



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on results of the work of the External Expert Panel
on assessment of compliance with the requirements of “IAAR Standards
and Guidelines for International Accreditation of Foreign Medical
Education Organisation” of the

**"UNIVERSITY OF MEDICINE AND PHARMACY
"GRIGORE T. POPA" from IAȘI
Site Visit Dates: from «04» till «07» November 2020**

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert panel

**Addressed to the IAAR
Accreditation Council**



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

- AMSE** - The Association of Medical Schools in Europe;
- ARACIS** - Romanian Agency for Quality Assurance in Higher Education
- AUF**- Francophone University Association
- CEAC** - Commission for Evaluation and Quality Assurance
- CEMEX** - Advanced Research Center
- CIDMEF**- Conférence Internationale des Doyens des Faculté de Médecine d'Expression Française CID-CDF
- DGA**- The Chief executive officer
- ECTS** - European Credit Transfer and Accumulation System
- EEP** - External Expert Panel;
- EMSA** – European Medical Students Association
- EU**- European Union
- EUA**- European University Association
- FASMR** – Federation for Association of Medical Students of Romania
- IAAR** - Independent Agency for Accreditation and Rating;
- IFMSA** - International Federation of Medical Students Association
- IODE**- Institution Organising Doctoral Education
- LEN** - the Law of National Education;
- MEN** - Ministry of National Education;
- SAR** - self-assessment report;
- STPE**- a structured theoretical and practical evaluation
- UEFISCDI**- Executive Agency for Higher Education, Research, Development and Innovation Funding
- UMPh** - “Grigore T. Popa” University of Medicine and Pharmacy from Iasi;
- WFME** - World Federation for Medical Education;

(II) INTRODUCTION

In accordance with the order of the IAAR No. 98-20-OD dated 10/20/2020 and “Standards and Guidelines for the IAAR’s International Accreditation of Medical Institutions of Education (based on WFME/AMSE Standards)” an external expert panel (EEP) accomplished online site visit to the the Grigore T. Popa University of Medicine and Pharmacy from Iași (Romania) from 04 November to 07 November 2020 in the framework of institutional accreditation.

EEP composition:

- 1. IAAR Panel Chairman** – Konrad Juszkiewicz, MD, MPH, Ph.D., professor, KIT Royal Tropical Institute (Amsterdam, Netherlands);
- 2. IAAR Expert** – Igor Cemortan, PhD, docent, Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova (Chisinau, Republic of Moldova);
- 3. IAAR Expert** – Nurzhamal Dzhardemalieva, MD, Ph.D., Asfendiyarov Kazakh National Medical University (Almaty, Republic of Kazakhstan);
- 4. IAAR Employer** – Erghin Hagicalil, CEO «Romar Medical Group of Companies» (Bucharest, Romania);
- 5. IAAR Student** – Olga Clipii, Vice President of Medical Students and Residents Associations from Moldova, Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova (Chisinau, Republic of Moldova);
- 6. Observer from the IAAR** – Aigerim Aimurziyeva, Manager of Medical Projects, IAAR (Nur-Sultan, Republic of Kazakhstan);
- 7. Observer from the IAAR** – Timur Kanapyanov, PhD, Manager of International Projects and Public Relations, IAAR, (Nur-Sultan, Republic of Kazakhstan).

(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION

UMPh has gained and consolidated its leading position in the national education and research, in the area of medical and health sciences. Considering the university's continuous endeavors to excel in the medical research and education fields, and in the context of the recent updates of the national education system (according to the Law of National Education from 2011), "Grigore T.Popa" University of Medicine and Pharmacy was classified in the uppermost category of the 12 "universities of advanced research and education" in Romania, by the Ministry of Education, Research, Youth and Sport in partnership with the European University Association.

The University ranks into the category of higher education institutions of traditions and advanced scientific research, assuming its mission in to provide: (1) Basic undergraduate education in medicine, dental medicine, pharmacy and medical bioengineering at the modern level of knowledge, through full time courses at faculties; (2) Continuous training at postgraduate courses, specialisation courses, organisation of conferences and symposiums; (3) Promoting advanced research as a basic activity of all teachers; (4) The University reaches out to all sectors of society, by combining tradition with openness towards the changing needs of the community.

"Grigore T. Popa" UMPH at Iasi implements a model of democratic and participatory management. Thus, the entire academic community has the opportunity to participate in the decision-making process through inter-system cooperation. The aim of this approach is to develop a powerful organisational environment, in which the needs, aspirations and expectations of the academic community and of the auxiliary staff are manifested openly through: commitment, attitude and debates based on mutual trust.

The "Grigore T. Popa" UMPH operates in an environment that is in a permanent and substantial process of change (economic, social, legislative and political) and therefore aims to implement a paradigm of change management based on democratic administration, as a guarantee of identifying the institutional balance (means-goals) necessary for a proper evolution of the University.

UMPH has active membership in several international societies and organisations. University international students represent almost 80 countries.

In "Grigore T. Popa" UMPH from Iasi, 12.517 students are enrolled in the undergraduate, master, PhD and residency programmes. In the last 5 years, the number of students enrolled in the study programmes has increased. This underlines the appeal of the university learning environment.

University from Iasi offers basic undergraduate education, in the field of medicine, dental medicine, pharmacy and medical bioengineering, continuous training through postgraduate courses, specialisation courses, organisation of conferences and symposiums. It promotes advanced scientific research as a basic activity of all teachers.

University in the progressive way increases of the number of scientific articles published in ISI journals and the number of written research projects financed by winning a competition, including international projects. UMPH is raising the quality standard of PhD theses, comparable to European standards and through it is increasing the international visibility of the University and economic contribution of the academic's scientific research.

University has close links with educational, research and professional organisations from Romania and abroad, and is an active participant in the development of medical education in Romania and abroad.

In "Grigore T. Popa" UMPH from Iasi, 12517 students are enrolled in the undergraduate, master, PhD and residency programmes. University residency programmes taken by students, PhD students and resident physicians or young scientists in employing institutions (i.e. hospitals, medical centers, "Petru Poni" Institute, "Antibiotice" Company) contribute to University's continuous endeavors of determining the adaptation of the higher education system to the society's demands.

UMPH faculty members and students are engaged in exchanges/mobility programmes which keep the University on a par with other universities in Europe within the Erasmus + Programme (from Italy, France, Sweden, Lithuania, Poland, Hungary, and Germany).

University scientific research represents one of the most relevant indicators for its activities and quality standards. Therefore, university students are more than often involved in research programmes. The University offers students access to a large number of internationally renowned print publications, electronic publications and online databases.

905 faculty members are employed by the UMPH. Of these, 73 (8%) have a non-medical professional training and provide the necessary teaching and research expertise in departments and courses of study with an important cross-sectorial component (i.e. Biophysics, Bioengineering, Biochemistry, etc.). For University professors and associate professors, there are minimum selection criteria, issued by the Ministry of Education and published in the Official Newspaper. In University works also 76 academic support staff (biologists, chemists, technicians). In order to achieve a high-quality teaching process and, in accordance with ARACIS regulations, University is permanently pursuing an optimal teacher-student ratio. The teacher-student ratio is 10-12 students for one teacher for the fundamental disciplines and 6-7 students for one teacher for the clinical disciplines.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously the UMPH has not passed any institutional accreditation performed by the IAAR.

(V) DESCRIPTION OF THE EEP VISIT

The work of the EEP was carried out in a remote format on the basis of the visit programme of the expert commission on the institutional accreditation of educational programmes at UMPH named after Grigore T. Popa from **4 to 7 November 2020**.

To obtain objective information on the quality of educational programmes and the entire infrastructure of the university, to clarify the content of the self-assessment report, the following meetings were held: rector, vice-rector for institutional strategy, academic activities and relations with student organisations; postgraduate education; on clinical activity and master's degree; on postgraduate continuing education; internal communications and academic partnerships; for scientific research; President of the Senate; administrative director; Deans of the Faculties of Medicine, Dentistry, Pharmacy and Medical Bioengineering; heads of structural units of the institution of education; heads of educational

programmness; teachers; students; employers and graduates. In total, 136 people took part in the meetings.

According to the results of the anonymous online survey, it can be noted that both teachers and students are satisfied with the working and learning conditions at this university. The faculty of UMPH 191 people, out of 1811 students, attended the anonymous survey.

Table 5. Details of the categories of meeting participants

<i>Participant category</i>	<i>Number</i>
Rector	1
Vice-rector	6
Senate President	1
Administrative director	1
Deans	4
Heads of structural divisions	18
Heads of educational programmes	8
Heads of interns' practice bases	7
Teachers	34
Students, residents, undergraduates, doctoral students	35
Graduates	12
Employers	9
Total	136

Due to the fact that the process of work of the EEP was carried out in a distance learning format - the Commission conducted its acquaintance with the university using the presented videos: the main building of the university, the main building of the school of medicine, the building of dentistry, the building of the Faculty of Pharmacy, the building of the Faculty of Medical Bioengineering, the building of the Institute of Anatomy, the building of the center modern languages and a center for experimental medicine, a regional institute of oncology, a clinical hospital, a library and a hostel. Inspection of the above buildings was carried out by video call. Also on the links studied the documentation of the schools of the university. Clinical sites were examined via video call - Center for Advanced Research and Development in Experimental Medicine - CEMEX, Regional Oncologic Institute's research center.

"Grigore T. Popa" University of Medicine and Pharmacy from Iasi has its own heritage, consisting of teaching and research facilities. In this sense, the University has:

- 88 classrooms (10257.69 sqm)
- 41 seminar rooms (3707.12 sqm), including 3 computer labs (198 sqm)
- 389 practical work rooms (17624.55 sqm)
- 1 Advanced Research Center (CEMEX); 2 Research platforms; 8 Research centers; 2 Laboratories and 3 Research Units
- 1 Library and numerous reading rooms
- 2 gymnasium (400 sqm), sports field

All rooms are equipped with the necessary equipment for all types of courses: projector, projection screen, internet access and suitable furniture. The spaces for training activities are equipped according to the activities and are in conformity with the standards and norms specific to medical education, for all the disciplines in the curriculum that require laboratory activities and with the ARACIS norms. The equipment and devices are modern and allow the objectives of each discipline to be achieved. The number of places in all educational spaces is correlated with the size of the student groups, according to the norms of the Ministry of National Education.

Online Commission attended the following classes: IV year, gr. 3, Medicine (English programme), V year, gr. 5, Medicine (English programme), IV year, gr. 38, Medicine (English programme), Ist year, gr. 1, Balneology, Physical therapy and Rehabilitation (English programme), II year, gr. 25, Medicine (Romanian programme), III year, gr.18, Medicine (English programme), I year, gr. 4, Dental Medicine (English programme), VI year, gr. 8, Dental Medicine (Romanian programme), V year, gr. 2, Pharmacy (Romanian programme), III year, gr. 4, Pharmacy (Romanian programme).

Beside clinical training of students is carried out in University Clinical Hospitals. The University Hospitals currently under agreement with UMPH for student training have a total of over 3000 hospital beds. For the specialised clinical training, UMPH has agreements with the hospital units from the whole North-East region of Romania. For family medicine (general practitioner), the agreements are signed with the general practitioners from Iasi and other fields. According to the students' preferences, one can choose to carry out the specialised clinical training in any county hospital in the North-East Region of Romani.

Students have limited and supervised access to patient data and health records. The clinical teaching staff operates under the binding agreement with the Hospital for patient data confidentiality. Each hospital has special data protection provisions for medical staff who also have teaching duties and the teacher is responsible for the student's supervised access to patient data.

During visit (by video call) clinical bases (Center for Advanced Research and Development in Experimental Medicine - CEMEX, Regional Oncologic Institute's research center), experts got acquainted with the material and technical base, visited the administrative building, specialised departments in which students undergo clinical and professional practice.

Members of the EEP (by video call) met with the directors of clinics, residents and doctoral students, who spoke about the requirements for students, about the process of passing the internship. It should be noted that clinical bases provide effective and high-quality professional practice, take an active part in assessing the knowledge, skills and abilities of students. During the visit, the directors of the clinics noted close cooperation with the university in terms of clinical training of students. This provided evidence of clinical and practical training.

(VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. Standard "Mission and outcomes"

The Evidence

The vision, mission and development strategy of the university are consistent with each other, adequate to the available resources, meet the needs and expectations of society, key stake holders and the educational policy of Republic of Romania (see the Law of National Education (LEN) no. 1/2011). "Grigore T. Popa" UMPH basic mission is to train specialists and promote advanced research (University Charter, approved by the Senate (Senate Decision no. 4 / 15.02.2017) and validated by the Ministry of National Education - (MEN) (according to the address no. 26727 / 27.02.2017). Iasi University main stake holders are actively involved in defining mission statement and changes of goals and objectives based

on opinions/suggestions of community and other relevant stake holders. University goal is “to always focus on academic development and consolidation of its position in the Romanian society, its path into the international community, thus creating a prosperous academic community which thrives in its endeavors in research and education” (IAAR Self-Assessment Report, UMPH web site). Both, goal and mission creates an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine. "Grigore T. Popa" UMPH graduates are able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements and are well prepared for postgraduate education.

“Grigore T.Popa” University ensures that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences and covers aspects of global health and reflects major international health issues. The strategic objectives and priorities fulfilling the Mission of the University include the following:

- ensuring excellence in medical education and scientific research, for the training of specialists, performing in relation to the national and international level;
- developing study programmes that correspond to a wide range of educational requirements and demands;
- adapting the knowledge and practical skills of the graduates to the labor market, both through the initial training and through the continuous learning programmes;
- continuously updating and improving the training of the specialists, through different forms of post-graduate education;
- prospecting and exploiting the labor market opportunities of the graduates of the study programmes;
- optimising the fundamental and applied scientific research activities for raising the quality level, increasing the competitiveness and affirming the performances of the Medical School of Iasi;
- ensuring the appropriate material basis for the activities performed, as well as providing the suitable working and living conditions for all members of the academic community;
- providing quality management for educational services of initial and continuous training, scientific research and for administrative and auxiliary activities;
- promoting the international cooperation relations and the integration in the European system of medical education, by achieving the standards of structure, quality and efficiency;
- promoting democracy, the rule of law and good governance;
- promoting deontology and bioethics;
- promoting the respect for human rights and fundamental freedoms;
- preventing exclusion and intolerance. (Self-Assessment report)

University Mission can be changed based on Rector Strategic and Managerial Plan presented during his/her elections. The changes can be done also to the University Charter during that period. These changes have a strong public support from the community and stake holders. Elections for the Rector are carried out every four years, for a maximum of two consecutive mandates so changes to the Charter and Mission generally could occur every 4 years.

During the accreditation process IAAR team has performed series of meetings devoted

to assess the University mission and objectives, SWOT and PEST analysis, the formulation of strategic directions, goals and development programmes of the University. Based on interviews with Rector and University key personnel it is clear that "Grigore T. Popa" UMPH has close links with educational, research and professional organisations from Romania and abroad. University is an active participant in the development of medical education in Romania and abroad. University is also an active member of several international societies and organisations. (<http://www.amse-med.eu/>) and has created partnerships in all its activity domains.

In "Grigore T. Popa" UMPH from Iasi, 12,517 students are enrolled in the undergraduate, master, PhD and residency programmes (see Self-Assessment Report, Appendix 161 No. students per faculties) and had the great number of international students, representing almost 80 nations (see Self-Assessment Report, Appendix 160 No. international students). In the last 5 years, the number of students enrolled in the study programmes has increased (see Self-Assessment Report, Student Enrolment Dynamics).

According to "Grigore T. Popa" UMPH Mission, the University participates in following activities:

University activities are part of the Mission and include:

- the comprehensive training of physicians, dentists, dental technicians and nutritionists, pharmacists, nurses and bioengineers, which allows them to acquire the human and ethical competences of the profession and to be able, through theoretical knowledge and practical training obtained in the faculty, to evolve professionally;
- providing adequate knowledge to allow the evaluation of scientific data on the disease, its diagnosis and treatment; and providing patients with specific knowledge related to prevention and treatment;
- participating in carrying out action plans of the Ministry of Health (MS) through members of the teaching staff, who are also members of national specialised committees;
- initiating and offering support to scientific research projects in both the field of fundamental research and in the field of applied research;
- creating, within the University, research teams that participate in scientific projects of major interest, as partners in national/international consortia;
- offering conditions for promoting advanced research through the results obtained within the international, national and internal grants, as well as by completing the research within the PhD theses coordinated by the University's teaching staff;
- ensuring the visibility of research carried out by University's teaching staff by increasing the number of articles, published in CNCSIS classified, BDI indexed or ISI ranked specialised journals;
- promoting the academic spirit of cooperation by applying the principles of teacher-student communication, as well as between the teachers;
- cultivating and promoting, in all academic activities, the tradition of the medical school of Iasi;
- cultivating the University's image and expressing its identity through promotional materials and by continuously updating its own site, with the extension of the digital environment based on the e-Learning Platform;
- stimulating collaboration with other universities and biomedical research institutions in the country and abroad;

- identifying problems raised by the medical and dental practice in the territory of Moldova region; the assigning of teachers to coordinate the activity within the network created by the Ministry of Health, choosing at the same time the appropriate solutions;
- organising and participating in scientific events at national/international level, in order to ensure visibility of the potential of Romanian medical and pharmaceutical research. (Self-assessment report)

"Grigore T. Popa" University through implementation of an effective model of social partnership between the Universities, society, health care system and the region, aimed at improving the health of the population fully fulfil concept of the global medicine. The content of the Mission, goal and objectives is sufficiently communicated to the teaching staff at the department meetings, to interested persons at the meetings of the University and Faculty Councils. The University offers, through its study programmes, qualifications that follow the national qualification framework and the European qualification framework for higher education institutions. European Parliament's and Council's Directive 2005/26/CE stipulate a common set of knowledge, skills and competencies for the regulated professions. The "Grigore T. Popa" UMPH determines well the expected learning outcomes that students should manifest upon completion, regarding their achievements at a basic level in terms of knowledge, skills and abilities, an appropriate basis for a future career in any medical area and their future roles in the health sector.

The undergraduate study programmes with identical curriculum for the programmes in Romanian, English and French, are in accordance with the Directive 2005/36 / EC of the European Parliament and of the Council of 7 September 2005 on the recognition of the regulated professional qualifications at EU level, the Romanian Legislation and with the requirements of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The University Charter, the Ethics Commission Regulations and all the university regulations are posted on the website. Students are constantly informed about the rules of activity and academic conduct and on yearly basis they have to sign the Study Agreement.

Analytical part

At the "Grigore T. Popa" UMPH from Iasi, the requirements set out in the standard "Mission and Outcomes" are met. An analysis of the compliance of the university's activities with the criteria of IAAR Standards as a whole indicates the responsibility of the management of the university in understanding the importance of a clear strategic planning to fulfill its Mission and Vision and to achieve the set goals and objectives. The University conducts analysis on target indicators of activities, monitoring and improvement measures. The pedagogical process is aimed at the successful creation of a product, i.e. a physician, dentists or pharmacists, able to fulfill and respond to the dynamic development of modern healthcare. The educational process of "Grigore T. Popa" University reflects global trends in health care, reflects the existing international problems of public health. The intellectual and material resources allocated for the implementation of educational programmes are used responsibly in order to adequately fulfill the goals set by the mission. Especially impressive is financing by University students in their research works and their publications. Formation of proper behavior in students towards colleagues, patients and their families is one of the University priorities. Educational programmes are designed to build students' knowledge, understanding and its implementation, formation of judgments and learning abilities.

University education programmes aim to reach EU level of regulated professional qualifications, and at the same time follows the Romanian Legislation and the requirements of the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

Strengths/best practice

- University has exceptionally well ensured that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences. Requirement of PhD and Master degrees for teaching staff and very good financing of students' research activities can be prove of that.

- The University mission has defined very well a wide range of activities of the University in terms of professional growth, personal development to fulfill the role and function of a health care specialist in compliance with the healthcare sector requirements, both, during pre- and post- graduating education process.

- Mission is well defined and communicated communicate well with stakeholders and the health sector, and frequently updated by Rector, Senate, faculty, students and key stakeholders. The mission reflects all types of university activities: educational, scientific, clinical and the promotion of national values.

- The University provides multi-level educational activities: specialty, internship, residency, residency, postgraduate studies, master, doctoral studies and lifelong learning focused on learning outcomes.

- Studying at the University guarantees the training of highly qualified specialists in the field of biomedical, clinical, behavioral, biostatistics and social sciences.

- Iasi University has well determined the expected learning outcomes. It's students, upon completion of university, have manifested well their achievements at a basic level in terms of knowledge, skills and abilities and an appropriate basis for a future career in any medical area. "Grigore T. Popa" UMPH students are well prepared for their future roles in the health sector and committed to postgraduate trainings and to lifelong learning.

- Teaching staff is fluent in English and French languages and frequently introduced into the modern educational methods/techniques.

EEP recommendations

There are no recommendations for this standard.

In general, according to this Standard, the University activities meet the criteria.

Quantitative indicators reflecting the organisation's compliance with the Standard's criteria are as follows: **strong positions - 11, satisfactory -13, suggest improvements - 0, unsatisfactory - 0.**

[6.2. Standard "Academic programme"](#)

The Evidence

The undergraduate study programmes at Grigore T.Popa UMPH from Iasi are organised in accordance with the Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of the regulated professional qualifications at EU

level, the Romanian Legislation and with the requirements of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The University provides the following educational programmes: Medicine (Romanian, English, French) – 6 years, Dental Medicine (in Romanian, English, French) – 6 years, Pharmacy (Romanian, English) – 5 years, General Medical Assistance – 4 years, Medical Bioengineering - 4 years, Dental Technique – 3 years, Nutrition and Dietetics – 3 years, Balneology, Physical Therapy, Kinesiology and Rehabilitation – 3 years.

The Curricula of the University programmes are based on disciplines, with some elements of integrated "spiral" design. The principle of equality is reflected in the curriculum and in the relationship between teachers and students, which plays out as a partnership, according to the Bologna process. Teachers and students are treated equally regardless of gender, ethnicity, religion, sexual orientation and socio-economic status, in accordance with the provisions of the University Charter and the Law of National Education of Romania. The disciplines included in the annual Curriculum and their syllabuses are in accordance with the regulations and standards regarding the undergraduate programmes established by law, by the ARACIS.

The study programmes are described through a set of documents which include: the general and specific objectives of the programme, description for each subject / discipline, the number of ECTS credits and disciplines listed successively during the education period.

The curriculum consists of disciplines ordered successively by academic year, the number of hours allocated to the subject (course, seminars, and practical activities), the ECTS value in credits for each discipline and the evaluation method. Within a study programme, each subject has a certain volume of activities, expressed in ECTS credits (60 credits per year for compulsory and elective courses; 30 ECTS credits per semester). The number of ECTS credits is allocated to each discipline, based on the total number of direct teacher-student interaction hours (course and practical work / clinical training) and the time required for the student's individual work in the educational process. The number of hours corresponds to the legal provisions and is in accordance with the European Union directives. The procedure for promoting the student from one year to another is regulated by the institution, according to the ECTS obtained by the student.

For each discipline is developed a Syllabus which contains the following information: discipline structure (number of hours for course / seminar / practice/ clinical training per week), discipline category (fundamental, related to the field, specialisation, complementary), type of discipline (compulsory, elective or noncompulsory), and the course coordinator (name, university degree, scientific title). Each Subject Syllabus is reviewed annually by the members of the discipline, then sent to the Dean and published on the faculty website.

"Grigore T. Popa" UMPH from Iasi uses a variety of educational methods in the realisation of their study programmes: lectures, teaching / learning in small groups, bedside teaching, clinical demonstrations, problem-based learning, role exercises, online training, and specialised clinical training. The educational process is centered on the student. The University offers the possibility to develop individual educational pathway for students, by including elective courses in each semester. International students have the freedom to use educational materials approved in their home countries. As the communication with patients is done in Romanian language, all the foreign students learn Romanian in the first two years of study, through an intensive mandatory course (84 class hours)

The students learn the basic principles of scientific research and data interpretation. An important part of the Methodology of scientific documentation and research, both for lectures and for practice, is dedicated to the study of the principles of evidence-based medicine. During the last two years of study, the students prepare their undergraduate / dissertation thesis, having thus the possibility to put into practice the methods of scientific thinking and research. For the activities involved in the preparation of the undergraduate / dissertation thesis there is a specific number of hours allocated in the curriculum, as well as ECTS credits, in the last year of study. The undergraduate / dissertation thesis is the result of individual research carried out within a certain specialisation chosen by each student, according to the personal development programme. Also students are involved in other scientific activities, which create learning environments and experiences that stimulate to discover and produce knowledge.

For clinical subjects, which represent 56% of total number of hours, students are divided into small groups, maximum 8 students per group. For clinical disciplines, the number of hours of clinical practice, performed in University hospitals and spent in direct contact with patients, is generally twice the number of course hours. More than one third of the entire duration of the studies involves direct contact with patients. For all the clinical disciplines, the practical part of assessment takes place at the patient's bed and is a requirement for taking the written exam. As part of the clinical training is the specialised summer clinical practice training, carried out in hospitals, non-clinical medical practices or pharmacies.

In order to support the learning and research activity, students have access to a large number of internationally renowned print publications, electronic publications and online databases.

The faculty members are updating their teaching strategies, according to the study programme, the characteristics of the students, the type of education and the predefined quality criteria. The teaching staff uses the resources of new technologies (personal pages for themes, references, online resources and communication with students, email), as well as auxiliary materials, blackboards, flipcharts and video projectors. Students take part in the teaching process through questions, short presentations or experiments. On-line activities are available during pandemic period.

The study programmes are evaluated and updated permanently. The proposals provided by faculty members and students are discussed at the Faculty Council meetings. The curriculum is updated every year with regard solely to elective courses and the changes are approved before the beginning of the academic year.

The documents which regulate the study programmes are the following:

- Law 1/2011 of national education
- Law 288 of Universities Studies
- Regulations of undergraduate studies
- Educational plan
- Academic calendar
- Syllabi for each subject
- The list of optional disciplines
- Methodology for MCQ exams
- Regulation for evaluation of the study's programmes

- Bachelor thesis writing rules
- Agreements with University hospitals
- Regulation for academic mobility procedure
- Regulation for selection of Erasmus students

Based on regulations in force, the ECTS credits are distributed as follows:

- compulsory disciplines – 94%, noncompulsory courses – 4%, elective courses – 2%;
- fundamental disciplines – 10%, specialisation– 75%, complementary–15% ;
- the ratio of course hours to practical activities is 25% to 75%;
- specialised clinical training – 22%, and preparation of the undergraduate / dissertation thesis – 3%.

The graduates can choose to continue their education in residency programmes, masters and Ph.D. programmes, as well as through postgraduate courses, in various forms of Continuous Medical Education. Based on the last 3 years' data, over 96% of the students successfully passed the graduation exam and continued education in postgraduate programmes.

Analytical part

At the "Grigore T. Popa" UMPH from Iasi, the requirements set out in the standard "Academic programme" are met. University administration constantly engages stakeholders in the development of educational programmes, and invites international experts to assess their effectiveness. According to the data, many of the stakeholders are faculty members of the university. The educational programme dynamically develops depending on the new needs of society, the development of health care, demographic and cultural conditions.

Taking into account the rapid development of practical health care, training is aimed on developing students' needs for continuous improvement through self-control and self-development; carried out through independent work and individual training through the choice of elective disciplines.

According to the Ministry of National Education of Romania, "Grigore T. Popa" UMPH from Iasi is ranked among the advanced research and education universities of Romania, having the right to organise bachelor, master and doctoral studies. The ranking of the programmes of placed the programmes of studies in category A, out of the five possible ones.

According to observations of the commission, it is not sufficiently developed the non-traditional or alternative practice in the medical services.

The Questionnaire Survey for the Students revealed that 89,1% of responders are satisfied with the quality educational programme as a whole; 88,4% are satisfied with the teaching methods as a whole; 86,4% are satisfied with the quality of curricula in EP. Also 90,3% consider the information on requirements necessary to be met to complete this educational programme (specialty) successfully is provided sufficiently.

The same time, according to students' questionnaire it is stated some slightly decreased students to teacher communication. 66,3% of the students consider that the teacher boosts the students' activity; 58,8% consider the teacher boosts the students' creative thinking.

Strengths/best practice

- The medical institution of education provides a description of the content, scope and sequence of courses and ensures an appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines.
- The University provides the option of elective content and determine the balance between the compulsory and elective parts of the academic programme.
 - Educational Programmes incorporate principles of scientific methodology, including methods of analytical and critical thinking
 - The University ensures that students have early contact with real patients.
 - The medical institution of education ensures permanent evaluation and updating of the study programmes

EEP recommendations

1. "Grigore T. Popa" UMPH from Iasi should assess the need of use of non-traditional or alternative practice in the medical services and update the curricula based on the results. The potential changes are expected to be approved in the academic year 2021-2022.

2. Increasing of independent stakeholders (not directly involved in university activities) presence in the Board of Directors to better align the university output with the needs of community.

3. Organisation of a series of seminars/trainings for the faculty members in area of modern teaching and learning methods adopted for adults at least once in every three years for all teaching staff would strengthen faculty teaching skills. It is expected that new methods would be used during the teaching process in nearest future.

In general, according to this standard, the activities of the organisation meet the specified criteria.

Quantitative indicators reflecting the organisation's compliance with the criteria of the Standard are as follows: **Strong - 14; Satisfactory - 26; Expects improvements - 3, Unsatisfactory - 0.**

6.3. Standard "Students assessment"

The Evidence

In "Grigore T. Popa" UMPH there are principles, methods and practices for evaluation the students which are defined, approved and published ("Regulations for Undergraduate Studies", "the Procedure for Evaluation through the Multiple Choice Questions Examination", "Rules for writing a bachelor's thesis").

The number and forms of exams and various elements of the educational programme of "Grigore T. Popa" UMPH are determined and fixed in curricula, forms of clinical training and are in accordance with the Directive 2005/36 / EC of the European Parliament and of the Council of 7 September 2005 on the recognition of the regulated professional qualifications at EU level, the Romanian Legislation and with the requirements of the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

A wide range of assessment methods and formats are used in "Grigore T. Popa" UMPH, depending on their "utility assessment", which includes a combination of validity, reliability,

impact on learning, acceptability, and effectiveness. Evaluation principles, methods and practices are clearly compatible with the intended learning outcomes and methods. The methods used for evaluation ensure that the results of the intended research are achieved by students and contribute to the student learning process. The system of evaluation of educational achievements of students in "Grigore T. Popa" UMPH assumes the possibility of filing an appeal if the student does not agree with the results of the assessment.

In "Grigore T. Popa" UMPH the functioning of an effective assessment system is ensured by a balance of formative and summative assessment, where they complement each other, which allows for effective monitoring, control and accounting of the quality of training based on existing assessment methods and strategies

The programme evaluation process involves stakeholders – faculty and University administration, students, and employers. The main tool for involving students in the evaluation of educational programmes is timely, specific, constructive and correct feedback from students based on the results of the evaluation and the participation of student representatives in the work of the University Senate, the administrative Council, faculty councils, placement commissions and internal commissions of the University. The involvement of teaching staff is carried out by participating in the relevant structures of the University.

Analytical part

The University provided evidence of the use of various methods for evaluating students' achievements, including testing, oral exams, practical skills, as well as integrated exams for short-term modules, which is a necessary condition for objectifying students' assessment. Besides, at the beginning of 2021 a modern Clinical Simulation Center which also includes 4 standardised patient offices will open and simulations and standardised patients will be included as educational tools in the syllabus.

Assessment methods are unified depending on their applicability, and they become more complex when moving from course to course, from basic disciplines to specialised ones.

The completion of undergraduate studies is done through the final exam (graduation exam), which aims to validate the professional knowledge of graduates. The graduation examination consists of 2 parts: written exam and a presentation of the master's thesis. Since the final exam should certify the cognitive and professional skills acquired in accordance with the qualifications of the programme, we believe that the graduate's practical skills can also be included in the final exam.

Students have the opportunity to appeal their grades. But, in the SAR of University (p.21) it is stated that the student has the right to obtain justifications for his grade and teachers establish when the result of the evaluation can be explained to the student. This means, that teaching staff **can, but do not have to** update students on the assessment of their outcomes. In our opinion this has to be corrected, students are entitled to be informed on the results of their assessment on timely basis – the assessment of the teacher has to be available to students with no conditions attached.

Strengths/best practice

There are no best practices for this standard.

EEP recommendations

- The University needs to diversify the forms of examinations.
- The University must guarantee that the assessment of the teacher will be available to students with no conditions attached.

In general, according to this Standard, the University activities meet the criteria. Quantitative indicators reflecting the organisation's compliance with the Standard's criteria are as follows: **Strong – 0, Satisfactory – 14, Suggest improvements– 1, Unsatisfactory – 0**

6.4. Standard "Students"

The Evidence

In UMPH an admission policy has been implemented. The admission policy is transparent, and is published 6 months before the date of the contest, in the local and national media, each year. The information is published in Romanian as well as in English and French. UMPH applies in its Methodology for admission to self-funded places all the principles stipulated by Romanian law and the Charter of the University.

An annual decision of the Government, at the proposal of the University Senate, establishes the number of places available for all the study programme of "Grigore T. Popa" UMPH in Iasi. Every year, the University, in collaboration with student societies, organises two sessions of "Simulated Entry Competition" to help candidates get used to the exam method and predict the success of the entrance exam. The university also publishes an entrance exam preparation test suite designed to familiarise potential applicants with admission.

"Grigore T. Popa" University of Medicine and Pharmacy from Iași practices that the selection of students is made with respect to the principle of equal opportunities and non-discrimination, without conditions, differences, exclusions, preferences, restrictions based on criteria of race, nationality, ethnicity, language, religion, social status, beliefs, age, disability, situation or family responsibility and other criteria that may lead to acts of direct or indirect discrimination.

UMPH helps national and international students in several ways: tutoring, student support through series and year leaders, communication with faculty deans, faculty consultation programme, psychological counseling and career development service, financial support.

In "Grigore T. Popa" UMPH a support system has been formed that addresses the social, financial, and personal needs of students, including a programme of medical care, social support, and financial assistance. Financial support is provided by the student support Fund, which helps to organise and ensure the participation of students in conferences, seminars, symposiums and other financial needs of students.

Students are represented in all consulting, management and Executive structures of the University.

Analytical part

The processes implemented at the University meet the criteria of the standard.

The University carries out activities aimed at increasing student potential.

All students' are informed about the possibility of receiving psychological, social and financial support, which was found out during the interview.

As you know, academic mobility (both students and teaching staff) is one of the indicators of any University's strategy. In UMPH. academic mobility is implemented in accordance with Working Procedure Academic mobility - recognition and equivalence of undergraduate studies.

Strengths/best practice

The strengths of this standard include:

- In UMPH the policy of representation of students in key issues related to the Study programme and the life of the University is defined and widely implemented.
- UMPH student organisations are active and have good relations with the Association of medical students of Romania (FASMR) the Association of European doctors ' students (EMSA) and the Association of the International Federation of medical students (IFMSA)-leading international student organisations.
- "Grigore T. Popa" UMPH offers a student support programme aimed at social, financial and personal needs

EEP recommendations

There are no recommendations for this standard.

In general, according to this Standard, the University activities meet the criteria.

Quantitative indicators reflecting the organisation's compliance with the Standard's criteria are as follows: **Strong - 9, Satisfactory - 7, Suggest improvements- 0, Unsatisfactory - 0**

6.5. Standard "Academic staff / Faculty"

The Evidence

According to the Law of National Education, all teaching positions in "Grigore T. Popa" UMPH occupied exclusively by competition. The contest respects the right to equal opportunities for all candidates, regardless of gender, nationality, or religion. The requirements for candidates are specified in the Law on public education No. 1/2011, in the competition Methodology and in the University Charter.

As part of the selection procedure, candidates must give a public lecture at which they present their professional and scientific achievements, as well as a plan for the development of their university career.

Evaluation of professional achievements is performed by de hierarchical superior, by students, colleagues and by self-assessment

Based on a working procedure for evaluating professional achievements of teaching and research staff "Grigore T. Popa" UMPH implements a policy of monitoring the academic

activity of staff and recognising academic performance. Professional achievements are evaluated by a hierarchical supervisor, students, colleagues, and by self-assessment.

In accordance with the Procedure for assessing the professional achievements of the teaching staff and on the basis of assessments received by the teaching and research staff of the university, differentiated salaries of the teaching staff are established by increasing the base salary by 10, 20 and 30% of the university's own funds, based on clear and quantitative criteria. ... This salary increase is granted for a period of one year.

Over the past 4 years, the University of Medicine and Pharmacy. Grigore T. Popa from Iasi has developed a permanent policy of recruiting new teachers and promoting those who already exist in higher positions, based on academic performance. During this period, the university organised two sessions of didactic competitions per year, which had visible results in the didactic and research process.

"Grigore T. Popa" UMPH has issued and is implementing a policy of activity and staff development that provides a balance between teaching, research and involvement in the University community.

"Grigore T. Popa" UMPH, as a provider of continuing medical education, encourages training activities for its teachers, as well as employees of the local and regional health network, by organising and conducting postgraduate courses on interesting current topics, where participants receive a diploma recognised by professional organisations. The University also provides financial support for teachers who participate in international conferences and congresses with research papers.

In "Grigore T. Popa" UMPH by setting up the study series and groups from the programmes in progress, for the training activities the teacher-student ratio is 10-12 students for one teacher for the fundamental disciplines and 6-7 students for one teacher for the clinical disciplines.

Analytical part

"Grigore T. Popa" UMPH has procedures - Methodology contest teaching positions indefinite period and the Methodology contest teaching positions - determined period.

"Grigore T. Popa" UMPH also has a working procedure to assess the professional achievements of teaching and research staff. Teachers can object to the evaluation results; the appeals are analysed and solved by an independent commission.

Due to the fact that results of the research have great relevance in promoting the teaching staff and contribute to the visibility of UMPH, the teachers carry out an intense research activity attested by the large number of publications, the increased number of citations (H-Index) and the possibility to apply to various competitions of national and international grants.

Teaching staff have close ties with representatives of practical health care, providing advice and medical care at clinical bases.

Strengths/best practice

The strengths of this standard include:

- Professional achievements are evaluated by a hierarchical supervisor, students, colleagues, and by self-assessment.
- Promotion policy for the employees.

EEP recommendations

There are no recommendations for this standard.

In general, according to this Standard, the University activities meet the criteria.

Quantitative indicators reflecting the organisation's compliance with the Standard's criteria are as follows: **Strong - 9, Satisfactory - 3, Suggest improvements- 0, Unsatisfactory - 0**

6.6. Standard "Educational resources"

The Evidence

"Grigore T. Popa" University of Medicine and Pharmacy from Iasi has its own heritage, consisting of teaching and research facilities located in. Iasi. "Grigore T. Popa" UMPH University has: 88 classrooms (10257.69 m²) - 41 seminar rooms (3707.12 m²), including 3 computer labs (198 m²) - 389 practical work rooms (17624.55 m²) - 1 Advanced Research Center (CEMEX); 2 Research platforms; 8 Research centers; 2 Laboratories and 3 Research Units - 1 Library and numerous reading rooms - 2 gymnasium (400 m²), sports field.

The rooms designed for educational activities are equipped accordingly with projector, projection screen, internet access and suitable furniture. The spaces for training activities are equipped according to the standards and norms specific to medical education, for all the disciplines in the curriculum that require laboratory activities and with the Romanian Agency for Quality Assurance in Higher Education (ARACIS) norms. The number of seats in all educational spaces is correlated with the size of the student groups, according to the norms of the Romanian Ministry of National Education.

The mission of the University is to contribute to the development of society through education and research in the field of medical sciences and the promotion of universal cultural values. University provides a strong academic climate and culture centered on research. Currently there are 2 research platforms and 24 research centers in the university. Center for Advanced Research and Development in Experimental Medicine – CEMEX – represents the first research center in experimental medicine in Romania, with advanced research infrastructure for the study of human diseases on animal models. The CEMEX group tackles research topics such as: cancer, cardiovascular, nanotechnologies, pain, drug development, behavior and experimental surgery. As a result of the University's constant concern about the scientific research process and due to the research results obtained by the teachers, it is currently the only Romanian medical education institution ranked in the Times Higher Education World University Rankings 2017-2018 and Times Higher Education 2018 New Europe. At the international academic visibility indicator, UMPH from Iasi ranks first in the country and in the first 500 universities in the world (428th place). Also, UMPH is in the Top 25 U-Multirank 2019 in the category "Interdisciplinary publications".

Since 2008, according to the decision of the Ministry of Education, Research and Youth, "Grigore T. Popa" UMPH Iasi has had the status of Institution Organising Doctoral Education (IODE). The organisation and conduct of doctoral education involved the setup of the Doctoral School, a structure which includes all the PhD supervisors and PhD students in the

three main areas: Medicine, Dental Medicine and Pharmacy. The *Individual Advanced Research Programme* of the PhD students is supported financially by the doctoral grant budgeted by the Ministry of National Education. During the *Individual Advanced Research Programme*, the PhD students may benefit from additional funding as members of the teams in charge of research or institutional development / human resources grants for which the University applies, and as members of the teams in charge of in-house grants funded by the University. More than 10% of all the active PhD students in the current academic year benefited or are still benefiting, at the time of the assessment, from additional funding (research grants, institutional development/human resources grant, other sources).

University's library is a specialised facility for higher education, designed particularly to students, teaching staff, researchers, PhD students, resident physicians and master students to support teaching and research activities. University's library develops its activity based on the Regulations for the Organisation and Running of the University Library. Traditionally, the library makes available to the readers a number of over 26.993 volumes of publications (7,885 titles) – printed books and periodicals, audio-visual materials, etc. The library also provides its readers with important online resources (databases, magazines and electronic books) accessible throughout the academic network of the university. Users have access to important online journal databases such as: Science Direct, Springer Link, Proquest Central, Oxford Journals, Scopus, and Thomson Reuters - Web of Science, Wiley Journals, EBSCO - Academic Search Complete, EBSCO - Nature - obtained through acquisition within the ANELIS PLUS 2020 project. Also, over 2400 titles of online books belonging to prestigious publishers can be accessed by the library beneficiaries on the Elsevier / Science Direct, Springer and Wiley platforms. Starting 2012, for the students, teachers, resident physicians, PhD students and researchers of the University, the access from home was ensured, to all databases to which the university has a subscription - through the E-LEARNING platform. The library has 5 reading rooms with 212 seats equipped with Wi-Fi. Also there are 19 reading rooms with 365 places located in the hostels of the University Campus.

The University offers the social, cultural and sport services. There are more than 1,700 beds for students and resident physicians in 8 dormitories with ~ 600 accommodation rooms available. Hostels are equipped with kitchen offices, laundry offices, reading rooms, internet connection.

The University has 3 gymnasiums, a mini artificial football field and a volleyball court, to which students have free access. The locations of all student facilities (campus, sports facilities) are posted on the University website.

Employees and students are trained on how to react in case of emergency situations (fire, earthquake) and also on the regulations in this field. For this purpose, are organised preventive simulations of emergency situations, for which teaching staff are helped by specialised institutions.

Bedside clinical training of students is carried out in University Clinical Hospitals. For the specialised clinical training, the University has agreements with the hospital units from the whole North-East region of Romania, including Iasi, which contain over 3000 hospital beds of required medical specialties. For family medicine (general practitioner), there are signed agreements with the general practitioners from Iasi and other fields. All clinical activities are supervised by the university's teaching staff. In clinical disciplines, a group of students, consists of 7-8 students. In family medicine, 2-3 students are distributed to a

general practitioner's office. Students have limited and supervised access to patient data and health records. The clinical teaching staff operates under the binding agreement with the Hospital for patient data confidentiality. Each hospital has special data protection provisions for medical staff who also have teaching duties and the teacher is responsible for the student's supervised access to patient data. Students have the possibility to start early their clinical exposure.

"Grigore T. Popa" UMPH Iasi has implemented a policy that aims at the effective use and evaluation of the relevant information and communication technologies in the academic programme. As the result, was developed a complex system of IT&C services, which include the platforms "rStudent", "e-learning" and "Campus online". The use of the platform complies with the ethical principles of information confidentiality according to the Regulation on the Protection of Personal Data (GDPR) approved in accordance with European law. "rStudent" is the "thesaurus" of academic information (exams, marks, academic status, financial status, transcript of records, etc.); "e-Learning" is the "notebook" of students and teachers (students' marks during learning and exams, academic documentation, tests, etc.); "Campus online" is the interface for students, which displays their data from the two previous platforms, improved with information and IT&C services specific to students (personal data, timetable, events, shared services, etc.). All teachers use their professional e-mail address to communicate with students and administrative departments of the University. Since 2011, E-learning platform offers multiple functions for students and teaching staff (hardware, teaching facilities, curriculum, discipline syllabus, timetables, access to University's Library, online books and periodicals, exam registers, clinical training forms, etc.). The administrative department is also computerised. (R-Student, R-list of professional positions, Human Resources, Accounting, Department of Acquisitions, etc.). At University level, the Communications Center manages the e-Learning platform, provides technical support for teachers and students, supports the logistics and infrastructure of the communication system. Periodically, the University organises training sessions, dedicated to students and teachers, for the use of electronic platforms and databases.

Biannually, Romanian medical universities get together in work meetings within the Rector's National Council, where current tendencies in Romanian education system are approached. The Deans of the Medical Universities meet biannually and discuss how to adapt curricula to a common framework, approach study programmes and labor market insertion. In other hand, a significant number of teachers are evaluators of ARACIS, the only national quality assurance agency in higher education in Romania. Also, the Deans of the Faculties of Medicine and Dental Medicine are international evaluators within the Agence Universitaire de la Francophonie. The University develops a policy of updating the study programmes and setting up new programmes in the health field, in accordance with the needs of the society. In the case of programmes that permanently run in the University, they are re-accredited every 5 years, on the basis of well-defined criteria. The University assumes to request international evaluations, in order to meet international quality standards (EUA, WFME, CIDMEF, CID-CDF). That is additionally to the regular ARACIS evaluations of each study programme (every 5 years).

"Grigore T. Popa" UMPH from Iasi collaborates with both national institutions of higher education and research, as well as with research universities in Europe and the rest of the world. Students have the opportunity participate in internal (national) mobility to Schools

and Universities with similar profiles nationwide. These are organised by the national medical student's organisations (TRANSMED) and supported by the Universities. University is a key player in the ERASMUS programme both as a beneficiary and a provider for many exchange programmes at student and PhD levels. Student mobility for incoming / outgoing students are facilitated by the use of ECTS, through which we can keep track of students' professional results, calculate their individual performance and their classification in order to appreciate studies performed in other HEI in the country or abroad. The selection process is opened to all the students of the, Romanian, English or French programmes and takes place according to a Procedure called Selection of Erasmus students. In 2018-2019 academic year there were 76 outgoing Erasmus mobility programmes for students (to Slovenia, Portugal, Czech Republic, France, Germany, Italy, Poland, Hungary, Spain) and 31 incoming mobility programmes from Poland, Italy, Germany, Spain, France. Also there were 11 outgoing mobility programmes for teaching staff to Sweden, France, Italy, Germany, Poland, and 3 incoming mobility programmes from Italy, Czech Republic and Great Britain. There were 57 signed ERASMUS agreements with universities from 17 countries. In the framework of the collaboration with the Francophone University Association (AUF) and the Romanian Government, the University offers to Ph.D. and Ph.D. graduates from the francophone area the possibility to benefit from the "Eugen Ionescu" scholarship programme. International exchange for faculty members usually takes place on a long or on a short term basis, by actively attending international conferences, symposia or by hosting scholars from the international community. To stimulate their participation in national and international congresses/conferences as paper or poster author, invited speaker or chairman, starting from 2010, teaching staff receives financial support from the University. Thus, once a year, Professors receive 350 Euros, Associate Professors receive 400 Euros, Lecturers receive 450 Euros and Assistant Professors receive 500 Euros.

Analytical part

At the "Grigore T. Popa" UMPH from Iasi, the requirements set out in the standard "Educational resources" are met.

UMPh has well defined and implemented a policy for cooperation at the national and international levels with other, domestic and international medical institutions of higher education;

University has in place policy allowing the transfer and offsetting of studying credits. It often reviews the scope limits of the academic programmes, which may be transferred from other educational organisations. A perfect example is the fact that foreign students from several countries can start their practice without passing any additional exams. "Grigore T. Popa" University has also agreements on mutual recognition of academic programme's elements and coordinates its programmes with other Romanian medical universities. University use of a transparent system of credits (ECTS) and flexible course requirements compatible to EU requirements.

University provides the necessary resources for students to acquire adequate clinical experience, including sufficient number and category of patients; number and categories of clinical sites, which include clinics, outpatient services (including primary health care), primary health care facilities, health centers and other institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct

clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines; observation of students' clinical practice.

University policy aims at the effective use and evaluation of the relevant information and communication technologies in the academic programme.

UMPh provides opportunities for teachers and students to use information and communication technologies for self-study; access to information; healthcare jobs.

University ensures well students access to relevant patient data and healthcare information systems.

University from Iasi have research activities in the field of medicine and scientific achievements as the basis for the academic programme; identify and implement a policy that promotes the link between the research and education; use medical research as the basis for a study programme

University determine and implement a policy on the inspection reviews in the field of education in developing teaching methods and assessing knowledge and skills. University teaching staff evaluation is performed by presenting a lecture to a selection committee. Scientific knowledge assessment through the scientific activity of the candidate which is justified by scientific scholarships and published articles, as well as by the candidate's international visibility (Hirsch Index) guarantee high level of teaching and research skills. For professors and associate professors, there are minimum selection criteria, issued by the Ministry of Education.

UMPh provide evidence of the internal or external inspection reviews in the field of medical education to develop the potential of employees; pay due attention to the development of inspection reviews in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education; promote the aspirations and interests of staff in conducting research on medical education.

The existing logistics of the University allows to ensure all types of educational, laboratory, practical, clinical and research activities at the modern level. The university provides access to educational resources, including IT resources. All the university subunits have access to internet and intranet. There is a well-developed electronic management system of the university.

The University provides the necessary conditions for obtaining an appropriate clinical experience, including the necessary categories of patients.

The development of research facilities permitted the University to be one of the best in country and be listed in international rankings as well. The financial support provided by the University stimulates teaching staff and students to participate in international scientific events.

The University has established cooperation with national and international educational and research centers which permit staff and students outgoing and incoming mobility programmes.

UMPh is a key player in the ERASMUS programme both as a beneficiary and a provider for many exchange programmes at student and PhD levels. As the international involvement of UMPh grows stronger, the preoccupation to extend the scope of collaborations to the American, Australian and Asian regions.

According to the Questionnaire Survey for the Students, 67,4% of the responders are

satisfied with the educational organisation, allowing them for sporting and other leisure activities; 66,5% consider the library is well-equipped and has a sufficient collection of scientific, educational and methodological literature; 61,5% consider that equipment and facilities for students are safe, comfortable and up-to-date.

Strengths/best practice

- The University has a sufficient material and technical base for teachers and students to ensure adequate implementation of the academic programme.
- The University library provides access to hard and soft copies of learning materials.
- The University has well developed research facility, unique in Romania, also used in the teaching process.
- The university takes into account the results of the research in teaching activities.
- The University has agreements with various hospitals, which ensure the number and categories of clinical sites as well as access to relevant patient data and healthcare information systems.
- The university has implemented relevant information and communication technologies in the academic programme which allows access to the information and self-study process.
- The University implemented the national, regional and international exchange of staff and students by providing appropriate resources.

EFP recommendations

- To extend the offer of academic mobility for teaching staff and students, including long term incoming mobility programmes of skilled academic staff. Indicate in the plan for the implementation of academic mobility an annual rate of at least 5% of the number of students and teachers from each faculty.

In general, according to this standard, the activities of the organisation meet the specified criteria.

Quantitative indicators reflecting the organisation's compliance with the criteria of the Standard are as follows: **Strong-19; Satisfactory-11; Expects improvements - 0, Unsatisfactory-0.**

6.7. Standard "Programme evaluation"

The Evidence

At the level of the University was implemented a system of permanent evaluation, which includes collecting and analysis of the data. Were applied current internal evaluation, periodical internal evaluation, national evaluation, international evaluation. In the University was implemented the international standard ISO 9001:2008 and was evaluated in 2009 and 2015.

At the level of the University are evaluated the main types of activities: didactic, scientific, national and international relations. All the activities related to evaluation are under control of the Department of Quality Management. Its activity is ruled by the Law 1/2011 of national education; Ordinance 75/2005 concerning quality assurance in

education; Ordinance 600/2018 concerning approval of the Code of internal management of public institutions; Code of internal management of public institutions; other relevant documents. The University has a quality policy programme, which refers to the objectives of the quality assurance system and the means of achieving them.

There is an annual evaluation of the faculties, curricula as well as the content of the disciplines, with involvement of several decision-makers: the dean and the faculty members, the faculty committees, the Curriculum Office, the students' representatives, the resident physicians' representatives and the stakeholders. The curriculum office has the obligation to ensure development and modernisation of the education plan and its adaptation to the current educational needs. The Commission for Evaluation and Quality Assurance (CEAC) of the University annually evaluates the activities carried out within the university and proposes recommendations on their improvement. After each examination session, the Dean's office analyse the results of examinations, the time spent by students in fields of interest and reports the results to the Faculty Council. All the graduates of the University evaluate the quality of the study programmes after completing their studies. The following aspects are evaluated: the quality of teaching, the personal development, the facilities for students and the general quality of the study programme. Also the University is checking the degree of employability of graduates. In 2019 the labor market insertion rate was over 80% for University graduates. 87% of the graduates of the Faculty of Medicine and Dental Medicine and 91% of the graduates of the Faculty of Pharmacy were employed as residents. For the study programmes nursing, nutrition and dietetics, bioengineering, balneophysiotherapy and physiotherapy some of the graduates have enrolled in the master programmes, and the rest joined to the medical sector (the degree of employability is over 90%)

Every five years, the Romanian Agency for Quality Assurance in Higher Education (ARACIS) evaluates the University, at the institutional level and each study programme separately.

In 2012 the EUA has externally evaluate the University within the Project Performance in Research. Performance in Teaching – Quality, Diversity and Innovation in Romanian Universities. In 2014, the Faculty of Medicine was evaluated by the International Organisation of Deans of the Francophone Faculties of CIDMEF, which awarded the Faculty the Diploma of Quality CIDMEF Label "Reconnaissance de Qualite". In 2008 and 2014 the Faculty of Dental Medicine was evaluated by the International Organisation of the Deans of the Faculties of Dental Medicine of Francophone (CID-CDF).

The relevant stakeholders have access to the results of the institution's evaluation and programmes, posted on the university's website. Many representatives of the stakeholders are involved in teaching process and participate in decision taking process at the University. They have the possibility to provide feedback on the curriculum and graduates' performance.

Analytical part

At the "Grigore T. Popa" UMPH from Iasi, the requirements set out in the standard "Programme evaluation" are met. According to the results of interviewing students, it was revealed that the university constantly conducts various questionnaires concerning educational process, assessment, availability of informational resources, participation on

research activities. The results of the survey are communicated to the departments, services and departments.

After interviews with the teaching staff, as well as employers, it was established that the evaluation of educational programmes takes place on an ongoing basis. Opinion of the main stakeholders is taking into consideration. Modifications in elective subjects as well in the content of compulsory subjects are operated.

The Questionnaire Survey for the Teaching staff revealed 95,5% are satisfied with consideration of their proposals and comments.

Strengths/best practice

- The University has a quality policy programme, which refers to the objectives of the quality assurance system and the means of achieving them.
- All the activities related to evaluation are under control of the Department of Quality Management.
- The University is evaluated at national and international levels.
- The stakeholders are involved in the process of programme evaluation.

EEP recommendations

There are no recommendations for this standard.

In general, according to this standard, the activities of the organisation meet the specified criteria.

Quantitative indicators reflecting the organisation's compliance with the criteria of the Standard are as follows: **Strong-10; Satisfactory-14; Expects improvements-0, Unsatisfactory-0.**

6.8. Standard "Management and administration"

The Evidence

Management of "Grigore T. Popa" UMPH from Iasi is a public institution of higher education and research which runs in accordance to the legislation of the Romania Republic. University it has its own legal status and is organised according to the University Charter. The specific regulations of the University are based on two documents, Law of Education no.1 / 2011) and the Law for Teaching Staff (The Official Journal Part 1, no. 18/2011) (*see University Charter*).

In "Grigore T. Popa" UMPH the rector, vice-rectors, deans, vice-deans and the directors of the departments administer/manage university activities. The administrative structures are represented by the University Senate, the Administration Board, the Faculty Councils, the Faculty Leaders and the Departmental Councils (*see University Charter*).

The University Senate, through its specialised commissions, controls the activities of the executive management and of the Administration Board. Senate committees control and supervise the compliance of its decisions, the University Charter and the regulations. The Senate members are teachers and students. Senate also invites to its meetings the

representatives of the local medical sector. All of the elected Senate members have equal rights and responsibilities (*see Senate Regulations*).

The Board of Directors is responsible for the operational management of the University and consist of the rector, vice-rectors, deans, chief executive officer and student representatives.

The faculties have their own departments and each of them is composed of several disciplines (*see University Organisational Chart*) lead by the Department Directors and the Department Councils.

Faculty Councils represent the superior authority of faculty management and are composed of teachers and students. The Heads of Departments are permanently invited to the meetings of the Council. The Faculty Councils, led by faculty dean meet on a monthly basis. The Faculties Councils consist of the dean, vice-deans and department heads.

The rector and the members of the Senate are elected by direct, secret and equal vote by all the members of the academic community. The members of the Faculty Councils are elected by all the members of the faculty community (*see Academic Elections Methodology*). The members of the Department Council and their Directors are elected in secret, direct and equal vote by the members of the departments. All decisions of administrative structures transparent and made known to the academic community on the university's website and on the faculty's (intranet) website. Faculty Council decisions are shared by the e-mail with all members of the academic community.

"Grigore T. Popa" University works on the basis of a system of rights and responsibilities described in the University Charter. The didactic, administrative and research activities are performed in accordance with the regulations specified in it follow the national and international law. The responsibilities of the University executive departments and the Faculties are described in the Regulation for the Organisation and Running of the University (*see Academic Structure Regulations*) and are part of the University Charter.

The Rector is the head of the University executive management team and represents University in relations with third parties. He leads the Administration Board and is responsible for the University operative management. He is also responsible for implementation of the University Senate strategic decisions. The Rector is assisted by 6 Vice-Rectors who collaborate with committees of the Senate.

The Faculty Councils approve the University Strategic and the Annual Operational Plans. The Deans of the Faculties, assisted by vice-Deans are responsible for implementation and coordination of the strategic management of the Faculty. They represent the faculty inside and outside the university.

The Departments are led by the Department Council and the Department Directors. The Council defines the mission, objectives and strategy of the department, following the faculty mission and strategy. The Council performs the periodic evaluation of the teaching staff of the department, advises on the methodology of student evaluation, can initiate changes in curriculum planning, analyses and makes the plan of acquisition of teaching resources, implements within the department the decisions of the faculty and university management. The Council also recommends the publications of the vacant positions and recommends the competition commissions. The directors of the department are responsible for the operational management and management of the department. On annual basis they must

present an activity report. The operational and strategic plans are posted on the University's website.

The administrative activities of the Rector's Office or the Dean's Offices are provided in the Organisational Chart. On yearly basis the Rector drafts the Rector's Report where he presents a detailed analysis of the activities from the previous year. The Deans of the faculties also present their reports to the Faculty Council in which they describe the status of the faculty. Those reports are part of the Rector's Report. The Rector's annual report is posted on the university's website.

"Grigore T. Popa" UMPH is a non for profit organisation and its revenues and expenses are in accordance with its non-profit nature. They are recorded and approved in the budget according to their source, the categories of expenses and broken down by economic nature and destination and according to the budget classification. University has an annual budget of incomes and expenses in accordance with the University's financial policy. The principles of financial policy are oriented towards the achievement of the main objectives of education and research. They aim to provide the resources necessary for the long-term operation of the University, identifying opportunities for growth of own revenues and alternative sources of research funding. University is financed by the state budget (Ministry of National Education), state grants, extra-budgetary revenues, subsidies from other ministries and other sources. In addition, University funds come from institutional revenues (tuition fees, registration fees, re-registration fees, etc.), revenues from research activities, revenues from hostels and restaurants services fees, income from grants and non-refundable funds (*see Rector annual report*)

Tuition fees are calculated based on the average tuition costs per academic year of public education funded from the state budget and are approved annually in the University Senate. All decisions in regards to the annual tuition fees and other school fees are communicated to students through their representatives from administrative structures and through the communication channels with students (university website, websites of the student organisations and dean of faculties). The University also offers students financial assistance under the Scholarship Regulation. The annual budget execution of the University is published on the University's website. The University's financial situation is communicated to the academic community through the Rector's Report. The institutional budget of incomes and expenses is approved annually by the University Senate and is strictly monitored and controlled.

"Grigore T. Popa" UMPH from Iasi has a financial and accounting service for the financial management of the higher education and research activity, fiscal code and a bank account (treasury). The economic director coordinates the institution's financial activity, prepares the annual balance sheet, budget execution, verification balance, accounting reports, and ensures the management and control of the University's financial resources. The financial activity of the University is computerised using the specific software. The University is assessed internally each year on the basis of the evaluation plan of the Internal Evaluation Department.

The structuring of the budget by sources and destinations is the responsibility of the University Senate. The institutional budget allocates funds to each faculty based on the number of students / faculty. 80% of state funds and 70% of own revenues are distributed according to this schedule. The cost of research includes the total contribution of UMF to

research projects as co-financing, as well as to internal fellowships. Although the institution's management has the possibility to autonomously use internal funds to implement new initiatives, any new investment must first be approved by the Ministry of Education, in accordance with the national policies of the state funds management system.

The administration system of the "Grigore T. Popa" UMPH consists of the University Senate, the Administration Board, the Faculty Councils, the Faculty Council Offices, and Councils of the departments. Students are represented in the consultative, decision-making and executive structures of the University, in accordance with Law no. 1/2011.

The Chief executive officer (DGA) is responsible for the efficient running of the administrative departments and their connection and coordinates. At the same time, the DGA ensures the efficient use of human and material resources to fulfill the University's strategic and operational plans, respecting the legislation in force on protection, hygiene and safety, fire prevention and firefighting, employees' rights and responsibilities, working time and rest time. The economic director elaborates the annual balance sheet, the budget execution, the verification balance, the accounting reports, the management and the control of the financial resources of the University

University Human Resources Department manages the staff of the institution, through the correct implementation of the legislation regarding the recruitment, hiring, organisation and remuneration of the staff. The employees' selection is made through public contests/announcements, respecting the specific requirements necessary for filling the vacant positions.

ISO 9001:2015 certification system is implemented by UMPH to assure high quality of the University procedures and methodologies to control and improve the activities in all administrative departments. The institutional procedures for the annual evaluation of the individual professional performances are prepared, tested and implemented under the supervision of the Head of the Human Resources Department, the Manager for Quality Management and the Rector.

The employees of the secretariat have been subjected to the verification of English and French language proficiency and computer skills. The University allows secretariat employees a permanent access to training courses in areas such as human resources management, project management, communication management, risk management, public procurement, accounting, financial control, legislation, entrepreneurship, remuneration of personnel from public institutions. The University owned software supports most of the administrative work. It has the following modules: accounting, finance, taxes, students, resident physicians, hostels and human resources.

The "Grigore T. Popa" UMPH as a state higher education institution works in accordance with the legal regulations issued by both the Ministry of Education and Research and the Ministry of Health. The Ministry of Education and Research with the Ministry of Health and the Professional Colleges of Romania, participates in establishing the annual number of places in the undergraduate programmes, as well as the number of places in the residency programme. Big part of the clinical education occurs in teaching hospitals based on detailed agreements. The premises of these agreements comply with the technical, safety and sanitary standards in force. Most of the hospital leaders are members of the University's teaching staff and are directly involved in the decisions concerning allocation of resources and engagement in clinical education. Also, the teachers from the clinical disciplines work in

the health network. All the Administration Boards of Iasi hospitals have in their competence faculty members from University. The Administration Board of the University is the one who appoints, by decision, the members of the Administration Boards of the hospitals.

Analytical part

University from Iasi well determines the management structures and functions, including their links with the university, including the medical institution of education is affiliated with or a branch of the university. In its management structures University has well determined the representatives of teaching staff, students and other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public and well described/defined the responsibility of each structural unit and their composition.

University very well ensure the transparency of the management system and decisions through published in bulletins, in the protocols for review and implementation posted on the University website. All decisions of administrative structures are transparent and made known to the academic community on the university's website and on the faculty's (intranet) website. Faculty Council decisions are shared by the e-mail with all members of the academic community.

University clearly defines the responsibility of academic leadership in the development and management of the academic programme.

University on yearly basis assesses academic leadership regarding the achievement of its mission and the final study results through Rector's Report where he presents a detailed analysis of the activities from the previous year. The Deans of the faculties also present their reports to the Faculty Council in which they describe the status of their faculties.

University have a clear set of responsibilities and authorities to provide the academic programme with resources, including a targeted budget for training, allocates well resources necessary for the implementation of the academic programme and distribute educational resources in accordance with the correspondent needs. The Ioshi University institutional budget allocates funds to each faculty based on the number of students / faculty. 80% of state funds and 70% of own revenues are distributed according to this schedule. The cost of research includes the total contribution of "Grigore T. Popa" UMPH to research projects as co-financing, as well as to internal fellowships.

The system of financing the University is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets. University provides sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes. In the allocation of resources, University takes into account scientific advances in medicine and the problems of public health and correspondent needs. Although the institution's management has the possibility to autonomously use internal funds to implement new initiatives, any new investment must first be approved by the Ministry of Education, in accordance with the national policies of the state funds management system.

University has the appropriate administrative staff, including their number and composition in correspondence with the qualifications, in order to ensure the implementation of the academic programme and relevant university activities. University also guarantee proper management and allocation of resources and guarantees proper

management and allocation of resources.

The University develops and implement an internal quality assurance management programme, including review of the needs for improvement, and conducts regular management review and analysis.

University has developed a constructive interaction with the healthcare sector, with related health industries at the society and the government levels, including the exchange of information, cooperation and initiatives of the organisation, which contributes to the provision of qualified health professionals in accordance with the needs of society.

University has an official status of cooperation with partners in the healthcare sector, with concluded formal agreements and well defined the definition of the content and forms of cooperation and established coordinating committees, and joint activities.

Strengths/best practice

- The transparency and competitiveness of Iasi University makes it attractive for Rumanian and foreign students.
- Professionals and competent managers in demand in the labor market with academic degrees and titles that combine the trinity of science, practice and education guarantee high quality of University operations and outcomes.
- University Students are represented in the consultative, decision-making and executive structures of the University which assures that teaching programmes get quick feedback and can be timely improved if required
- Most of the hospital leaders are members of the University's teaching staff and are directly involved in the decisions concerning allocation of resources and engagement in clinical education

EEP recommendations

There are no recommendations for this standard.

In general, according to standard, the activities of the medical education organisation meet the requirements.

Quantitative indicators reflecting the organisation's compliance with the criteria of the Standard the following, **strong positions-14, satisfactory-3, suggest improvements-0, unsatisfactory-0.**

6.9. Standard "Continuous improvement"

The Evidence

"Grigore T. Popa" University is periodically analysing and revising study programmes through the monitoring and evaluation process. Curricular office members are constantly involved in this process.

University is carrying out activities designed to establish quality and quantity criteria in comparison with other universities in Romania, in order to evaluate and monitor the quality. A perfect example of such an approach is The E-MEDIQUAL project "European quality and professional competence in medical education and management of educational

activities". It was carried out between January 2011 - December 2013, in partnership with the Vienna University of Medicine, the Szeged Faculty of Medicine and others 4 medical faculties in Romania. E-MEDIQUAL main objective was to expand the learning opportunities and improve the quality of the educational process of the programmes within the Faculties of Medicine, through a synchronised transnational and multiregional curriculum and through the development and implementation of innovative computerised mechanisms and tools that support, monitor and evaluate the teaching and learning processes and make the university management more efficient and able to adapt to the demands of the labor market.

During the project "Quality standards and performance indicators for higher education in the medical sciences", together with ARACIS, University has developed new quality standards and of performance indicators specific to higher education in the field of medical sciences.

University participated in conducting a study within the HRD Qualimed SOP project with aim to assess the perception of employers in the field of health related to the professional competences required of medical and pharmacy graduates.

University has conducted a study within the HRD Qualimed SOP project regarding the perception of employers in the field of health regarding the professional competences required from medical and pharmacy graduates.

For clinical disciplines "Grigore T. Popa" UMPH develops the system of assessment of knowledge and skills acquired by students and resident physicians with help of the "standardised patient" system and virtual clinical cases, modern ways of learning and developing clinical reasoning.

In attempt to synchronise by University curricula with the new areas of knowledge in the medical and pharmaceutical domains, a new residency programme programmes have been introduced, meeting needs of specialists in the regional and national labor market (i.e. in the field of Medicine: Medical Microbiology, Pediatric Cardiology, Pediatric Gastroenterology, Pediatric Nephrology, Pediatric Oncology and Hematology, Pediatric Pneumology ; in the field of Dental Medicine: Pedodontics, Dental and Maxillofacial Surgery; in the field of Pharmacy: General Pharmacy; Pharmaceutical and Cosmetic Industry).

The University allocates financial resources from its own funds, research projects and fundings from other sources, human resources and materials for all study programmes, with aim to create an optimal educational and research process.

The Iasi University is pursuing the permanent adaptation of the admission methodology to the national legal requirements and to the students' curricula.

In close collaboration with high schools during the programmes like "First aid"; "Advantages of HPV vaccination", "A student day at the UMF", "Simulation of the entrance exam" University intends to show future candidates student's life at the UMPH

From the total number of available places for the admission contest, University dedicates a certain number of admissions to the disadvantaged/minority candidates (i.e. Roma citizens or candidates from rural areas).

Analytical part

"Grigore T. Popa" University is a dynamic and socially responsible institution and initiate procedures for regular review and revision of the content, results or competences,

assessment and learning environment, structures and functions, document and correct deficiencies. It also allocates well resources for continuous improvement.

University update process is based on prospective studies and analysis and on the results of own research, evaluation, and medical education related literature. A very good example of adjustment to the education programme was the recent introduction of Clinical Pharmacology as a mandatory course in Medicine. After analysis of results from performed programme evaluation, Pharmacology course, taught for 24 weeks (one and a half semester) was replaced by Pharmacology taught now in two semesters of the same year of study, General Pharmacology in the 1st and Clinical Pharmacology in the 2nd. During this process the syllabus of the courses has been extensively revised to accommodate more concise presentation of general pharmacology while expanding on clinical pharmacology applications.

"Grigore T. Popa" UMPH UMPH guarantee that the process of renewal and restructuring leads to a revision of its policy and practice in accordance with previous experience, current activities and future prospects. An example could be the E-MEDIQUAL project "European quality and professional competence in medical education and management of educational activities", carried out between January 2011 - December 2013, in partnership with the Vienna University of Medicine, the Szeged Faculty of Medicine and others 4 medical faculties in Romania. Objective of this project was to expand the learning opportunities and improve the quality of the educational process of the programmes within the Faculties of Medicine, through a synchronised transnational and multiregional curriculum and through the development and implementation of innovative computerised mechanisms and tools that support, monitor and evaluate the teaching and learning processes and make the university management more efficient and adapt to the demands of the labor market.

University adapts well its regulations on the mission and final outcomes to the scientific, socio-economic and cultural development of society. Active involvement of Iasi University main stake holders in defining mission statement and changes of goals and objectives based on opinions/suggestions of community and other relevant stake holders guarantees that process.

"Grigore T. Popa" UMPH from Iasi effectively and efficient modify of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and actively participate in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation. It is accomplished by well-organised specialties, internship, residency, residency, postgraduate studies, master, doctoral studies and lifelong learning focused on learning outcomes.

University adapts well the academic programme model and methodological approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning. Academic programmes models and methodological approaches can be modified by including elective courses in each semester. For international students it is important that University allows to use educational materials approved in their home countries.

University also corrects the elements of the academic programmes and their interrelation in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity

structure of the population and socio-economic and cultural conditions. The University adjustment process ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.

University develops evaluation principles, and methods of conducting examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.

University have some freedom in student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the academic programme. It also adapts a recruitment policies and the formation of academic staff in accordance with changing needs.

Strengths/best practice

- The high quality, multi-language faculty personnel, transparency and competitiveness of Iasi University makes this University attractive for Rumanian and foreign students.
- Professionals and competent managers in demand in the labor market with academic degrees and titles that combine the trinity of science, practice and education guarantee high quality of University operations and outcomes.
- University Students are represented in the consultative, decision-making and executive structures of the University which assures that teaching programmes get quick feedback and can be timely improved if required
- Most of the hospital leaders are members of the University's teaching staff and are directly involved in the decisions concerning allocation of resources and engagement in clinical education

EEP recommendations

There are no recommendations for this standard.

In general, according to standard, the activities of the medical education organisation meet the requirements.

Quantitative indicators reflecting the organisation's compliance with the criteria of the Standard the following: **strong positions-8, satisfactory-6, suggest improvements-0, unsatisfactory-0.**

(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD

6.1. Standard "Mission and outcomes"

- University has exceptionally well ensured that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences. Requirement of PhD and Master degrees for teaching staff and very good financing of students' research activities can be prove of that.

- The University mission has defined very well a wide range of activities of the University in terms of professional growth, personal development to fulfill the role and function of a health care specialist in compliance with the healthcare sector requirements, both, during pre- and post- graduating education process.

- Mission is well defined and communicated communicate well with stakeholders and the health sector, and frequently updated by Rector, Senate, faculty, students and key stakeholders. The mission reflects all types of university activities: educational, scientific, clinical and the promotion of national values.

- The University provides multi-level educational activities: specialty, internship, residency, residency, postgraduate studies, master, doctoral studies and lifelong learning focused on learning outcomes.

- Studying at the University guarantees the training of highly qualified specialists in the field of biomedical, clinical, behavioral, biostatistics and social sciences.

- Iasi University has well determined the expected learning outcomes. It's students, upon completion of university, have manifested well their achievements at a basic level in terms of knowledge, skills and abilities and an appropriate basis for a future career in any medical area. "Grigore T. Popa" UMPH students are well prepared for their future roles in the health sector and committed to postgraduate trainings and to lifelong learning.

- Teaching staff is fluent in English and French languages and frequently introduced into the modern educational methods/techniques.

6.2. Standard "Academic programme"

- The medical institution of education provides a description of the content, scope and sequence of courses and ensures an appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines.

- The University provides the option of elective content and determine the balance between the compulsory and elective parts of the academic programme.

- Educational Programmes incorporate principles of scientific methodology, including methods of analytical and critical thinking

- The University ensures that students have early contact with real patients.

- The medical institution of education ensures permanent evaluation and updating of the study programmes

6.3. Standard "Students assessment"

- In UMPH the policy of representation of students in key issues related to the Study programme and the life of the University is defined and widely implemented.

- UMPH student organisations are active and have good relations with the Association

of medical students of Romania (FASMR) the Association of European doctors ' students (EMSA) and the Association of the International Federation of medical students (IFMSA)-leading international student organisations.

- "Grigore T. Popa" UMPH offers a student support programme aimed at social, financial and personal needs

6.4. Standard "Students"

- In UMPH. the policy of representation of students in key issues related to the Study programme and the life of the University is defined and widely implemented.

- UMPH student organisations are active and have good relations with the Association of medical students of Romania (FASMR), the Association of European doctors ' students (EMSA) and the Association of the International Federation of medical students (IFMSA)-leading international student organisations.

- "Grigore T. Popa" UMPH offers a student support programme aimed at social, financial and personal needs

6.5. Standard "Academic staff / teachers"

- Professional achievements are evaluated by a hierarchical supervisor, students, colleagues, and by self-assessment.

- Promotion policy for the employees.

6.6. Standard "Educational resources"

- The University has a sufficient material and technical base for teachers and students to ensure adequate implementation of the academic programme.

- The University library provides access to hard and soft copies of learning materials.

- The University has well developed research facility, unique in Romania, also used in the teaching process.

- The University has agreements with various hospitals, which ensure the number and categories of clinical sites.

- The university has implemented relevant information and communication technologies in the academic programme.

- The University implemented the national, regional and international exchange of staff and students by providing appropriate resources.

6.7. Standard "Programme evaluation"

- The University has a quality policy programme, which refers to the objectives of the quality assurance system and the means of achieving them.

- All the activities related to evaluation are under control of the Department of Quality Management.

- The University is evaluated at national and international levels.

- The stakeholders are involved in the process of programme evaluation.

6.8. Standard "Management and administration"

- The transparency and competitiveness of Iasi University makes it attractive for

Rumanian and foreign students.

- Professionals and competent managers in demand in the labor market with academic degrees and titles that combine the trinity of science, practice and education guarantee high quality of University operations and outcomes.

- University Students are represented in the consultative, decision-making and executive structures of the University which assures that teaching programmes get quick feedback and can be timely improved if required

- Most of the hospital leaders are members of the University's teaching staff and are directly involved in the decisions concerning allocation of resources and engagement in clinical education.

6.9. Standard "Continuous improvement"

- The high quality, multi-language faculty personnel, transparency and competitiveness of Iasi University makes this University attractive for Rumanian and foreign students.

- Professionals and competent managers in demand in the labor market with academic degrees and titles that combine the trinity of science, practice and education guarantee high quality of University operations and outcomes.

- University Students are represented in the consultative, decision-making and executive structures of the University which assures that teaching programmes get quick feedback and can be timely improved if required

- Most of the hospital leaders are members of the University's teaching staff and are directly involved in the decisions concerning allocation of resources and engagement in clinical education

(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD

6.1. Standard

There are no recommendations for this standard.

6.2. Standard "Academic programme"

- "Grigore T. Popa" UMPH from Iasi should assess the need of use of non-traditional or alternative practice in the medical services and update the curricula based on the results. The potential changes are expected to be approved by the next academic year.

- Increasing of independent stakeholders (not directly involved in university activities) presence in the Board of Directors to better align the university output with the needs of community.

- Organisation of a series of seminars/trainings for the faculty members in area of modern teaching and learning methods adopted for adults at least once in every three years for all teaching staff would strengthen Faculty teaching skills. It is expected that new methods would be used during the teaching process in nearest future.

6.3. Standard "Students assessment"

- The University needs to diversify the forms of examinations.
- The University must guarantee that the assessment of the teacher will be available to students with no conditions attached.

6.4. Standard "Students"

There are no recommendation for this standard.

6.5. Standard "Academic staff / teachers"

There are no recommendation for this standard.

6.6. Standard "Educational resources"

- To extend the offer of academic mobility for teaching staff and students, including long term incoming mobility programmes of skilled academic staff. Indicate in the plan for the implementation of academic mobility an annual rate of at least 5% of the number of students and teachers from each faculty.

6.7. Standard "Programme evaluation"

There are no recommendations for this standard.

6.8. Standard "Management and administration"

There are no recommendation for this standard.

6.9. Standard "Continuous improvement"

There are no recommendation for this standard.

Annex 1. Assessment table "PARAMETERS OF THE INSTITUTIONAL PROFILE"

No.	No.	Criteria No.	ASSESSMENT CRITERIA	Institution of education assessment			
				Strong	Satisfactory	Expects improvements	Unsatisfactory
		1.	"MISSION AND OUTCOMES"				
		1.1	Defining the mission statement				
1	1	1.1.1	The medical institution of education must define its <i>mission</i> and communicate it to stakeholders and the health sector.	+			
			The mission statement must contain goals and an educational strategy to train a competent doctor at the level of basic medical education:				
2	2	1.1.2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine.		+		
3	3	1.1.3	able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements.	+			
4	4	1.1.4	prepared for postgraduate education.	+			
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from own practice and recognised activities in the <i>CPD / CME.</i>		+		
6	6	1.1.6	Medical institution of education should ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.	+			
7	7	1.1.7	Medical institution of education should ensure that the stated mission covers aspects of global health and reflects major international health issues		+		
		1.2	Participation in defining the mission statement				
8	8	1.2.1	Medical institution of education must ensure that <i>the main stakeholders</i> are involved in defining the mission statement.	+			
9	9	1.2.2	Medical institution of education should ensure that the stated mission is based on the opinions / suggestions of other <i>relevant stakeholders.</i>		+		
		1.3	Institutional autonomy and academic freedom				
			Medical institution of education must have <i>institutional autonomy</i> for the development and				

			implementation of a policy for which the administration and teaching staff are responsible for in relation to the following:				
10	10	1.3.1	development and elaboration of the academic programme;		+		
11	11	1.3.2	use of allocated resources required for the implementation of the academic programme.	+			
			Medical institution of education should guarantee <i>academic freedom</i> to its employees and students:				
12	12	1.3.3	in relation to <i>the current academic programme, which will be allowed to rely on different points of view in the description and analysis of medical issues;</i>		+		
12	12	1.3.4	in the ability to use the results of new research to improve the study of specific disciplines / issues without extending the academic programme.		+		
		1.4	Final learning outcomes				
		1.4.1	The medical institution of education must determine the <i>expected learning outcomes</i> that students should manifest upon completion, regarding:				
13	13		their achievements at a basic level in terms of knowledge, skills and abilities;	+			
14	14		an appropriate basis for a future career in any medical area;	+			
15	15		their future roles in the health sector;	+			
16	16		student's subsequent postgraduate training;	+			
17	17		student's commitment to lifelong learning;	+			
18	18		health and sanitary needs, healthcare system needs and other aspects of social responsibility.		+		
19	19	1.4.2	Medical institution of education must ensure that the student fulfills obligations of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioral norms.		+		
20	20	1.4.3	Medical institution of education should determine and coordinate the connection of the final learning outcomes, required on completion, with those required in post-graduate education;		+		
21	21	1.4.4	Medical institution of education should determine the results of students' involvement in conducting medical research;		+		
22	22	1.4.5	Medical institution of education should pay attention to the <i>outcomes related to global health</i> .		+		
23	23	1.4.6	Medical institution of education should use the assessment results of graduates' competencies as a feedback tool to improve the academic programme.		+		
			Total	11	13	0	0
		2	ACADEMIC PROGRAMME				
		2.1	Academic programme model and learning methods				
24	1	2.1.1	The medical institution of education should define an academic programme, including an integrated model based on disciplines, systems of bodies, clinical problems and diseases, a model based on a modular or spiral design.		+		

25	2	2.1.2	The medical institution of education must determine the <i>teaching and learning</i> methods used that encourage, train and support students in taking responsibility for their educational process.		+		
26	3	2.1.3	The medical institution of education should ensure that the academic programme develops students' lifelong learning abilities.	+			
27	4	2.1.4	Medical institution of education must ensure that the academic programme is implemented in accordance with the principles of equality.	+			
28	5	2.1.5	Medical institution of education should use teaching and learning methods based on the modern theory of adult education.			+	
		2.2	Scientific method				
		2.2.1	Throughout the entire programme of study, the medical institution of education should teach students:				
29	6		principles of scientific methodology, including methods of analytical and critical thinking;	+			
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		<i>which requires the appropriate competence of teachers and will be a compulsory part of the academic programme.</i>	+			
33	10	2.2.2	Medical institution of education should include in the academic programme <i>elements of basic or applied research</i> for the formation of scientific thinking and the application of scientific research methods.	+			
34	11	2.2.3	Medical institution of education should promote the involvement of students in conducting or participating in research projects.		+		
			Basic biomedical sciences				
			Medical institution of education should define and include in the academic programme:				
35	12	2.3.1	achievements of <i>basic biomedical sciences</i> to develop students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			Medical institution of education should in the academic programme adjust and introduce new achievements of biomedical sciences for:				
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	current and expected needs of the community and the health care system.		+		
		2.4	Behavioral and social sciences and medical ethics				

		2.4.1	Medical institution of education must determine and include in the academic programme the achievements of:				
39	16		<i>behavioral sciences;</i>	+			
40	17		<i>social sciences;</i>	+			
41	18		<i>medical ethics;</i>	+			
42	19		<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural conditions, causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will facilitate the analysis of public health problems, effective communication, clinical decision making and ethical practice.</i>		+		
		2.4.2	The medical institution of education should adjust and introduce new achievements in the behavioral and social sciences and also medical ethics for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of the community and the health care system.		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The medical institution of education should in the academic programme, define and implement the achievements of clinical sciences and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge, clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	conduct a reasonable part (one third) of the programme in scheduled contact with patients, including review of the goal, of the appropriate number and their adequacy for training in the relevant clinical bases;		+		
48	25	2.5.3	carry out work on health promotion and prevention.		+		
49	26	2.5.4	The medical institution of education must establish a certain amount of time for training of the <i>main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.</i>		+		
50	27	2.5.5	The medical institution of education should organise clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in a clinical setting.	+			

			The medical institution of education should adjust and introduce new clinical science achievements in the academic programme for:				
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of the community and the health care system.		+		
53	30	2.5.8	The medical institution of education should ensure that every student has early contact with real patients, including his gradual participation in assisting the patient, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical bases.	+			
54	31	2.5.9	The medical institution of education should structure the various components of clinical skills in accordance with the specific stage of the training programme.		+		
		2.6	Structure of the academic programme, content and duration				
55	32	2.6.1	The medical institution of education should give a description of the content, scope and sequence of courses and other elements of the academic programme in order to ensure that the appropriate proportions between the basic biomedical, behavioral, social and clinical disciplines is observed.	+			
			The medical institution of education should in the academic programme:				
56	33	2.6.2	provide horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	provide vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	35	2.6.4	provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the academic programme, including a combination of compulsory elements and electives or special components of choice;	+			
59	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.			+	
		2.7	Programme management				
60	37	2.7.1	The medical institution of education must determine the structural unit responsible for the academic programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the academic programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, academic programme and learning courses assessment in order to achieve the final learning outcomes.	+			
61	38	2.7.2	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for academic programmes.	+			

62	39	2.7.3	Medical institution of education should , through the structural unit, responsible for academic programmes, plan and implement innovations in the academic programme.		+		
63	40	2.7.4	Medical institution of education should include representatives from <i>other relevant stakeholders</i> , in the structure of the medical education organisation responsible for academic programmes, <i>including other participants of the learning process, representatives from clinical sites, graduates of medical education organisations, health professionals involved in the training process or other faculty members of the university.</i>			+	
		2.8	The link with medical practice and health care system				
64	41	2.8.1	The medical institution of education should provide an operational link between the academic programme and the subsequent stages of vocational training (internship, specialisation, CPD / CME) or practice that the student will begin after graduation, including defining health problems and required learning outcomes, clearly determining and describing elements of academic programmes and their links at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical aid.		+		
			Medical institution of education should ensure that the structural unit responsible for the academic programme:				
65	42	2.8.2	takes into account the particular conditions in which graduates have to work and modify the academic programme accordingly;		+		
66	43	2.8.3	reviews the modification of the academic programme based on feedback from the public and society as a whole.		+		
			Total	14	26	3	0
		3.	STUDENTS ASSESSMENT				
		3.1	Assessment methods				
			Medical institution of education must :				
67	1	3.1.1	determine, approve and publish the <i>principles, methods and practices used to assess students</i> , including the number of exams and other tests, the balance between the written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (CSVE or the Mini-clinical exam), as well as determine the criteria for setting passing scores, grades and the number of allowed retakes;		+		
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		

69	3	3.1.3	use a wide range of assessment methods and formats depending on their “utility assessment”, which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of methods and format of assessment;		+		
70	4	3.1.4	guarantee that assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for inspection by external experts;		+		
72	6	3.1.6	use the system to appeal the assessment results.		+		
			Medical institution of education should:				
73	7	3.1.7	<i>document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing assessment practices;</i>		+		
74	8	3.1.8	introduce the new, demand-driven assessment methods;		+		
75	9	3.1.9	use the system to appeal the assessment results.		+		
		3.2	The link between assessment and learning				
			Medical institution of education must use the principles, methods and practice of assessment, including students’ learning achievements and assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly comparable with the learning and teaching outcomes;		+		
77	11	3.2.2	guarantee that students achieve final learning outcomes;		+		
78	12	3.2.3	promote learning;		+		
79	13	3.2.4	provide an appropriate balance between formative and summative assessment in order to manage learning and <i>evaluate the student’s academic progress, which requires the establishment of rules for assessing progress and their links with the assessment process.</i>		+		
			Medical institution of education should:				
80	14	3.2.5	<i>regulate the number and nature of examinations of the various elements of the academic programme in order to facilitate the acquisition of knowledge and integrated learning and to avoid adverse effects on the learning process and eliminate the need to study excessive amounts of information and overload of the academic programme;</i>		+		
81	15	3.2.6	guarantee the provision of timely, precise, constructive and fair feedback to students based on the assessment outcomes.			+	
			Total	0	14	1	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			Medical institution of education must:				
82	1	4.1.1	define and implement an admission policy based on the principles of objectivity, including a clear setting for students selection;		+		

83	2	4.1.2	have a <i>policy</i> and introduce <i>the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country</i> ;		+		
84	3	4.1.3	have a policy and introduce the practice of transferring students from other programmes and medical education organisations.		+		
			Medical institution of education should :				
85	4	4.1.4	establish the links between the students' selection and the mission of the medical institution of education, the academic programme and the desired quality of graduates;		+		
86	5	4.1.5	periodically review admission policies based on the relevant data from the public and professionals in order to satisfy the <i>health demands of the population and society as a whole, including review of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for the low income students and national minorities</i> ;		+		
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Student recruitment				
88	7	4.2.1	The medical institution of education must determine the number of enrolled students in accordance with the material and technical capabilities at all stages of education and training, and making decisions on the recruitment of students implies the need to regulate national requirements for human resources for healthcare when medical institutions of education do not control the number of recruited students, then responsibilities should be demonstrated by explaining all relations, paying attention to the consequences of the decisions made (imbalance between the student enrollment and the material, technical and academic potential of the university).	+			
89	8	4.2.2	Medical institution of education should periodically review the number and admitted students' population in consultation <i>with the relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organisations on global aspects of human health resources (such as insufficient and uneven distribution of human resources in healthcare, migration of doctors, the opening of new medical institutions of higher education)</i> and introduce regulations to meet the health needs of the population and society as a whole.	+			
		4.3	Student counseling and support				
			Medical institution of education must :				
90	1	4.3.1	have a system of <i>academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate education, career planning, appointment of academic mentors (supervisors) for individual students or small groups of students</i> ;	+			
91	2	4.3.2	offer a student support programme aimed at <i>social, financial and personal needs, which includes support due to social and personal problems and events, health</i>	+			

			<i>and financial problems, access to medical care, immunisation programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;</i>				
92	3	4.3.3	allocate resources to support students;	+			
93	4	4.3.4	ensure confidentiality regarding counseling and support.	+			
			Medical institution of education should provide counseling:				
94	5	4.3.5	based on monitoring of student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;	+			
95	6	4.3.6	includes counseling and career planning.		+		
		4.4	Student representation				
96	7	4.4.1	Medical institution of education must determine and implement the <i>policy of student representation</i> and their <i>respective participation</i> in the definition of the mission, the development, management and evaluation of the academic programme, and other students related issues.	+			
97	8	4.4.2	Medical institutions of education should promote and support student activities and student organisations, including <i>the provision of technical and financial support to student organisations.</i>	+			
			Total	9	7	0	0
		5.	ACADEMIC STAFF / TEACHERS				
		5.1	Selection and Recruitment Policy				
			Medical institution of education must determine and implement a <i>policy of selection and admission of employees</i> , which:				
98	1	5.1.1	determines their category, responsibility and <i>balance of teaching staff / teachers</i> of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the academic programme, including the proper link between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical, and clinical merits of applicants, including the appropriate balance between pedagogical, scientific, and clinical qualifications;	+			
100	3	5.1.3	identifies and monitors the responsibilities of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.	+			
			Medical institution of education should in its policy for the selection and reception of staff to consider such criteria as:				
101	4	5.1.4	<i>relation to its mission, significance of local conditions, including gender, nationality, religion, language and</i>	+			

			<i>other conditions related to the medical institution of education and academic programme;</i>				
102	5	5.1.5	<i>economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.</i>	+			
		5.2	Development policy and employee activities				
			Medical institution of education must determine and implement the policy of the activities and development of employees, which:				
104	6	5.2.1	<i>allows to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of the medical institution of education and professional qualifications of teachers;</i>		+		
105	7	5.2.2	<i>guarantees deserved recognition of its academic activities, with an appropriate focus on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;</i>	+			
106	8	5.2.3	<i>ensures that clinical activities and research are used in teaching and learning;</i>	+			
107	9	5.2.4	<i>guarantees the adequacy of knowledge by each employee of the academic programme, which includes knowledge of the methods of teaching/learning and the general content of the academic programme, and other disciplines and subject areas in order to encourage cooperation and integration;</i>	+			
108	10	5.2.5	<i>includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.</i>	+			
			Medical institution of education should:				
109	11	5.2.6	<i>take into account the proportion of "teacher-student" depending on the various components of the academic programme;</i>		+		
110	12	5.2.7	<i>develop and implement employee promotion policy.</i>	+			
			Total	9	3	0	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			Medical institution of education should:				
111	1	6.1.1	<i>have a sufficient material and technical base for teachers and students to ensure adequate implementation of the academic programme;</i>	+			
112	2	6.1.2	<i>provide a safe environment for employees, students, patients and those who takes care of them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and while using the equipment.</i>		+		
113	3	6.1.3	<i>The medical institution of education should improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with</i>		+		

			the development in the learning practice.				
		6.2	Clinical training resources				
			The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	number and category of patients;	+			
115	5	6.2.2	number and categories of <i>clinical sites</i> , which include <i>clinics, outpatient services (including primary health care), primary health care facilities, health centers and other institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines;</i>	+			
116	6	6.2.3	observation of students' clinical practice.	+			
117	7	6.2.4	Medical institution of education should study and evaluate , adapt and improve resources for clinical training to meet the needs of the population served, which will include <i>relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.</i>		+		
		6.3	Information Technology				
118	8	6.3.1	Medical institution of education must determine and implement a policy that aims at <i>the effective use and evaluation of the relevant information and communication technologies in the academic programme.</i>	+			
119	9	6.3.2	Medical institution of education must provide access to network or other e-media outlets		+		
			Medical institution of education should provide opportunities for teachers and students to use information and communication technologies:				
120	10	6.3.3	for self-study;	+			
121	11	6.3.4	access to information;	+			
122	12	6.3.5	patient case management;		+		
123	13	6.3.6	healthcare jobs.	+			
124	14	6.3.7	Medical institution of education should ensure that students have access to relevant patient data and healthcare information systems.	+			
		6.4	Medical research and scientific achievements				
			Medical institution of education must :				
125	15	6.4.1	have <i>research activities in the field of medicine and scientific achievements</i> as the basis for the academic programme;	+			
126	16	6.4.2	identify and implement a policy that promotes the link between the research and education;	+			
127	17	6.4.3	provide information on the research base and priority areas in the field of scientific research of the medical institution of education;		+		
128	18	6.4.4	use medical research as the basis for a study programme	+			

			Medical institutions of education should guarantee that the link between research and education:				
129	19	6.4.5	is taken into account in teaching;	+			
130	20	6.4.6	encourages and trains students to participate in medical research and development.		+		
		6.5	Inspection review in the field of education				
			Medical institution of education must :				
131	21	6.5.1	have access to <i>education related inspection reviews</i> , where necessary, and conduct such reviews that examine the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or involving experts from other national and international institutions.		+		
			Medical institution of education must determine and implement a policy on the inspection reviews in the field of education:				
132	22	6.5.2	in the development of an academic programme;		+		
133	23	6.5.3	in developing teaching methods and assessing knowledge and skills.	+			
			Medical institution of education should :				
134	24	6.5.4	provide evidence of the internal or external inspection reviews in the field of medical education to develop the potential of employees;	+			
135	25	6.5.5	pay due attention to the development of <i>inspection reviews in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education</i> ;	+			
136	26	6.5.6	promote the aspirations and interests of staff in conducting research on medical education.	+			
		6.6	Exchange in education				
			Medical institution of education must define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels <i>with other medical institutions of higher education</i> ;	+			
138	28	6.6.2	<i>the transfer and offsetting of studying credits, which includes review of the scope limits of the academic programme, which may be transferred from other educational organisations and which may be facilitated by concluding agreements on mutual recognition of academic programme elements and active coordination of programmes between medical institutions of education as well as the use of a transparent system of credits and flexible course requirements.</i>	+			
			Medical institution of education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
140	30	6.6.4	guarantee that the exchange is organised in accordance with the objectives, taking into account		+		

			the needs of employees, students, and with respect for ethical principles.				
			Total	19	11	0	0
		7.	PROGRAMME EVALUATION				
		7.1	Programme monitoring and evaluation mechanisms				
			Medical institution of education must				
141	1	7.1.1	have a process and outcome <i>monitoring programme</i> that stipulates collection and analysis of <i>data on key aspects of the academic programme in order to ensure that the educational process is implemented appropriately and to identify any areas that require interventions, as well as collection of data which is part of the administrative procedures associated with students admission, assessment and completion of training.</i>	+			
142	2	7.1.2	control that the relevant assessment results affect the curriculum		+		
			The medical institution of education must establish and apply mechanisms for evaluation of the academic programme, which:				
143	3	7.1.3	is focused on the academic programme and its <i>main components, including the model of the academic programme, the structure, content and duration of the academic programme, and the use of compulsory and elective parts;</i>		+		
144	4	7.1.4	student progress centered;	+			
145	5	7.1.5	identify and review <i>problems that include the lack of achievement of the expected learning outcomes, and will assume that the information received about the learning outcomes, including on the identified deficiencies and problems, will be used as feedback for activities and corrective action plans to improve the academic programme and disciplines curriculum;</i>	+			
			Medical institution of education should periodically conduct a comprehensive <i>evaluation of the academic programme, focused on:</i>				
146	6	7.1.6	<i>the context of the educational process, which includes the organisation and resources, the learning environment and the culture of the medical institution of education;</i>		+		
147	7	7.1.7	<i>special components of the academic programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;</i>		+		
148	8	7.1.8	<i>general outcomes, which will be measured based on the national exams, international exams, career choices and postgraduate studies;</i>	+			
149	9	7.1.9	Medical institution of education should rely on social responsibility/accountability.	+			
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical institution of education must systematically collect, analyse, and provide teachers and students with feedback that includes <i>information about the process and products of the academic programme, and also contains information about</i>	+			

			<i>unfair practices or improper behavior of teachers or students with and/or legal consequences.</i>				
151	11	7.2.2	Medical institution of education should use feedback results to improve the academic programme.		+		
		7.3	Students' learning performance				
			Medical institution of education should analyse the educational achievements of students and graduates in relation to:				
152	12	7.3.1	<i>its mission and learning outcomes</i> of the academic programme, which contains information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest, including on elective components, as well as interviews with students on the repeat courses, and interviews with students who quit from their studies;		+		
153	13	7.3.2	academic programme;		+		
154	14	7.3.3.	availability of resources.		+		
			Medical institution of education should analyse the students' studying achievements regarding:				
155	15	7.3.4	their <i>prior experience and conditions, including social, economic, cultural conditions;</i>		+		
156	16	7.3.5	level of training at the time of admission to the medical education organisation.		+		
			Medical institution of education should use the analysis of students' studying achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	students selection;		+		
158	18	7.3.7	academic programme planning;		+		
159	19	7.3.8	students consulting.		+		
		7.4	Stakeholder involvement				
			Medical institution of education in its programme of monitoring and evaluation of the academic programme must involve:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			<i>For other stakeholders, including other representatives of academic and administrative staff, members of the public, authorised education and health authorities, professional organisations, as well as those responsible for post-graduate education:</i>				
162	22	7.4.3	provide access to the evaluation results of the course and academic programme;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the academic programme.		+		
			Total	10	14	0	0

		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	Medical institution of education must determine the management structures and functions, including their <i>links with the university, if the medical institution of education is affiliated with or a branch of the university.</i>		+		
			Medical institution of education should in their management structures determine the <i>structural units with the establishment of the responsibility of each structural unit and include in their composition:</i>				
166	2	8.1.2	representatives of teaching staff;	+			
167	3	8.1.3	students;	+			
168	4	8.1.4	<i>other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public.</i>		+		
169	5	8.1.5	Medical institution of education should ensure the <i>transparency</i> of the management system and decisions that are published in <i>bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.</i>	+			
		8.2	Academic leadership				
170	6	8.2.1	Medical institution of education must clearly define the responsibility of <i>academic leadership</i> in the development and management of the academic programme.	+			
171	7	8.2.2	Medical institution of education should periodically assess academic leadership regarding the achievement of its mission and the final study results.		+		
		8.3	Budget for learning and resource allocation				
			Medical institution of education must:				
172	8	8.3.1	have a clear set of responsibilities and authorities to provide the academic programme with resources, including a targeted budget for training;	+			
173	9	8.3.2	allocate resources necessary for the implementation of the academic programme and distribute educational resources in accordance with the correspondent needs.	+			
174	10	8.3.3	The system of financing the medical institution of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.	+			
			Medical institution of education should:				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes;	+			
176	12	8.3.5	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and correspondent needs.	+			
		8.4	Administrative staff and management				

			Medical institution of education must have <i>the appropriate administrative staff, including their number and composition in correspondence with the qualifications</i> , in order to:				
177	13	8.4.1	ensure the implementation of the academic programme and relevant activities;	+			
178	14	8.4.2	guarantee proper management and allocation of resources.	+			
179	15	8.4.3	The Medical institution of education should develop and implement an internal quality assurance management programme, including review of the needs for improvement, and conduct regular management review and analysis.	+			
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	Medical institution of education must develop <i>a constructive interaction</i> with the healthcare sector, with related health industries at the society and the government levels, <i>including the exchange of information, cooperation and initiatives of the organisation, which contributes to the provision of qualified doctors in accordance with the needs of society.</i>	+			
181	17	8.5.2	Medical institution of education should be given an <i>official status of cooperation</i> with partners in the healthcare sector, which includes <i>the conclusion of formal agreements with the definition of the content and forms of cooperation and/or concluding a joint contract and the establishment of a coordinating committee, and joint activities.</i>	+			
			Total	14	3	0	0
		9.	CONTINUOUS IMPROVEMENT				
			Medical institution of education must as a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies;	+			
183	2	9.1.2	allocate resources for continuous improvement.	+			
			Medical institution of education should :				
184	3	9.1.3	base the update process on prospective studies and analysis and on the results of own research, evaluation, and medical education related literature;	+			
185	4	9.1.4	guarantee that the process of renewal and restructuring leads to a revision of its policy and practice in accordance with previous experience, current activities and future prospects; direct the update process to the following.	+			
186	5	9.1.5	Adaptation of the Regulations on the mission and final outcomes to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and		+		

			participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation.				
188	7	9.1.7	Adaptation of the academic programme model and methodological approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning.		+		
189	8	9.1.8	Correction of the elements of the academic programme and their interrelation in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.		+		
190	9	9.1.9	Development of evaluation principles, and methods of conducting and the number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of a student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the academic programme.	+			
192	11	9.1.11	Adaptation of a recruitment policy and the formation of academic staff in accordance with changing needs.	+			
193	12	9.1.12	Upgrading educational resources to meet changing needs, such as student enrollment, a number and profile of academic staff, an academic programme.	+			
194	13	9.1.13	Improving the process of monitoring and evaluation of the academic programme.	+			
195	14	9.1.14	Improving the organisational structure and management principles to ensure effective operations in a changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	8	6	0	0
			GRAND TOTAL	94	97	4	0