for Nursing, Memmingen</p> <p>Enkhtsetseg Davaakhuu, International University of Ulaanbaatar, student</p>				
<p>Representative of the ASIIN headquarter:</p> <p>Rainer Arnold</p>				
<p>Responsible decision-making committee:</p> <p>Accreditation Commission</p>				
<p>Criteria used:</p> <p>European Standards and Guidelines as of 15.05.2015</p> <p>ASIIN General Criteria as of 28.03.2014</p>				

¹ ASIIN Seal for degree programmes;

² TC: Technical Committee for the following subject areas: TC 14 – Medicine

³ MNCEA: Mongolian National Council for Education Accreditation

B Characteristics of the Degree Programmes

a) Name	Final degree (original)	b) Areas of Specialization	c) Corresponding level of the EQF ⁴	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor Nursing	Сувилахуйн бакалавр /Bachelor of Nursing	-	6	Full time	-	8 Semester	130 credits / 260 ECTS	Once a year (September), 2016

⁴ EQF = The European Qualifications Framework for lifelong learning

B Characteristics of the Degree Programmes

For the Bachelor's degree programme Nursing Mongolian National University of Medical Sciences (MNUMS) has presented the following profile in the Self-Assessment Report:

“A nurse with a bachelor's degree in nursing is a specialist who is qualified to provide primary nursing care in the field of diagnosis and preventive care for common and rare diseases and has the theoretical knowledge, skills and attitude required to provide quality nursing care in the field of health education and health promotion and protection of the population. The graduate may pursue research studies in theoretical and practical fields and is eligible for further specialized training, postgraduate studies and doctoral degree studies.”

C Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Homepage MNUMS: <http://www.mnums.edu.mn>
- Homepage School of Nursing: http://www.mnums.edu.mn/?page_id=29311
- Homepage Ba Nursing: http://www.mnums.edu.mn/?page_id=27138
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The Mongolian National University of Medical Sciences (MNUMS) has described and published Programme Educational Objectives (PEO) and Programme Learning Outcomes (PLO). While the PEO are rather general and refer to the vision and mission of the School of Nursing, the PLO cover 10 specific competences students should acquire during their studies.

The experts base their assessment of the intended learning outcomes on the information provided in the Self-Assessment Report of the Bachelor's degree programme Nursing. They come to the following conclusions:

Graduates of the Bachelor's degree programme Nursing should demonstrate a comprehensive understanding of nursing concepts, theory and management principles in the care of patients, be able to communicate about the therapeutic treatments, and give accurate information about them. Additionally, they should be able to provide clinical evidence-based, client-centred nursing care in a safe manner and to uphold the ethical standards of medical professionals. Furthermore, they should acquire the necessary skills for delivering nursing care and services according to national and international standards. Graduates should also

be able to manage health care systems by working with other nurses and health professionals with the goal of reducing morbidity, fostering a healthy lifestyle, and promoting a healthy environment. Usually, all graduates of the Bachelor's degree programme Nursing enrol in a subsequent professional programme, in order to be able to work as a nurse.

The job perspectives of professional nurses in Mongolia are very promising; the graduates are in high demand. Most of them work as nurse practitioners and nurse managers in public and private hospitals, public health centres, and other health care services. In addition, they can also find jobs as managers in insurances and public health institutions. Other work opportunities are becoming teaching assistants in public or private nursing schools. Besides working in Mongolia, graduates are also qualified for working abroad.

In order to verify that the intended learning outcomes of the Bachelor's degree programme Nursing are covered by the curriculum, MNUMS has submitted a matrix that shows, in which course which learning outcomes are targeted. Thus, the experts can deduce how each course contributes to achieving the intended learning outcomes.

In summary, the experts are convinced that the intended qualification profiles of the Bachelor's degree programme Nursing are reasonable and well founded and allow graduates to take up an occupation, which corresponds to their qualification. The degree programme is designed in such a way that it meets the goals set for it.

The experts conclude that the objectives and intended learning outcomes of the Bachelor's degree programme Nursing adequately reflect the intended level of academic qualification (EQF 6).

Criterion 1.2 Name of the degree programme

Evidence:

- Self-Assessment Report

Preliminary assessment and analysis of the experts:

MNUMS awards a “Сувилахуйн бакалавр” (Bachelor in Nursing) to the graduates of the Bachelor's degree programme Nursing.

The experts confirm that the English translation and the original Mongolian name of the Bachelor's degree programme Nursing corresponds with the intended aims and learning outcomes as well as the content of the degree programme.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Homepage MNUMS: <http://www.mnums.edu.mn>
- Homepage School of Nursing: School of Nursing: http://www.mnums.edu.mn/?page_id=29311
- Homepage Ba Nursing: http://www.mnums.edu.mn/?page_id=27138
- Order No. A/348 of 2021 of the Minister of Education and Science
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The Bachelor's degree programme Nursing, which is taught in Mongolian, is designed for four years, offered as a full-time programme, and encompasses 130 Mongolian credits, which is equivalent to 260 ECTS points.

The School of Nursing and its seven departments (Department of Adult Nursing, Department of Basic Medical Sciences, Department of Basic Sciences, Department of Fundamentals Nursing, Department of Midwifery and Maternal-Child health nursing, Department of Public Health Nursing, and Department of Physical and Occupational Therapy) that implement the programme have the rights and duties to update, change, and evaluate the curriculum. These changes are based on discussions within the departments and the School of Nursing.

The current curriculum was implemented in 2016 and consists of:

- General Courses (25 credits)
- Professional Courses (30 credits)
- Specialisation Courses (65 credits)
- Working Practise (10 credits)

In the first year of studies, a foundation of skills and knowledge of nursing theory and practice is laid, while in the second and third year the focus is on the essentials of theoretical and practical nursing care. Most of the courses are compulsory, electives only encompass eight credits.

The curriculum covers subjects such as health promotion and prevention, teaching/counselling methods, public health nursing, nutrition, and healthy behaviour. In these courses,

students will learn about determinants of health factors, healthy living, and working environment. Additionally, prevention of accidents, development of activities to support health, the impact of lifestyle, prevention of infectious and non-communicable diseases and their health consequences are part of the curriculum.

The nursing practise courses are internships, and thus an integral component of training to develop skills, practices, and attitudes by applying the theoretical knowledge acquired in the different courses. The internships are usually conducted in one of the cooperating hospitals. With respect to working practise, 14 days of basic professional skills training in the field of care and nursing are planned in the 1st year courses, and 21 days of training practice in the fields of adult nursing, obstetrics, paediatrics, and surgical nursing in the 2nd through 4th year courses are included. Practices are organised in hospitals with whom cooperation agreements are signed. As of 2022, there are 54 valid cooperation agreements. As the experts learn during the audit, the Nursing programme includes 3000 hours of practical teaching during the four years of teaching, first contact with patients is in the first year of studies in the “Introductory Nursing Practise” course where students can observe professional nurses in the clinics and how they treat and communicate with the patients. The experts are satisfied with the scope of practical education and that students get in contact with patients already in their first year of studies.

All courses in the Nursing programme are taught in Mongolian, however, English textbooks are used and several courses. In addition, the School of Nursing offers Korean and Japanese language courses as electives, and there a students’ clubs, where students can practise and improve their English language skills.

The general structure of the curriculum is depicted in the following diagram:

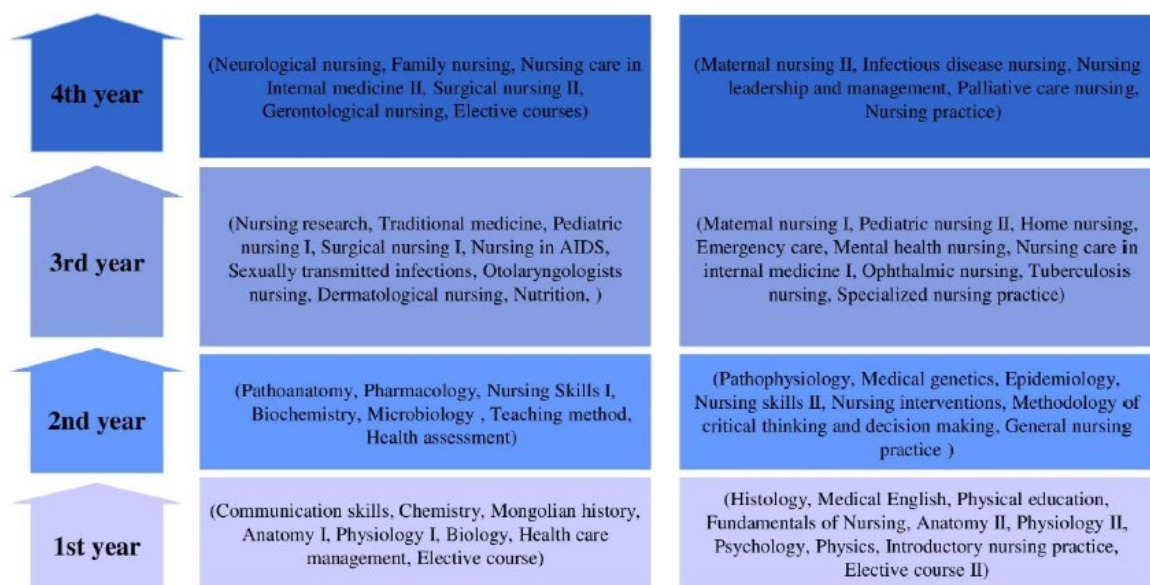


Diagram 1: Curriculum Structure, Source: SAR MNUMS

One important issue, which the experts discuss in detail with the programme coordinators and the students, is the content of the course “Nursing Research” and the question why the Nursing programme does not include a compulsory Bachelor’s thesis. In the "Nursing Research" course, which is offered in the third year of studies. The curriculum committee has decided to offer a thesis as an option for nursing students (if their GPA is above 3.0) from the coming academic year 2023/24. This is mostly due to the students’, who requested more involvement in research activities. Currently, students learn about literature research, research methods, and designing a research project in a group of five to six students and they have to present their results in the seminar of the “Nursing Research” course. The team's project is evidence-based so that students acquire the necessary knowledge, skills, and tools for data collection using quantitative and qualitative research methods. The experts support the School of Nursing in introducing a thesis for final year students but point out, that this should not be only an option but needs to be a compulsory component of the Nursing programme. This would also support MNUMS’s goal of becoming an internationally recognised research university. For this reason, all Bachelor’s students should be involved in research activities and conduct a final project (Bachelor’s thesis). The final project should have a scope of at least three Mongolian credits (six ECTS points), which is the minimum by international standards. Group projects are also possible, as long as each student contributes to the project, is responsible for a distinctive part, and receives an individual grade.

MNUMS has to draw up a regulation that makes transparent when the School of Nursing will introduce a compulsory final project in the Nursing programme. The experts understand that this is no easy task and cannot be done without an appropriate period of preparation. However, the regulation should make clear what intake year will be the first to be required to conduct a compulsory final project.

After analysing the module descriptions and the study plan, the experts confirm that the Bachelor’s degree programme Nursing is divided into modules and that each module is a sum of coherent teaching and learning units. All practical work and internships are well integrated into the curriculum and the supervision by the School of Nursing guarantees for their respective quality in terms of relevance, content, and structure.

In summary, the experts confirm that the choice of modules and the structure of the curriculum ensure that the intended learning outcomes can be achieved.

International Mobility

MNUMS provides some opportunities for students to conduct stays abroad and to join exchange programmes abroad. The School of Nursing has signed cooperation agreements with eight international universities (Kitasato University School of Nursing, Japan, Faculty

of Nursing, Chiang Mai University, Thailand, College of Nursing, School of Medicine and Health Sciences University of Tsukuba, Japan, Gunma University, Japan, ZHAW School of Health Sciences, Switzerland, Jinju Health College, South Korea, Irkutsk State Medical University, Russia, School of Nursing, University of Michigan, USA, and Saint Anthony College of Nursing, USA) in the areas of faculty and students' exchange programmes, teachers' short-term training, and publication of joint research articles.

In addition, the School of Nursing has cooperates with international organisations such as the World Health Organization, the International Nurses Association, and the United Nations Population Fund.

The Division of International Relations at MNUMS is responsible for managing and coordinating the international activities such as coordinating and managing student mobility programmes, developing and maintaining relationships with partner institutions and organisations around the world, recruiting and admitting international students, providing support and assistance to international students during their time at MNUMS, such as helping with housing, visa issues, and other practical matters.

The experts confirm that several opportunities for going abroad exist, that the degree structures make exchange studies possible, and that student services offer support and advice for students interested in exchange studies at a foreign university. However, the number of outgoing students is still low. There are more incoming international students than outgoing Mongolian students. Although, there are several international co-operations, especially with Japanese and Korean universities only a few students take this opportunity and study abroad. Academic staff members can attend workshops and conferences abroad or can conduct their research activities at international universities.

During the audit, students mention, that they are interested in national and international mobility possibilities, however, is it not possible for everyone to conduct e.g. one semester or a fieldwork abroad. It is a possibility, that the School of Nursing and/or MNUMS offer funding, so that staff/lecturer can realize also with a group of interested students a visit to a national or international conference/congress. Such field trips might also support students' development of competencies in different areas.

In summary, the experts confirm that opportunities for international educational exchange for students exist and students are well informed about the offers. Nevertheless, the academic mobility of the medicals students is low and the experts recommend establishing more international cooperations and encouraging and better supporting medical students to spend some part of their medical education abroad.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- Homepage MNUMS: <http://www.mnums.edu.mn>
- Order No. A/99 of the President of MNUMS dated April 19, 2022 “Regulation for Student admission and enrolment for an Undergraduate Program”
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission to the Bachelor’s degree programme Nursing is regulated according to the “Regulation for Student admission and enrolment for an Undergraduate Program” and based on the grades of the high school graduates. In order to be accepted at MNUMS, high school graduates must pass the University Entrance Examination (UEE) from the Education Evaluation Center (EEC). In general, applicants with the highest score will be accepted into MNUMS. However, due to the differences in population density in Mongolia, applicants from less-populated regions may be accepted with scores in UEE below the average score in highly populated regions. Although it is possible for international students to enroll at MNUMS, there are currently no international students enrolled in the Bachelor’s degree programme Nursing.

Currently, the tuition fee for the Nursing programme is 2.8 Mill MNT (754 €) per year. This amount is officially determined by MNUMS’s Governing Board (steering committee) and is based on the amount of academic credits in the degree programme. Usually, the students’ parents pay the tuition fees. MNUMS offers a scholarship scheme, which is designed to support gifted and talented students, as well as students with a weak economic background. Students with disabilities are also offered special scholarships based on their level of education and living conditions. The scholarships are used only for tuition fees.

The schedule of admission, the requirements, and the procedures are published and can be accessed via MNUMS’s homepage.

The number of available study places is determined annually by the Administration Board of MNUMS, which manages the day-to-day activities of MNUMS. It is based on the number of high school graduates in that year and the demand by the health sector. In 2019, the number of high school graduates in Mongolia decreased by 60% to 16,440. It can be seen that the number of applicants for the nursing profession also decreased in that academic year. However, in the 2020-2021 and 2021-2022 school years, the number of students enrolled in the nursing programme increased, due to the positive effect of the marketing activities implemented by the School of Nursing, as well as the high social demand for the

nursing professionals. The maximum intake of the Bachelor’s degree programme Nursing is 330 new students per year, while there were between 86 and 256 newly enrolled students per year. As the programme coordinators explain during the audit, there was a change in the Mongolian high school system from 10 years to 12 years. As a result, in 2019 and 2020 there were less high school graduates than usual and the number of newly admitted students was low in comparison to other years. Since there is a high demand for nurses in Mongolia, the number of new students in the Nursing programme has increased since 2020 and the goal is to use the full capacity in the next years.

The number of applications and new nursing students is shown in the following table:

No	Years	Total number of new students of MNUMS	Control number	Number of new students for Nursing program
1	2017-2018	2301	300	230
2	2018-2019	2509	330	164
3	2019-2020	2138	330	86
4	2020-2021	2808	330	142
5	2021-2022	2979	330	256

Table 1: Applications and New Students, Source: SAR MNUMS

In summary, the experts find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes.

Criterion 1.5 Work load and credits

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In Mongolia, one credit corresponds to 48 hours of workload. In detail, for every one hour of lecture the students have two hours of self-study, for every two hours of seminar or practical work the students have one hour of self-study per week.

One semester is 16 weeks long, there are additionally three to four weeks for exams. The minimum workload per semester is usually 15 credits, the maximum students can take per

semester is 21 credits. The workload of the Bachelor’s degree programme Nursing is 17 credits in the 1st, 4th, and 5th semesters, 18 credits in the 2nd, 3rd, and 6th semesters, 15 credits in the 7th semester, and 10 credits in the 8th semester.

The conversion from MNUMS credits to ECTS points is done in the following way: The curriculum encompasses 130 credits (1 credit = 48 hours), which results in 6240 hours. Assuming that one ECTS point is awarded for 24 hours of students’ total workload, the conversion factor is $48/24=2$. As a result, the Bachelor’s degree programme Nursing awards $130 \text{ credits} * 2 = 260$ ECTS points.

The School of Nursing provides some information on the average GPA and the average length of studies of the graduates of the Nursing programme. As can be seen from the data, the average GPA was between 3.24 and 3.09 and the average length of studies between 4.3 and 4.09 years for the last five academic years (2018 – 2022). This shows that most of the students can finish the degree programme in time and achieve good grades. The details are depicted in the following table:

No	Indications / Year	2018	2019	2020	2021	2022
Graduate						
1	Nursing graduates’ average grade	3.11	3.12	3.09	3.13	3.24
2	Number of graduates	134	104	192	172	126
3	Graduates’ duration of studies average (by that academic year)	4.09	4.3	4.15	4.16	4.13

Table 2: Average GPA and length of studies, Source: SAR MNUMS

The experts observe that the Nursing programme has a high but manageable workload, which is balanced between the semesters so that peak loads are avoided. The students’ total workload and the awarded credits are detailed in every module description. Students can give their feedback on the courses and the respective workload and can comment if they think that the workload is not appropriate.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The Nursing programme has the following modes of teaching: lectures, small group teachings, clinical skills sessions, simulation sessions, bedside teaching, tutorials, and seminars. Audio-visual aids and e-learning supplement the attendance-based classes. Problem and project-based learning and a student-centred teaching approach are applied in most of the advanced courses. These methods comprise several steps, which requires students to gather information, solve problems, make reports, and discuss and present the results. These teaching methods focus on analysing problems and acquiring the skills to draw conclusions based on evidences. In addition, students should learn to work together in a team, to design their learning goals, and to take responsibility for their implementation.

Teachers instruct classes at hospitals near the patient's bedside (bedside teaching). This teaching method allows students to gain practical experiences such as interacting with patients, working in authentic conditions, learning from practitioners and collecting and analysing information about a patient in a short time. Professional and other clinical courses are organized in clinical skills centers, outpatient clinics, and health institutions rather than as classroom training. This way, students can apply their theoretical knowledge in a practical setting thereby developing their clinical skills, ethics, and attitudes of professional nurses.

The School of Nursing organises clinical lessons such as basic skills training, patient management, health promotion and disease prevention, clinical communication, data collection, and independent practice for the 2nd-4th year nursing students in the university's main hospital wards and units. Clinical training is conducted in 14 hospitals and 40 organizations that have contracts with the School of Nursing, which provide students with the opportunity to interact with patients and experience health care services in an in vivo environment.

In summary, the expert group considers the teaching methods and instruments to be suitable to support the students in achieving the intended learning outcomes. In addition, they confirm that the study concept of the Nursing programme comprises a variety of teaching and learning forms as well as practical parts that are adapted to the respective subject culture and study format. It actively involves students in the design of teaching and learning processes (student-centred teaching and learning).

Student Support

The School of Nursing provides a support system for all students on different levels. It includes consultations with an officer for academic affairs about scholarships, graduation requirements and general study regulations and with an officer for student affairs about enrollment and job opportunities.

The School of Nursing provides support, funding, and facilities for non-academic students' activities. Non-academic activities include student clubs and organisations at local, national, and international level. These activities aim to develop students' interests and talents.

As the experts learn during the audit, scholarships and social workers for students with disabilities are available at MNUMS. Moreover, some teachers from the School of Nursing have been trained in sign language to be able to communicate with deaf students. Since there are only very few students with special needs at the School of Nursing individual solutions are found to compensate for their handicaps.

The experts discuss with the programme coordinators, how the School of Nursing supports students' and nurses' physical and mental health and how to prevent a "burn out". They learn that the School of Nursing is taking part in a capacity building programme to "train the trainer" in order to have enough professional that can offer psychological support and health guidance for students and nurses. Additionally, several teachers from the School of Nursing are already offering counselling services.

The experts confirm that there are enough resources available to provide individual assistance, advice, and support for all students. The support system helps the students to achieve the intended learning outcomes and to complete their studies successfully and without delay. The students are well informed about the services available to them.

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

The experts thank MNUMS for explaining that nursing students need to defend the results of their Bachelor's thesis in front of the Thesis Defense Committee. The further details are regulated in the MNUMS Presidential Decree No. A/19 from 28 January 2021. However, the experts point out that currently not all nursing students are required to write a thesis. For this reason, the expert MNUMS to introduce a compulsory thesis into the curriculum of the Bachelor's degree programme Nursing.

With respect to academic mobility, the experts appreciate that the School of Nursing has organised nine virtual exchange programmes and collaborations with universities in Japan, Thailand, and Korea during the 2022-2023 academic year. The experts are also pleased that the School of Nursing has established affiliations with some institutions in Japan, offering internships ranging from three months to one year. Additionally, an agreement with Gangdong University in South Korea was signed on 15 June 2021. Starting from the 2023-2024 academic year, Nursing students will have the opportunity to study in South Korea through

this agreement. The experts encourage MNUMS and the School of Nursing to further pursuing this path and increasing students' academic mobility.

The experts acknowledge that MNUMS adheres to the fundamental principle of the Lisbon Recognition Convention (LRC), which ensures that credits acquired abroad are recognised at MNUMS.

As MNUMS clarifies in its statement, approximately 70 - 80% of the students at MNUMS receive a scholarship that significantly reduces their tuition fees. Moreover, students who face personal and economic hardships can receive additional assistance.

The experts consider criterion 1 to be mostly fulfilled.

2. Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- MNUMS Regulation for Undergraduate Education
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In the Nursing programme, several different kinds of exams are applied in order to assess the students' practical and academic achievements:

- a) Theoretical knowledge is tested in the form of written MCQs (multiple choice questions).
- b) Objective Structured Clinical Examinations (OSCE) are applied to assess the students' clinical skills such as history taking, physical examination, counselling/communication skills, and the ability to perform certain clinical procedures. OSCEs will have 6-8 stations or rotations and a duration of 6-8 minutes depending on the task to be performed.
- c) Objective Structured Practical Examinations (OSPE) are used in practical courses in order to assess how the students solve clinical problems in a simulated environment.
- d) Direct Observation of Procedural Skills (DOPS), and Clinical Evaluation Exercises (mini-CEX), which is performed in a clinical setting with real patients.

During the courses, students are evaluated by continuous assessments such as assignments, practical tests, participation, discussions, and quizzes. This formative assessment contributes 70 % to the final grade. The final exam at the end of the semester (usually a written exam, or OSCE/OSPE in the practical and clinical courses) contributes 30 % to the final grade.

According to the MNUMS Regulation for Undergraduate Education, a student who fails the exam, or does not take the exam due to valid reasons or has less than the minimum attendance of 75% can make up for the exam. A student has the right to retake the course once. A re-examination will be given if a student misses an exam due to valid reasons (e.g. illness).

The course assessment is conducted according to the academic calendar, which is available to all students through MNUMS's webpage. In addition, date and time of each exam are announced by every lecturer at the beginning of each course.

At the end of the programme, all students need to pass the graduation exam, which is organised by the Graduation Examination Board. The exam has the goal to assess the students' level of comprehensive competences (knowledge, skills, and attitudes) and includes a theoretical and a practical part. The assessment of theoretical knowledge is organised in the form of a multiple choice test and consists of 150 questions, which cover all courses. The practical part is conducted as an Objective Structured Clinical Examination (OSCE), this approach is frequently used in exams to evaluate students' practical competences and clinical knowledge.

The experts also inspect a sample of examination papers and final theses and are overall satisfied with the general quality of the samples.

In summary, the experts confirm that the different forms of examination used are competence-oriented and are suitable overall for verifying the achievement of the intended learning outcomes as specified in the respective module descriptions. The form of examination is determined individually for each course and published in the respective module description. The forms of examination are based on the main content of the modules and the level is appropriate for the respective degree programme.

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

MNUMS does not comment on this criterion in its statement.

The experts consider criterion 2 to be fulfilled.

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff Handbook
- Study plan
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Teachers at MNUMS have different academic positions. There are associate professors, senior lecturers, lecturers, and junior lecturers. With respect to the academic qualification, only around 17 % of the teachers at the School of Nursing hold a PhD degree (12 out of 70), whereas the rest has a Master's degree. As mentioned in the Self-Assessment Report, from the 70 teachers working in the Nursing programme 6 (8.6 %) are associate professors, 15 (21.84 %) are senior lecturers, 39 (55.9 %) are lecturers, and 10 (14.3 %) are junior lecturers. Details of the academic qualifications of the teachers are described in the staff handbook.

MNUMS is trying to increase the number of teachers with a PhD degree. For example, MNUMS supports and encourages teachers with a Master's degree in joining PhD programmes, either in Mongolia or abroad. In order to broaden the students' horizon especially in the field of research and current developments, international guest lecturers are regularly invited. The first PhD programme in Nursing in Mongolia (at MNUMS) was only established in 2004 and the first graduates finished the PhD programme in 2012. As a result, there are not many graduates yet (15 PhD graduates) and the numbers are not sufficient for filling all open teaching positions. As more PhD's are educated, the share of teachers with a PhD will increase. Another possibility is to send promising Master's students abroad (e.g. in Japan, Korea, and Thailand) for joining international PhD programmes. Currently, 10 students from the School of Nursing are pursuing a PhD programme abroad; they receive funding for covering their living expenses from MNUMS. The experts support these efforts but point out that the School of Nursing should further increase the number of teachers with a PhD degree, especially if they have the strategic goal of becoming one of the leading research universities in Central Asia.

The composition of the academic staff members in the School of Nursing is presented below in table 3:

№	Position	Total	Degree		Professional degree		
			PhD	Master	Supervisor	Lead	Senior
1	Associate professor	6	6		4	-	1
2	Senior faculty	15	4	11	4	4	1
3	Faculty	39	2	37	1	5	9
4	Junior faculty	10		10	-	-	-
	Total	70	12	58	9	9	11

Table 3: Academic staff members in the School of Nursing, Source: SAR MNUMS

In addition to the permanent staff, there are also practitioners (e.g. nurses) involved in the teaching processes. Practitioners are experts in their field and are usually working in affiliated hospitals or other health care facilities. Moreover, in the Nursing programme, international visiting professors participate in the training. In the academic year 2022-2023, two teachers from Russia and five teachers from Japan participated were visiting the School of Nursing and participated in teaching activities.

The teacher to student ratio in the Nursing programme was 1:21 in 2017/18, 1:15 in 2018/19, 1:16 in 2019/20, 1:8 in 2020/21, and 1:10 in 2021/22, respectively.

During the audit, the experts discuss with MNUMS's management and the Dean of the School of Nursing, why there is no full professor in the Faculty of Nursing and why the share of teachers with a PhD degree is significantly lower than in the other schools. The experts learn that the requirements for becoming a full professor in Mongolia are based on research activities, publications, academic education, supervision of students, and other supporting activities. These requirement have the consequence that for "young" faculties, as the Faculty of Nursing at MNUMS, it is almost impossible to have already produced a full professor. The experts understand that the teachers still need some time before they are able to apply to the position of a full professor. However, during the audit, the experts learn that one associate professor was just recently promoted to full professor, this was done just after the Self-Assessment Report and the staff handbook were submitted.

The experts discuss with MNUMS's management, how new staff members are recruited. They learn that there are several requirements for new teachers at MNUMS. They need to hold at least a Master's degree, have completed specialized medical training, have professional experience in the clinical field for at least three years, have worked in other medical fields for more than two years, show proficiency in computer applications, and have an advanced level of English proficiency. Teacher recruitment for MNUMS is organized by the Teacher Development and Human Resources Departments. The School of Nursing and the departments participate in the selection interviews. The Division of Teacher Development

and E-Learning announces vacancies on the university's website, in newspapers, and social networks.

The experts note that the composition and qualification of the teaching staff is suitable to sustain the Bachelor's degree programme Nursing. They also confirm that enough resources are available for administrative tasks and supervision and guidance of the students. However, the experts point out that MNUMS should increase its efforts to raise the number of teachers with a PhD degree. As mentioned before, less than 20 % of the teachers at the School of Nursing hold a PhD degree. This is very low by international standards and the share should be significantly higher.

In summary, the experts confirm that the composition, scientific orientation and qualification of the teaching staff are suitable for successfully implementing and sustaining both degree programmes.

Staff Development

MNUMS encourages the training of its academic staff so it has developed a programme for improving the didactic abilities and teaching methods. According to the Self-Assessment Report, the Teacher Development Center was established in 2015 as an independent structure to support the continuous development of teaching methods, research, and professional activities for teachers. In 2020, the Teacher Development Center expanded into an e-learning centre. With the implementation of the Teacher Development Programme in 2021, new teachers are provided with training on teaching methods, medical education research, e-learning methodology, problem-based learning, and research methodology.

In addition, scholarships are available especially for young staff members. In this way, they get the opportunity to attend programmes at foreign universities in order to improve their competences in the area of teaching methods, as well as syllabus and course content development. As a result, faculty members are sent to Japan, USA and Europe for further medical education, scholarships for these activities are provided by the government.

The experts discuss with the members of the teaching staff the opportunities to develop their personal skills and learn that the teachers are satisfied with the internal qualification programme at MNUMS.

Overall, the expert group confirms that MNUMS offers sufficient support mechanisms and opportunities for members of the teaching staff who wish to further developing their professional and teaching skills.

Criterion 3.2 Funds and equipment
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Evidence:

- Self-Assessment Report
- Visitation of the facilities
- Discussions during the audit

Preliminary assessment and analysis of the experts:

MNUMS was established in 1942 and is located at the centre of Ulaanbaatar. The main building consists of four floors with 17,140 square meters. The Central Library of MNUMS has seven floors within a total area of 1,828.81 square meters. There has been a steady increase of classrooms and laboratories equipment for medical training since 2017. The School of Medicine opened a new 6-story complex with 7 new lecture halls, 20 practice rooms, 10 skills rooms, and 3 new laboratories in 2019. As a result, the amount of space available per student has increased, and the learning environment has improved.

The current year's budget of the School of Nursing is estimated in advance in cooperation with the financial department, discussed at the board meetings, and approved by the Governing Board of MNUMS. Currently 70 % of MNUMS' budget is derived from tuition fees 27 % from health services, and 3 % from other areas. MNUMS wants to reduce the share from tuition fees to 20 % by 2030 and generate significantly more income from the hospitals and health services.

The new Mongolia-Japan Hospital was officially opened in 2019. It was renamed the Mongolia-Japan Training Hospital of the Mongolian National University of Medical Sciences (MNUMS) in March 2020. This hospital has 90 inpatient beds and can accommodate an average of 8,000 patients a year in seven departments in medical specialties (internal medicine, neurology, surgery, gynaecology, paediatrics, traditional medicine, and rehabilitation). It can provide medical assistance and services to an average of 600 patients a day, 150,000 patients a year, through the ambulatory and the specialized 37 examination rooms, rehab centre, wellness centre, diagnostic ward with high capacity equipment, endoscope ward, and clinical laboratories. In addition, there is the Central Hospital, which can accommodate an average of 150 patients a day, or 14000 patients a year. The Central Hospital has also a lecture hall and classrooms for students. Moreover, there is the Central Hospital of Mongolian Traditional Medicine, which offers medical treatment in traditional medicine such as acupuncture and yoga. Finally, the Central Dental Hospital offering clinical services such as oral surgery, preventive dental care for paediatrics, denture and orthodontic treatment, dental hygiene, endodontic treatment, maxillofacial surgery, and diagnostic tests.

MNUMS, the School of Nursing, and the departments provide various facilities to support the implementation of the Nursing programme. Available facilities include lecture

rooms/auditoriums, classes, tutorial or group discussions rooms, laboratories for student practical works and research activities, laboratories for clinical skills (clinical skills' lab), office rooms, library/reading rooms, information, and technology facilities. The School of Nursing has seven departments and a total number of 39 classrooms, five teaching laboratories, four lecture halls, a student health support center, and a clinical training environment.

The Clinical Skills Center (CSC) is designed to guide and train students in the practical skills required to provide clinical care to a patient in a clinical setting. The purpose of this kind of training is to ensure that students acquire in a safe setting the knowledge and skills, which are necessary for working in a medical environment by learning and practising with the mannequin simulator. The CSC has practice rooms to train practical skills in areas such as health assessment, operating and emergency, maternal, child and newborn care, nursing and injection, and rehabilitation nursing.

In addition to its member hospitals, MNUMS has signed cooperation agreements with central hospitals, specialized national referral center hospitals, and some private hospitals. MNUMS has 4 hospitals, 2 sanatoriums, and 1 diagnostic center. Clinical training is being conducted with 54 contract hospitals that will jointly take part in implementing the nursing curriculum.

MNUMS offers an internal database for education, research, and hospital work (eMNUMS). This computer network allows the management of intranet and internet access through the campus. There is also Wi-Fi access throughout the buildings. This should support the use of information and communications technology in the learning and teaching process at MNUMS.

For academic staff members and students, the MNUMS central library provides access to scientific database (Research4life, Springer Link). This service can also be accessed via WiFi-hotspots and offers access to electronic journals collections, data-based information, and various international e-books.

Course descriptions are available to students and teaching staff via an online platform, which is run by the MNUMS E-learning Center. The eMNUMS application allows students to study in an online format by connecting their mobile devices to the MNUMS e-learning system, which has been fully implemented in 2018.

Supplementing online lectures for students, staff members are also offering online lectures regarding health education that are open to all citizens and especially health care workers.

Currently, MNUMS uses an open source Moodle 3.11 system in its e-learning system, updates the software every year, and implements additional developments according to the needs of the different degree programmes.

In addition, there are centralised support units at MNUMS, such as the student dormitories, Student Health Promotion Center, Student Cafeteria, Student Culture Center, ECO Complex (environment for students to sit and study), and Division of International Relations.

Finally, there are computer facilities (10 computer labs with at least 15 computers) for students available at MNUMS, all computers are connected to a fast speed internet which offers access to the e-learning management system, the library information system, email server, content management system and the hospital information system.

During the audit, the experts visit the facilities at the School of Nursing. This includes the skills labs, which are sufficiently equipped with materials like mannequins designed for scenario-based training for the care and management of basic patient handling skills to advanced nursing skills. Each skills lab has its own coordinator and teaching staff, who explain and demonstrate the appropriate methods to the students in small groups. Students can also use the laboratories independently for self-learning.

While visiting the skills labs, the experts observe that students have adequate opportunities to practice their practical nursing skills. The facilities seem rather small for the quantity of students that are enrolled. However, students are divided into smaller groups at times of teaching, so the facilities are sufficient for teaching small groups. If student numbers increase over time as planned, MNUMS might want to consider expanding the skills labs accordingly. Further the experts point out that the equipment provided in the skills lab cannot always provide an authentic learning experience for the students. Not all mannequins are up to modern standards and some of them seem to be quite worn from heavy usage. The iv arms as well as iv- and intramuscular injection trainer in particular, seem quite outdated. Therefore, the experts recommend investing in more sophisticated equipment in the future. Implementing this recommendations would enable the university to provide teaching facilities comparable to those in other universities. In addition, the experts confirm that the School of Nursing has sufficient teaching rooms, offices, and seminar rooms for self-studies and students' activities.

In summary, the expert group judges the available funds, the technical equipment, and the infrastructure (laboratories, library, seminar rooms etc.) to comply with the requirements for adequately sustaining the degree programmes.

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

The experts appreciate that MNUMS is planning to gradually increase the number of professors with a PhD degree. Regarding the Bachelor's degree programme Nursing, several teachers are pursuing their doctoral studies abroad. One has defended his doctoral thesis at Tsukuba University in Japan in April 2023 and another teacher defended this doctoral thesis in China in June 2023. Currently, there are over 10 faculty members teaching abroad and more than 40 faculty members teaching domestically who are enrolled in doctoral programmes.

With respect to the technical equipment in the laboratories, the peers see that in the 2022-2023 academic year, the Skill Lab Center was equipped with three functional units, each consisting of seven beds. Additionally, seven anatomical models for medical training, four CPR mannequins for monitoring, and four intramuscular injection mannequins were acquired, along with other equipment such as injection carts and medical devices. The experts support these efforts but point out that some of the equipment in the Skills Labs is outdated and should be replaced.

The experts consider criterion 3 to be mostly fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-Assessment Report
- Module descriptions
- Homepage MNUMS: <http://www.mnums.edu.mn>
- Homepage School of Nursing: School of Nursing: http://www.mnums.edu.mn/?page_id=29311
- Homepage Ba Nursing: http://www.mnums.edu.mn/?page_id=27138
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The students, as all other stakeholders, have access to the module descriptions (study guide) via eMNUMS and the programme's homepage.

After studying the module descriptions the experts confirm that they include almost all necessary information (course name, course code, students' total workload, awarded ECTS

points, teaching language, grading scale, intended learning outcomes, content, course materials, possible prerequisites, name of teacher/teachers in charge, exam methods, and assessment criteria). However, the experts observe that more information about the exam forms should be included in the module descriptions. It should be clear what exams are conducted in the area of formative assessment and what the final exam (summative assessment) is.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Transcript of Records
- Sample Diploma Supplement

Preliminary assessment and analysis of the experts:

The experts confirm that all graduates are awarded a Diploma and a Diploma Supplement after graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Diploma Supplement contains all required information about the degree programme. MNUMS's Diploma Supplement complies with the model developed by the European Commission, the Council of Europe and UNESCO and it includes a description of the Mongolian education system and a table with statistical data to assess and rank the students' final grade.

The Transcript of Records lists all the courses that the graduate has completed, the achieved Mongolian credits, grades, and cumulative GPA. However, the experts point out that it would be useful if the Transcript of Records would not only mention the Mongolian credits but also the ECTS points of each course.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and duties of both MNUMS and the students are clearly defined and binding. All rules and regulations are published on the university's website and the students receive the course material at the beginning of each semester.

In addition, all relevant information about the degree programmes (e.g., module handbook, study plan, intended learning outcomes) is available on the programme's homepage.

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

The experts confirm that the module handbook of the Nursing programme has been updated and the new version is available via the programme's homepage. The module descriptions now include information about the exam forms in the area of formative and summative assessment. In addition, MNUMS has updated the Diploma Supplement, which now includes a list of all courses and their ECTS points.

The experts are satisfied with the updated documents and see that all deficits have been eliminated.

The experts consider criterion 4 to be fulfilled.

5. Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts discuss the quality management system at MNUMS with the programme coordinators. They learn that there is a continuous process to improve the quality of the Bachelor's degree programme Nursing. It is carried out through internal and external evaluation. Internal quality assurance is carried out through various mechanisms, such as the assessment of the learning process by lecturers and regular internal evaluations from all stakeholders, including students. The evaluation of the programme is also conducted by monitoring various parameters, such as the students' GPA, duration of study, students' satisfaction, and drop-out rates.

MNUMS has established the Quality Assurance Office, which is responsible for conducting and implementing a university-wide quality management system and monitor its results. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of MNUMS.

In addition, there is the Curriculum Committee at MNUMS, which is responsible for the internal quality assurance of the degree programmes. This includes assessing deficits and implementing changes and improvements where necessary. The members of the Curriculum Committee are appointed by the President of the University based on the recommendations of the MNUMS Academic Council.

Curriculum design, monitoring, and evaluation of the Nursing programme is carried out by the Curriculum Subcommittee of the School of Nursing, The Subcommittee includes representatives of teachers, administrative staff, students, graduates, and employers. They meet approximately 10 times per academic year.

The experts observe that students at the School of Nursing participate in the quality assurance processes. The Student Union of the School of Nursing is consulted when changes are proposed, in addition, students are official members of the Curriculum Subcommittee. Thus, students have the opportunity to directly influence and decide on the further development of the Nursing programme. Moreover, three students, who are elected by the student body, are members of the Governing Board of MNUMS.

External quality assessment of the degree programme is provided by the accreditation of the degree programme by the National Council for Higher Education Accreditation of Mongolia.

Internal evaluation of the quality of the degree programmes is mainly provided through student and teacher surveys. Students and teachers give their feedback on the courses by filling out the questionnaire online.

Students provide feedback through questionnaires that are filled out online every semester for each course. The head of the degree programme compiles the results of the questionnaires and gives feedback to the faculty involved. The course questionnaires aim at continuously improving the degree programme and at creating a supportive and effective learning environment for students. In addition, graduating students and alumni are asked to fill out online questionnaires concerning their academic experience in the degree programme and their preparation in the medical sciences to successfully achieving their career goals. The analysis of the questionnaires is done by the School of Nursing and forwarded to the departments for continuous improvement of the degree programme.

Monitoring and evaluation activities in the Nursing programme involve lecturers, students, alumni, and employers. Feedback is given by filling out questionnaires, both online and offline. The external stakeholders are regularly consulted via tracer studies. The satisfaction of the external stakeholders is usually high and the comments are used for improving the degree programme.

During the audit, the employers (from the different hospitals and medical institutions in Ulaanbaatar) confirm that they are very satisfied with the qualification of the graduates from MNUMS. They regularly hire graduates from the Nursing programme and especially compliment their communicative skills. In addition, they offer internships to the students and cooperate with the MNUMS and the School of Nursing in medical research and education.

The graduates' employment survey is conducted jointly by Division for Student Development and Management of MNUMS and the School of Nursing. About 90 % of nursing graduates find a suitable workplace within one month after graduation, about 96 % are provided with a job within three months, and the remaining 4 % are not able to work temporarily e.g. due to further studies or pregnancy. In general, the experts observe, that the graduates of the Nursing programme are in high demand and have very good job perspectives.

The experts gain the impression that the students' feedback is taken into account by the programme coordinators and changes are made if there is negative feedback. They confirm that the School of Nursing regularly monitors and reviews the degree programme and the block courses to ensure that they achieve the objectives set for them and respond to the needs of the students. Additionally, the quality management system is suitable to identify weaknesses and to improve the degree programme. All stakeholders are involved in the process.

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

MNUMS does not comment on this criterion in its statement.

The experts consider criterion 5 to be fulfilled.

D 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:

- none

E Comment of the Higher Education Institution (17.08.2023)

MNUMS provides the following statement:

“First of all, we would like to express our gratitude for the great team experts of ASIIN which conducted the bachelor degree program for Nursing, in Mongolian National University of Medical Sciences.

We appreciate the valuable contributions and constructive feedback provided, which will be instrumental in enhancing the program's curriculum, structure, quality assurance, and continuous improvement.

Following the on-site visit by the ASIIN experts, the results were presented and improvements were made to the "Nursing" program by the program subcommittee, resolving some issues in collaboration with the MNUMS Curriculum Committee. These revisions and developments are currently under consideration by the ASIIN experts, thus facilitating coordination and engagement through the provided comments.

Page 11: Students pursuing a Bachelor's degree are required to complete a final thesis and the School of Nursing Research introduced a module into the curriculum with a minimum of 6 ECTS credits, which is integrated into the international curriculum standard.

"Through the curriculum committee of MNUMS, from the academic year 2023-2024, students majoring in Nursing in accordance with the Bachelor's degree program, who are required to write a Bachelor's thesis, have been provided with assistance and authorization to complete their Bachelor's thesis without any examination. The procedures of regulating undergraduation educational activities, in Chapter 7, have been established to organize operational activities. This Chapter 7 specifies the requirements for the final thesis in detail, as well as the order and procedure for its completion. This has been confirmed by the decision of the university director, in accordance with the Regulation's clauses 7.13.1-7.13.5 'Thesis Defense', 7.14.1-7.14.9 'Requirements for the thesis, defense students, supervisors, and critics', 7.15.1-7.15.4 'The Thesis Defense Committee and its role', and 7.16.1-7.16.4 'Acceptance and discussion of thesis'. (See Evidence 1: Please refer to the relevant sections of the Procedures of regulating undergraduation educational activities and Submitted through SAR report 1.6.)

By incorporating the related content, a decision has been made to add the "Nursing Research" course. Consequently, students enrolled in the Nursing Bachelor's program will

take the Epidemiology course for 2 credits (4 ECTS) in the 4th semester, the Nursing Research course for 2 credits (4 ECTS) in the 5th semester, and additionally, in the 7th semester, Nursing Research will also be taught as a 2-credit (4 ECTS) course with a focus on research work, projects, and integrations, providing an opportunity for longitudinal study. This aligns with the international requirements with the guidance of experts.

Page 13: Students will have the opportunity to study in other countries, participate in international conferences/congresses, and earn additional credits through exchange programs.

Within the university's scope, students' engagement in international activities such as exchange programs and conference attendance has shifted significantly due to the circumstances brought about by the COVID-19 situation, transitioning to a predominantly online format. Through online means, we have organized a total of 9 virtual exchange programs and collaborations with universities in Japan, Thailand, and Korea during the 2022-2023 academic year. As a result of conducting these activities in an online format, the number of student participation in these virtual engagements has been substantial. The university is actively working to enhance students' learning experiences by cooperating with various opportunities, including studying abroad, delivering presentations, conducting research, and augmenting their knowledge and skills.

The School of Nursing has established affiliations with some institutions in Japan, offering internships ranging from 3 months to 1 year, and with Gangdong University in South Korea, allowing Nursing bachelor's students to study for both short and extended periods, providing enriching experiences for their education, which was initiated in 15 June 2023. Starting from the 2023-2024 academic year, students will have the opportunity to study through these agreements. *(See Evidence 2: Please refer to the established valid agreement.)*

In 2016, ASIIN guidance was employed by MNUMS for the first time to implement the Procedure for calculation of credits equivalent, which facilitates the evaluation of credits between domestic and foreign educational institutions. *(See Evidence 3: Please refer to the Procedure for calculation of credits equivalent document and Submitted through SAR report 1.19.)*

In October 2021, the Minister of Education, Culture, and Science officially approved the illustrative procedure, Exemplary procedures to be followed, the application and equivalence of credits in higher education degree courses and evaluation of students' knowledge, abilities, and attitudes, for students studying abroad. *(See Evidence 4: Please review the document titled Exemplary procedures to be followed in the application and equivalence of credits in higher education degree courses and evaluation of students' knowledge, abilities, and attitudes and Submitted through SAR report 1.18.)*

Mongolia adheres to the fundamental principle of the Lisbon Recognition Convention (LRC) which is the Convention on the Recognition of Qualifications concerning Higher Education

in the European Region. It ensures that qualifications, diplomas, periods of study, assessments, information provision, decision-making, as well as evaluation and recognition of foreign academic credentials, are carried out fairly, transparently, and without undue distinction based on criteria such as race, color, gender, sexual orientation, disability, age, religion, nationality, social origin, political or other opinions, family situation, and other personal characteristics. This commitment reflects the core principles of LRC, allowing for decisions to be made through unbiased and equitable processes, in accordance with universally accepted standards.

In the “General Provisions” section of the “Exemplary procedures to be followed in the application and equivalence of credits in higher education degree course and evaluation of student’s knowledge, skills and attitudes are specified:

This exemplary procedure is to be used to regulate relationships related to the use of credit time in higher education degree courses, direct calculation and equating of courses successfully studied at foreign and domestic universities and colleges, and evaluation of students’ knowledge, abilities, and attitudes in the state and non-state-owned higher education institutions (hereinafter referred to as HEI) operating on the territory of Mongolia.

In section 2 of this order, a matter pertaining to “Credit hours and use of the credit hours” are outlined. In section 3, the guidelines for the “Assessment of knowledge skills and attitudes” are provided. Section 4 focuses on the “Equating of course” including the specifics outlined in clauses 4.14 to 4.19.

The supplementary information for section 2 is presented in Table 1, detailing “Commonly used additional marks of grades and their explanations”, in Table 3, detailing “Commonly used credit hour ratio indicator”, Table 4 outlines the “Methodology for conversion and calculation of commonly used foreign evaluation systems” which has been established and verified for each respective country. This order is fully integrated and implemented throughout MNUMS’s education and training procedure.

Page 14: information regarding student’s tuition fees scholarship is documented.

The School of Nursing would like to add the following information to this section:

In 2020, the government of Mongolia has approved Resolution No 70 to provide a scholarship program. According to the criteria for students, 115 students in the fall semester of the 2020-2021 academic year have 70%, 295 students have 100%, 68 students have 70% in the spring semester, 381 students have 100%, and 20 students have 70% in the fall semester of the 2021-2022 academic year. %, 451 students received 100% scholarships, 32 students received 70% scholarships, 391 students received 100% scholarships in the spring semester, 8 students received 70% scholarships and 346 students received 100% scholarships in the fall semester of the 2022-2023 academic year. In other words, approximately

70-80% of students in academic year receive a scholarship that significantly reduces their tuition fees.

Beyond the scholarship provided by the government for students pursuing their education, those facing financial difficulties, as well as those with outstanding accomplishments and potential for development receive assistance. This support is extended to students who have encountered challenges due to various circumstances, including personal and economic hardships. Each academic year, approximately 10-27 students are beneficiaries of the assistance. *(See Evidence 5: Please review the document titled "Scholarship for Nursing students" and Submitted through SAR report 1.17.)*

Page 22: Information about professors with doctoral degrees is provided.

According to the MNUMS Development Strategy, the number of professors with doctoral degrees will be gradually increased, and various projects, grants, and initiatives are being implemented to support this goal. Within the total faculty of the university, more than 46% of the professors are holding doctoral degrees and contributing to various initiatives in line with the university's strategic objectives. Regarding the Bachelor's program of Nursing, during the period for submitting the SAR report, 12 doctoral professors (17%) participated, and throughout the academic year, 19 doctoral professors (27%) were engaged in teaching. For example, Professor E. Munguntuul has defended doctoral thesis at Tsukuba University in Japan in April 2023, and Professor U. Munkh-Dagva defended this doctoral thesis in China in June 2023. Currently, there are over 10 faculty members teaching abroad and more than 40 faculty members teaching domestically who are engaged in doctoral programs. *(See Evidence 6: You can find information about School of Nursing's faculty members on the website. [<http://www.mnums.edu.mn/?personnel=munkhdaqva-unenbat>])*

For MNUMS, the faculty members are not only highly qualified with doctoral degrees but also possess a specialised professions in various fields, beyond just holding academic qualifications. Additionally, over 40% of the total faculty members involved in the Bachelor's program have advanced professional degrees. Moreover, the university collaborates with professional experts in various fields, including advisory, mentoring, and consultancy roles.

Page 25: A recommendation has been documented regarding the enhancement of the technological infrastructure of Skill Lab Center in order to significantly upgrade its capabilities and functionality.

The Skill Lab Center is dedicated to facilitating the implementation of Nursing programs, was established in two phases: The first phase, Skill Lab Center 1, was established in 2009 to meet the needs of the vocational training in the respective period's context. The second phase, Skill Lab Center 2, was established in 2019 to address contemporary requirements in professional education.

Despite annual developments, it should be noted that the technological infrastructure has not undergone complete renovation. However, each year sees incremental enhancements to the infrastructure, as new features and functionalities are systematically integrated into the system. During the 2022-2023 academic year, the Skill Lab Center was equipped with three functional units, each consisting of seven beds. Additionally, seven anatomical models for medical training, four CPR mannequins with the Prestan brand application for monitoring, and four intramuscular injection mannequins were acquired, along with other equipment such as injection carts and medical devices. For the 2023-2024 academic year, plans have been made to further expand the equipment inventory.

Page 26: Regarding the assessment methods

Program curriculums are provided for each course in two formats: extended and shortened form of module handbooks. Shortened form of module handbooks are accessible on the university's website. And each extended module handbook includes comprehensive information about the course, including both formative and summative assessment methods. *(See Evidence 7: Please refer to the extended module handbook for more details and Submitted through SAR report 1.14.)* In the shortened module handbook, some assessment techniques are described in a general manner. We requested the necessary adjustments to these descriptions be made in accordance with the kind recommendations of ASIIN experts and published the revised module handbooks on the website. *(See Evidence 8: You can find revised module handbooks on the School of Nursing website. [http://www.mnums.edu.mn/?page_id=58984])*

Page 27: Providing the Diploma Supplement to Graduates

In the Diploma Supplement, we have not only included the Mongolian credits but also the European Credit Transfer and Accumulation System (ECTS) points for each course, as specified by the Order A/348 of the Ministry of Education, Culture, Science, and Sports. We have introduced a table with credit conversions for various institutions in different countries (such as ECTS, USA, China, Russia, South Korea, Canada, etc.). Consequently, the Mongolian credits are incorporated accordingly. Moreover, following the kind recommendation of experts, we have integrated ECTS points into each course in addition to the Mongolian credits. For example: Biology 2 credits - 4 ECTS.

We have updated the Diploma Supplement according to the available time frame for revisions and modifications. Therefore, we have renewed all the diploma supplements for graduates in the 2022-2023 academic year. *(See Evidence 9: Please refer to the third section of the Diploma Supplement for more information.)*

Evidences:

Evidence 1: Please refer to the relevant sections of the Procedures of regulating undergraduate educational activities.

Evidence 2: Please refer to the established valid agreement.

Evidence 3: Please refer to the Procedure for calculation of credits equivalent document

Evidence 4: Please review the document titled Exemplary procedures to be followed in the application and equivalence of credits in higher education degree courses and evaluation of students' knowledge, abilities, and attitudes.

Evidence 5: Please review the document titled "Scholarship for Nursing students".

Evidence 6: You can find information about School of Nursing's faculty members on the website. [<http://www.mnums.edu.mn/?personnel=munkhdaqva-unenbat>]

Evidence 7: Please refer to the extended module handbook for more details.

Evidence 8: You can find revised module handbooks on the School of Nursing website. [http://www.mnums.edu.mn/?page_id=58984]

Evidence 9: Please refer to the third section of the Diploma Supplement for more information.

F Summary: Expert recommendations (01.09.2023)

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

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

Requirements

- A 1. (ASIIN 1.3) Introduce a compulsory final project (Bachelor's thesis) to the curriculum of the Nursing programme.

Recommendations

- E 1. (ASIIN 1.3) It is recommended to increase students' academic mobility by better encouraging nursing students to spend some time abroad.
- E 2. (ASIIN 3.2) It is recommended to update the equipment in the skills labs.

G Comment of the Technical Committee 14 - Medicine (07.09.2023)

Assessment and analysis for the award of the ASIIN seal:

MNUMS is known to ASIIN from previous procedures. The experts had an overall positive impression and were able to visit the new, affiliated Mongolian-Japanese teaching hospital during the procedure. Graduates of the programme are in great demand and have more extensive responsibilities compared to Germany. The active recruitment of students from rural areas - in the hope of a later return - as well as the overall good further training opportunities for the teaching staff of the study programme were also considered positive.

In addition to the lack of a thesis and potential for improvement in the area of student mobility and the skills labs, the Technical Committee sees that there is a low number of academic staff with doctorates. However, this is only a question of time in view of the still rather young field of study in Mongolia, and with the already announced plans of MNUMS to foster the conduct of PhD studies of staff abroad.

After a short discussion, the Technical Committee confirms the overall positive impression of the experts and agrees with the proposed requirements and recommendations.

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

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

H Decision of the Accreditation Commission (22.09.2023)

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

The Accreditation Commission discusses the procedure and decides to follow the assessment of the experts and the TC.

The Accreditation Commission decides to award the following seals:

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

Requirements

A 1. (ASIIN 1.3) Introduce a compulsory final project (Bachelor's thesis) to the curriculum of the Nursing programme.

Recommendations

E 1. (ASIIN 1.3) It is recommended to increase students' academic mobility by better encouraging nursing students to spend some time abroad.

E 2. (ASIIN 3.2) It is recommended to update the equipment in the skills labs.

Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor's degree programme Nursing:

Programme Educational Objectives (PEO):

In order to provide undergraduate education with the aim of preparing nurses who have the ability to work in a team and respect the ethics and communication of nursing professionals, using technical and technological advances based on the health system policy of the state in the field of nursing profession, providing clinically evidence-based, client-centered nursing care services according to the standards working with following goals:

1. Professional nurses will be trained to achieve ability to make and analyze decisions based on clinical evidence
2. Specialists with knowledge, skills and perspectives that respect the ethical standards of nursing professionals will be trained
3. Researcher nurses with the skills and knowledge to conduct scientific nursing research will be prepared
4. Leaders who are capable of working productively in the health sector will be prepared

Programme Learning Objectives (PLO):

PLO 1. INDIVIDUAL HEALTHCARE PROVIDER

Graduates can provide adequate care based on individual needs, with a sincere and holistic approach to human values, age, origin, religion, and safety.

PLO 2. CLINICAL PARTNER

Respecting the laws and ethics related to the nursing profession, with humane morals, great responsibility, and standards-based nursing care for an individual's age, origin, values, faith, and religion, acquired knowledge and education providing a high level.

PLO 3. INFORMATICS AND TECHNOLOGIES

Nurses use the information and modern technology to establish relationships, use knowledge, detect errors, and help make decisions.

PLO 4. EVIDENCE BASED PRACTICE

Graduates of this major will provide evidence-based nursing care to individuals, families, and communities at the expert level of the nursing profession. Have knowledge of how to provide effective care to clients using evidence-based knowledge for clinical issues and how to use and not use in accordance with the person's culture and behaviour.

PLO 5. LEADER AND FACILITATOR

Nowadays in the Healthcare sector, every nurse has the ability to be a leader.

PLO 6. ACCESSIBLE HEALTHCARE PROVIDER

Understand the interrelationship between healthcare systems, law, economics, and other disciplines in providing quality care and acquiring the ability to use resources appropriately.

PLO 7. SAFETY PROTECTOR

Possess effective preventative skills to minimize the harm of potential risks to clients and self.

PLO 8. COMMUNICATOR AND ADVISOR

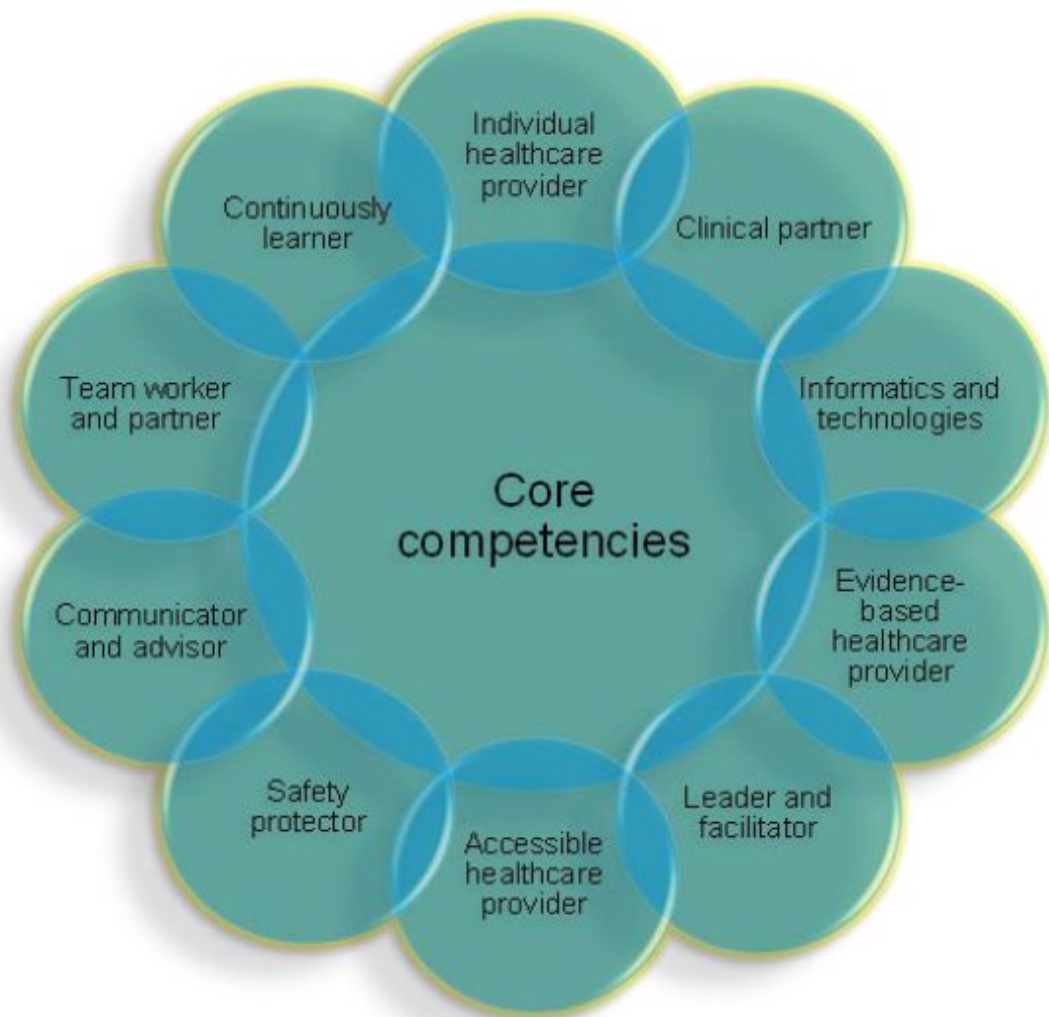
Ability to communicate appropriately, and share opinions and decisions with clients and their families and colleagues to increase health care outcomes and client satisfaction.

PLO 9. TEAM WORKER AND PARTNER

The nurse specialist has the ability to effectively participate in nursing and multi-professional team activities by communicating openly with team members, sharing information, learning from team members, and respecting each other.

PLO 10. CONTINUOUSLY LEARNER

Graduates can evaluate care processes and outcomes and apply appropriate techniques to improve the quality of health care.



The following curriculum is presented:

1st year

1st semester plan

No	Courses	Index	Credit	ECTS
1	Communication skills	CSK-NU11	1	2
2	Medical english	ENG-NU10	2	4
3	Physical education	SPT-NU10	1	2
4	Medical chemistry	MCH-NU11	2	4
5	Mongolian history, culture and customs	MHS-NU11	2	4
6	Anatomy I	ANA-NU11	2	4
7	Physiology I	PHY-NU11	2	4
8	Biology	BIO-NU11	2	4
9	Health management	HCM-NU11	1	2
Elective courses /2 credit must be selected/				
10	Economic theory	ECN-NU11	2	4
11	Computer, information technology	ITS-NU11	2	4
12	Culture study	CUL-NU11	2	4
13	Mongolian language	MON-NU11	2	4
Total			17.0	34.0

2nd semester plan

No	Courses	Index	Credit	ECTS
1	Medical english	ENG-NU10	1	2
2	Physical education	SPT-NU10	1	2
3	Medical physics	MPH-NU12	2	4
4	Introduction of psychology	PSL-NU12	2	4
5	Anatomy II	ANA-NU12	2	4
6	Physiology II	PHY-NU12	1	2
7	Histology	HYS-NU12	2	4
8	Basics of nursing	FUN-NU12	3	6
Elective courses /2 credit must be selected/				
9	Foreign language	FOL-NU12	2	4
10	Ecology-environmental health	ECO-NU12	2	4
11	Sociology	SOC-NU12	2	4
12	Human development and ethics	ETH-NU12	2	4
13	Philosophy	PHI-NU12	2	4
Practices				
14	Introductory nursing practice	GNP-NU12	2	4
Total			18.0	36.0

2nd year**1st semester plan**

No	Courses	Index	Credit	ECTS
1	Pathanatomy	PAN-NU21	2	4
2	Pharmacology	PHA-NU21	4	8
3	Nursing skills I	NUR-NU21	3	6
4	Biochemistry	BCH-NU21	2	4
5	Microbiology	MIB-NU21	2	4
6	Health assessment	DIA-NU21	3	6
Elective courses /2 credit must be selected/				
7	Teaching methodology	NME-NU21	2	4
8	Immunology	IMM-NU21	2	4
9	Molecular biology	MCB-NU21	2	4
10	Health care and service	HPO-NU21	2	4
11	Optional electives	OEL-NU21	2	4
Total			18.0	36.0

2nd semester plan

No	Courses	Index	Credit	ECTS
1	Pathophysiology	PPH-NU22	3	6
2	Medical genetics	GEN-NU22	2	4
3	Epidemiology	EPD-NU22	2	4
4	Nursing skills II	NUR-NU22	2	4
5	Nursing interventions	PSN-NU22	2	4
6	Methodology of critical thinking and decision making	NCD-NU22	2	4
7	Public health nursing	NPH-NU31	2	4
Practices				
8	General nursing practice	SNP-NU22	2.0	4
Total			17.0	34.0

3rd year**1st semester plan**

No	Courses	Index	Credit	ECTS
1	Nursing research	NNR-NU31	2	4
2	Public health nursing	NPH-NU31	2	4
3	Traditional medicine	TME-NU31	2	4
4	Pediatric nursing I	NPN-NU31	3	6
5	Surgical nursing I	SUR-NU31	3	6
6	ENT nursing	OTN-NU31	1	2
7	Dermatological nursing	IND-NU41	1	2
8	Nursing in AIDS, Sexually transmitted infections	NIN-NU31	1	2
9	Nutrition	NND-NU31	2	4
Total			17.0	34.0

2nd semester plan

No	Courses	Index	Credit	ECTS
1	Maternal nursing I	NMN-NU32	2	4
2	Pediatric nursing II	NPN-NU32	3	6
3	Home nursing	HCN-NU32	2	4
4	Nursing care in internal medicine I	NID-NU32	3	6
5	Ophthalmic nursing	OPN-NU32	1	2
6	Mental health nursing	MHN-NU32	2	4
7	Tuberculosis nursing	TUB-NU32	1	2
8	Emergency care	ECR-NU32	2	4
Practices				
9	Specialized nursing practice	SNP-NU32	2.0	4
Total			18.0	36.0

4th year**1st semester plan**

No	Courses	Index	Credit	ECTS
1	Maternal nursing II	NMN-NU41	2	4
2	Family nursing	PN-NU41	2	4
3	Nursing care in internal medicine II	NID-NU41	3	6
4	Surgical nursing II	SUR-NU41	3	6
5	Neurological nursing	NEU-NU41	1	2
6	Infectious disease nursing	IND-NU41	2	4
Elective courses /2 credit must be selected/				
7	Dietetics	NON-NU31	2	4
8	Healthy behavior	NND-NU31	2	4
9	Internal disease	NID-NU41	2	4
10	Surgical disease	NSD-NU41	2	4
11	Pediatric disease	NPN-NU41	2	4
12	Optional electives	OEL-NU41	2	4
Total			15.0	30.0

2nd semester plan

No	Courses	Index	Credit	ECTS
1	Nursing leadership and management	NNM-NU42	2.0	4
2	Gerontological nursing	NGN-NU42	2.0	4
3	Palliative care nursing	NPC-NU42	2.0	4
Practices				
4	Nursing practice	PGP-NU42	4.0	8
Total			10.0	20.0