

Accreditation Agency in Health  
and Social Sciences



## **Assessment Report**

**for the Application of EDU  
for the Accreditation of the Study Programs "Medicine"  
(Bachelor of Medicine and Master of Medicine)**

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Decision

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## 1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master' programs in the fields of health and social sciences, as well as in related domains such as law or economics. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Furthermore, the AHPGS has been listed in the European Quality Assurance Register (EQAR) since 2009. In Germany, AHPGS is approved by the German Accreditation Council (Akkreditierungsrat), to run system and program accreditations for higher education institutions and universities on behalf of the competent authorities in each of the sixteen German Federal States (Bundesländer).

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria<sup>1</sup>:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management

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<sup>1</sup> Approved by the AHPGS Accreditation Commission

## **I. The Higher Education Institution's application**

EDU applies for an international program accreditation for its Bachelor of Medicine (B.Med.) and Master of Medicine (M.Med.) programs according to European standards as provided for in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the relevant provisions by EQAR and ENQA.

The AHPGS verifies the sufficiency of the documents submitted by the Higher Education Institution (HEI), namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary (see Sections 2-5), which is to be approved by the HEI and subsequently made available to the expert group, together with all other documentation.

## **II. Written review**

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the above-mentioned criteria. Consequently, the experts comprise a short summary regarding the study programs.

## **III. On-site visit (peer-review)**

The experts carry out a virtual on-site visit at the HEI. During this visit, discussions are held with members of the HEI, which include HEI and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. In addition, the experts carried out class visitations. The task of the experts during the virtual on-site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the virtual on-site visit, the expert group writes the expert report. This report is based on the results of the visit, the written review of the study programs, and the documents submitted by the HEI. Finally, the report is made available to the HEI for the opportunity to issue a response opinion.

The expert report as well as the HEI's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

#### **IV. The AHPGS accreditation decision**

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the HEI's self-evaluation report, its annexes, the summary comprised by the AHPGS, the expert report, as well as the HEI's response opinion. These documents represent the foundation for the commission's decision regarding the recommendation for accreditation of the study program.

## **2 Information about the Higher Education Institution**

EDU is a Higher Education Institution based in Malta but operating borderless under a digital provider license issued by the National Commission of Further and Higher Education (NCFHE), now Maltese Further and Higher Education Authority (MFHEA) in June 2018.

EDU currently only consists of the Faculty of Medicine and Health. The Faculty offers the programs “Bachelor of Medicine” and “Master of Medicine”, that are designed as consecutive, full-time study programs in a blended learning format. The “Bachelor of Medicine” study program admitted its first students in November 2018. The “Master of Medicine” program started in September 2022.

There are currently 110 students enrolled in the two programs. 99 students in the Bachelor’s program and 11 students in the Master’s program. The first graduates in the “Master of Medicine” are expected in 2024.

The HEI does not have premises to teach, as the teaching takes place on the Digital Campus and in partnering hospitals.

Further study programs are already accredited and planned but the HEI has not yet started to admit students to the programs.

### 3 Overview

#### 3.1 Procedure-related documents

The Self-Evaluation Report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the Self-evaluation report) of EDU (hereinafter the Higher Education Institution (HEI)) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on the 09.04.2022. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of AHPGS. The contract between EDU and the AHPGS was signed on the 24.05.2022.

#### 3.2 Structural data of the study program

Higher Education Institution	EDU
Faculty/Department	Faculty of Medicine and Health
Cooperation partner	Maastricht University Several teaching hospitals
Title of the study programs	Medicine
Degree awarded	Bachelor of Medicine (B.Med.) Master of Medicine (M.Med.)
Form of studies	Full-time
Organizational structure	Blended: Online for theoretical parts and in-person clinical rotations for practical parts
Language of Studies	<ul style="list-style-type: none"><li>• English for theoretical parts</li><li>• language spoken in the teaching hospital for practical parts</li></ul>
Period of education	9 trimesters for B.Med 6 trimester followed by 6 months clinical clerkship for M.Med 15 trimesters plus 6 month total (5,5 years in total)
Credit Points (CP) according to the European Credit Transfer System (ECTS)	300 CP (180 CP B.Med. and 120 CP M.Med.) + 42 CP for clinical clerkship
Hours/CP	25 Hours/CP
Workload	<b>B.Med.</b>



	Total: 5,004 hours Contact hours: 1,422 hours Individual work: 2,016 hours Practice: 1,422 hours Exams: 180 hours <b>M.Med.</b> Total: 3,360 hours Contact hours: 948 hours Individual work: 1,344 hours Practice: 948 hours Exams: 120 hours
CP for the final paper	B.Med: 8 CP M.Med: 22 CP
Launch date of the study program	B.Med: November 2018 M.Med: September 2022
First accreditation	June 2018
Time of admission	Up to six times per year
Number of available places on the program	150 per year
Number of enrolled students by now	B.Med: 99 M.Med: 11
Particular enrollment conditions	B.Med: - general Higher Education Institution entrance qualification - cognitive test - structured interview - police clearance certificate  M.Med: "Bachelor of Medicine" degree from EDU or equivalent
Tuition fees	€19.500 per year

Chart 1: Structural data of the study program

#### 4 Expert Report

The virtual on-site visit was carried out on March 17<sup>th</sup>, 2023, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on March 17<sup>th</sup>, 2023 for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation, as well as questions that had been raised prior.

During the virtual on-site visit, experts conducted discussions with the HEI management, representatives of the Faculty, and the teaching staff of the programs as well as with students currently studying in the program. Since the programs are organized in a blended learning format, the virtual classrooms were inspected.

The expert report is structured based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study programs will be described and analyzed in a comprehensive manner below. The documents submitted by the HEI, the Experts’ feedback to the documents, the observations made during the virtual on-site visit, the results of discussions with the representatives of the HEI, Faculty of Medicine and Health serve as the foundation for the statements made in the expert report.

#### **4.1 Program aims and their implementation**

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

##### **Summary**

EDU strives to become one of the leading institutions of higher education within the field of medical education. The Faculty of Medicine and Health is committed to providing students with modern medical education. It is their mission to empower the development of medical professionals fit for the 21st century. The main objective is to educate practitioners who are knowledgeable, skilled, up-to-date cadre of health professionals who put patient care above self-interest, and who undertake to maintain and develop their expertise over the course of a lifelong career.

EDU’s curriculum is systematically planned and organized in eight program domains:

1. Scientific Foundation in Medicine,
2. Professional Values, Attitudes, Behavior and Ethics,
3. Clinical Skills,
4. Population Health and Health Systems,
5. Communication Skills,
6. Management of Information,
7. Critical Thinking and Research and
8. Learn to Learn in a way that brings about changes in learners in three learning realms: cognitive (knowledge, competencies and intellectual skills), affective (feelings and attitudes), and psychomotor (physical skills).

EDU students who have attained the bachelor's degree will have acquired a solid basic medical knowledge which enables them to commence the master's degree program at EDU, in order to obtain their overall qualification as an essential part of becoming a medical doctor. However, at present, there is no explicit regulation for transferring to another HEI after the Bachelor's degree. According to the HEI, with the completion of the bachelor's degree at EDU, employment in various areas of the health care system is also possible:

- Adult nursing
- Pediatric nurse
- Healthcare Scientist
- Higher education lecturer
- International aid worker
- International development worker
- Mental health nurse
- Midwife
- Paramedical employment

EDU students who have successfully completed their Master of Medicine study program at EDU, and have earned a Bachelor's degree in human medicine before can work as Medical Doctors wherever this European degree according to 2005/36/EC as updated by 2013/55/EU or as in future is further updated with the respective Competent Authority responsible for the registration of Medical Doctors.

Alternatively, graduates can apply to health authorities, work in the pharmaceutical industry, the medical device industry, public and other health

services organizations, work for aid organizations or deal with medical journalism. Further fields of activity are open to graduates in the medical sector (SER 1.4.1).

There is a global shortage of physicians, in Europe, especially in rural areas. The World Health Organization (WHO) sees a growing demand for all health-related qualifications and a widening gap of professionals entering the labor market. The employment perspectives for graduates are very positive.

According to the HEI, graduates that successfully completed the EDU course (full circle, so B.Med and M.Med together), may submit an application for registration with the Medical Council Malta for consideration. Since there are no graduates in the Master's program yet, there is no experience so far whether the registration is granted or not. Graduates of the M.Med. currently will not be granted registration automatically, but require an individual application and individual recognition.

### **Judgement**

The objectives of the program are considered to be reasonable and appropriate with regard to the structure and content of the curriculum.

From the experts' point of view, as described above, the Bachelor's as well as the Master's study program "Medicine" focus on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and refer to the domain of academic competences, competences necessary for qualified employment, skills of social commitment and personal development.

The experts discussed the approbation (license to practice) with the HEI and asked for the latest update. The HEI explains that it is an ongoing process with the Medical Council Malta since September 2020 and that international program accreditation may be an essential part of the process.

The experts agree that the innovative concept of EDU is a viable alternative to traditional medical education in Europe, and especially in Germany (Staatsexamen). Nonetheless, the completion of a Bachelor's degree must be accompanied by a description of possible professional fields in the health care system according to the acquired competency profile. The Master's degree must be accompanied by a license to practice medicine.

The experts consider EDU's study program "Medicine" consisting of the consecutive B.Med. and M.Med. programs fully viable and fit for the purpose of educating capable physicians according to the needs of the profession and the

objectives of the programs as well as in comparison to other medical education programs in Europe. This is laid out and confirmed in more detail in the following dimensions of the assessment.

To ensure, however, that Master's graduates are able to take up qualified employment as medical practitioners after graduation without complications, approval of the combined B.Med. and M.Med. program as professional qualification to practice Medicine from the Medical Council Malta must be achieved.

Furthermore, there is no regulation for transferring to another HEI after the Bachelor's degree. The experts recommend to regulate the transfer to another HEI during the studies and after the completion of the Bachelor's degree.

### **Decision**

From the experts' point of view, the requirements of this criterion are substantially fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are substantially fulfilled for the study program "Master of Medicine".

The Bachelor's degree must be accompanied by a clear description of possible professional fields, and the Master's degree must be accompanied by a license to practice medicine. To ensure that graduates are able to take up qualified employment as a medical practitioner without going through individual application procedures after graduation, approval from the Medical Council Malta must be achieved.

## **4.2 Structure of the study program**

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competencies. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)<sup>2</sup> and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's

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<sup>2</sup> [http://ec.europa.eu/education/tools/docs/ects-guide\\_en.pdf](http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf)

Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The arrangement of internships in the study program allows the acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

## **Summary**

The study program "Bachelor of Medicine" is delivered in a blended-learning format. The theoretical parts are taught online, whereas the practical parts are carried out in person as clinical rotations in teaching hospitals. EDU divides the academic year into three 14-week modules. The first ten weeks of a module consist of an online learning phase. During this phase, students work on clinical, biomedical and non-technical learning objectives. The theoretical phase also lays the groundwork for the practical phase of each module, where students apply their knowledge by engaging in clinical settings. The online phase is usually concluded by a reading week. The following four weeks are dedicated to the clinical rotation, which is completed at a teaching hospital. The Bachelor Thesis is started in module 7 and submitted at the end of the third year of study.

The Bachelor program comprises 12 obligatory modules (Table 1). There are 1-2 modules in total provided for each trimester. The total workload in the Bachelor's study program is 4,500 hours, with an additional 540 hours completed by students but not credited. It is divided into 1,422 contact hours (online), 1,422 hours of practical work, 180 hours of exams and 2,016 hours of self-study.

<b>No.</b>	<b>Title</b>	<b>Tri.</b>	<b>CP</b>
1	An Introduction to the Human Body	1	22
2	The Body in Movement	2	22
3	The Human Body Homeostasis	3	22
4	The Importance of Self-Care	4	22
5	From Genes to Genomes	5	22
6	The Human Body in Stress	6	22
7	The Importance of Reproductive Health	7	20
8	Welcome to Pediatrics	8	20
9	Basics of Diagnostics	9	18
10	Thesis 1: Introduction to Research in Medicine	7	2
11	Thesis 2: Cornerstones of Clinical Research and Clinical Appraisal	8	2
12	Thesis 3: Thesis Writing	9	4
	<b>Total:</b>		<b>198</b>

Table 1: module overview B.Med.

The first year of the Bachelor study program comprises essentials of biomedical science including chemistry, biology, physics, human anatomy and physiology as well as medical English.

The second year is, among other things, dedicated to nutrition, histology, biochemistry, pathology, microbiology, pharmacology, sociology and clinical research. Problem-solving, critical thinking and research skills are also part of the curriculum.

The third year contains for example clinical anatomy, embryology, public health, immunology, global health and environmental health. Data analysis or medical writing are taught as well.

The study program "Master of Medicine" is also delivered in a blended-learning format. The organisation of the weeks differs only slightly from the Bachelor program. The 14-week modules start with a two-week online learning phase, followed by four weeks of clinical rotation, followed by eight weeks of a collaborative online learning phase. The theoretical phase is concluded with an examination in week 14 of each module.

The Master program comprises six obligatory modules (Table 2). There is one module provided for each trimester. The total workload in the Master's study program is 3,000 hours, with an additional 360 hours completed by students but not credited. It is divided into 948 contact (online), 948 hours of practical work, 120 hours of exams and 1,344 hours of self-study.

<b>No.</b>	<b>Title</b>	<b>Tri.</b>	<b>CP</b>
A	Dying, Drugs and Diagnostics	10	22
B	The Life Cycle and Organ Systems	11	22
C	Community Care and Metabolism	12	22
D	Emergencies and Surgeries	13	22
T	Master Thesis	14	22
E	Electives	15	22
	Clinical Clerkship	N/A	42
	Total:		174

Table 2: module overview M.Med.

The first year of the Master's study program comprises essentials of biomedical science including oncology, infectious diseases, palliative care, clinical pharmacology, cardiology, pediatrics, respiratory medicine, gastroenterology, primary healthcare or sexual health.

The second year is, among other things, dedicated to acute, emergency and perioperative medicine, neurology, urology and rheumatology. Elective modules are for example: regulatory affairs, health management, molecular medicine, experimental medicine etc.

The third year of the Master's study program contains the 26-week clinical clerkship.

In accordance with Article 24 of the EU Directive 2005/36/EG, EDU operates the programs in medicine under the supervision of the Faculty of Health, Medicine and Life Sciences (FHML) at Maastricht University.



The approach which Maastricht University has committed to undertake and provide in relation to the scope, content and modalities of the supervision of the education supplied by EDU and its teaching hospitals, revolves around these main themes: Assessment and quality assurance, review and evaluation of the medical training, staff training, appointment of curriculum committee, expert meetings and audits. The latest review report is found on EDU's and Maastricht Universities website. The review of Maastricht University is structured along the WFME standard structure and assesses EDU's medicine programs using the WFME criteria for Basic Medical Education (BME) 2020.

The module description covers the following aspects: learning unit name, learning outcomes, assessments, learning hours (divided into contact hours, self-study hours, practice hours and assessment hours), key dates and teaching staff.

The complete program is operated as a blended learning program with the theory being taught digitally through EDU's campus platform facilitating the pedagogical building blocks and practice in academic teaching hospitals (SER 1.2.5). The Digital Campus is a learning and teaching environment specifically designed for collaborative online learning for academic programs. It allows:

- Virtual classrooms: enables synchronous teaching and active learning and offers features like document and screen sharing, breakout rooms, collaborative drawing, quizzes and quick polls.
- Team-based learning: supported through a team concept, student rooms for synchronous alignment, and a submission solution.
- Self-learning environment: provides students an overview of all learning objectives, outcomes, resources and self-assessment quizzes which are relevant for the current week and the current module.
- Library: access to all internal and external learning resources. The library content is linked to learning objectives and structured by learning units for each study week.
- Assessment and Gradebook: The support includes assessment and examination results in an archival format for auditing purposes. In the Gradebook, students can review their grades and feedback for their different assessments.
- Social: various opportunities including chat and a global forum to engage with other students.

With one month of clinical rotation per trimester, EDU has a high clinical component in its medical education starting with the first trimester. EDU is closely collaborating with Helios and the Marienhaus group. Nine out of eleven teaching hospitals belong to the two groups. The Robert Bosch Krankenhaus Stuttgart is a new partner. Currently, all teaching hospitals are located in Germany.

Teaching hospitals must fulfil predefined quality criteria. They give students a physical insight into clinical practices and complement online teaching by allowing hands-on medical experience within a hospital. Within a clinical rotation phase in a teaching hospital, students work together with clinicians in their field. It is their duty to supervise students and provide valuable feedback due to professional feedback rules. The teacher-student ratio may be equal to 2/5. With a high mentor/mentee coverage, each student is assigned to a dedicated mentor with academic experience.

Hospitals are committed and contractually bound to the EDU curriculum. Clear roles and responsibilities of clinical teaching faculty ensure seamless integration in clinical environments whilst ensuring effective, high-quality learning environments.

EDU's medical curriculum is by design bilingual and designed to be international. The learning objectives of the individual modules have been supplemented by the following learning objective catalogs:

- Swiss Catalog of Learning Objectives for Undergraduate Medical Training – Switzerland
- United Kingdom Medical Licensing Assessment framework (UKMLA)
- Nationaler Kompetenzorientierter Lernzielkatalog Medizin - NKLM, Germany
- Tomorrow's Doctors - GMC, UK
- The Scottish Doctor – Scotland
- The Austrian Competence Level Catalogue for medical skills
- Raamplan Artsopleiding - the Netherlands

According to the HEI, there are currently no options to study abroad at another HEI. There is no scheduled window of mobility in the modules of teaching. However, one internship in the Bachelor, the elective module in the Master, the module with thesis work in the Master, and the elective part of the clinical clerkship at the end of the program allow for mobility outside of the core plan of the programs.

Research is integrated into teaching at EDU by sharing new research and knowledge, as well as constantly updating courses to include up-to-date findings in the field of study. Furthermore, EDU has implemented a longitudinal research track curriculum starting in Module 1. Research elements are intensified from Module 5 with clinical research methodologies, ethics, biostatistics and epidemiology. A journal club and literature appraisal start in Module 7, where also work on the Bachelor Thesis begins. The Master's program continues along the lines of the Bachelor's program, with a full module being dedicated to research and the writing of the Master's thesis. Here, epidemiology is deepened, and scientific writing is elaborated further.

### **Judgement**

The Bachelor's study program, as well as the Master's study program "Medicine", have a course-based modular structure and a course-related examination system. The module descriptions contain information on the learning unit name, learning outcomes, assessments, learning hours (divided into contact hours, self-study hours, practice hours and assessment hours), key dates and teaching staff. The EDU medical student handbook is a source of information on the didactic concept, module structure, grading scheme, student support and much more.

The experts value the detailed module descriptions and further information, which enable students to prepare adequately for the individual courses as well as the scheduled examinations.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organisation and accomplishment of assignments and the learning process in general.

During the discussions with the HEI, it became clear that EDU's study programs and teaching model is a good addition to traditional medical education in Europe, and especially Germany providing an alternative equivalent path to the targeted qualification objectives. The experts appreciate the early integration of practical parts in the curriculum. The theoretical knowledge is applied directly in a clinical setting. The blended learning concept enables students to study in a location-independent and time-flexible manner.

The experts consider the supervision by the Faculty of Health, Medicine and Life Sciences (FHML) at Maastricht University in the fields of quality assurance, staff training, etc. to be useful for the further development of the HEI and the study programs. External advice and supervision is often helpful, especially in the early years of a higher education institution, where many processes are still being established. In EDU's case, the supervision by a University is required according to Article 24 of EU Directive 2005/36/EC and together with the curriculum and structure of the combined B.Med. and M.Med. programs completes the full conformity with the European requirements according to Article 24 of EU Directive 2005/36/EC. The experts reviewed the assessments of the latest review report of Maastricht University and follow the assessments in the report.

According to the HEI, the list of teaching hospitals is to be expanded and extended to other countries, like Spain and Italy. The experts welcome this idea, as it would also enable students with other than German language skills to study in the programs.

According to EDU, there are currently no options to study abroad at another HEI. There is no scheduled window of mobility. Extending the hospital network to other countries, however, would establish a natural ground for international mobility of EDU's students not only for clinical rotations but also for theoretical modules as learning teams are regularly re-assembled. The experts also recommend creating formal windows of mobility for the students and consider establishing a network of exchange partners beyond EDU's own network.

The experts further inquired about the research strategy of the HEI. The HEI explains that they are still a very young Institution of Higher Education and the role of research at EDU is growing. Research is integrated in the curricula of both study programs, nevertheless the institution is in need of a research strategy for further development.

The Bachelor program comprises 180 ECTS and the Master program 120 ECTS and 42 ECTS for the clinical clerkship. The students complete 900 hours (540 + 360h) without being credited. The experts recommend crediting the total number of studied hours and to standardize the published information in this regard.

## **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Master of Medicine".

### **4.3 Admission and Feasibility**

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the HEI in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

#### **Summary**

The full admission requirements for the Bachelor and Master programs are published on the HEI's website.

The general entry requirements for the "Bachelor of Medicine" are the following:

- a) a qualified leaving certificate of secondary education from any EU country;
- b) a proof of proficiency in the language of instruction;
- c) a valid passport;
- d) a clean Police Conduct Certificate;

The admission is organized in three phases. In phase one, the candidates will fill out a biographical questionnaire and will have to prove that they fulfil the formal criteria for being admitted to the program. Phase two consists of an online test in a secured environment. The test assesses cognitive skills (comparable to the worldwide recognized SSAT, SAT and GMAT in the US) in relation to a medical context. In phase three, structured online one-on-one interviews and/or group sessions will be performed to assess the motivation and social and team skills of the candidates.

The "Master of Medicine" is open to students who have completed EDU's Bachelor of Medicine successfully, or those who have:

- Successfully completed a medical undergraduate degree at MQF Level 6 deemed equivalent to EDU's Bachelor of Medicine. A placement test may be used;
- Proficiency in the English Language at Level B2;
- Proficiency in the language spoken in the teaching hospitals at Level C1;
- A clean Police Conduct Certificate.

The admission for the Master's program is organised in the same three phases as the Bachelor's program.

Admissions for both study programs are open through the year, and applications are accepted on a rolling basis.

According to the HEI, there are various support structures in place at EDU aimed at helping students with their individual questions or concerns. Students are informed about the available resources actively during their onboarding week. Additionally, tutors and mentors remind students of these resources when adequate, on a case-by-case basis.

Support services are as follows:

- Mentoring: Mentors engage with students to motivate them and to understand the needs of the individual student to improve their respective learning progress
- Student Affairs Office: support on an ongoing basis with requests like financial aid, organisation of clinical rotations or issuing student documents.
- Technical support: for example, assistance with the learning platform
- Peer mentoring: peer mentorship is available to Year 1 students, which is provided by Year 2 and 3 students and successfully operated by the student community.
- Virtual office hours: the teacher usually offers virtual office hours for each virtual class they facilitate.

## **Judgement**

The admission policies and procedures along with the requirements are properly documented and made publicly available. As the first year of study comprises medical foundations as well as basic communication, critical thinking and problem-solving skills, the experts determine the admission procedure and requirements to be appropriate, as they correspond to the standards of the study programs.

The experts confirm that the HEI takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs.

During the discussions between the HEI and the experts, it became obvious that the teaching staff is very invested and believes in the blended-learning format of the study programs.

Both the HEI and students report comprehensive support measures by teaching staff and administrative staff. The experts find the support services at the HEI to be exemplary and conducive to the health and success of the student body.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Master of Medicine".

## **4.4 Examination system and transparency**

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements to students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The HEI guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

### **Summary**

EDUs assessment system is divided into an integrated program of balanced formative and summative types of assessment happening at different times during the theoretical and the clinical rotation phases. The knowledge, skills and attitudes

defined in the learning objectives are assessed by means of suitable testing formats.

In addition to written forms of assessment, the OSCE alternates between a summative and formative exam established to assess practical skills taught and acquired throughout the medical degree. To measure longitudinal attainment of the clinical skills and competencies concerning medical practice, the EDU Clinical Skills Catalogue serves as the guiding training plan as well as a formative documentation of progression.

Types of theoretical assessments during the online phase

Formative:

- Active Participation during synchronous Sessions (daily)
- Longitudinal Quizzes as prior preparation for synchronous Sessions (daily)
- Personal Learning Plans (weekly during year 2)
- Online Proctored Mock Examinations (week 8 in Module 1)
- EBMA International Progress Test (two times per academic year)

Summative:

- Facilitator Evaluation of Verbal and Written Presentations (once per week)
- Online Proctored High-Stake Examination tailored to Module learning objectives (week 9 in every module, end of year 3 and end of year 5)
- Bachelor Thesis (year 3)
- Master Thesis (year 5)

Types of clinical assessments during clinical rotation phase

Formative:

- Work-based assessment of the clinical skills following the clinical skills catalog (daily)
- Portfolio on professionalism skills (daily)
- OSCE (once per year in modules 3 and 6)

Summative:

- OSCE (in module 9 and at the end of clinical clerkship)

The grading scheme is as follows:



<b>Mark Range</b>	<b>Grade</b>
96 – 100%	A+
90 – 95%	A
86 – 89%	B+
80 – 85%	B
76 – 79%	C+
70 – 75%	C
66 – 69%	D+
60 – 65%	D
00 – 59%	F

The regulations for the repeatability of exams can be found in the “Student Assessment Regulation”.

The recognition of credits transferred from other universities (domestic and abroad) is currently not possible.

Regulations, in terms of timeline and formal guidelines for studies, concerning the compensations for students with disabilities and chronic illnesses you will find in “Student Assessment Regulation”. According to the HEI, assessment arrangements may be made for students with a disability or chronic illnesses.

### **Judgement**

The HEI uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. The experts positively emphasize that the HEI has established a well-functioning system of electronic examinations. From the experts’ point of view, the examinations adequately serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students’ knowledge and competences. Moreover, the formative assessment formats generate important feedback for the students' learning process.

The experts also consider the regular participation of EDU students in the EBMA international progress test as an excellent tool to externally calibrate teaching and learning success for young programs such as EDU’s.

Furthermore, the experts have also discussed the process for the recognition of externally achieved credit points. The HEI states, that the recognition of credits transferred from other universities (domestic and abroad) is currently not possible.

The Lisbon Recognition Convention must be implemented to ensure fair recognition of higher education qualifications.

Thus, the experts conclude that the examinations, although numerous, successfully serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge. The requirements for students' performance in examinations are regulated and published in the module descriptions. The frequency of examinations, as well as their organizations, is appropriate.

The HEI guarantees that assessment arrangements for students with disabilities or chronic illnesses are made.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published on the website as well information about the unresolved situation regarding the license to practice and the automatic recognition.

### **Decision**

From the experts' point of view, the requirements of this criterion are substantially fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are substantially fulfilled for the study program "Master of Medicine".

The Lisbon Recognition Convention must be implemented to ensure fair recognition of higher education qualifications.

### **4.5 Teaching staff and material equipment**

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

## **Summary**

Currently, the academic staff at EDU consists of 54 people: 12 senior lecturers, nine tutors, nine visiting professors, four lecturers, five mentors, four officers with dedicated responsibilities and 15 people responsible for the curriculum and assessment.

At EDU, internal as well as external/freelance professors and lecturers, form the basis of the Faculty for Medicine and Health. The internal teaching faculty mainly consists of the Dean, Pro-Deans, Medical Tutors, Nonmedical Tutors and Mentors. EDU has not awarded internal professorships yet. The HEI provided a list of the teaching staff and their roles.

According to the HEI, teaching staff are resident at various locations predominantly across the EU, preferably sharing the same time zone with EDU students. In addition, EDU has visiting professors and specialist lecturers located in the US, Canada, India and Sub-Saharan Africa (SER 2.1.1).

Staff development, planning and recruitment at EDU are regulated by EDU's HR and academic promotion policies, detailing the frame given by EDU's IQA. Recruitment of teaching staff on all levels follows a detailed nine-month rolling forecast by position and needed specialization.

Recruitment follows a four-eye-principle process, ensuring adequacy of skills and experience. All staff are onboarded in a structured process based on EDU's recruitment process guidelines. Teaching staff, especially tutors, receive intense introductory training, further training is provided based on teaching supervision.

Support staff at EDU is 33 people. The support staff mainly consists of internal employees for student affairs, admissions and operations, while in the field of information technology, finance and legal the institution is working extensively with freelancers and advisors as a complement to internal staff. Support staff is predominantly located in Kalkara, Berlin, and Bratislava.

EDU does not have premises or a library and leverages digital infrastructure to provide adequate facilities to students.

EDU works with the following content partners:

- Amboss Miamed
- BioDigital
- Oxford University Press
- Urkund
- Draw it to Know it (DitKi)
- Wolterskluwer (Up to Date)
- Body Interact
- Thieme
- ProQuest
- UpToDate (SER 2.2.2).

To complete the one month per trimester clinical rotations, EDU partners with eleven teaching hospitals. Helios and the Marienhaus group are the biggest partners. Nine out of eleven teaching hospitals belong to the two groups. Currently, all teaching hospitals are located in Germany.

### **Judgement**

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Students evaluate the performance of all teaching staff periodically.

Overall, the teaching and academic staff of EDU shows a high level of commitment and potential for the execution as well as further development of the study programs they are responsible for. The expert group concludes that there is a strong corporate identity and positive group dynamics among the HEI and the administration.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is qualified. The teaching staff within the Bachelor as well as the Master study program "Medicine" is in possession of academic and technical credentials and experience adequate to their tasks.

The HEI informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities. The training of teaching staff is one of the main themes of supervision by Maastricht University, as mentioned above.

The experts were given an introduction to the online learning platform by the HEI. The possibilities for the teaching staff as well as the students are plentiful.

A team of experts visited one of the teaching hospitals, the Robert-Bosch-Krankenhaus (RBK) in Stuttgart, Germany. On-site, the motivation and goals of the cooperation were convincingly presented. The experts were able to convince themselves of the willingness and suitability of the RBK as a teaching hospital. The management and staff of the RBK are aware of the special demands and challenges of working with EDU students. The experts consider the personnel expertise and equipment, as well as the commitment expressed in the interviews, to be suitable for cooperation with EDU.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Master of Medicine".

### **4.6 Quality assurance**

The HEI has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the HEI takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

### **Summary**

The HEI's Quality Management System functions along three major quality perspectives on the study programs in Medicine:

1. Equivalence and Conformity (Validity)
2. Outcomes-oriented Consistency (Verifiability)
3. Controlled Processes and Quality

EDU aims to grow and evolve along these three perspectives, with all subsequent structures and activities acting in support. The overall quality management is following the quality cycle of continuous improvement and is founded on EDU's Organization and Core Processes, EDU's Internal Quality Assurance (IQA) system and its associated policies, the external supervision and quality assurance by Maastricht University and the MFHEA (SER 1.6.1).

EDU has implemented a network of regular internal reviews based on feedback collections and supplemented by external reviews. Essential to the external review is the established long-term supervisory relationship with Maastricht University and the regular progress tests in cooperation with the EBMA and the Umbrella Consortium for Assessment Networks (UCAN).

After the execution of each module, feedback is collected both formally and informally from stakeholders and across operational levels, including the medical faculty, clinical teachers, teaching hospital management and experts. The evaluation and implementation of this feedback leads to continuous changes and adaptations to the curriculum, teaching and learning, the online platform and learning resources.

According to the HEI, the flexibility of the digital curriculum and digital teaching allows for prompt implementation of changes derived from the feedback, evaluation, and external supervision (SER 1.6.2).

According to the HEI, the establishment of the Academic Board, its Educational Program Committee, and the expansion of responsibilities granted to the Student Council has provided a range of stakeholder involvement into quality reviews. In particular, academic faculty, non-academic staff, and students have established roles and accountability in quarterly module evaluation and reviews. Module evaluations use data from student-submitted evaluations, external international progress tests, and high-stakes assessment performance. Additional information can be requested by the Programming Board and the Educational Program Committee (SER 1.6.3).

Furthermore, a Student Council, with elected representatives of all student cohorts, was established as student self-organization mid of 2019. The Student Council independently pursues teaching and learning quality and student satisfaction topics through interviews and questionnaires and is the go-to-point for students outside EDU's Student Affairs team. Feedback and input from the Student Council is heard and integrated into improvement processes on a regular

basis. Additionally, since the beginning of 2022, representatives of EDU and the Student Council have scheduled monthly meetings to provide updates and align on pending issues.

According to the HEI, external validation for practical parts of the study program is conducted via the supervision process under Maastricht University (UM) and reported in their annual Supervision Review and Report. Additionally, quarterly Curriculum Committee meetings between UM and EDU ensure compliance and review of institutional developments.

EDU takes students in the Bachelor of Medicine on a rolling basis, up to six times per year. Student intake number in the B.Med program are as follows, contributed across 13 cohorts:

<b>Year</b>	<b>No. of Students</b>
2018	8
2019	29
2020	51
2021	65
2022 YTD	23

In 2022, the HEI has registered the first graduates of the B.Med program.

**Judgement**

From the experts’ point of view, the HEI has a well-structured system of quality assurance spread across all of its units. The HEI has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study programs “Medicine”. As mentioned earlier, the field of quality assurance is also under the supervision of the Maastricht HEI. The latest review report can be found on EDU’s website.

The experts address the reasons for the high dropout rate with the HEI and the students. According to the HEI, the main reason for the dropouts is the ongoing process with the Medical Council Malta regarding the license to practice medicine after the completion of the Master’s program. The students confirm that the uncertainty had many fellow students end their studies at EDU. The experts recommend that dropouts continue to be documented.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the HEI takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates. The experts appreciate that regularly meetings on different levels are held to improve the study programs.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Master of Medicine".

## **4.7 Gender equality and equal opportunities**

The HEI's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

### **Summary**

EDU established the Disability Support Committee (DSC) formally in June 2022. It bears the responsibility for creating a culture of inclusiveness. The following activities are some examples of the Committee's work:

- Issuing recommendations on the adjustment of institutional rules and regulations to reasonably accommodate students with disabilities;
- Investigating the requests brought forward by students with special access needs and recommending the measures to be implemented;
- Establishing a productive process to continuously develop a guideline for Access Arrangements
- Monitoring organizational compliance to the Malta Equal Opportunities (Personal with Disability) Act (CAP. 413), good practice and internally set standards;

According to the HEI, it should be noted that student offerings can be affected by available accessibility options of the clinical partners (SER 1.5.2).

The Equality and Diversity Policy commits EDU to active engagement with diversity in its own curriculum, as well as through intellectual, social, and cultural



interactions (SER 1.6.9). According to the HEI, institutional excellence can only be achieved by engaging with diversity at every level of institutional activities. This commitment extends to the use of language and audio/visual material. Using language that is insensitive to cultural differences or offends any group on the basis of gender, disability, age, body shape, ethnicity and race, religion or belief and gender identity or sexual orientation is avoided.

### **Judgement**

The HEI demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social developments.

Overall, the experts conclude that the HEI's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

### **Decision**

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Bachelor of Medicine".

From the experts' point of view, the requirements of this criterion are fulfilled for the study program "Master of Medicine".

## 5 Conclusion

Overall, the experts were convinced by innovative and well-structured study programs. The theoretical parts of the curriculum are taught online in a Digital Campus and the practical parts are completed in person in clinical rotations in teaching hospitals. The experts value the use of electronic teaching methods and the early integration of practical parts in the curriculum. The various teaching hospitals in Germany are appropriate and qualified partners for the clinical teaching units. Altogether, the structure of the Bachelor and Master programs "Medicine" are clear, with a good balance between theoretical, practical, and clinical work. The programs follow both national and international requirements to create a well-rounded curriculum. Overall, the experts conclude that EDU's study programs and teaching model is a good addition to traditional medical education in Europe, and especially Germany, providing an alternative equivalent path to the targeted qualification objectives. The Bachelor and Master programs "Medicine" under the supervision of Maastricht University are in conformity with Article 24 of EU Directive 2005/36/EC.

The teaching and administrative staff, and also the clinical teaching staff in the teaching hospitals show a high commitment and motivation to the programs. The teaching and clinical teaching staff is adequately qualified. The students are supported in various manners like financial aid, mental health or the organisation of clinical rotations. The students expressed their satisfaction with the study programs.

However, the experts also recognized the uncertainty regarding the license to practice medicine after the completion of the Master's programs and regarding possible professional fields in the health care system after the completion of the Bachelor's degree. Furthermore, the experts highly recommend creating a window of mobility and applying the Lisbon Recognition Convention to ensure fair recognition of higher education qualifications.

Based on the information from written documents and the results of the virtual on-site visit, the experts came to the conclusion that the study programs "Bachelor of Medicine" and "Master of Medicine" offered at the EDU substantially fulfil the

above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study programs.

Based on these observations, the experts recommend the accreditation of the study program on the following conditions:

- To ensure that graduates are able to take up qualified employment as medical practitioners after graduation, approval from the Medical Council Malta must be achieved.
- The Lisbon Recognition Convention must be implemented to ensure fair recognition of higher education qualifications.

From the perspective of the experts, these conditions can be fulfilled within twelve months after the announcement of the accreditation decision.

For the continuous development of the study program, the experts have outlined the following recommendations:

- The HEI should regulate the transfer to another university during the studies and after the completion of the Bachelor's degree.
- The HEI should create a window of mobility for the students and establishing a network of exchange partners.
- The HEI should create a long-term research strategy for the Faculty of Medicine and Health.
- The HEI should expand the list of teaching hospitals, also to countries outside of Germany, to enable students without German language skills to apply for the programs
- The HEI should credit the total number of studied hours and standardize the published information in this regard.
- The HEI should continue to document the reasons for dropout.

## 6 Comparison between ESG 2015 and criteria and procedures of AHPGS<sup>3</sup>

Comparison between ESG Part I and AHPGS criteria		
ESG	AHPGS criteria for program evaluation	Evaluation focus in program (re)accreditation/assessment
1.1 Policy for quality assurance	6 Quality Assurance	<p>The program/HEI has to show that it pursues specific qualification objectives which were developed in accordance with the overall strategy of the University. The study program is student-centred and follows a modular structure which is described. Examinations are focused on students' competences. Admission requirements are specified. Student support services are offered. The University documents and publishes information regarding the study program (study plan, process of education, admission requirements, examination regulations, compensation measures for students with disabilities and other disadvantages). The HEI has appropriate funding to provide the necessary human and learning resources and material equipment required in the study program. The HEI has developed and documented a concept of quality assurance in the education process as well as teaching and research. Gender equality and equal opportunities are foreseen.</p> <p><b>Structure of the SER:</b> 1- Study program concept: structural data, modularization,</p>
1.2 Design and approval of programs	1 Aims and Implementation 2 Structure of the Study Program	
1.3 Student-centred learning, teaching and assessment	2 Structure of the Study Program 4 Examination System and Transparency	
1.4 Student admission, progression, recognition and certification	3 Admission and Feasibility 4 Examination System and Transparency	
1.5 Teaching Staff	5 Teaching Staff and Material Equipment	
1.6 Learning resources and student support	3 Admission and Feasibility 5 Teaching Staff and Material Equipment 7 Gender Equality and Equal Opportunities	
1.7 Information management	6 Quality Assurance	
1.8 Public information	4 Examination System and Transparency	
1.9 On-going monitoring and periodic review of programs	6 Quality Assurance	

<sup>3</sup> The comparison was created in the course of the renewal of the ENQA membership and last revised by the Accreditation Commission on February 17<sup>th</sup>, 2022.

1.10 Cyclical external quality assurance	-- <i>Regulated by law</i>	exam system, objectives of the study program, labour market situation and career opportunities, admission requirements and rules of recognition, quality assurance 2- Human resources, equipment and furnishings: teaching staff, further human resources, facilities for instruction and research 3- Institutional environment and structural conditions: description of the university, description of the department/faculty
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Note:

Activity 1 and 2: Program accreditation in Germany and system accreditation in Germany are activities which are based on the rules of the GAC (256 of 283 site visits, i.e. 90 %)

<b>Comparison between ESG Part I and AHPGS criteria</b>		
<b>ESG</b>	<b>AHPGS assessment areas for institutional evaluation</b>	<b>Evaluation focus in program (re)accreditation/assessment</b>
1.1 Policy for quality assurance	B Quality assurance and quality management C Institutional management and administration	Institutional audits examine more closely further aspects of the institution, such as planned and current study programs, infrastructure, and organizational and management structure. The aims and objectives formulated by the HEI in the application have priority, as do its profile and particularities.  Structure of the SER: A1: Mission, objectives and standards A2: Profile A3: Strategy and policies A5: Cooperation B1: Quality assurance system B2: Internal and external quality assurance B3: Quality assurance monitoring C1: Organizational structures
1.2 Design and approval of programs	D Educational activities, including study programs	
1.3 Student-centred learning, teaching and assessment	D Educational activities, including study programs	
1.4 Student admission, progression, recognition and certification	D Educational activities, including study programs	
1.5 Teaching Staff	E Infrastructure and functional resources	
1.6 Learning resources and student support	D Educational activities, including study programs E Infrastructure and functional resources	
1.7 Information management	C Institutional management and administration E Infrastructure and functional resources	

1.8 Public information	C Institutional management and administration	C2: Academic and teaching freedom C3: Decision-making processes
1.9 On-going monitoring and periodic review of programs	B Quality assurance and quality management	C4; Areas of activity C5: External mechanisms
1.10 Cyclical external quality assurance	<i>Is not a requirement per se but seen as an advantage and a necessity in order to check:</i> A Profile, objectives and strategy of the institution	D1: Study programs, teaching and learning activities (Intended learning outcomes, structure and content of the study programs, admission regulations, student assessment methods, quality assurance methods for the study programs, further programs) D2: Conditions for teaching and learning (Infrastructure and premises, library, student counselling and assistance) D3: Research strategy and activity E1: Spatial, material and functional resources E2: Teaching and additional personnel E3: Financial resources

## **7 Decision of the accreditation commission**

### **Decision of the accreditation commission of May 4th, 2023**

#### **Bachelor Study Program “Bachelor of Medicine”**

This resolution of the Accreditation Commission of the AHPGS is based on the Higher Education Institution's (HEI) application, as well as the expert review and the on-site visit covered in the expert report. The Accreditation Commission has also taken the response opinion of the HEI regarding the Bachelor study program into account.

The on-site visit of the HEI took place on March 17<sup>th</sup>, 2023 according to the previously agreed-upon schedule.

The accreditation decision is based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group.

The regulated study period in the program “Bachelor of Medicine” is three years. The Bachelor study program comprises 12 mandatory courses. The language of instruction is English for theoretical parts and the language spoken in the teaching hospitals for practical parts. The Bachelor study program “Bachelor of Medicine” is completed with awarding of the academic degree “Bachelor of Medicine”. Admission takes place up to six times per year. The first batch of students was admitted to the Bachelor study program in November 2018.

In September 2022, AHPGS conducted in a separate procedure an on-site visit at Robert Bosch Hospital in Stuttgart, Germany to determine the eligibility as a collaborative partner for EDU.

The Accreditation Commission of the AHPGS considers that the Accreditation Criteria are substantially fulfilled and adopts the following decision:

The Bachelor study program “Bachelor of Medicine” is accredited for the duration of five years, until September 30<sup>th</sup>, 2028.

Based on the expert report, the Accreditation Commission outlines the following conditions:

1. The completion of a Bachelor’s degree must be accompanied by a clear description of possible professional fields.
2. The Lisbon Recognition Convention must be applied to ensure fair recognition of higher education qualifications.

The evidence that the formulated conditions have been fulfilled by the Bachelor study program “Bachelor of Medicine” must be provided by May 4<sup>th</sup>, 2024.

According to accreditation standards, in case of non-fulfillment of the conditions the accreditation of the Bachelor study program will be revoked.

For further development and enhancement of the Bachelor study program, as well as of the HEI as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the expert report.

### **Master Study Program “Master of Medicine”**

This resolution of the Accreditation Commission of the AHPGS is based on the Higher Education Institution's (HEI) application, as well as the expert review and the on-site visit covered in the expert report. The Accreditation Commission has also taken the response opinion of the HEI regarding the Master study program into account.

The on-site visit of the HEI took place on March 17<sup>th</sup>, 2023 according to the previously agreed-upon schedule.

The accreditation decision is based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group.

The regulated study period in the program “Master of Medicine” is two and a half years: two years at the HEI followed by a 26-week clinical clerkship. The Master study program comprises six mandatory courses. The language of instruction is English for theoretical parts and the language spoken in the teaching hospitals for practical parts. The Master study program “Master of Medicine” is completed with awarding of the academic degree “Master of Medicine”. Admission takes place up to six times per year. The first batch of students was admitted to the Master study program in September 2022.

In September 2022, AHPGS conducted in a separate procedure an on-site visit at Robert Bosch Hospital in Stuttgart, Germany to determine the eligibility as a collaborative partner for EDU.

The Accreditation Commission of the AHPGS considers that the Accreditation Criteria are substantially fulfilled and adopts the following decision:

The Master study program “Master of Medicine” is accredited for the duration of five years, until September 30<sup>th</sup>, 2028.



Based on the expert report, the Accreditation Commission outlines the following conditions:

1. The Master's degree must be accompanied by a license to practice medicine. To ensure that graduates are able to take up qualified employment as a medical practitioner after graduation, approval from the Medical Council Malta must be submitted.
2. The Lisbon Recognition Convention must be applied to ensure fair recognition of higher education qualifications.

The evidence that the formulated conditions have been fulfilled by the Master study program "Master of Medicine" must be provided by May 4<sup>th</sup>, 2024.

According to accreditation standards, in case of non-fulfillment of the conditions the accreditation of the Master study program will be revoked.

For further development and enhancement of the Master study program, as well as of the HEI as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the expert report.