



Co-funded by the
Erasmus+ Programme
of the European Union



ERASMUS-EDU-2022-CB-VET
Project: 101092414—FTLV Qualité SANTE

MINISTRY OF EDUCATION AND RESEARCH OF THE REPUBLIC OF MOLDOVA

MINISTRY OF HEALTH OF THE REPUBLIC OF MOLDOVA

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CURRICULUM

QUALITY MANAGEMENT SYSTEM AND THE INSTRUMENTS USED IN ASSURING IT

Chisinau, 2025

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I. PRELIMINARY

Implementing and maintaining quality is a fundamental requirement for the sustainable development of modern institutions, regardless of the field of activity. Especially in the medical, educational and public sectors, quality management is closely linked to the safety of beneficiaries, the efficiency of processes, compliance with standards and public trust.

Quality of services is an essential requirement for the proper functioning of any medical institution. To ensure safe, efficient and standard-compliant services, institutions must implement a Quality Management System (QMS). This curriculum provides the theoretical and practical basis necessary for understanding and applying quality principles.

The essential role of the QMS is to ensure a coherent structure for planning, implementation, monitoring and evaluation of activities, so that the services provided comply with legal requirements, professional standards and beneficiaries' expectations. For this reason, the curriculum of the course unit *Quality Management System and the Tools Used in its Assurance* emphasizes both the theoretical dimension and the practical applicability of the specific tools. Thus, the purpose of the curriculum is to develop skills regarding the organization, operation and evaluation of a QMS, as well as the use of the tools necessary for monitoring and improving quality.

The relevance of the curriculum *The Quality Management System and the Tools Used in Its Assurance* is determined by the continuous developments in the field of quality, as well as by the current requirements of the institutional environment, which require a high level of professionalism, responsibility and efficiency. In the context of the modernization of management systems, the intensification of public control and the increase in professional requirements, this curriculum becomes essential for the training of specialists capable of managing complex processes and actively contributing to increasing the quality of medical services.

First of all, the relevance is generated by the evolution of the regulatory framework and international quality standards. Medical institutions are obliged to align their activity with standards such as ISO 9001, as well as European and national regulations on the quality, safety and performance of services. The continuous modernization of the regulatory framework requires a thorough understanding of compliance requirements.

Secondly, the curriculum responds to the need for medical institutions to align with modern practices of governance, transparency and accountability. Given that managerial efficiency is closely linked to the quality of medical services provided, the management of medical institutions is increasingly required to demonstrate coherence in organizing processes, fairness in decision-making, integrity in resource management and measurable performance through clear and verifiable indicators. The implementation of a Quality Management System contributes directly to these objectives, and the curriculum provides the necessary knowledge for staff to understand the current requirements of modern governance, to apply effective monitoring and control methods, to support transparent processes and to contribute to the consolidation of responsible management, oriented towards results and continuous improvement.

Another important dimension is performance monitoring and risk management. Modern healthcare institutions must have effective analysis and control mechanisms

capable of identifying vulnerabilities, non-conformities and operational risks . This curriculum provides the necessary framework for developing skills in the use of indicators, self-assessment tools, risk analysis methods and internal audit, which are essential for incident prevention and continuous improvement.

In addition, the relevance of the curriculum is reinforced by the increasing expectations of beneficiaries regarding the quality of services . Beneficiaries – whether they are patients, users of public services or partners – demand fast, safe, efficient and respectful services. To meet these expectations and maintain a high level of satisfaction, medical institutions must implement a structured system of quality assessment, monitoring and improvement, and the training of medical staff becomes a key element in this process.

Finally, the relevance of the curriculum to the course unit *Quality Management System and the Tools Used to Ensure It* is also determined by the need to develop an organizational culture oriented towards quality, responsibility and continuous improvement . The culture of quality cannot be imposed administratively; it is built through training, through the development of professional skills and through the active involvement of staff in institutional processes. The curriculum contributes to the formation of a modern mentality, oriented towards performance, collaboration, critical analysis and permanent optimization of activities.

Thus, this curriculum is not only necessary, but also indispensable for medical institutions that aim to modernize, provide quality services, and align with the standards and demands of contemporary society.

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

The motivation for introducing the course unit *The Quality Management System and the tools used in its assurance* , derives primarily from the growing importance of quality as a principle of operation of medical institutions. The services provided to beneficiaries must be safe, efficient, compliant with standards and oriented towards satisfying their needs. In order to achieve these objectives, Even the simplest operational processes require rigorous structuring , clear monitoring tools and an organizational culture oriented towards continuous improvement .

In this context, the course unit *The quality management system and the tools used to ensure it* becomes essential for professional training because it provides medical specialists with the necessary skills to understand, apply and evaluate the Quality Management System (QMS) in accordance with the current requirements of the medical field.

The course unit has a high formative value, providing trainees with the knowledge, skills and attitudes necessary to support quality processes in the medical institutions they work in. It represents an important element in the training of medical specialists capable of contributing to the development of modern, safe, efficient and beneficiary-oriented services.

The curriculum *The Quality Management System and the Tools Used in Its Assurance* is essential for professional training, as it develops fundamental skills necessary for quality management in medical institutions. Trainees acquire knowledge and skills that allow them to:

- understand the principles and structure of a Quality Management System (QMS);

- apply practical tools for evaluation, monitoring and quality improvement;
- develop procedures, forms and action plans to optimize processes;
- contributes to the development of an organizational culture oriented towards performance, transparency and accountability.

Thus, the course unit offers integrated professional training, which combines theory with practical applicability, training medical specialists capable of supporting institutional performance and actively contributing to increasing the quality of medical services.

III. PROFESSIONAL COMPETENCES SPECIFIC TO THE COURSE UNIT

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

SC1. Use quality assessment tools correctly and effectively, adapting them to the specifics of institutional activities, to continuously monitor and improve the quality of services in a medical facility.

SC2. Apply quality management procedures and standards, complying with legal requirements and institutional regulations, to ensure compliance of activities and safety of beneficiaries .

SC3. Analyze the processes and performance indicators of the medical institution, identifying critical points and proposing concrete measures to optimize services and increase institutional efficiency.

SC4. Contribute to the development of an organizational culture oriented towards quality, responsibility and continuous improvement, collaborating effectively with the team and clearly communicating the results of assessments and recommendations for improvement .

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
Learning Unit 1. Tools used in quality management.		
UC 1.1 Identifying the tools used in quality management, and how to apply them in the evaluation of institutional activities.	1.1.1. Direct observation 1.1.2. Data sampling 1.1.3. Data analysis 1.1.4. The survey 1.1.5. Interview 1.1.6. Focus group 1.1.7. Checklist 1.1.8. Brainstorming 1.1.9. Comparative analysis 1.1.10. Root cause analysis 1.1.11. Cause-effect diagram	<ul style="list-style-type: none"> ▪ Identify and describe the main tools used in quality management (internal audit, performance indicators, satisfaction questionnaires, risk analysis, etc.). ▪ Explain the purpose and principles of each tool in the context of evaluating institutional activities. ▪ Select the appropriate tool depending on the type of activity being evaluated and the objectives pursued . ▪ Correctly apply tools in collecting and

Unit competences	Content/learning units	Study goals/skills
	1.1.12. Pareto diagram 1.1.13. Prioritization matrix 1.1.14. Practical applications	analyzing data on service quality. <ul style="list-style-type: none"> Interpret the results obtained and propose conclusions or recommendations for optimizing processes. Communicates evaluation results and recommendations to the management team clearly and effectively.
Learning unit 2. Quality management structure in medical institutions.		
UC 2.1. Recognition of the organizational structure of quality management.	2.1.1. Organization and role of the quality management structure of health services in medical institutions. 2.1.2. The role of the health service quality management (SMC) structure in medical institutions. 2.1.3. Self-assessment of the quality management system (QMS). 2.1.4. Self-assessment tools: FAE (self-assessment sheet), indicator analysis, identification of non-conformities.	<ul style="list-style-type: none"> Identify the roles and responsibilities of the quality management team in healthcare institutions. Explain the functions of each component and how they contribute to ensuring service quality. Understands the relationships between departments and the integration of QMS across all levels of the healthcare institution. Use the self-evaluation form (SAEF) and analyze performance indicators to correctly evaluate the institution's activities. Interpret how the quality management structure works and identify critical points.
UC 2.2 Implementation and monitoring of the quality management structure.	2.2.1. Stages of implementing a quality management system (QMS) in medical institutions. 2.2.2. Internal/external organizational communication. 2.2.3. Practical applications.	<ul style="list-style-type: none"> Apply QMS principles and procedures to ensure process efficiency and compliance. Monitor responsibilities and communication flows within the structure. Evaluate the performance of the structure and identify dysfunctions or gaps. Propose and implement corrective measures and continuous improvement actions. Collaborate and communicate effectively with the team and management to implement optimization measures.

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.	Tools used in quality management.	108	34	68	22	12
2.	Quality management structure in medical institutions.	72	26	52	18	8
Total		180	60	120	40	20

VII. TEACHING-LEARNING SUGGESTIONS

The teaching-learning process at the course unit *The quality management system and*

the tools used in its assurance are produced based on a strategic approach. Teaching the course involves strategic and creative thinking, which makes it possible to successfully master learning situations.

By definition, the concept of teaching strategy is viewed as an interactive way of approaching and acting on all procedural resources (forms, methods, technical means) and the teaching principles of their use in the process of conveying content in order to develop /train the skills specific to the course unit.

The course unit has a pronounced applicative character and involves emphasizing the action dimension in the formation of the learner's personality. The curriculum is learner-centered and adopts a practical approach of "learning by doing". The implementation area requires combining theoretical methodologies with practical activities, to ensure the acquisition of solid knowledge and skills applicable in real contexts. Teaching-learning must be oriented both towards understanding fundamental concepts and towards developing practical skills that allow the application of quality management tools in healthcare institutions.

teaching will focus on providing structural and conceptual knowledge regarding quality management and the tools used:

- *Interactive presentations and structured explanations* , including the basic concepts of QMS, quality principles, organizational structure and typology of assessment tools, presentation of conclusions from case studies and exercises, explanation of methods used and argumentation of recommendations. This develops professional communication skills and coherent argumentation of decisions.
- *Analysis of the legislative framework and standards* , including ISO 9001 and national regulations , to familiarize participants with mandatory requirements and good practices in the field.
- *Guided discussions and thematic debates* , to clarify the role of each quality management tool, the principles of their application, the correct ways to interpret data and the importance of continuous performance monitoring.

These activities allow trainees to formulate questions, share practical experiences and identify solutions applicable in the context of healthcare institutions. In this way, critical thinking, analytical capacity and decision-making skills are developed, essential for implementing and maintaining an effective Quality Management System.

The applied activities will allow the consolidation of knowledge and the development of practical skills of the trainees through:

- *Group work and brainstorming* : participants identify problems, analyze processes and propose improvement measures, developing collaboration and creative thinking.
- *Exercises* : completing self-assessment forms (SAFs), calculating and interpreting performance indicators, identifying non-conformities in institutional processes.
- *Case studies* : analyzing real or simulated situations to apply quality assessment tools, identifying critical points.
- *Simulations and role-playing games* : practical application of knowledge in a controlled environment, similar to the real one, strengthening problem-solving skills , representing concrete situations in which trainees use quality assessment tools to identify non-conformities, analyze performance indicators and propose corrective measures.
- *Guided discussions and thematic debates* : stimulating reflection and exchange of experiences, to clarify problems and identify the best practical solutions.

- *Analysis of institutional documentation* : procedures, reports, action plans and forms used within the quality management system, to assess the compliance of activities with internal and external standards, identify possible non-conformities and propose improvement measures.

Participatory methods actively involve learners, stimulating critical thinking, collaboration and practical application of knowledge. They are essential for the development of professional skills in quality management, as they allow for experimentation and solving real or simulated situations.

The teaching resources used within the course unit include specialized quality management manuals and guides, case studies, quality assessment forms and sheets, multimedia materials, digital tools for monitoring indicators, and interactive presentations that support theoretical learning and practical application of knowledge.

VIII. ASSESSMENT SUGGESTIONS

Assessment is an organic component of the learning process. Any educational process is completed by assessing, knowing and recognizing the results of the acquisition and training process. Assessment is a permanent feedback between the agents of the educational process, intended to confirm the formation of the targeted competencies in the trainees.

Ongoing, or formative, assessment has the role of monitoring the progress of trainees throughout the course unit, providing valuable information to both trainers and participants, to adjust the learning process and consolidate knowledge and skills. In the case of the course *Quality Management System and the Tools Used in Its Assurance* , formative assessment is essential to verify both theoretical understanding and practical application of quality management tools in real or simulated institutional contexts.

The assessment of theoretical knowledge aims to verify the level of understanding of the fundamental concepts, principles and standards of quality management , as well as the ability of participants to apply them rationally in real institutional contexts . This constitutes an essential component of formative assessment, as it provides a clear picture of the degree of assimilation of theoretical information and prepares participants for their practical application.

Current/formative assessment methods :

- *Written tests and checklists* : multiple-choice or true/false questions that allow for a quick and objective assessment of knowledge. These tools provide immediate feedback to the trainer on the level of understanding of the trainees, quickly identifying misunderstood or misinterpreted concepts. Tests can be organized by modules or specific topics, covering fundamental principles of quality management, types of assessment tools, performance indicators and steps in a quality monitoring process . In addition, they allow for comparison of the trainees' progress throughout the course, supporting the adjustment of teaching methods and the consolidation of knowledge before the final assessment.

- *Open-ended questions and short essays* to assess the trainees' ability to reason, analyze and synthesize. These allow to verify how the trainees explain quality management concepts, interpret performance indicators and propose theoretical solutions for simulated or hypothetical situations. This type of assessment aims to develop critical thinking, logical reasoning capacity and clarity in professional expression , providing trainers with detailed

information on the level of understanding of theoretical knowledge and preparing participants for the practical application of QMS tools.

- *Interactive discussions and oral questions* : the trainer can ask trainees to explain concepts, give practical examples and demonstrate how they would apply QMS tools in real situations. This method allows for real-time assessment of the level of understanding and analytical capacity of the trainees. trainees, as well as checking how they can make the connection between theory and practice. Interactive discussions also stimulate critical thinking, reflection and active participation , providing opportunities to clarify strengths and those that require consolidation , and trainees receive immediate feedback, which supports the continuous learning process and the development of professional skills necessary for the effective application of quality management tools in healthcare institutions.

- *Application questions* : theoretical scenarios that require trainees to identify problems and propose theoretical measures to correct non-conformities, thus developing critical thinking. This method emphasizes the ability to analyze and synthesize , as trainees must correlate theoretical knowledge with practical situations, reflect on the impact of decisions on service quality , and allow the trainer to assess how trainees can anticipate the consequences of their actions in managing processes within the Quality Management System.

assessment aims to provide a complete picture of the level of theoretical understanding, practical skills and ability to apply quality management (QM) tools in the institutional context.

Summative assessment aims to verify whether learners:

- *Understand the fundamental principles and structure of quality management.*
 - ✓ I can define the essential concepts of QMS, explain its role in medical institutions.
 - ✓ Describes how processes are organized to ensure the quality of medical services.
- *Apply quality assessment tools, such as self-assessment forms (SAFs), performance indicators.*
 - ✓ Demonstrate the ability to select the appropriate tool depending on the activity being assessed and to use it correctly to collect and analyze data on service quality.
 - ✓ Correctly interpret performance indicators and propose corrective or process improvement measures.
- *Demonstrate the ability to analyze and synthesize, integrating theoretical knowledge with practical or simulated situations.*
 - ✓ Identify critical points in an institutional process, analyzes the causes of non-conformities and proposes appropriate solutions.
 - ✓ Apply QMS tools to solve concrete problems and support data-driven decisions.
- *Apply QMS knowledge and tools in a coherent and responsible manner , contributing to improving the quality of medical services.*
 - ✓ Demonstrate that they can use the quality management system to monitor and optimize processes, ensuring compliance with standards and orientation towards meeting the needs of beneficiaries.
 - ✓ Evaluate the ability to plan and implement corrective actions, collaborate with the team, and take responsibility for the results achieved.

To evaluate the learning outcomes of the course unit *Quality Management System and*

the Tools Used in Its Assurance , various summative assessment methods can be used.

Written tests include multiple-choice items , used to quickly check understanding of fundamental quality management concepts , as well as essay items. true/false type , which allow confirmation of the formation of the participants' professional skills. Also included are open or semi-structured questions , which assess the ability of the trainees to argue, to explain the processes in the Quality Management System (QMS) and to correlate theoretical notions with specific situations in the field. In addition to these, case studies are used to analyze scenarios from the practice of medical institutions, asking the trainees to identify real problems, determine the causes of non-conformities and propose appropriate improvement measures. Thus, the case study represents an essential method of summative assessment, through which the trainees are invited to analyze in depth situations inspired by the reality of medical institutions. They examine scenarios that include frequent quality problems — such as errors in completing documentation, procedural non-conformities, failure to comply with performance indicators or difficulties in internal communication. During the assessment, trainees must clearly identify problems, determine possible causes, and propose pertinent solutions for improvement.

The assessment portfolio is a complex and integrated method of summative assessment, which aims to document the progress of the trainee, as well as the way in which he constantly applies the knowledge and tools specific to the Quality Management System (QMS). The portfolio is developed individually and includes a series of materials produced during the course unit, which reflect both the theoretical understanding and the practical skills of the trainee.

A complete and well-structured portfolio may include the following components:

- *Self-assessment sheets (SAS)*

These sheets allow participants to reflect on their own progress, identify strengths and areas for improvement, and assess their level of mastery of QMS tools. Self-assessment contributes to the development of responsibility and active involvement in the learning process.

- *Analysis of performance indicators*

Participants select relevant indicators for the quality of medical services (e.g., non-compliance rate, response time, degree of documentation completion) and perform a detailed analysis that includes interpreting the data, highlighting problems, and proposing improvement solutions. This component demonstrates the ability to work with quantitative information and make informed decisions.

- *Complete forms*

The correct completion of the forms is an essential component of the assessment portfolio, as it reflects the participant's ability to practically apply the tools of the Quality Management System (QMS) and to comply with institutional standards and internal procedures. This section demonstrates attention to detail, organizational skills, and understanding of quality processes in healthcare institutions.

- *Mini-case studies*

The solved mini-case studies allow trainees to apply the knowledge acquired about the Quality Management System (QMS) in practice and develop practical skills necessary in the professional environment.

- *Personal reflections on the learning process*

Trainees express their opinions about the difficulties encountered, the strategies used to overcome them and how they intend to apply QMS tools in their professional work. This contributes to the development of personal awareness and professional responsibility.

The assessment portfolio allows for an integrated and detailed assessment of competencies, providing the trainer with clear information about how trainees apply QMS tools, think critically, formulate realistic solutions and contribute to the continuous improvement of the quality of medical services. Thus, the portfolio is an essential tool in the framework of summative assessment, oriented towards real results and the transfer of theoretical knowledge into practice.

IX. SUGGESTIONS FOR INDIVIDUAL STUDY

Subjects for individual study	Products to be developed	Assessment methods	Completion time, hours
Fundamental principles of quality management (QM).	Essay	Essay assessment according to the criteria.	12
The structure of QMS in medical institutions.	Scheme	Scheme assessment according to management levels, roles and responsibilities.	16
Analysis of performance indicators.	Monitoring table	Assessment of performance indicators and correct identification of critical points.	12
Application of QMS tools.	Case study	Assessment of the case study according to the criteria and proposals for corrective measures.	20
Institutional documentation and internal procedures.	Analysis report	Assessment of compliance with procedures and identification of non-compliances.	20
Applying quality improvement measures.	Action plan	Assessment of the action plan for improving an institutional process.	20
Self-assessment and reflection on acquired skills.	Completed self-assessment sheet and personal reflection report	Assessment of the completed form and personal reflection report.	20
Total			120

X. SUGGESTIONS FOR PRACTICAL ACTIVITIES

Practical activities constitute a fundamental element of professional training, as they offer trainees the opportunity to directly apply theoretical knowledge about the Quality

Management System (QMS) and to develop practical skills essential for work in healthcare institutions. By actively engaging in these activities, trainees gain experience in using QMS tools, analyze real processes and propose solutions to improve the quality of healthcare services.

The main recommended practical activities include:

- *Institutional documentation analysis*, which represents a fundamental practical activity within the professional training process, with the aim of developing skills in assessing the correctness, compliance and efficiency of institutional processes through the lens of the Quality Management System (QMS). This activity systematically examines institutional documentation :

- ✓ the trainee analyzes the procedures, protocols, action plans, reports, self-assessment sheets and forms used within the medical institution. In this stage, it is verified whether the documents comply with standards , such as ISO 9001 or applicable national regulations;
- ✓ The trainee becomes familiar with institutional flows , with the way processes are organized and with the specific responsibilities of each department or management level , providing a solid basis for identifying non-conformities and proposing measures to improve the quality of medical services.

- *Analysis of institutional processes* in order to highlight deficiencies and risks, identify non-conformities and critical points, which has the role of recommending measures to improve the quality of medical services. At this stage, the trainee analyzes all institutional documents and procedures with non-conformities , such as:

- ✓ procedures that do not reflect actual workflows or quality standards in force;
- ✓ lack of mandatory documents necessary for recording activities and monitoring performance;
- ✓ errors or omissions in completing forms and forms, which may affect the accuracy of assessments and correct reporting;
- ✓ non-compliance with quality standards.
- ✓ The trainee analyzes missing or unclear steps in workflows, insufficiently defined responsibilities , and points where there is a risk of repeated errors or loss of service quality.

The result of this activity is not only the listing of deficiencies, but also their classification according to severity and impact, in order to prioritize corrective and preventive interventions. Thus, the trainee acquires the ability to systematically analyze documentation, recognize risks and propose concrete measures to increase the efficiency of processes and improve the quality of medical services.

XI. TEACHING RESOURCES RECOMMENDED FOR TRAINEES

1. Manual for describing the quality management standards of the National Authority for Quality Management in Health. Primary Health Care Services, June 2021. https://anmcs.gov.ro/web/wp-content/uploads/2024/01/Quality-standards-Manual_primary-care RO.pdf.
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