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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**

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<td align="center">Quality Management Board
of Nicolae Testemitanu University
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First Vice-Rector, Vice-Rector for Academic
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<td align="center">Council of teachers
of Raisa Pacalo CEMPh
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<td align="center">_____ Olga CERNETCHI</td>
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TRAINING PROGRAM

Professional training field	**0912.** Medicine **0913.** Nursing and obstetrics
Qualification	**0912.1.1** Nurse **0913.1.1** Community health nurse
Program Name	Quality technician
NQF level	4 NQF
Total number of hours/credits	870 hours/29 credits
Basis of admission	ISCED level 4 study certificate or another equivalent document
Language of instruction	Romanian
Organizational form	Full-time

Chisinau, 2025

THE PROGRAM WAS DEVELOPED BY THE TEAM OF AUTHORS FROM *RAISA PACALO* CENTER OF EXCELLENCE IN MEDICINE AND PHARMACY

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CONTENT

I. PROGRAM DESCRIPTION

1.1. Training concept

Quality Technician training program is designed to develop specific skills in ensuring and improving the quality of medical services. This program aims to train specialists who can contribute to optimizing processes, complying with quality standards and increasing patient satisfaction within medical institutions.

The main goal of the program is to train *Quality Technicians* capable of: evaluating and monitoring the quality of medical services; identifying non-conformities and risks; proposing measures to improve medical and administrative processes; supporting the implementation of quality management systems; collaborating effectively with medical teams to maintain quality standards.

1.2. Objectives

The program objectives are focused on:

- *Understanding regulations specific to the medical field:*
  - ✓ familiarization with relevant national and international legislation for medical products, medical devices, medicines and health services;
  - ✓ knowledge of good practice standards.
- *Implementation and maintenance of Health Quality Management Systems (QMS):*
  - ✓ application of ISO standards specific to the medical sector;
  - ✓ developing, implementing and monitoring QMS documentation in accordance with the specific requirements of the medical field.
- *Ensuring patient safety and risk management:*
  - ✓ identifying, assessing and managing risks associated with medical products, devices and services, in order to minimize errors and adverse events;
  - ✓ implementation of pharmacovigilance and materiovigilance systems (reporting and investigation of incidents and adverse reactions);
  - ✓ applying the principles of hygiene and control of healthcare-associated infections.
- *Quality control of medical products and services:*
  - ✓ using quality control tools and techniques to monitor and ensure the conformity of medical products (e.g. laboratory tests, visual inspections, functional checks);
  - ✓ monitoring and evaluation of quality indicators in the provision of medical services.
- *Internal and external audit in the medical sector:*
  - ✓ planning and conducting internal audits of quality management systems in medical facilities;
  - ✓ preparing for external certification or regulatory audits, ensuring compliance with the requirements of the competent authorities.
- *Nonconformity management and continuous improvement :*
  - ✓ investigating non-conformities, patient complaints or medical incidents;
  - ✓ implementing effective corrective and preventive actions to prevent the recurrence of problems;
  - ✓ applying continuous improvement methodologies to optimize workflows, reduce errors and increase efficiency in the medical environment.
- *Document and medical record management:*

✓ ensuring the integrity, confidentiality and availability of medical documents and records, in accordance with data protection regulations and requirements specific to the medical field.

To achieve these objectives, a *Quality* Medical Technician will be able to contribute significantly to ensuring safe, efficient and high-quality health services, while protecting the interests of patients and complying with legal and ethical requirements.

1.3. Destination/ target groups

Quality Technician training program is intended for medical personnel with secondary education at ISCED level 4, who work in public and private medical and healthcare institutions:
- 322101. Specialized nurse (professional-technical studies)
- 322102.Nurse (professional-technical studies)
- 322103. Rehabilitation nurse
- 322104. Paramedic
- 322105.Paramedic dispatcher
- 321201. Laboratory diagnostic nurse
- 321202. Autopsy officer
- 321203. Laboratory assistant
- 321204. Blood bank technician
- 321205. Cytology technician
- 321206. Biochemistry technician
- 321207. Medical laboratory technician
- 321208. Pathology technician
- 321209. Laboratory technician

1.4. Access conditions

Access to the *Quality technician* training program is *available* to medical specialists with post-secondary education (ISCED level 4), graduates of the professional training programs Medicine, Patient Care, Medical Diagnostics and Treatment Techniques, General Medicine, Nursing and medical assistant (holders of study documents issued until the approval of the Nomenclature of Professional Training Areas, Specialties and Qualifications for Professional and Technical Post-Secondary and non-tertiary Post-Secondary Education / 2015).

In the Republic of Moldova, the conditions for access to advanced training programs, including for *Quality Technician,* are established by the legislation in force, in particular by the Education Code and the specific regulations of the educational institution. Although there is no *Quality Technician* in the Medical Field as a distinct core specialization at the postsecondary level, the *Quality Technician role* can be a further specialization or advancement for professionals with initial training in the medical field.

1.5. Normative acts in the field of training

Quality Technician training program leverages an integrated approach, combining the theoretical foundations of quality with specific requirements, strict regulations and best practices in the healthcare sector, building on the initial training of trainees. The *Quality Technician* program is developed based on the normative-legal framework in force in the Republic of Moldova, vocational education trends, labor market needs, determined by national

legislative and regulatory acts, which are coordinated and aligned with European requirements:

1. Education Code of the Republic of Moldova No. 152 of 17.07.2014, published: 24-10-2014 in the Official Gazette No. 319-324 art. 634, amended *LP187 of 10.07.25, MO379-380/18.07.25 art.491; in force 18.07.25* , [CP152/2014](CP152/2014)

2. Labor Code of the Republic of Moldova No. 154 of 28.03.2003, published: 29-07-2003 in the Official Gazette No. 159-162 art. 648, amended *LP156 of 26.06.25, MO340-342/28.06.25 art.409; in force 01.07.25* , [CM154/2003](CM154/2003)

3. The Classifier of Occupations of the Republic of Moldova, approved by Government Decision No. 208 of 30.09.2021, published: 08-10-2021 in the Official Gazette No. 239-248 art. 463, amended *GD413 of 02.07.25, MO346-349/04.07.25 art.425; in force 04.01.26* , [GD208/2021](GD208/2021)

4. Nomenclature of professional training fields, specialties and qualifications for post-secondary and post-secondary technical vocational education non-tertiary, approved by Government Decision No. 853/2015; amended by Government Decision No. 293 of 24.04.2024, Published: 04-05-2024 in the Official Gazette No. 198 art. 405, [HG293/2024](HG293/2024)

5. The Curriculum Reference Framework for Vocational and Technical Education, approved at the meeting of the National Curriculum Council, minutes no. 6 of 19.11.2015; by order of the Minister of Education no. 1128/2015; updated by Order of the Minister of Education and Research of the Republic of Moldova no. 1652/2024, curriculum reference framework ipt 10.12.2024.pdf

6. The Code of Ethics of the Medical Worker and the Pharmacist, approved by Government Decision no. 192 of 24.03.2017, published : 31-03-2017 in the Official Gazette No. 92-102 art. 265, [GD192/2017](GD192/2017)

7. Regulation on adult education, approved by Government Decision No. 222 of 26.03.2024, published : 09.04.2024 in the Official Gazette No. 141-143 art. 309, amended by *GD384 of 24.06.25, MO336-339/27.06.25 art.401; in force 27.06.25* , *[GD2 22/2024](GD2 22/2024)*

8. Methodology for developing adult education programs within lifelong learning, approved by the OMEC of the Republic of Moldova no. 785 of 30.05.2024, order mec nr. 785 of 30.05.2024 approving methodology of developing programs.pdf

9. Regulation on the regulation of the national system of continuing medical and pharmaceutical education, approved by Order of the Ministry of Health of the Republic of Moldova No. 435 of May 12, 2022, Order of the Ministry of Health No. 435-2022 EMFC Regulation.pdf

10. European Union Directive on the recognition of professional qualifications (2013/55/of 20.11.2013)

11. EFN (European Federation of Nurses) Guide Associations) for the implementation of Article 31 of Directive 2013/55/EU on the recognition of professional qualifications.

Quality Technician training program integrates these regulations into the curriculum, ensuring that graduates are not only technically competent, but also fully aware of the legal and regulatory framework in which they will operate.

II. STUDY OUTCOMES

Quality Technician Training Program will provide the labor market with competent specialists who will demonstrate a thorough understanding of the principles and practices essential for ensuring and improving quality in medical institutions.

Specialists who successfully complete the *Quality Technician Program* will have **knowledge** about:
- framework regarding the quality assurance system in the medical field;
- concepts regarding quality management, quality control and continuous improvement of medical processes;
- standards applicable in healthcare institutions;
- the structure of the health system, documentary and information flows in medical units ;
- principles of bioethics and health legislation, including patient rights and professional responsibilities;
- quality assessment methods and tools, including internal audit, risk analysis, performance indicators and patient satisfaction;
- types of documents used in quality assurance: operational procedures, process sheets, registers, non-conformity reports, etc.;
- notions of medical statistics and data processing for the purpose of monitoring the quality of services;
- risks related to patient safety and methods of preventing medical errors;
- requirements for quality control of equipment, materials and working environment in medical facilities .

This knowledge allows the quality technician to actively contribute to the implementation, maintenance and improvement of quality management systems in medical facilities, ensuring a high level of safety and satisfaction for patients.

A quality technician in the medical field must possess a combination of technical, analytical, and interpersonal **skills** to effectively perform their duties. The most important skills are :
- application of procedures and standards in professional activity;
- the use of document management programs, databases, incident reporting systems and, possibly, statistical analysis software;
- reviewing documents, procedures and conducting audits to detect non-conformities and errors;
- identifying quality issues, analyzing root causes and proposing effective solutions, which includes interpreting data;
- development, review, distribution and control of documentation specific to the Quality Management System;
- identifying weaknesses in the activity and proposing solutions without generating conflicts;
- investigating non-conformities, implementing effective corrective actions and preventing the recurrence of problems;
- identification, assessment and management of risks associated with medical processes and patient safety;
- proactively identifying areas for improvement and proposing solutions, not just reacting to existing problems;

- clear and effective communication both in writing (reports, procedures) and verbally (presentations, training, interactions with medical staff);
- convincing medical staff of the importance of adhering to procedures and quality standards, even when they may encounter resistance to change;
- respecting the confidentiality of patient data and sensitive information, as well as maintaining a high standard of professionalism;
- effective time management, prioritization of tasks and meeting deadlines, especially in the context of audits or improvement projects;
- management of pressure situations and constructive criticism;
- efficient collaboration with medical, administrative and managerial staff.

The role of the *Quality Technician* is important for ensuring patient safety and the efficiency of medical services. This role involves a clear set of **responsibilities** and a certain degree of **autonomy** is essential for the functioning of the quality system.

The primary responsibilities of a medical quality technician revolve around implementing and maintaining a quality management system (QMS). These include:
- identifying, recording and reporting non-conformities (situations that do not comply with procedures or standards);
- participating in investigating the root causes of non-conformities and developing corrective and preventive action plans;
- monitoring the implementation and effectiveness of corrective actions;
- preparing documentation and evidence for internal and external audits;
- Active participation during audits, providing requested information and supporting auditors;
- monitoring the implementation of post-audit findings and recommendations;
- contributing to improving quality and patient safety;
- attending training sessions for medical staff on quality procedures, new regulations and best practices;
- promoting a culture of quality and safety throughout the institution;
- participating in the identification and assessment of risks in various medical processes;
- implementing risk mitigation measures.

The autonomy *of the Quality Technician* in the medical field is generally limited to the technical and operational sphere, under the supervision of a quality manager or a quality management structure. This means that *the Quality Technician* :
- may decide on the most efficient way to collect data, organize documents, or perform certain checks according to established procedures;
- has the autonomy to identify non-conformities or risks and to report them according to internal procedures, thus initiating the resolution process;
- can propose solutions to identified problems or process improvements, but the final implementation decision usually belongs to senior management;
- is autonomous in carrying out daily monitoring, verification and recording tasks, as long as it complies with established procedures;
- autonomy is defined and limited by institutional procedures and policies, it cannot deviate from them without prior approval.

The quality technician is an essential part of the quality assurance mechanism, with well-defined responsibilities in the implementation and monitoring of systems. His autonomy

derives from technical expertise in the field of quality and the ability to act within the limits of organizational procedures and policies, contributing to a safer and more efficient medical environment.

Transversal competences

Transversal competences are very important for a *Quality Technician* in the medical field, as they complement technical skills and allow him to operate effectively in a complex and people-centered environment. These are not directly related to specialized knowledge, but rather to the way the person interacts, solves problems and adapts.

No.	Transversal competences	Description
1.	**Effective communication**	Clear, coherent and adapted expression in various professional contexts, using terminology specific to the medical field.
2.	**Team work**	Effective collaboration with medical and administrative staff, building positive relationships.
3.	**Digital skills**	Responsible use of information technologies and digital platforms specific to quality monitoring and reporting.
4.	**Critical thinking and responsible decision-making**	Identifying problems, analyzing data and formulating professional solutions based on quality standards.
5.	**Autonomy and self-organization**	Effectively planning one's own activities, prioritizing tasks and managing time effectively.
6.	**Continuous learning**	Constant updating.

To be effective, a Medical Quality Technician must possess a set of **general professional competencies** . These are fundamental skills and knowledge, applicable to various situations and processes within the medical quality system:

GPC1. Correct application of principles and methods that ensure the quality of activities, products and services, by respecting standards, identifying problems, proposing solutions and continuously improving results.

GPC2. Correct, responsible and efficient use of medical equipment, sanitary materials, available resources and IT systems specific to the medical field, in compliance with safety, hygiene, data protection and good practices in patient care.

GPC3. Respecting professional and ethical norms, by maintaining the confidentiality of information, assuming ethical and responsible behavior, and maintaining fair and respectful relationships within the medical profession.

These general professional skills allow *the Quality Technician* to be a valuable and effective member of the quality team, directly contributing to maintaining and improving standards of care in the medical field.

In addition to general professional skills, a *Quality Technician* must also possess a set of **specific professional skills,** directly adapted to the particularities and rigors of the healthcare sector. These ensure that the person can effectively respond to the unique challenges of an environment where patient safety and life are paramount .

SPC1. Identifying the structure, functions and responsibilities of institutions in the healthcare system, in order to understand the flows of medical services and the role of each department in quality assurance.

SPC2. Applying ISO standards, using tools and IT systems specific to the medical sector for quality monitoring in accordance with regulations and policies in force

SPC3. Development and implementation of standardized procedures for quality assurance in the medical institution, respecting the norms and standards in force.

SPC4. Collection and analysis of quality indicators, performance monitoring and identification of non-conformities to support decisions on process improvement and implementation of measures to improve the quality of medical services

SPC5 . Promote and apply patient safety principles in medical activities, including through staff training and monitoring compliance with patient protection standards.

SPC6. Monitoring, evaluating and controlling compliance with quality criteria by collecting and analyzing data, reporting results, proposing corrective measures to improve medical services

SPC7. Participate in internal audits and the accreditation process, identifying non-conformities and supporting the implementation of corrective measures to improve medical services.

SPC8. Participate in the planning and implementation of quality assurance systems and procedures within medical institutions, completing and maintaining medical documentation in accordance with national and international norms and standards.

SPC9.

These specific professional skills demonstrate the Technician's ability to navigate and act effectively in the complexity of the medical system, directly contributing to improving the quality and safety of the medical act.

III.   RELEVANCE OF THE PROGRAM FOR THE LABOR MARKET

Quality Technician training program reflects the provisions of the national regulatory framework. The program *Quality Technician* is oriented towards ensuring the updated and specialized skills needed in the healthcare field, which is in a state of continuous evolution and reform. In the labor market, the demand for specialists in quality management and medical process control is increasing, due to the need of medical institutions to comply with strict standards of quality, patient safety and compliance with national and international legislation.

Through this program, medical specialists with post-secondary education develop practical skills and theoretical knowledge regarding quality management systems, internal audit, process standardization and non-conformity management, which allows them to effectively contribute to the improvement of medical services. Thus, program graduates become valuable resources for employers, being able to respond to the complex requirements of the medical sector, support accreditation processes and ensure patient satisfaction.

Quality technician training program offers a competitive advantage on the labor market, contributing to increasing the quality of medical services and the continuous professional development of healthcare specialists. It responds to a growing need for the healthcare system to ensure high-quality services, protect patients, comply with regulations, and operate efficiently. Graduates of this program are therefore sought-after professionals who bring significant added value to any medical institution.

IV. EMPLOYMENT OPPORTUNITIES IN THE LABOR FIELD

Medical *Quality Technician* training program have multiple employment opportunities within medical institutions and organizations that manage the quality of healthcare services. Among the main jobs are:

- public and private healthcare institutions (hospitals, clinics, medical centers), in roles related to ensuring and controlling the quality of medical and administrative services;
- quality management departments in healthcare facilities, where they are responsible for implementing and monitoring quality management systems;
- specialized departments and medical laboratories, actively participating in monitoring the condition of patients and applying treatment procedures;
- palliative care, rehabilitation and recovery centers, providing essential support to patients with special needs;
- community health organizations and home care services, supporting patients in managing their health condition outside of the hospital;

Due to *Quality Technician* program, nurses can improve their skills, thus enhancing the quality of the services provided and increasing their chances of employment and professional development within the healthcare system of the Republic of Moldova.

This program provides solid practical and theoretical training, facilitating rapid adaptation to labor market requirements and continuous professional development in various areas of healthcare.

V. CONDITIONS FOR IMPLEMENTING THE PROGRAM

Training of *the Quality Technician* is carried out through a combination of theoretical and practical means, which ensures the development of transversal, general and specific professional skills necessary for the exercise of the profession.

5.1. Training resources

1. Study Plan

2. Modular curriculum
- skills-focused training modules;
- thematic plans/long-term projects;
- course support;
- teaching projects.

3. Theoretical activities
- lectures;
- interactive lessons ;
- case studies and analysis of documents specific to the quality field;
- worksheets for each module;
- individual and group projects.

4. Practical activities in simulation rooms/laboratories
- medical laboratories, quality control, microbiology, etc.;
- simulations of audit, inspection and testing processes;
- involvement in real quality assurance, internal audit, control and evaluation activities;
- use of quality control and verification tools and equipment;

- software applications for quality management.

5. Digital and self-directed learning
- e- learning platforms (Moodle, Google Classroom, etc.);
- digital materials: explanatory videos, interactive presentations, online tests;
- access to databases and international standards in the field of quality.

6. Continuous and final assessment
- formative assessments throughout the modules (tests, projects, portfolios);
- summative and final assessments.

5.2. Training methods

The medical field imposes extremely rigorous quality standards, and the continuous training of a quality technician is essential to keep up with technological evolution, legislative regulations and best practices. The continuous training of quality technicians in the medical field involves the application of modern and interactive methods, focused on the development of professional and transversal skills, by correlating theory with practice specific to the medical system.

The main training methods used in this field are:

1. Presentation (interactive lecture)
- transmitting essential theoretical notions regarding quality management in medical institutions;
- presentation of standards and regulations.

2. Case study
- analysis of real or simulated situations in hospitals, laboratories or clinics;
- identifying quality problems and formulating improvement solutions.

3. Project-based learning
- development of thematic projects: internal audit plans, quality control procedures, monitoring sheets;
- individual or group projects focused on solutions applicable in medical institutions.

4. Simulation and role-playing
- practicing the internal audit process in a medical institution (auditor vs. auditee);
- simulation of inspection, validation and monitoring processes of medical procedures.

5. Learning by doing
- activities in medical laboratories or simulated spaces;
- applying quality control and assurance techniques in specific contexts (medical analyses, sterilization/functional/radiological diagnostic procedures, control of healthcare-associated infections, etc.).

6. Collaborative learning
- teamwork to analyze and solve real problems in the medical system;
- exchange of good practices between learners with diverse professional experience.

7. Mentoring and coaching
- support from trainers/medical quality experts;
- feedback to improve professional performance.

8. Technology-assisted learning

- using digital platforms for online courses, interactive tests and multimedia materials;
- participation in webinars and online workshops with experts in the field of medical quality.

9. Self-assessment and professional reflection
- applying self-assessment grids for skills;
- developing professional portfolios and reflection journals.

All these training methods complement each other and contribute to the formation of a competent specialist, capable of ensuring compliance with the high quality standards imposed by the medical field.

5.3. Time resources

The time resources for the modules within the Medical *Quality Technician training program* vary between 60 - 90 hours (1-2 weeks) and reflect the balance between theory, practice and individual study, so that participants can acquire both conceptual knowledge and applicative skills.

The training program is structured over five modules, totaling 360 hours of training, of which two modules: *Quality Management System and Tools Used in Quality Management* and *Patient Safety and Satisfaction* are held over two weeks, and the other three modules: *Basic Concepts in Quality Management, Management and Planning* and *Audit* have a duration of one week each.

The program modules are carried out through didactic activity in the classroom: class hours/lectures, seminars, case discussions and presentations, aiming to develop knowledge about quality control in the medical field, standards, legislation, internal audit, practical activities carried out in the laboratory, clinics or on simulated platforms, covering quality monitoring activities, completing specific documentation, applying procedures, simulated audits, etc., as well as didactic activity outside the classroom - individual study. Each module of the Medical *Quality Technician training program* involves hours for theoretical and practical testing. The ratio of direct contact hours - individual study is 1:1.

5.4. Forms and methods of assessment

Evaluation within the *Technician training program as a quality* in the medical field has the role of verifying the level of acquisition of professional and transversal skills, both during training and at the end of it. It is carried out continuously and systematically, through methods adapted to adult learning and the specifics of the medical field.

The main forms and methods of evaluation are:

1. Continuous formative assessment

This form of assessment takes place throughout the training program and aims to monitor the progress of learners and provide constant feedback. It does not necessarily aim at grading, but rather at identifying strengths and weaknesses in order to adjust the learning process.
- *Knowledge tests (written or online):* tests at the end of each chapter to verify understanding of theoretical concepts, such as quality standards, medical terminology, and audit procedures.
- *Practical exercises and case studies:* Students are assessed on how well they apply quality

tools to solve real-world medical problems. The assessment is based on the accuracy of the proposed solutions and the logic used.

- ▪ *Individual or group projects:* Each student or group of students can be assigned a research or process improvement project. Evaluation is based on the quality of the report, presentation, and demonstration of the ability to implement an action plan.

2. Summative (final) assessment

This assessment is carried out at the end of each module and aims to certify the skills acquired. It determines whether the participant is fit to work as *a Technician* in the medical field.

- ▪ *Written test :* a complex test that covers all the knowledge acquired in the module. It is carried out based on an integrated test developed based on the specification matrix, with different types of items and degree of complexity. For the written test, at least three sets of tests are developed.
- ▪ *Practical test:* This is a crucial component in the medical field. Students are assessed in conditions similar to those in the workplace, in a laboratory/simulation room or in a clinical environment. They must demonstrate practical skills such as:
    - o conducting an inspection or internal audit;
    - o management of non-conformities and risks;
    - o correct completion of specific documentation;
    - o use of quality management software.

3. Assessment of transversal skills

In addition to specialized knowledge, a Medical *Technician* must also have non-technical skills. These are assessed through various methods, such as:

- ▪ *observation during practical classes:* Evaluators watch how students interact, how they solve problems in teams, and how they respect professional ethics.
- ▪ *Feedback from trainers and peers:* an evaluation system can be used, where feedback is collected from trainers, peers.
- ▪ *attitude assessment: an* attitude is sought proactive, responsible and oriented towards continuous improvement.

By using these forms of assessment, the training program ensures that graduates are prepared not only theoretically, but also practically to face the specific challenges of quality management in the healthcare environment.

To obtain the Certificate of Completion of Studies in the *Quality technician* Program modules, it is necessary to fully complete the Curriculum, be assessed with the grade "attested" and pass both tests (written and practical test) of the summative assessment with at least a grade of "7".

According to the general requirements for evaluators, the composition of the Assessment Board is approved by order of the Director of the Center of Excellence. The President of the Board is a person from the practical or academic environment. The Assessment Board is composed of 2 members - specialists in the practical field (first/higher category in the specialty) and teaching staff, specialized teachers in the field of the targeted specialty, holders of teaching degrees, trained in the field of evaluation.

The Final Assessment Board has the function of assessing the knowledge, skills, attitudes,

and competencies of the graduates of **the Quality Technician** Program and of granting the appropriate qualifications (certified/non-certified) to the trainees according to the appropriate specialization in accordance with the provisions of the NQFRM and occupational standards.

5.5. Training team

The training team is an essential element for ensuring the quality of the educational process, being made up of teaching staff, who hold higher education, with theoretical and practical experience, who have promoted adult training courses, advanced training in psychopedagogy and specialty, capable of providing modern, applied and results-oriented training. The quality of the trainers and the diversity of their expertise directly contribute to the efficient training of specialists, ensuring that they are ready to face the complex challenges of the medical sector.

Composition of the training team

- medical teachers, holders of scientific titles, teaching/ management degrees, specialty categories; doctors, senior nurses or specialists with experience in medical management and quality control of health services ;
- trainers specialized in quality management, have qualifications and experience in implementing and auditing quality management systems;
- specialists in adult education, accredited trainers in adult pedagogy, with the skills to adapt the content to the needs of the learners;
- mentors or practice tutors, professionals from partner medical units (hospitals, clinics, laboratories), who provide support in the application of theoretical knowledge.

Qualities and competences of the training team

- solid professional expertise in the field of quality and health;
- ability to communicate effectively and adapt to the needs of learners;
- modern pedagogical skills, oriented towards competence-based training;
- interdisciplinary collaboration, to provide a complex and applied approach;
- evaluation capacity, with the provision of constructive feedback.

Specific roles in the training team

- program coordinator – plans, monitors and supervises the entire training process;
- theoretical trainers – transmit concepts, methodologies and legislation in the field of quality;
- trainers – guide applied activities, simulations, projects;
- assessors – participate in the continuous and final assessment of learners' skills.

The competent and diverse training team is the pillar of a successful program. Their practical experience, combined with pedagogical skills, transforms the learning process into a relevant and applicable experience, preparing *quality Technicians* capable of contributing to safety and excellence in the medical field.

5.6. Educational spaces

Quality Technician Training Program is provided with optimal conditions for training and developing specific skills thanks to modern study rooms within the Center for Simulation in Medical Training (CSMT), computers connected to the internet, internet network, library.

The educational spaces are equipped with modern information technology (interactive

whiteboards, computers, televisions with reproduction systems, etc.), meet the minimum requirements for safety and health at work. The teaching furniture meets hygienic requirements, complies with the surface area standards for one student.

In order to successfully carry out the teaching-learning-assessment process within the program, the spatial resources of the educational institution and medical and health institutions are used.

VI. STUDY PLAN

No. order	Course units	Number of hours					Assessment form	No. of credits
		Total hours	Direct contact	Individual study/Practical activities	Direct contact			
					notional	Practicals/ Seminars		
1.	Basic concepts of quality management	150	50	100	30	20	T/P	5
2.	The quality management system and the tools used to ensure it	180	60	120	40	20	T/P	6
3.	Management and planning in HI (healthcare institutions)	180	60	120	40	20	T/P	6
4.	Patient safety and satisfaction	180	60	120	40	20	T/P	6
5.	Internal audit management	180	60	120	40	20	T/P	6
	Total	870	290	580	190	100	T/P	29

Note: T – testing, P – practicals

VII.   BIBLIOGRAPHY

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