



Translation from Romanian into English

APPROVED
minutes of the Senate meeting
of *Nicolae Testemitanu* University
no. 7/17 of 30.08.2022

REGULATION
on the organization and implementation of academic assessment at
***Nicolae Testemitanu* State University of Medicine and Pharmacy**

I. GENERAL PROVISIONS

1.1. The present Regulation determines the assessment of the learning outcomes and competences of the students of *Nicolae Testemitanu* State University of Medicine and Pharmacy (hereinafter referred to as the University).

1.2. The objectives of this Regulation are:

- Strengthening a continuous, objective, transparent and efficient assessment system in the University;
- Implement new assessment strategies;
- Ensuring concordance between study goals, teaching methods and assessment methods;
- Respecting the principles of assessment (validity, fidelity, reliability, usefulness, efficiency);
- Active involvement in the assessment process of all stakeholders (teachers, students, graduates, employers) in order to ensure the quality of the assessment process for the achievement of the study goals;

1.3. The Regulation is based on:

- Education Code no. 152 of July 17, 2014;
- Government Decision no. 482 of 28.06.2017 on the approval of the Nomenclature of Vocational Training Fields and Specialties in Higher Education;
- The Regulation on the organization of bachelor (cycle I) and integrated higher education studies, approved by the Order of MECR RM no. 1625 of 12.12.2019;
- The Framework Plan for Bachelor's (cycle I), Master's (cycle II) and integrated higher studies, approved by Order of the Minister of Education, Culture and Research no. 120 of February 10, 2020;
- The Charter of *Nicolae Testemitanu* State University of Medicine and Pharmacy, approved by the MHLSP RM on 29.01.2020;
- Regulation on the organization of bachelor's degree (cycle I) and integrated (Bachelor's and Master's degree) higher studies at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova approved by the Senate no. 2/2 of 27.02.2020;
- Regulation on the organization and conduct of Master's degree studies – cycle II at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova,



APPROVED minutes of the meeting of the Senate of *Nicolae Testemitanu* State University of Medicine and Pharmacy no. 03 of 24.03.2022;

- Regulation on the organization of the graduation examination for integrated higher studies at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, no 1/8 of 06.04.2017;
- The Regulation on the organization and conduct of the Graduation Examination for integrated higher studies in the degree program 0916.1 Pharmacy, at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, APPROVED minutes of the meeting of the Senate of *Nicolae Testemitanu* State University of Medicine and Pharmacy no. 7/15 of 18.10.2017;
- Regulation on the development and defense of the bachelor's thesis at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, APPROVED at the Senate meeting - Minutes 3/7 of 25.03.2021;
- Regulation on the organization and conduct of internships of students at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, APPROVED Minutes of the meeting of *Nicolae Testemitanu* Senate of the State University of Medicine and Pharmacy no. 03 of 24.03.2022;
- Regulation on the organization and conduct of the bachelor's internship in the integrated higher studies in the study program 0916.1 Pharmacy at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, APPROVED minutes of the meeting of the Senate of *Nicolae Testemitanu* State University of Medicine and Pharmacy no. 7/16 of 18.10.2017;
- Regulation on the prevention of academic plagiarism in the PI *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova, no. 5/14 of 24.05.2022;

1.4. The present Regulation is applied within the faculties of the University for the assessment of students' competences in bachelor, integrated and master programs.

1.5. The assessment of students is an integral part of the teaching process, which determines the level and quality of their preparation during the study of the discipline/module, as well as the competences acquired upon completion of the discipline/module. The whole set of methods, forms, types and criteria of assessment and grading forms the system of assessment of student performance.

1.6. Students' learning activity, including individual work, as well as the goals of study, the competences acquired by them are verified and assessed during the semesters through current assessments, as well as during examination sessions, through final/summative assessments, in accordance with the curricula.

1.7. The current and semester assessments may be carried out by means of information technologies - computer-assisted programs through tests, in order to increase the degree of objectivity and transparency of the assessment process.

1.8. The main targets of assessment activities are the competences, stipulated in the qualification standards by study programs/specialties and acquired by students during the teaching learning of each discipline/module.



1.9. The methods of assessment within a discipline/module, the assessment criteria for each type of assessment, the assessment methods used, the conditions for passing the discipline/module are established in the Curriculum of the discipline/module, approved by the existing procedure at the University and are made known to the students at the beginning of the teaching activities of the discipline/module

1.10. The results of the current and semester assessments are evaluated with respective points, according to the grading system defined per discipline/module. The results of the assessment tests are entered in the Assessment Border in SIMU and are taken into account in determining the final mark in the respective subject.

II. ASSESSMENT OF STUDENT COMPETENCES: TYPES, FORMS AND ACTIVITIES ASSESSED

2.1. The assessment system consists of three main types: initial assessment, ongoing assessment (continuous/formative) and final assessment (summative). Assessment of students' residual knowledge, computer-assisted mock test for the Graduation Exam, etc.).

2.2. The types of assessment are defined according to the objectives pursued, the functions they fulfill in the teaching-learning-assessment process, the frequency and timing of assessment.

2.3. Initial assessment is an assessment that is carried out at the beginning of a discipline/module and aims:

- determining the level of prior knowledge and skills students have;
- selecting the teaching strategy that corresponds to the realities;
- setting initial benchmarks for assessing learning progress by comparing final results with baseline data.

The ways in which initial assessment is carried out are at the discretion of the teacher and are determined by the aims of the discipline and the specifics of the training.

The results of the initial assessment influence the development of the teaching strategy.

2.4. The current assessment is a formative assessment, which involves:

- monitoring by the teacher of the process of students' professional skills training;
- the observation of the results of students' realized activities both in direct contact with the teacher and individual work;
- informing students about the stage they have reached in learning knowledge and preventing failure in final assessments.

The current assessment is carried out in practical, laboratory and seminar classes, as well as on the basis of individual work through various means: laboratory and practical work, verification papers, computer-assisted or Moodle tests, observation and demonstration of the execution of practical tasks, reports, projects, portfolios, case studies, observation sheet, algorithms, etc (Annex 1).

2.5. The number and concrete forms of current assessment are determined by the teaching subdivisions responsible for the discipline/module at the beginning of the study year reflected in the Curriculum of the disciplines/modules.

2.6. Periodic assessments: during a semester, at relatively equal time intervals, one/two



periodic assessment sessions are organized, aiming at assessing the student's intermediate state of success. It is allowed to assess by totalizing certain compartments of the subject of study, but not more than 3 during the semester.

2.7. The final assessment, also called summative, is carried out:

- at the end of a compact study period (semester, module, internship);
- at the end of a study program (graduation).

2.7.1. The final assessment is carried out through the examinations scheduled in the examination (promotion) sessions and through the final examinations (graduation/ bachelor's) of the study programs according to the curriculum.

2.7.2. The final examinations of the discipline/module (final assessment) may be oral, written or combined, using information technology tools and interactive assessment methods (OSCE, OSPE, simulation, standardized/real patient, clinical case solving, etc.).

2.7.3. The final assessment of the summer internship can be carried out until the organization of the exam scheduled in the fall, individually, at the request of the student, with the permission of the Dean's Office and coordinated with DAMD.

2.8. The assessment of residual knowledge is applied after the completion of the third year of the Medicine degree program and the second year for the integrated degree programs Pharmacy, Stomatology and all bachelor degree programs.) The purpose of this type of assessment is to determine the level of knowledge remaining after the completion of the study of medico-biological disciplines. The analysis of the obtained results will contribute to the optimization of the teaching strategy and curricular modification for each discipline as needed.

2.9. Test simulation - computer-assisted testing by solving tests from the *Tests collection. Graduation/ Bachelor's Degree Examination* - is administered to students of the graduating years of all degree programs 2 months prior to taking the Graduation/ Bachelor's Degree Examinations. It aims both to determine the residual knowledge in the specialized subjects and the students' readiness for the final examination (Annex 2).

2.9.1 The simulation results are analyzed at the level of each Faculty responsible for the realization of study programs in order to adopt measures to improve academic performance.

2.9.2. The results obtained in the simulation are not contested and are not recorded in the exam report.

III. ORGANIZATION AND CONDUCT OF THE ASSESSMENT PROCESS

III.1 PLANNING CURRENT AND FINAL ASSESSMENTS

3.1. For each academic discipline, the course holder elaborates an assessment strategy, indicating the stages and methods of assessment (tests for summative/current assessments, individual work, and final assessments), time limits and assessment criteria. The assessment strategies are established by the teaching subdivision, approved by the Head of Department, included in the subject curriculum and communicated to the students at the beginning of the semester/module. It is not allowed to change the form of assessment after it has been communicated to the students



3.2. The teaching subdivisions will develop charts of the current mandatory assessments, which will be posted on the webpage of the departments and their information boards.

3.3. 2-3 totals are organized each semester, distributed proportionally during the semester/module, which sum up the student's intermediate situation of success.

3.4. The responsibility for monitoring the timetable for the receipt of the summations included in the syllabus for the current academic year rests with the vice-dean in charge. Students are not allowed to take more than 3 summations in the same week in different subjects.

3.5. The final/semester assessments are carried out in the terms established by the Academic Calendar and timetable drawn up by the Deans and coordinated by DAMD. They are posted on the faculties' webpage and the information boards of the deanships. In the case of modular education, the final evaluation will be carried out at the end of the module.

3.6. The number of examinations taken orally may not exceed one half of the total number of examinations in the session.

3.7. The schedule of the session is made known to the students at least one month before the beginning of the session, by posting it on the faculty's website.

3.8. Exams can only be taken in ordinary sessions according to the Academic Calendar. The student may take the examination in only one course unit/module on a single day and the interval between 2 successive examinations must be a minimum of 2 days.

3.9. The time for preparing the answers for the oral examination will be on average 30 min., the time needed for the written examination will be set by the course holder up to 3 academic hours, the time for the test is calculated from the algorithm 1 minute per question.

3.10. The assessments of the practical/clinical internships carried out during the summer will be organized in the autumn semester, according to the schedules drawn up by the dean's offices, in accordance with the provisions of the Regulation on the organization and conduct of internships.

3.11. In exceptional, well-justified cases, the Dean may approve changes to the initial planning and the way in which the final assessments are carried out.

3.12. For each discipline/module, regardless of the form of final assessment, a list of examiners will be established, approved by Order of the Rector at the beginning of the academic year.

3.13. The assessment work carried out by the teacher is an integral part of the teaching activity and is inherent to the activities of the post. Initial and ongoing appraisal is part of the teaching process and is included in the teaching norm.

III. 2. DEVELOPING TOPICS FOR THE CURRENT AND FINAL ASSESSMENTS

3.14. Subjects and items for the current and final assessments will be developed in accordance with the themes presented in the curriculum and will be clearly worded to avoid confusion.

3.15. Heads of departments will set the deadlines for the development of subjects, test papers and scales for the compulsory current assessment and final assessment tests.



3.16. Subjects, tests and scales for both the current and final assessment tests will be approved by the Heads of Department and will include the material taught up to the assessment date.

3.17. Assessment should follow the teaching, the examination topics should reflect the content that has been covered in the course and practical teaching activities (laboratory work, practical work, seminars), to which may be added learning tasks through individual study.

3.18. The heads of teaching subdivisions will be responsible for checking the degree of difficulty and conformity with the content of the discipline/module curriculum of the subjects and assessment tests, as well as the list of practical maneuvers.

3.19. The exam card is a unified format document containing 3-5 assessment topics. It is numbered, examined at the teaching subdivision meeting and approved by the head of the teaching subdivision responsible for the discipline/module. In the case of oral examinations, the number of examination slips must be greater than the number of students in the group. For the written examination it is obligatory to prepare at least ten cards.

3.20. The grading scale is the complementary document of the assessment process which is drawn up by the teaching subdivision responsible for the discipline/module and is brought to the students' attention. The elaboration of the scale is recommended in the case of oral examinations, as it is important in case of possible appeals.

3.21. The number of tests included in the Collection created for the computer-assisted testing form of assessment will be adjusted taking into account the number of credits in the discipline/module, thus for 1 credit 70-100 items will be developed.

3.22. The number of questions in the test version presented to the student at the assessment test will be 50 tests for subjects of 1 semester or up to 3 - 4 credits for modular subjects and 100 tests for subjects of longer duration.

3.23. The questions in the test version presented to the student will be: 40% - questions with simple choice - 1 correct answer out of 5 possible options, questions with multiple choice - 2-4 correct answers out of 5 possible options with a weight of 60% of the total.

3.24. In disciplines in which the assessment of knowledge will take the form of an interdisciplinary examination, each discipline will include a number of questions proportional to the amount of teaching. In the case of complex examinations, the final grade will be a single grade, calculated by the same proportional ratio.

3.25. In the case of subjects taught in more than one teaching subdivision, the collection of subjects will be unique per discipline and the examination will be scheduled on the same day.

3.26. The practical maneuvers evaluated in the practical skills test in clinical disciplines or practical internships will be in accordance with the study objectives and will be revised in the curricula of the disciplines. In order to unify their assessment, the teaching subdivisions will develop checklists.

3.27. The items included in the assessment must be:



- valid - ensures the correspondence between what is to be assessed and what has actually been assessed and/or the content of the test/test makes it possible to make a true assessment of the student's acquired skills;
- faithful - is the quality of providing consistent (similar) results under the same conditions of administration;
- reliable - ensure that the result of the examination depends little on the examiner and provides assurance that the principle of objectivity of assessment and grading is respected.

3.28. Whatever form of assessment is used, the examination of all students in a discipline within the curriculum must be uniform in terms of difficulty, the way it is carried out and number of items examined.

3.29. The teachers in charge of the discipline/module have the obligation to inform the students at least two weeks before the examination session of the final examination syllabus, which will specify the contents from which the subjects and/or examination tasks (problems) will be formulated. The examination topics must be sufficiently precise and structured to provide students with a useful guide for the organization of learning and for self-assessment.

III.3. ORGANIZATION AND CONDUCT OF EXAMINATIONS

3.30. The final assessment is organized at the end of the study semesters in 2 examination sessions: winter and summer, each followed by 2 review sessions (make-up of outstanding marks) according to the University's Academic Calendar for the academic year. In the case of modular studies, the final assessments will be organized during the academic year.

3.31. Only students who have fully completed the requirements for the course in question and have passed the intermediate assessments are admitted to the examination.

3.32. A student is not admitted to the final assessment if:

- a. did not achieve the curricular objectives;
- b. did not achieve a passing grade in the current assessment;
- c. was absent from more than 30% of the teaching activities without a reason.

3.33. Obtaining a failing grade in an examination or absence from an examination is not grounds to prohibit the student from taking the following examinations, except in cases where courses/modules established by the curriculum as prerequisites for the courses assessed have not been passed.

3.34. In the ordinary sessions the student is obliged to present him/herself with the group/form of study in which he/she is enrolled. In well-justified cases the Dean of the Faculty may allow the student to present him/herself with another group/form of study. In the semester the student is given the possibility to select from the planned dates when to take the exam.

3.35. During the examination students will be allowed to use sources and materials permitted by the examiner. Students have the right, on request, to see their written work for five working days after the grades have been entered into SIMU.

3.36. Persons who were unable to participate in the current/final assessment session for valid



reasons (illness, participation in republican and international competitions, etc.) justified by respective documents (medical certificates, decisions, orders, dispositions, etc.), are allowed to take the assessments/exams according to a special schedule approved by the Dean's office.

3.37. The student may request an extension of the examination and re-examination session, for justified reasons, by a request in the Dean's name, accompanied by the confirming documents: illness, participation in republican and international competitions or contests, maternity leave, etc.

3.38. Non-attendance at the examination without good reason is recorded as „absent”. The student has the right to 2 re-examinations of failed exams and to additional re-examinations at the decision of the Quality Assurance Committee. Academic debts are taken in repeated sessions, organized according to the academic calendar.

3.39. During the current session any examination may only be taken once.

3.40. The conditions for admission to the examination in the re-examination session will be the same as the conditions for admission to the examination in the ordinary session.

3.41. If during the assessment the student shows a conduct contradictory to the norms of the University's Moral Code, the examiner(s) has/have the power to ask the student to leave the examination, being scored with a „2” (two).

3.42. The form of the final assessment of integrated higher studies is determined by the University Senate. The integrated higher studies are completed with the passing of the Graduation/ Bachelor's Degree Examination which consists of an oral examination, a written examination and a Bachelor's Thesis, with the award of the Bachelor's Degree Diploma per study program.

3.43. The procedure of organization and conduct of the graduation/bachelor examination of bachelor and integrated higher studies is established by the Regulation on the organization of the graduation examination of bachelor and integrated higher studies at *Nicolae Testemitanu* State University of Medicine and Pharmacy.

3.44. In written examinations, students shall be supervised by at least two teachers. For practical examinations involving patient contact, this must be carried out in the presence of a teacher. The oral answer in the structure of some tests will be carried out in the presence of at least two teachers from the list of examiners designated by the Order of the rector of the discipline concerned.

IV. ASSESSMENT OF LEARNING OUTCOMES AND COMPETENCES

4.1. The assessment of learning outcomes is done with grades from „10” to „1” with decimals „0,5”. The grades from „5” to „10”, obtained as a result of the assessment of the course unit/module, allow the credits allocated to them to be obtained, according to the Study Plan. The grade of the student's current assessment per semester as well as the grade in the exam are expressed in whole numbers or with decimals 0,5. The results of the current assessments are recorded in the SIMU and the discipline register and are taken into account in the final semester assessments with an average weight of 50%. A student who scores less than „5” in the current assessment is not admitted to the final assessment



4.2. The results of the assessments obtained in the discipline/module are recorded in reports by the teacher. The reports must include: The semester grade (annual average) of the discipline/module, expressed as a figure with two decimal places (truncated), calculated as the arithmetic average of: the grades obtained in the current assessments and individual work; after the grades obtained in the periodic assessments (totalizations); according to the grading system established in SIMU for each discipline

4.3. The final grade for the course unit/module is calculated on the basis of the average semester (modular) grade and the exam grade(s) and is expressed in numbers with two decimal places.

4.4. The assessment components included in the final discipline/module grade will include the semester (annual) average grade - MA, computer-assisted testing - T, and where appropriate oral exam EO, practical skills assessment - DP. These will be selected by the teaching subdivisions responsible for assessment and will be entered into SIMU by defining the grading system at the beginning of the study year.

4.5. The weighting of the assessment components included in the final grade is as follows:

- for fundamentals: MA- 50% and T-50%;
- for socio-humanities: MA- 50% and T-50% or MA- 50% and EO- 50%;
- for specialty disciplines:
 - MA- 30% + DP-20% + T-50%
 - MA-50% + DP-20% + T-30%
 - MA- 30% + DP-20% + T-20% + EO-30%

4.6. The assessment of learning outcomes in bachelor and integrated higher education studies is done with grades from „10” to „1”, to which the grading scale with grades recommended in the European Credit Transfer System (A, B, C, D, E, FX, F) is applied to complete the diploma supplement and facilitate academic mobility. Grades are given as follows:

- a) The grade 10 or „excellent” (ECTS equivalent – A) is given for the in-depth and outstanding demonstration of the theoretical and practical competences developed by the course unit/module, creativity and aptitude in the application of the acquired competences, considerable independent work and a thorough knowledge of the literature in the field. The student has mastered 90 - 100% of the material included in the curriculum/ syllabus of the course unit/module.
- b) The grade 9 or „very good” (ECTS equivalent – B) is given for a very good demonstration of the theoretical and practical competences developed by the course unit/module, very good skills in the application of the acquired competences with some insignificant/non-essential errors. The student has mastered 81 - 90% of the material included in the curriculum (syllabus) of the course unit/module.
- c) The grade 8 or „good” (ECTS equivalent – C) is given for good demonstration of the theoretical and practical competences developed by the course unit/module, good skills in applying the learning outcomes with some lack of confidence and imprecision related to the depth and detail of the course/module, but which the student can correct by answering additional questions. The student has mastered 71 - 80% of the material included in the curriculum (syllabus) of the course unit/module.
- d) Grades 6 and 7 or „satisfactory” (ECTS equivalent - D) are given for the demonstration of the basic



competences developed by the course unit/module and the ability to apply them in typical situations. The student's response lacks confidence and there are considerable gaps in knowledge of the course unit/module. The student has mastered 61- 65% and 66 - 70% of the material respectively.

- e) The grade 5 or „weak” (ECTS equivalent - E) is given for demonstrating the minimum competences in the field of the course unit/module, the implementation of which is very difficult. The student has mastered 51 - 60% of the material.
- f) Grades 3 and 4 (ECTS equivalent - FX) are given when the student does not demonstrate the minimum competences and additional work is required to pass the course unit. The student has mastered 31 - 40% and 41 - 50% of the material.
- g) Grades 1 and 2 or „unsatisfactory” (ECTS equivalent - F) are given to students who have copied or demonstrated a minimum knowledge of the subject of 0 - 30%. In order to pass the course unit a lot of work still needs to be done.

4.7. In the case of non-grade assessment, the course unit/module is considered to be passed if the student demonstrates possession of the competences set out in the course unit/module curriculum. Students may receive the following grades:

- a) „admitted” – given if the student demonstrates that he/she has acquired the necessary competences, skills and knowledge;
- b) „failed” – given if the student has not acquired the required competences, skills and knowledge according to the syllabus.

4.8. The grade given by the examiner may be contested in accordance with the regulations. Appeals shall be examined by the third person designated by the Dean of the Faculty together with the head of the department concerned, according to the procedure established by the University Senate within one working day of the announcement of the examination results in SIMU. The change of the contested grade to the grade given after the examination of the contestation will be made by increasing or decreasing the grade and will remain final.

4.9. The examination is considered as passed if the student has obtained a passing grade. If the examination is made up of several stages, it will be considered as passed if all the stages have been passed with a minimum passing grade.

4.10. It is possible to increase the grade through the final examination in a maximum of 2 subjects per year, at the student's request with the Rector's consent during the re-examination session of the year in question. Only students who have accumulated the full number of credits set for the year of study in question may request an increase in grade. The increased grade does not influence the award of the scholarship.

V. ENTERING THE ASSESSMENT RESULTS IN THE REPORT (EXAMINATION SHEET)

5.1. The results of course unit/module assessments are recorded in the electronic academic register and in the SIMU generated reports.

5.2. The results of the final assessments are recorded in SIMU by the teacher responsible for the subsequent printing of the reports. The report must include:



- a) The semester grade of the course unit/module, which constitutes 50% of the overall grade of the course unit/module. The semester grade is calculated as the arithmetic average of:
- the average of the grades obtained in the current assessments;
 - the average of the grades obtained in the periodic assessments;
 - the grade for individual work;
 - where applicable - the grade for the practical skills test.
- b) The grade obtained in the exam for the completion of the course unit/module.
- c) the overall grade for the course unit/module, which is calculated on the basis of the grades listed in (a)-(b) of (item 116). The grades of all stages of the final examination are expressed in numbers according to the grading scale (item 117). The overall grade for the course unit shall be written in Arabic numerals (number with two decimal places) and in letters.
- d) The equivalent of the overall grade in the ECTS scale (A, B, C, D, E, FX, F);
- e) The number of credits accumulated in the course unit/module concerned;
- f) Signature of the holder of the course unit/module;
- g) The overall grade of the course unit/module is also recorded in the record books by the responsible teacher. Only the overall pass marks are entered in the record books.
- h) The grading scale at the final examination stages will be used as follows:

Intermediate grades grid (annual average, grades at exam stages)	National grading system	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-9,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

VI. RIGHTS AND OBLIGATIONS OF PARTICIPANTS IN THE ASSESSMENT PROCESS

6.1. Rights of students participating in the assessment:

- to benefit from an objective assessment in accordance with the provisions of this Regulation;
- to attend the examination/colloquium/on-going check, related to a discipline, at the scheduled date and time;
- to benefit from a special examination timetable in justified cases (illness, participation in competitions, republican and international olympiads, competitions, mobility programs, etc.);



- to be informed from the first course on how the assessment will be carried out, the prerequisites to be met in order to be admitted to the assessment and the bibliography on the basis of which the assessment will be carried out;
- to use alternative bibliographical sources covering the given topic;
- to be informed of their performance, the grade they have received, the arrangements for clearing any outstanding grades and for appealing against the grade if they consider it to be incorrect (in accordance with the Regulations);
- to appeal in writing, within 24 hours of receiving the result, the grade received; appeals can only concern one's own grade, without any reference to grades received by other students;
- to request that the examination results be entered in the record book on the date announced for this purpose;
- to refuse to accept any form of conditional examination and to publicize any attempt to do so;
- to be exempted from the semester assessment if they have shown excellent academic progress, participation in scientific events, olympiads, etc. during the semester.

6.2. The obligations of students participating in the assessment are:

- to fully achieve the objectives of the program of study;
- to comply with the provisions of this Regulation;
- to have a correct behavior, to avoid plagiarism and copying during the assessment;
- to fulfill the necessary conditions for access to the assessment, established and communicated by the teacher in charge of the discipline, in accordance with the requirements of the transferable credit system;
- to attend the examination/colloquium/on-going review for a discipline as scheduled or, alternatively, on another date when assessment is scheduled for the series/specialization to which he/she belongs in that discipline, with the approval of the teacher in charge;
- to pursue exam promotion only by legal and ethical means, any attempt of fraudulent promotion will result in definitive expulsion from the university;
- to track their academic standing at the end of each assessment session.

6.3. Rights of teachers carrying out the assessment:

- to use the right to academic freedom in the process of developing course units/modules included in the curriculum;
- to carry out the assessment topics in the desired manner, respecting the announced bibliography and the communicated examination format;
- to refuse access to assessment to students who have not met the prerequisites communicated;
- autonomously determine the marking scale and the degree of difficulty of the subjects, maintaining the balance between the study groups;
- to benefit from the logistical support of the Faculty and DAMD;
- to be informed in good time of the examination schedule and to request, on the basis of reasonable grounds and a written request approved by the Faculty management, to change, as far as possible, the date of the examinations;
- to refuse any attempt by a third party to influence the marking, and to make this public under any circumstances.



6.4. Duties of teachers carrying out the assessment:

- to organize the assessment in accordance with this Regulation;
- to inform the student at the beginning of the course about the aims of the course unit taught and the assessment strategy;
- to monitor the assessment strategy during the academic year (the responsibility for recording in SIMU the assessment results during the semester and the semester average in the discipline rests with the teacher concerned);
- to record the results of the current assessment to date in the personal register and the Didactic Module register in SIMU;
- to ensure the fairness, objectivity and transparency of the assessment process;
- to adhere strictly to the examination timetable without making unilateral changes to it;
- to indicate the strategy for the assessment of student's academic performance in the curriculum of the course unit taught;
- to create balanced topics between series and study groups, developed only from the material taught in the course/seminar or from the explicitly recommended bibliography and to use a transparent grading scale;
- not to leave the examination room, leaving students unattended;
- to communicate the results of the oral examinations on the day of the oral examinations. The results of the written examinations shall be communicated to the students within 2 days at the latest from the date of the examinations. Teachers are obliged to enter the marks awarded in the students' grade books. The grade will be written in alphanumeric form (ex. (9,2 (nine,2)));
- to hand in the examination results within a maximum of 2 calendar days from the date of the examination; in exceptional cases, the Dean's office may impose a different deadline for handing in the examination results;
- to respond personally to students' requests concerning the grade given;
- not to favor the grading of any student for any reason.

VII. MONITORING OF THE ASSESSMENT PROCESS

Monitoring by university departments

7.1. Assessment is monitored by the University's Didactic and Academic Management Department.

7.2. Assessment by computer-assisted testing will be based on methodological benchmarks developed and supervised by the University Assessment Center.

7.3. In order to ensure transparency and objectivity, the members of the Student Associations will participate in the final assessment as supervisors, by order of the First Vice-Rector, Vice-Rector for Academic Activity.

Monitoring by the faculty

7.4. The Dean's offices organize the ordinary examination and re-examination (recover) sessions, the bachelor's degree/graduation exams according to the normative acts in force. Assessment is monitored by the dean and vice deans of the faculty.

7.5. The Dean's offices are responsible for following the promotion procedures based on



academic results.

7.6. Records of assessment results will be issued, managed and maintained in accordance with the regulations.

7.7. The Dean's offices will carry out and analyze the results of the beneficiaries' questioning with reference to the assessment process by study programs.

Monitoring by the chair/department

7.8. The teaching subdivisions ensure the respect of the assessment methodology, appropriate to the study goals and professional competences.

7.9. The teaching subdivisions will draw up a weekly schedule of consultations and make-ups of the backlog accumulated through absences or negative marks in the current assessments.

7.10. The assessment tools (tests and examination subjects) will correspond to the discipline curriculum.

7.11. The subjects for the exams are approved at the department meeting and are made known to the students at least one month before the session.

7.12. The teaching subdivisions will carry out and analyze the results of the beneficiaries' questioning with reference to the evaluation process by academic group/teaching staff and discipline.

VIII. FINAL PROVISIONS

8.1. This Regulation shall apply in its entirety to all students with no exceptions regarding rights and obligations as from the academic year 2022-2023.

8.2. The amendment of the Regulation on the organization and implementation of academic assessment at *Nicolae Testemitanu* State University of Medicine and Pharmacy of the Republic of Moldova is carried out by the decision of the Senate.

Coordinated:

First Vice-Rector, Vice-Rector for
Academic Activity _____

Olga Cernetchii

Head of Didactic and
Academic Management Department _____

Silvia Stratulat

Head of Academic Quality
Management Unit _____

Virginia Salaru



Related procedures and assessment methods applied in initial, current and final assessments at *Nicolae Testemitanu* University

I. **Assessment methods** describe the procedures, techniques and tools by which the level and quality of student learning is assessed and by which the information necessary to establish the grades or qualifications that attest and formalize this level is obtained.

1.1. Depending on the procedures and techniques used and the forms of examination into which they are integrated, assessment methods may be:

a) assessment methods based on **oral assessment**: student's free exposition, assessment conversation, oral questioning, interview through which the teacher aims to identify the extent and quality of students' knowledge and skills according to the study programs.

The assessment is realized by evaluating the correctness of the student's answers to the topics of the extra note, as well as to the supplementary questions. At the end of the test for each student, the teacher in charge of the discipline enters the mark both in the study course record and in the grade book. The report must be submitted to the dean of the faculty immediately after the examination.

b) assessment methods based on **written assessment**: current written assignments (in seminars and practical assignments), written papers for current assessment (summative) and final assessment (in examination sessions), assessment questionnaires, reports, portfolios, docimological tests, etc.

Written assessment is the concurrent assessment of a course of study, whereby each student presents in writing the theoretical and applied knowledge acquired in the specified subject. The teacher grades the written work according to the extent to which the student has responded to the requirements formulated in the subject, the score accumulated for each item

c) **the mixed assessment - written and oral** - starts with the written test, which is carried out in 1-1.5 academic hours, with individual subjects, after which each student is examined orally, by communicating directly with the teacher on the subjects on the note. The oral topics on the ticket must not coincide with the written topics. Additional questions may be asked, within the limits of the topics on the examination card

d) assessment methods based on **practical checking**: practical and laboratory work, projects, observation and analysis of practical activities carried out by students. The tests will depend on the specific didactic objectives and will aim at assessing the level achieved in the formation of practical skills, abilities and specific action skills;

e) assessment methods based on computer-assisted **testing** or through e-learning platforms.

f) **Practical skills** assessment methods can be carried out as part of practical activities, internships and assessment tests. They can be performed on simulators, manikins, real or standardized patient.

1. In so far as they are taken into account, in varying proportions, in determining the final passing grade for the discipline, teachers may also use a range of complementary methods and techniques to assess students' knowledge, performance and skills as follows:

- **portfolio** which is the student's „business card” that will determine the cognitive, attitudinal and behavioral progress in a particular academic discipline, over a period of time (semester / year). The diagnosis will be made by the teachers and discussed with the student involved



in the assessment. The portfolio can be realized individually or in groups. The following types of portfolios will be used: presentation or introductory, progress or activity, assessment;

- **3-2-1 technique** will be used to assess the results of a teaching sequence or activity and can be considered as a good way of self-assessment. It asks students to: define three terms (concepts) from what they have learned; argue two ideas; identify one idea that they would like to learn more about;
- **interrogative method** - represented by the acronym 5W; (What?, Where?, How?, About what?./ For what?);
- **project** - is a complex method of individual or group assessment and strengthens students' praxiological skills;
- **case study** - consists in analyzing and debating a case represented by a particular problematic situation in which an individual, social group, institution finds itself;
- **account** is a higher form of intellectual work, which consists in writing an original synthesis on a given theme or problem by consulting and processing information from documentary sources;
- **summarizing** - aims to reduce a text to a limited and precise number of words, faithfully reproducing an author's thoughts and the main lines of his reasoning;
- **commentary** - can assess students' critical sense, reflective capacity, their ability to relate to the issues under discussion, personal experience and culture;
- **Synthesis** - an assessment test to be used in exams - a concentrated, coherent and easily comprehensible presentation of information on a given topic from several papers;
- **report** - will be routinely used in internships and professional development;
- **review** - an evaluation method which is a short written critical review of a scientific work;
- **essay** - provides an opportunity to express the student's personal perspective on a topic. It will be used in the assessment of knowledge in different subjects;
- **docimological tests** - assessment tools that contain tests or questions (items) and allow you to measure and assess the level of student learning;
- **investigation** - a complementary method of assessment that provides information about the student's ability to apply acquired knowledge in an original, creative way in new and varied situations. It will be carried out during individual or team lessons;
- **OSCE assessment** (Objective Structured Clinical Examination) - a method of assessing students' professional and transversal competences based on objective testing of their ability to perform practical tasks and solve clinical problems;
- **OSPE** (Objective Structured Practice Examination) assessment - is a method of assessment in preclinical and clinical disciplines, a modified version of the OSCE.
- **and/or other complementary assessment methods.**

II. Standardizing assessment.

2.1. In the written test, uniformity of assessment will be ensured by the following means:

- a. The number of multiple-choice questions must be identical for all students in a study program regardless of the language of instruction.
- b. The working time must be the same for all assessed students.
- c. The procedures for compiling the databases, choosing questions, correcting answers, and maintaining the databases will be jointly determined by the teaching subdivisions and the dean's offices of faculties, under the coordination of the DAMD and the Vice-Rector for academic activity.
- d. The disciplines in which the examination is taken through the test stage, within the



study/practical work guides will provide at least 3 model questions for each topic in the chapter.

- 2.2. In the written test, in the form of a examination card/case study, uniformity of assessment will be ensured by:
 - a. Each student solves the same number of topics.
 - b. Work time is equal for all students in a degree program.
 - c. Subject cards are the same for all students in a degree program. No topics are deleted, added or changed from one series to another.
 - d. The marking of each topic is done according to a predetermined rubric. The scale contains the key words required for maximum score.
- 2.3. Where the written examination in a particular discipline uses both types of assessment, the specific procedures for each type of assessment shall be followed.
- 2.4. In the **oral examination (card/clinical case)** uniformity of assessment shall be ensured by the following:
 - a. Each student draws his/her own card/clinical case.
 - b. The number of topics assessed is identical for all students in a degree program.
 - c. It is recommended that each student be evaluated by at least two subjects.
 - d. Grading is done according to a predetermined scale
- 2.5. In the **practical skills** assessment examination uniformity of assessment shall be ensured by the following:
 - a. Each student draws his/her own card with the statement of practical skills assessed.
 - b. The number of practical skills assessed is identical for all students in a program of study.
 - c. For OSCE/OSPE assessments students will be assessed at the same stations.
 - d. Grading is carried out according to a predetermined scale.



Annex 2

RESIDUAL KNOWLEDGE ASSESSMENT PROCEDURE

1. The assessment of residual knowledge is carried out in the form of computer-assisted assessment and is intended for students starting from the fourth year of study in the Medicine program and the third year for students in the integrated programs of Stomatology, Pharmacy and Bachelor's degree.
2. The control of residual knowledge is performed for all fundamental disciplines included in the curriculum up to the II-III year of studies.
3. The teaching subdivisions responsible for the fundamental disciplines present the set of tests in a volume of 50 tests per discipline.
4. The person in charge appointed by the Dean's office will create the collection of tests in the Moodle system. Each grid will contain a number of tests proportional to the number of credits obtained in the fundamental disciplines included.
5. The vice-deans and the person in charge of the assessment will draw up the schedule for the test and will ensure the attendance of the students according to the established deadlines.
6. The test of residual knowledge shall be carried out not earlier than six months after the completion of the discipline and the passing of the examination in it.
7. The assessment will take place in the assessment room in the presence of a teacher. In case of exceptional epidemiological situations, the assessment may be carried out online.
8. The duration of the assessment depends on the number of items included in the assessment grid, based on the ratio 1 item per minute.
9. The results of the assessment will be made known to the students at the end of the test, they will be displayed on the monitor. They are informative for self-assessment and do not influence academic progress.
10. The assessment officer will analyze the results of the testing and will present the disaggregated information for each discipline to the responsible heads of subdivision.
11. The analysis with the results per study program will be presented to the Dean's offices, Faculty Councils and Senate as appropriate.
12. The heads of subdivisions will analyze the results and make the necessary changes to the subject curriculum, as appropriate. The data obtained may serve as a basis for making adjustments in the teaching/assessment of the discipline in order to improve the quality of the educational process.