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Accreditation according to HEdA and MedPA, Human Medicine, USI Verification of conditions' fulfilment

Report | 29 August 2025



Contents:

Part A - Decision of the Swiss Accreditation Council

Part B – Report on the verification of conditions' fulfilment

Part C – Statement of the study programme in Human Medicine, Università della Svizzera italiana



Part A

Decision of the Swiss Accreditation Council

20 June 2025



Ordinanza
del Consiglio svizzero di accreditamento

**Accreditamento ciclo di studio - adempimento degli oneri
Medicina umana dell'Università della Svizzera italiana**

I. Basi legali

Legge federale del 30 settembre 2011 sulla promozione e sul coordinamento del settore universitario svizzero (LPSU, RS 414.20), in particolare l'articolo 21 capoverso 3, l'articolo 33 e l'articolo 64;

Ordinanza del Consiglio delle scuole universitarie del 28 maggio 2015 per l'accREDITAMENTO nel settore universitario (Ordinanza per l'accREDITAMENTO LPSU, RS 414.205.3);

Ordinanza del Consiglio delle scuole universitarie del 29 novembre 2019 sul coordinamento dell'insegnamento nelle scuole universitarie svizzere (RS 414.205.1);

Legge federale del 23 giugno 2006 sulle professioni mediche universitarie (Legge sulle professioni mediche, LPMed, RS 811.11).

II. Fatti

Il Consiglio svizzero di accREDITAMENTO, nella seduta del 24 marzo 2023, ha assegnato al ciclo di studio Medicina umana dell'Università della Svizzera italiana l'accREDITAMENTO secondo la LPSU con un onere:

Onere 1:

Le prestazioni e i progressi degli studenti nell'attività clinica sono valutati durante tutto il programma di studi e i risultati sono analizzati in vista di adattamenti e revisioni da attuare al programma.

Nella sua decisione, il Consiglio svizzero di accREDITAMENTO ha stabilito il termine e le modalità di verifica dell'adempimento dell'onere.

Termine:

24 mesi. L'Università della Svizzera italiana deve presentare al Consiglio svizzero di accREDITAMENTO un rapporto sull'adempimento dell'onere entro il 23 marzo 2025.

Modalità:

La verifica dell'adempimento dell'onere è effettuata su dossier da due membri del gruppo di esperti.

L'Università della Svizzera italiana ha consegnato a tempo debito il suo rapporto sull'adempimento dell'onere (compresi gli allegati) con una lettera del 6 marzo 2025.

III. Considerando

1. *Rapporto del gruppo di esperti*

Il gruppo di esperti conclude che L'Università della Svizzera italiana ha soddisfatto l'onere. Nella sua analisi, mostra come le misure adottate in materia di tematica dell'onere del sistema di garanzia della qualità siano diventate efficaci.

2. *Apprezzamento del rapporto da parte dell'agenzia*

L'AAQ concorda con le conclusioni del gruppo di esperti e giudica soddisfatto l'onere.

3. *Proposta dell'agenzia*

L'AAQ propone pertanto al Consiglio svizzero di accreditamento di confermare l'adempimento dell'onere.

4. *Parere dell'Università della Svizzera italiana*

Nel suo parere del 14 maggio 2025, l'Università della Svizzera italiana ha ringraziato dell'invio del rapporto sull'adempimento dell'onere e l'ha approvato. Condivide l'analisi del gruppo di esperti nonché i considerando dell'agenzia e non ha nulla da aggiungere ad esse.

5. *Considerando del Consiglio svizzero di accreditamento*

La proposta dell'AAQ è pienamente e adeguatamente motivata. Inoltre, l'agenzia di accreditamento mostra nella sua domanda che la procedura si è svolta correttamente. Il Consiglio svizzero di accreditamento è quindi in grado di prendere una decisione.

IV. Decisione

Sulla base dei fondamenti legali, dei fatti e dei considerando, il Consiglio svizzero di accreditamento decide:

1. Il Consiglio svizzero di accreditamento constata che il ciclo di studio Medicina umana dell'Università della Svizzera italiana ha soddisfatto l'onere deliberato nella seduta del 24 marzo 2023.
2. Il Consiglio svizzero di accreditamento conferma l'accREDITAMENTO del ciclo di studio Medicina umana dell'Università della Svizzera italiana entro il 23 marzo 2030.

Berna, il 20 giugno 2025

Presidente del Consiglio svizzero di accreditamento

A handwritten signature in blue ink, appearing to read 'M. Hodel'.

Dr. Markus Hodel

Modalità di ricorso

Contro la presente decisione può essere interposto ricorso presso il Tribunale amministrativo federale, casella postale, 9023 San Gallo, entro 30 giorni dalla notifica.



Part B

Report on the verification of conditions' fulfilment

15 May 2025



Contents

1	Procedure for verification of conditions' fulfilment	1
1.1	Basics	1
1.2	Course of the procedure	1
2	Report on the verification of conditions' fulfilment	2
2.1	Analysis of the fulfilment of the condition	2
2.2	Accreditation proposal by AAQ	4
2.3	Statement of the study programme	5

1 Procedure for verification of conditions' fulfilment

1.1 Basics

Decision/modality

The Swiss Accreditation Council accredited the study programme in Human Medicine of the Università della Svizzera italiana on 24 March 2023 with one condition.

In its decision, the Accreditation Council determined the deadline and modalities¹. These are as follows:

Deadline: 24 months. The study programme in Human Medicine must report to the Accreditation Council by 23 March 2025 on the fulfilment of the condition.

Modality: The procedure for verification of conditions' fulfilment takes place "sur dossier" with two experts.

The Accreditation Council has commissioned the Swiss Agency for Accreditation and Quality Assurance (AAQ) to verify the fulfilment of the condition.

1.2 Course of the procedure

Timetable

Study programme submits the report on the fulfilment of the condition at the Swiss Accreditation Council	6 March 2025
Study programme and AAQ sign a contract	31 April 2025
AAQ informs the study programme on the members of the expert group	6 May 2025
Expert group report and AAQ's proposal are available	6 May 2025
Study programme comments on the expert group report and AAQ's proposal	14 May 2025
AAQ submits the expert group report, the proposal and the study programme's statement to the Swiss Accreditation Council	15 May 2025
Decision by the Swiss Accreditation Council	20 June 2025

¹ Accreditation Ordinance HEdA, Art. 15 para. 3

Experts

- Professor Dr Anita Rieder, Vice Rector for Education, Medical University of Vienna
- Dr Thomas Fassier, Director of the Interprofessional Simulation Center, Faculty of Medicine, University of Geneva

2 Report on the verification of conditions' fulfilment

2.1 Analysis of the fulfilment of the condition

Condition 1:

Students' performance and progress in clinical activity is assessed throughout the curriculum and the results are analysed with a view to adjustments and revisions to be implemented to the programme.²

Description

In 2023, the study programme launched the "Innovation in teaching" project, funded by the university. The Checkpoint tool, which was already in use but did not meet the demands, was adapted with external support.

To document their clinical activities, students use workflows in Checkpoint. These workflows have been updated to better align with the relevant EPAs (entrustable professional activities). Initially, students select the module they are currently attending. After an introduction, they are presented with a list of EPAs relevant to the module. Students can then select the objectives they have met during their clinical activities, with mandatory objectives clearly indicated.

The form used by tutors to provide quantitative feedback on their students has been simplified and improved. In the updated version of Checkpoint, tutors can also give qualitative feedback. It is now mandatory for tutors to provide qualitative feedback for each student they supervise, covering strengths, areas of improvement, and professionalism. Tutors must write about the student's strengths and areas for improvement, and grade them in the following professionalism categories: clinical ethics application; communication with patients, family, colleagues; managing stress; personal effort; punctuality and attendance.

Additionally, the study programme allows students to give qualitative feedback on their clinical tutors, a feature requested by students. This feedback is provided on a secure web-based platform.

Checkpoint is now also used to track student attendance. Students mark their attendance daily and can notify in advance if they will be absent. Tutors confirm their students' presence each day. Students must be present for at least 80% of their clinical activity days.

To simplify the use of the updated Checkpoint, the study programme created a directive, which includes an appendix listing all EPAs per module.

To motivate students to use Checkpoint, the study programme introduced a reward system in February 2023. If students have reached the goal of completing at least 80% of the required EPAs in each module, they receive extra grade rewards. If a student's average grade for the year is .25 or .75, the annual average grade will be rounded up.

² Original Wording: «Le prestazioni e i progressi degli studenti nell'attività clinica sono valutati durante tutto il programma di studi e i risultati sono analizzati in vista di adattamenti e revisioni da attuare al programma.»

The study board, which includes student representatives from each year, supports students as needed. So far, the study programme reports only a few cases handled by the study board.

The new version of Checkpoint was introduced in August 2023 and has been used from the 2023-2024 academic year onwards.

In its report, the study programme provides an overview of the percentage of students who completed 80% or more of the required EPAs in Checkpoint, starting from the 2022-2023 academic year (before the updated version of Checkpoint was introduced) up to the 2023-2024 academic year. In autumn 2022, between 31% (year 2) and 44% (year 1) of students completed 80% or more of the required EPAs, compared to 82% (year 2) and 86% (year 1) in the spring semester of 2024.

The study programme reports that they analyse the results from Checkpoint and have not identified a significant need for adjustments. Minor adaptations are being made continuously.

Analysis

The expert group hail the efforts made since the previous accreditation, involving all stakeholders (faculty, administration, and students) and the financial investment to improve the electronic tool Checkpoint.

The expert group observes that the study programme has implemented significant changes to the Checkpoint platform, resulting in a substantial increase in its use among students over the past two years.

The expert group considers the measures taken by the study programme to be effective in assessing students' performance and progress in clinical activity throughout the curriculum for the following reasons.

Firstly, the use of EPAs as the main workplace-based assessment tool for clinical skills is consistent with the competency-based curriculum endorsed by the programme (PROFILES). Moreover, the transversal (across modules) and longitudinal (along years) use of EPAs will help students and tutors become more familiar with this innovative assessment modality.

Secondly, the development of the "Checkpoint directive" plus the workflows for every module make explicit to both students and tutors the constructive alignment between the stated learning objectives and the expected achievements.

Yet, we have two comments regarding the validation process for the modules. Although we understand that the compulsory attendance rate is 80% to take account of any justified absences, we question the fact that the EPA completion rate is not 100% for a given module. From a quantitative point of view, we would expect all learning objectives to be met, meaning all EPAs completed within the duration of the module. The question could be raised whether this 80% rate was decided because the expectations were not achievable due to time constraints, insufficient clinical exposure or lack of supervisors, and decline from Winter Semester 2023 to Spring Semester 2024 in 1st year students. For the future, we suggest promoting a 100% completion rate, with a bonus on marks awarded for students demonstrating involvement beyond expectations. From a qualitative point of view, we would expect learning objectives including a target level of entrustment for some of the EPAs. For example, for EPA1 illustrated in the appendix, we could reasonably expect that students reach the level of practice under indirect supervision by the end of semester 2 of the MMEd. Such precision would help self-assessment by students and evaluation by tutors longitudinally. This could be a direction for improvement between now and the next accreditation.

Thirdly, the addition of a new feature in the Checkpoint tool allowing qualitative feedback from tutors is of critical importance, given the limitation of a “tick-the-box” approach to clinical skills assessment. Moreover, the experts highlight the improvement made with documentation of narrative feedback on professionalism. Yet, we wondered how the rubrics were made explicit to both students and tutors. The tool mentions the rubrics “*Exceeds / Conform / Needs improvement*” with reference to an “*expected level*”, but it is not entirely clear to us how this “*expected level*” is described in relation with the assessed domains, for example “*Clinical ethics application*”, “*Managing stress*” or “*Personal efforts*”. If this is not yet the case, we suggest that a clear description of observable behaviors in these domains could be an additional direction for improvement.

Fourthly, the implementation of a new electronic platform to collect students’ feedback on clinical training, illustrates a significant dynamic of continuous quality improvement.

Fifthly, there is a decision against establishing a student support commission, due to the few cases of students identified as needing special support by the Study Board. To prevent cases and to support all students, it could be discussed to implement regular workshops for students on sensitive issues in clinical settings, including self-assessment or organisational issues, to deal with conflicts, developing professionalism and to provide supervision for students on how to cope with clinical everyday life and difficulties.

Specifically, the experts highlight the following: increasement of user-friendliness and therefore compliance with Checkpoint, development of new workflows, introduction of a qualitative feedback tool for tutors, and evaluation tool for students. The expert group estimates that the evaluation cycle and the feedback for tutors will be of major interest and suggests that the Study Board should receive executive summaries of this feedback information.

The experts conclude that the strategy which was set up by the Faculty in 2023 to improve and enhance the tool “Checkpoint” includes three major work packages. Based on the experts’ analysis, the requirements for Condition 1 are fulfilled, also referring to the expert report from September 2022. The experts comment on possible future developments, suggesting a 100% completion rate and other improvements (mentioned above).

The experts consider the condition to be fulfilled.

2.2 Accreditation proposal by AAQ

Considerations

The study programme submitted its documentation on the fulfilment of the condition to the Swiss Accreditation Council on time. The experts have conducted the evaluation of the fulfilment of the condition “sur dossier”, as directed by the Swiss Accreditation Council.

The expert group acknowledges the study programme’s efforts to increase compatibility of Checkpoint with clinical practice modules and its subsequent use by both students and teachers. The expert group considers these efforts to be effective and suitable for the assessment of students’ performance and progress in clinical activity throughout the programme and the analysis of its results. The expert group makes suggestions to improve Checkpoint even further. Therefore, the expert group considers the condition to be fulfilled.

AAQ evaluates the expert group’s analysis to be coherent and complete.

Appraisal of the study programme’s statement

The study programme submitted its statement on time and thanked the expert group for the valuable inputs and feedback.

Final accreditation proposal

The agency requests the Swiss Accreditation Council to confirm the fulfilment of the condition.

2.3 Statement of the study programme

The study programme of Human Medicine at USI submitted its statement on 14 May 2025. The study programme expresses its gratitude on behalf of the expert group for the extensive feedback and outlines how it plans to continue the work on Checkpoint, incorporating the ideas provided by the expert group.



Part C

Statement of the study programme in
Human Medicine of the Università della
Svizzera italiana

14 May 2025



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della
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Dr. Christoph Grolimund
Director
Schweizerische Agentur für Akkreditierung
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Statement on the “Report on the verification of conditions’ fulfillment” and the AAQ proposal

Dear Dr. Grolimund

We have received and read the Report on the verification of the conditions’ fulfillment by the expert group and the Accreditation proposal by AAQ and would like to express our appreciation for having granted the condition to be fulfilled.

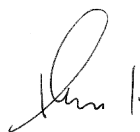
On behalf of the Faculty of biomedical sciences, we thank the expert group for their positive and constructive feedback on the measures and improvements we have implemented in the Checkpoint tool during the last two years.

We are also thankful for the suggestion to promote a 100% completion rate of the selected EPAs and we will consider the option of including a target level of entrustment for some of these EPAs.

Regarding the input on making the rubrics explicit to both students and tutors, we will discuss with our responsible of the Medical Education Unit to ensure clarity on both sides.

Thank you again for important analysis and the final approval of the condition.

Best regards



Prof. Dr. med. Giovanni Pedrazzini
Dean



Monica Link
Faculty Manager





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