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**MINISTRY OF EDUCATION AND RESEARCH OF THE REPUBLIC OF MOLDOVA**

**MINISTRY OF HEALTH OF THE REPUBLIC OF MOLDOVA**

***RAISA PACALO* CENTER OF EXCELLENCE IN MEDICINE AND PHARMACY**

**APPROVED**

First Vice-Rector, Vice-Rector for  
Academic Activity Management,  
Dr. hab. MSc, Professor

\_\_\_\_\_ **Olga CERNETCHI**

" \_\_\_\_\_ " \_\_\_\_\_ **2025**

**APPROVED**

Deputy Director  
for practical training,  
administrator of Raisa Pacalo CEMPh

\_\_\_\_\_ **Tatiana CRITCHI**

" \_\_\_\_\_ " \_\_\_\_\_ **2025**

**CURRICULUM**

**INTERNAL AUDIT MANAGEMENT**

**Chisinau, 2025**

**Approved:**

At the Quality Management Board meeting of  
Nicolae Testemitanu University

Minutes no. \_\_\_\_\_ of " \_\_\_\_\_ " \_\_\_\_\_ 2025

**CERNETCHI Olga**, First Vice-Rector, Vice-Rector

Academic activity management,

Dr. hab . MSc., professor

\_\_\_\_\_

At the meeting of the Methodological and Scientific Council of " \_\_\_\_\_ " \_\_\_\_\_ 2025

**COBILEANSCHI Svetlana** , deputy director

for educational, didactic and methodological activity

\_\_\_\_\_

At the meeting of the Department of Paraclinical and Hygienic Disciplines of

" \_\_\_\_\_ " \_\_\_\_\_ 2025

**PREGUZA Olga** ,

head of department

\_\_\_\_\_

**Authors:**

**CRITCHI Tatiana**, deputy director for practical training, managerial level one, teacher of  
hygiene subjects, higher teaching degree

**HORNET Nadejda**, Head of Quality Assurance Section, managerial level one, professor in  
the discipline of Communication and Medical Psychology, higher teaching  
degree

**CRECIUN Galina**, teacher of the subject Internal medicine and geriatrics with specific  
nursing , higher teaching degree

**Reviewers:**

**STRATULAT Silvia** , doctor of medical sciences, associate professor, Department of  
Biochemistry and Clinical Biochemistry, head of the Department of Didactics  
and Academic Management, Nicolae Testemitanu University

" \_\_\_\_\_ " \_\_\_\_\_ 2025

\_\_\_\_\_

**GHERGHELEGIU Evelina** , doctor of medical sciences, Department of Neurology no. 1,  
head of the Department of International Relations and European Integration,  
Nicolae Testemitanu University

" \_\_\_\_\_ " \_\_\_\_\_ 2025

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## I. PRELIMINARY

In the current context of healthcare systems, characterized by high operational complexity, constant pressure to optimize resources and a permanent need to increase the quality of medical services, auditing has become an essential tool for evaluating, monitoring and improving organizational performance. Introduction to the course unit *Internal Audit Management* in the curriculum intended for the training of the technician as a medical quality technician, it responds to the need to develop robust professional skills regarding the internal evaluation of clinical and administrative processes, compliance with standards, patient safety and continuous improvement of the medical act.

This course unit is designed to provide participants with an integrated understanding of the fundamental concepts of auditing, its role and importance in healthcare institutions, and how it contributes to strengthening an organizational culture based on accountability, transparency, and professional excellence. This curriculum addresses auditing both as a technical process and as a strategic approach designed to support informed decision-making, the development of internal policies, and the implementation of good clinical practices.

In medical practice, auditing is a systematic and objective evaluation mechanism used to identify deviations from procedures, potential risks, vulnerable areas and factors that can influence the quality of services. Therefore, trainees are given the opportunity to understand and practice the entire audit cycle: planning, data collection, analysis, conclusion formulation, report writing and recommendations for improvement.

In addition, the course unit places particular emphasis on the legislative and regulatory acts governing the audit activity in the healthcare field, as well as the ethical aspects associated with this process. Trainees will understand the professional responsibilities, limits and risks of auditing, as well as how it contributes to ensuring patient safety and respecting patient rights.

Throughout the course, emphasis will be placed on developing a critical and analytical attitude, necessary for interpreting data, evaluating clinical and administrative processes and formulating coherent operational recommendations . Through examples, case studies and practical applications, trainees are encouraged to develop their ability to objectively observe and evaluate real situations, to identify systemic problems and to propose feasible and substantiated solutions.

The course unit *Internal Audit Management* is thus part of the paradigm of continuing professional development and provides medical specialists with the necessary tools to actively contribute to improving the quality of services in medical institutions. The preliminaries establish the conceptual framework and curricular justification for the development of targeted competencies - competencies that will later be detailed in the learning objectives and the thematic contents that structure the entire course.

The purpose of this curriculum is to develop among medical trainees the theoretical, methodological and practical skills necessary for the understanding, application and evaluation of audit processes in public and private medical and healthcare institutions. The curriculum aims to train professionals capable of actively contributing to the monitoring and improvement of the quality of medical services, through the effective use of audit as a tool for analysis, control and organizational development.

Through this course unit, the aim is to:

- mastering the fundamental principles of auditing, with an emphasis on clinical and operational auditing specific to the medical field;
- developing the capacity to apply audit methods and techniques, in accordance with national and international standards, procedures and regulations;
- training skills in identifying, analyzing and evaluating non-conformities, risks and opportunities for improvement in medical and administrative processes;
- training trainees to develop clear and substantiated audit reports that support informed management decisions and quality improvement strategies;
- developing a professional attitude oriented towards quality, responsibility and transparency, necessary for active participation in quality assurance and control processes in medical institutions.

Overall, the curriculum aims to contribute to the training of specialists capable of using auditing as a strategic tool in increasing organizational performance, strengthening the culture of patient safety and optimizing the management of medical services.

## **II. MOTIVATION, USEFULNESS OF THE COURSE UNIT FOR PROFESSIONAL TRAINING**

The need to include the course unit *Internal Audit Management* in the program for quality technicians in the medical field derives from current developments in health systems, which require an increasingly rigorous approach to the quality, safety and efficiency of medical services. In a context characterized by institutional diversity, pressure on resources, procedural complexity and increased expectations from patients, auditing is an indispensable tool for evaluating performance, identifying dysfunctions and substantiating improvement decisions.

Healthcare professionals can no longer be considered solely as providers of clinical services, but are increasingly involved in processes of analysis, management and optimization of activities within healthcare institutions. To meet these expanded responsibilities, it is essential that trainees gain a clear understanding of how auditing contributes to increasing the quality of healthcare and meeting professional and institutional standards.

The curriculum responds to the real need for professionalization of internal evaluation practices, as auditing is a systematic process that allows for the objective analysis of compliance with procedures, protocols and performance indicators. By developing specific audit skills, medical specialists will be able to actively participate in monitoring, quality control and continuous improvement processes, becoming important actors in strengthening an organizational culture oriented towards responsibility and performance.

Also, the motivation of this course unit is closely linked to the legislative requirements and institutional accreditations, which require medical and healthcare facilities to periodically conduct clinical and administrative audits, as well as train the personnel involved in these procedures. Thus, this course unit facilitates the alignment of the professional skills of the trainees with the current standards of the medical system and the expectations of regulatory bodies.

At the same time, auditing supports the development of medical staff by cultivating

critical thinking, objective analysis , and the ability to formulate data-based recommendations. These skills are indispensable in an environment where therapeutic and administrative decisions must be made based on validated, coherent, and relevant information to improve medical practice.

Course unit *Internal Audit Management* is therefore motivated by the need to develop professionals capable of using modern assessment and control tools in order to increase the quality of medical services, optimize organizational activity and strengthen patient safety. This motivation reflects the commitment of the medical training institution to the training of responsible, autonomous and professional excellence-oriented specialists.

The course unit has a major utility in the professional training of medical personnel, as it develops essential skills for evaluating and improving the quality of health services. In the current context, in which the medical system is subject to increasingly stringent requirements regarding patient safety, compliance with standards and organizational efficiency, the ability to understand and apply audit tools becomes indispensable. The course provides trainees with the necessary knowledge to critically analyze clinical and administrative processes, to identify non-conformities and to formulate recommendations based on objective data.

By mastering the principles and stages of auditing, participants develop their ability to actively contribute to strengthening the quality culture in medical institutions. They acquire skills that allow monitoring the application of procedures, preventing risks, assessing problematic situations and proposing appropriate solutions, oriented towards continuous improvement. These skills not only support current activity, but also prepare future professionals for involvement in the accreditation, reporting and internal control processes, increasingly common in modern medical practice.

The usefulness of the course unit is also reflected in the development of the trainees' ability to integrate audit results into the decision-making process. By developing analytical, rigorous and problem-solving thinking , participants become able to provide managerial support in strategic decision-making, contributing to the optimization of organizational activity and increasing the institution's performance. In addition, audit training strengthens professional communication skills, as the audit process involves dialogue with multidisciplinary teams, presenting conclusions and formulating recommendations in a constructive and responsible manner.

Overall, the usefulness of the course unit *Internal Audit Management for* professional training is evident through its contribution to the development of competent specialists, able to actively participate in the processes of evaluation, control and improvement of the medical act. The course supports the trainee in understanding the role of audit in increasing the quality and safety of medical services, preparing him to respond to the current and future requirements of the health system and to contribute to the formation of an organizational culture oriented towards performance, responsibility and professional excellence.

### **III. PROFESSIONAL COMPETENCES SPECIFIC TO THE COURSE UNIT**

At the end of the course unit, the trainee will be able to:

**SC1.** Apply fundamental audit concepts in the medical field.

SC2. Analyze and interpret the operational framework of the audit.

SC3. Plan, organize, document and monitor the audit process.

#### IV. COURSE UNIT ADMINISTRATION

Course unit status	Number of hours					Assessment form	No. of credits
	Total hours	Direct contact	Individual study/ Practical activities	Direct contact			
				notional	Practicals/ Seminars		
compulsory	180	60	120	40	20	T/P	6

#### V. CONTENT/LEARNING UNITS

Unit competences	Content/learning units	Study goals/skills
<b>Learning Unit 1. Internal audit to assess the application of institutional quality system requirements</b>		
<b>UC 1.1</b> Applying the principles and stages of internal audit to evaluate the quality management system in a medical institution	1.1. Principles and stages of internal audit 1.1.1. Definitions, stages, internal audit planning, benefits and value of audits. 1.1.2. Operational framework, success factors. 1.1.3. Types of audit. 1.1.4. Internal audit of the quality management system.	<ul style="list-style-type: none"> <li>▪ Correctly define audit and its essential terms.</li> <li>▪ Describes the stages of the audit process and the logic behind them.</li> <li>▪ Explain the benefits and value of auditing in assessing the quality of medical services.</li> <li>▪ Distinguish between audit types and their area of applicability.</li> <li>▪ Identify the elements of the audit operational framework.</li> <li>▪ Explain the factors that contribute to the success of an audit.</li> <li>▪ Interpret the requirements of the internal audit of the quality management system.</li> </ul>
<b>Learning unit 2. Institutional quality measurement tools. Quality indicators</b>		
<b>UC 1.2</b> Use of specific tools and methods to identify non-conformities and propose improvement measures.	1.2. Tools and methods. Quality indicators 1.2.1. Conducting an audit (audit team, audit process, audit reports). 1.2.2. Application of quality indicators. 1.2.2. Practical applications. Developing an audit plan.	<ul style="list-style-type: none"> <li>▪ Relate the role of audit to monitoring and continuous improvement processes.</li> <li>▪ Establish the objectives, criteria, and resources for an audit.</li> <li>▪ Organize the audit team and its tasks.</li> <li>▪ Perform activities specific to the audit process (data collection, document verification).</li> <li>▪ Prepare audit reports and create a complete audit plan.</li> </ul>

#### VI. INDICATIVE DISTRIBUTION OF HOURS BY CONTENT/LEARNING UNITS

No. crt.	Content/learning units	Number of hours				
		Total	Direct contact	Individual study / Practical activities	Direct contact	
					notional	Practicals/seminars

1.	Internal audit to assess the application of institutional quality system requirements	90	30	60	20	10
2.	Institutional quality measurement tools. Quality indicators	90	30	60	20	10
<b>Total</b>		<b>180</b>	<b>60</b>	<b>120</b>	<b>40</b>	<b>20</b>

## VII. TEACHING-LEARNING SUGGESTIONS

Teaching the course unit *Internal Audit Management* must be oriented towards the formation of real skills, applicable in the context of medical institutions, where auditing plays an essential role in ensuring quality, patient safety and process optimization. Learning must begin with a solid theoretical foundation, followed by analysis, practice and practical application activities, using modern, interactive and learner-centered methods.

Initially, the trainer will introduce the fundamental notions of auditing - definitions, purpose, principles, stages, types of auditing - through structured and explicit presentations, supported by relevant examples from medical practice. The use of diagrams, schemes and visual explanations will support the understanding of key concepts. In parallel, guided discussions will be held to help trainees clarify their knowledge and make the connection between theory and their own experiences in the professional environment.

Subsequently, the teaching process will focus on developing critical thinking through the analysis of real or simulated case studies. Trainees will be involved in solving problem situations, such as interpreting non-conformities, proposing corrective measures or evaluating audit reports. At this stage, the trainer has the role of a learning facilitator, encouraging active participation, reflection and collaboration among trainees.

To transform theoretical learning into practical competence, it is recommended to conduct simulations of a complete audit process. Trainees will be divided into teams and will play specific roles (auditor, auditee, observer), going through all the stages of the audit: planning, data collection, formulation of findings, report writing. This experiential learning is essential for strengthening practical skills and understanding the real interactions within an audit.

Group activities will also play an important role in developing collaborative working skills, professional communication and team decision-making. Working in small groups to develop an audit plan, create checklists or interpret observation sheets allows for the practice of skills in a safe and controlled setting.

In addition, the use of digital resources - online platforms, data collection applications, electronic forms - that reflect modern practices in the field of quality in healthcare is encouraged. The trainer can also integrate multimedia resources into the educational process, such as videos presenting real clinical audit simulations or interviews with professional auditors.

To develop professional attitudes, moments of reflection and self-evaluation will be introduced. Trainees can write learning journals, discuss difficulties encountered in simulations or ethically and professionally analyze how they related to the audit process. Feedback provided by the trainer will be continuous, constructive and personalized, aiming

to support the evolution of each trainee.

The entire teaching-learning process must be adapted to the level of the trainees, capitalize on their experiences and allow them to transfer the skills acquired in their own professional practice. Thus, the course unit *Internal Audit Management* is not limited to the delivery of information, but becomes a complete training process, which supports the integration of auditing as a current, responsible and continuous improvement-oriented professional practice in the medical system.

## VIII. ASSESSMENT SUGGESTIONS

Assessment within the course unit *Internal Audit Management* should aim to verify the level of theoretical knowledge acquisition, the development of practical skills and the formation of professional attitudes specific to audit activities in medical institutions. The evaluation process is recommended to be continuous, integrated and competency-oriented, using various tools that allow for the objective assessment of the progress of the trainees.

In the initial stage, diagnostic assessment methods, such as short questionnaires or guided discussions, can be used to identify the level of knowledge of the trainees regarding auditing and to adapt the teaching-learning process. This allows the trainer to establish clear benchmarks and orient educational interventions towards the real needs of the group.

During the training, it is recommended to use continuous assessment through written tests, self-assessment tests, analysis tasks and application exercises, designed to consolidate learning and verify understanding of theoretical concepts. Written tests may include multiple choice questions, open-ended questions, completion items or classification exercises, with the objectives of verifying knowledge of definitions, audit stages, audit types, benefits and operational framework.

To assess practical skills, it is recommended to introduce some applicative tests, which may include: analyzing a case study, developing a checklist, identifying non-conformities in a given material, simulating an audit interview or analyzing an internal procedure. These tests allow assessing how the trainee applies audit principles, interprets information and makes decisions based on evidence. Observation grids or evaluation rubrics can be used to ensure the objectivity of the assessment.

An important stage is the assessment of practical performance in a simulated or real context, at which point the trainees can be involved in carrying out a mini-audit: developing an audit plan, structuring the team, applying data collection methods and formulating findings. This test can be assessed both in terms of accuracy and completeness, as well as the quality of collaboration, communication and professional behavior. Thus, the assessment becomes not only technical, but also formative, facilitating the understanding of the role of ethics, objectivity and responsibility in the audit activity.

Assessment can be achieved through a written paper or a final test, as well as through a practical paper, represented by the development of a complete audit plan or the writing of an audit report based on a case study. The papers must reflect the trainee's ability to integrate theoretical knowledge with practical skills, respecting the structure, methodology and terminology specific to auditing.

It is also recommended to include self-assessment and peer assessment, which help learners reflect on their own competences, identify areas for improvement and develop their

critical analysis and communication skills. Reflection journals or feedback discussions after applied activities can complement formal assessment and help consolidate learning.

Overall, the assessment of the course unit *Internal Audit Management* must be designed as a complex process, allowing the measurement of the trainee's real level of competence, his/her ability to use the audit concept in practical situations and the potential to contribute to improving the quality and safety of medical services. By using varied, relevant and context-adapted methods, assessment becomes an essential tool for the training of capable, responsible and performance-oriented professionals.

### IX. SUGGESTIONS FOR INDIVIDUAL STUDY

<b>Subjects for individual study</b>	<b>Products to be developed</b>	<b>Assessment methods</b>	<b>Completion time, hours</b>
Audit definitions, audit principles and types.	Summary sheet on fundamental audit concepts	Assessment by checking the consistency of the summary sheet	8
The stages of the audit process and the tools used.	Schematic of the stages of an audit and examples of tools ( checklist, forms)	Assessment by comparison with a standard audit procedure	8
Audit operational framework and success factors.	Analytical study (1-2 pages) on the role of the operational framework in audit quality	Assessment on the interpretation of the operational framework	16
Internal audit of the quality management system.	Comparative sheet between internal audit and clinical audit	Assessment through comparative analysis and argumentative justification	16
The benefits and value of audits in medical institutions.	Essay on the impact of auditing on quality and patient safety	Written assessment based on the criteria: logic, clarity, relevance, argumentation	16
Audit process: team, communication, data collection.	Mini-interview plan or checklist	Practical documented assessment through presentation and argumentation of the created tool	16
Audit reports and formulation of findings.	Writing an audit report (on a provided case study)	Summative assessment based on a rubric: structure, clarity, compliance, recommendations	24
Creating an audit plan.	Complete development of an audit plan (objectives, criteria, resources, stages)	Assessment of the plan and according to the evaluation grid	24
<b>Total</b>			<b>120</b>

### X. SUGGESTIONS FOR PRACTICAL ACTIVITIES

The practical activities within the *Internal Audit Management course unit* must be designed to allow trainees to apply the audit stages in a progressive, realistic and adapted way to the context of healthcare institutions. These activities aim to transform theoretical knowledge into concrete professional skills, through practice, observation, analysis and teamwork.

A first direction of practical activity is the analysis of internal documents and procedures. The trainer can provide the trainees with a real (or adapted) procedure from a medical institution, asking them to identify the auditable elements, the related criteria, possible non-conformities and how they relate to quality standards. This type of exercise helps the trainees understand the structure of organizational documentation and the relationship between procedures, audit and the quality of medical services.

of a checklist for a specific area (e.g. patient flow, instrument sterilization, medication management). Trainees can work individually or in groups, and the trainer can guide them in defining criteria, verification questions and accepted evidence. The construction of the checklist develops their ability to transform audit standards and objectives into practical applicable tools.

Another important exercise is the simulation of an audit interview, in which trainees take turns playing the roles of auditor and auditee. This activity allows them to practice how to formulate questions, techniques for obtaining information, professional communication and handling difficult or sensitive situations. In this context, the quality of the questions, as well as the manner of interaction, the auditor's attitude and the willingness to collaborate of the auditee can be analyzed.

Practical activities may also include direct observation of a clinical or administrative process, in a real or simulated environment. Trainees observe the way activities are carried out, the workflow, the use of resources and the compliance with procedures, noting observations relevant to the audit. These observations are then analyzed, correlated with the audit criteria and transformed into preliminary conclusions.

To develop critical thinking, the trainer can propose the analysis of success factors and risks associated with an audit, starting from a given scenario. Trainees identify the elements that favor or obstruct the audit (e.g. insufficient resources, lack of cooperation, poor communication) and formulate recommendations for improving operational conditions.

An essential element of the practical activities is the implementation of a mini-audit, through which the trainees go through all the stages of the process: planning, preparing instruments, collecting data, interpreting records, writing findings and formulating recommendations. The activity can be carried out in a team and involves collaborative work, sharing responsibilities and functioning as a real audit team.

To develop documentation skills, trainees may be asked to write up findings and prepare an audit report. Trainees are given a set of data (transcribed interviews, observations, procedure excerpts, compliance sheets), based on which they must write down non-conformities, observations, strengths and recommendations. They then structure the information into a comprehensive report, following professional standards.

A final, integrative activity is the presentation of the audit results to the group, as a simulation of reporting to the institution's management. This develops professional communication skills, argumentation of conclusions, and the ability to respond to questions or objections.

By combining these practical activities, the course unit allows trainees to develop a coherent set of professional skills necessary to perform audits in medical institutions: analysis, planning, communication, data collection, interpretation, reporting and team collaboration.

The activities must be adapted to the level of trainees and available resources, but their ultimate goal is to train professionals capable of applying the audit in real conditions and actively contributing to improving the quality of medical services.

#### **XI. TEACHING RESOURCES RECOMMENDED FOR TRAINEES**

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