



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the Results of the External Expert Panel's work  
on Institutional Assessment of Compliance of

Carol Davila University of Medicine and Pharmacy Bucharest (Romania)

with the Requirements of "IAAR Standards and Guidelines for  
International Accreditation of Foreign Medical Educational Organisation  
(Based on WFME/AMSE Standards)"

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Panel**

**Addressed to the IAAR**  
**Accreditation Council**



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**October 16-18, 2023**

**Bucharest city**

## CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS .....	3
(II) INTRODUCTION .....	5
(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION .....	5
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	6
(V) DESCRIPTION OF THE EEP VISIT .....	6
(VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION .....	7
<b>6.1. STANDARD "MISSION AND OUTCOMES"</b> .....	7
<b>6.2. STANDARD "ACADEMIC PROGRAMME"</b> .....	12
<b>6.3. STANDARD "STUDENTS ASSESSMENT"</b> .....	21
<b>6.4. STANDARD "STUDENTS"</b> .....	24
<b>6.5. STANDARD "ACADEMIC STAFF/FACULTY"</b> .....	27
<b>6.6. STANDARD "EDUCATIONAL RESOURCES"</b> .....	30
<b>6.7. STANDARD "PROGRAMME EVALUATION"</b> .....	35
<b>6.8. STANDARD "MANAGEMENT AND ADMINISTRATION"</b> .....	37
<b>6.9. STANDARD "CONTINUOUS UPDATE"</b> .....	40
(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD .....	43
(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD .....	44
(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATIONAL ORGANISATION .....	45
(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL .....	45
Annex 1. Assessment table "PARAMETERS OF INSTITUTIONAL ACCREDITATION" .....	46
Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION .....	59
Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS .....	63
Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS.....	70

## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

**AMSE** The Association of Medical Schools in Europe;  
**AP** Academic programme  
**CEQA** Commission for Evaluation and Quality Assurance  
**CEQAi** The Institutional Commission for Evaluation and Quality Assurance  
**CEQAf/m** The Faculties' / Master Commissions for Evaluation and Quality Assurance  
**CESR** Commission for the Ethics of Scientific Research  
**CEDU** Commission for Ethics and Deontology of the University  
**CEPD** The Code of Ethics and Professional Deontology  
**CleH** Center for Innovation and e-Health  
**CDS** Council of Doctoral Studies  
**CME** Continuing Medical Education  
**CoARA** Coalition for Advancing Research Assessment  
**COR** Classification of Occupations in Romania  
**CPD** Continuing Professional Development  
**DQM** Department for Quality Management  
**DRDI** Department for Research, Development and Innovation.  
**EC Directive** Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications as amended – consolidated version 2021  
**DMSLB** Dental Medicine Students' League in Bucharest  
**ECFMG** Educational Commission for Foreign Medical Graduates  
**ECTS** European Credit Transfer and Accumulation System  
**EHEA** European Higher Education Area  
**EEP** External Expert Panel;  
**EQF** European Qualifications Framework  
**EMSA** European Medical Students Association  
**ESCO** European Classification of Skills, Competences, Qualifications and Occupations  
**EU** European Union  
**EUA** European University Association  
**FMN** The Faculty of Midwives and Nursing  
**GD** Government Decision  
**GEP** Gender Equality Plan  
**GSG** General Secretariat of the Government  
**HR** Human Resources  
**IAAR** the Independent Agency for Accreditation and Rating  
**IAS** International Accreditation Standards  
**IOSUD** Institution organizing doctoral university studies  
**IR** Internal Regulations of UMPCD  
**NEL** National Education Law no. 1/2011, with subsequent amendments and completions  
**NQF** National Qualifications Framework  
**ME** Ministry of Education

**RAQAHE** Romanian Agency for Quality Assurance in Higher Education (ARACIS in Romanian)

**RAR** Rectors Annual Report

**RDI** Research development innovation

**RIAMEPS** Regulation on the initiation, approval, monitoring and evaluation of the study programmes

**RNCIS** National Register of Higher Education Qualifications

**ROF** Regulation for organization and functioning in UMFCD

**SAR** Self-assessment report

**SCIM** internal system for managerial control

**SAS** Student Entrepreneurship Society

**SOMS** Scientific Organisation of Medical Students

**SPID** Strategic Plan for Institutional Development 2021 - 2028

**sqm** square meters

**SSMB** Medical Students' Society of Bucharest

**UCEPD** University's Code of Ethics and Professional Deontology

**UEFISCDI** Executive Agency for Higher Education, Research, Development and Innovation Funding

**UMFCD** "Carol Davila" University of Medicine and Pharmacy Bucharest

**UMS** University Management System application

**WFME** World Federation of Medical Education



## **(II) INTRODUCTION**

In accordance with the order of the IAAR No. 131-23-OD dated 28/08/2023 and “IAAR Standards and Guidelines for International Accreditation of Foreign Medical Educational Organisation (based on WFME/AMSE standards)” (No. 68-18 / 1-OD dated May 25, 2018) an external expert panel (EEP) accomplished a site visit to the Carol Davila University of Medicine and Pharmacy Bucharest (Romania) from 16 October to 18 October 2023 in the framework of international institutional accreditation.

### **EEP composition:**

**1. IAAR Panel Chairman** – Dr. Igor Cemortan, Ph.D., Nicolae Testemitanu State University of Medicine and Pharmacy of the Republic of Moldova (Chisinau, Republic of Moldova) (offline);

**2. IAAR Expert** – Prof. Irine Sakhelashvili, MD, Ph.D., Medical School; Head of Health and Scientific Research Department, Georgian American University (Tbilisi, Georgia) (offline);

**3. IAAR Expert** – Prof. Dr. Suzana Danoiu, Professor, Head of Pathophysiology Department, University of Medicine and Pharmacy of Craiova, nominated by ARACIS (Craiova, Romania) (offline);

**4. IAAR Employer** – Doctor Erghin Hagicalil, CEO of Romar Medical Group of Companies (Bucharest, Romania) (offline);

**5. IAAR Student** – Karyna Chornenko, Fifth Year Student of the Faculty of Medicine, Universidade de Coimbra (FMUC), Former Local Officer on Research Exchange (LORE) in Portugal of the International Federation of Medical Students’ Associations (IFMSA) (Coimbra, Portugal) (online);

**6. IAAR Coordinator** – Dr. Timur Kanapyanov, IAAR Deputy General Director for International Cooperation (Astana city, Republic of Kazakhstan) (offline).

## **(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION**

The Carol Davila University of Medicine and Pharmacy (UMFCD) stands as Romania's oldest and most extensive public medical university. It operates as a legal entity of public interest in strict accordance with the Law of National Education no. 1/2011 (LEN), possessing a well-defined charter. This charter has been ratified by the university senate and subsequently approved by the Ministry of Education, as detailed in Appendix III.1 (UMFCD Charter version VI).

UMFCD is dedicated to adhering to the National Education Law no. 1/2011, along with any subsequent amendments and the relevant secondary legislation. This commitment extends to legislation regarding quality assurance in higher education and the overarching laws applicable to public institutions and the utilization of public funds in Romania.

In 2021, the university earned accreditation from the Romanian Agency for Quality Assurance in Higher Education (RAQAHE). As of now, UMFCD is structured into four faculties - Medicine, Dental Medicine, Pharmacy, Midwives, and Nursing. Additionally, it houses the Doctoral School and the Department of Postgraduate Training and Continuing Medical Education. The university offers comprehensive undergraduate and postgraduate education programs (EP) across the fields of Medicine, Dental Medicine, Pharmacy, and Nursing.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Previously the Carol Davila University of Medicine and Pharmacy Bucharest has not passed any international accreditation performed by the IAAR.

#### **(V) DESCRIPTION OF THE EEP VISIT**

An external visit of the expert panel within the framework of the international accreditation of the Carol Davila University of Medicine and Pharmacy Bucharest took place on October 16-18, 2023. The work of the EEP was conducted in accordance with the approved Program of the expert commission's visit.

To gather objective information on the peer review of the institutional accreditation, the EEP utilized various evaluation methods such as interviews with management and administrative staff, department heads, students, graduates, employers, observation, website analysis, and visit at various didactic and clinical facilities. The university ensured the presence of all relevant individuals during the 3-day visit, as indicated in the Program of the visit which is available in the accreditation center's documentation and as an annex to this report. To ensure effective collaboration, an online introductory meeting was held on October 13, 2023, during which the responsibilities were assigned to the expert panel members and the visit schedule was agreed.

The initial day of the trip was focused on discussions with the university leadership and administrative heads. The experts had the chance to meet the rector of the university – prof. Viorel Jinga and the President of the Senate – prof. Dragos Vinereanu. The next meeting was with 6 vice-rectors and the Director of the Council for Doctoral Studies. The next meeting was with heads of structural units and heads of support divisions. Organization of educational programs were discussed with the Deans and vice-deans of the faculties, followed by the meeting with the heads of educational programs – directors of departments. The last meeting of the first day was with the representatives of the student governance: Medical Students' Society of Bucharest, Dental Medicine Students' League in Bucharest, Bucharest Society of Pharmacy Students. The last day ended with visit of university didactic facilities, which included Anatomy department, Laboratories, libraries and other facilities.

The second day, the experts had personal interactions with teaching staff, followed by Questionnaire survey of teachers. The next meeting was organized with students; a survey was done as well. The last two meetings of the second day were with employers and graduates.

On the visit, the experts had the chance to review the submitted documents and request additional information to validate what was discussed during the interviews. The final day was dedicated to evaluating and summarizing the findings from the documents, interviews, surveys, and visual inspections. The visit concluded with the creation of a list of recommendations, which was agreed upon by the experts. The chairman of the expert panel presented the recommendations to the university representatives, marking the end of the three-day visit.

## (VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION

### 6.1. STANDARD "MISSION AND OUTCOMES"

#### *The Evidence*

The Mission of the UMFCDC as is stipulated by the University Charter, refers to ensuring excellence in education, advanced medical research and innovation and to generate and transfer knowledge in society, in order to improve population health and well-being in a global context and to ensure equity in health and sustainable development, through the following major objectives: i) High level of training and continuous education for undergraduates and postgraduates in the medical fields; ii) Hoarding and dissemination of scientific, cultural, social and ethical values in the biomedical field; iii) Promoting the spirit and critical thinking among specialists and population; iv) Scientific and cultural development in the biomedical field; v) Participation in the universal development of biomedical sciences; vi) Valuating the national scientific values and integration in European and international activity; vii) Development of awareness and behavior to build and promote the values of the rule of law in its field of activity, as well as human freedoms and the principles of democracy.

The mission of UMFCDC is effectively communicated to stakeholders and the broader health sector through multiple channels that ensure transparency, accessibility, and alignment with organizational goals. Primarily, the University Charter, the Strategic Plan for Institutional Development (SPID), and the annual operational plans serve as instrumental vehicles for disseminating the mission statement.

These crucial documents, which encapsulate the essence of UMFCDC's mission, are prominently featured and readily accessible on the University's main website. This central online repository serves as a comprehensive resource, providing clear guidance and direction for the entire academic community.

Furthermore, the mission is integrated into the strategic objectives outlined within the SPID. These objectives are not static but are subject to periodic review and adjustment. This review process is inclusive and participatory, involving extensive consultations with the academic community and relevant stakeholders from the health sector.

Through this collaborative and iterative approach, the mission of UMFCDC is not only communicated but also actively reflected and refined in alignment with the evolving needs of the institution and the broader healthcare landscape. This ensures that stakeholders remain engaged and informed while fostering a cohesive and purpose-driven environment within the University.

The core values of the UMFCDC academic community are:

**1. Freedom of Expression and Conscience:** Encouraging the free exchange of ideas and thoughts, while upholding ethical standards and academic integrity.

**2. Openness in Training and Research:** Embracing a culture of openness and transparency in educational pursuits and research endeavors, in line with ethical principles and professional conduct.

**3. Solidarity:** Fostering a sense of unity and support within the academic community, emphasizing collaboration and mutual aid.

**4. Equal Treatment:** Ensuring fairness and equality for all members of the academic



community, irrespective of background, position, or affiliation.

**5. Excellence:** Striving for excellence across research, education, and public engagement, maintaining high standards in all endeavors.

**6. Promoting Multiculturalism and Diversity:** Embracing and celebrating differences, promoting understanding and acceptance of diverse cultures, ethnicities, and perspectives.

**7. Fostering Mutual Respect, Tolerance, Cooperation, and Dialogue:** Cultivating an environment where respect, tolerance, cooperation, and open dialogue are valued and practiced.

**8. Transparency:** Upholding transparency in actions, decisions, and operations, ensuring accountability and trust among stakeholders.

**9. Partnership:** Emphasizing collaborative partnerships with internal and external stakeholders, fostering synergistic relationships for mutual growth and benefit.

**10. Recognition and Reward of Merits, Creativity, and Innovation:** Acknowledging and rewarding merit, creativity, and innovative contributions within the academic community.

The Strategic Plan for Institutional Development (SPID) of UMFCO outlines clear and comprehensive strategic directions that serve as the roadmap for accomplishing the university's mission:

1. Continuous Enhancement of Student-Centered Education.
2. Enhancing Competitiveness in Scientific Research.
3. Development and Recognition of Human Capital.
4. Internationalization and Visibility.
5. Strengthening Student Relations and Participation.
6. Preservation and Development of University Heritage.
7. Promotion and Implementation of Digitalization.
8. Efficient and Transparent Management System.
9. Community Partnership Development.

Stakeholders such as faculty, students, staff, alumni, and community members may be engaged through surveys, focus groups, town hall meetings, or advisory committees. Their valuable insights contribute to a mission that reflects the collective aspirations and goals of the institution.

The academic programs offered by UMFCO are meticulously designed to align with the institutional mission and to serve as a solid foundation for pursuing careers across various fields within the realm of medicine, including administrative roles, as well as in scientific research endeavors.

Each academic program is structured with specific objectives and learning outcomes that directly resonate with the institution's mission. These objectives are crafted to provide students with a comprehensive understanding and skill set that form a robust foundation for their future careers in the medical domain.

UMFCO has established itself as a pioneer in postgraduate education by offering comprehensive training programs catering to diverse professional aspirations. The institution has developed a robust framework encompassing two distinct avenues for advanced education: first, a residency training program covering all medical specialties endorsed at the national level, which accommodates 35% of all residents enrolled at the

national level. The residency training is organized in 42 clinical hospitals and national institutes in Bucharest and is established by the Specialty Commissions of the Ministry of Health, in accordance with the Directive 2005/36/EC. Complementing this, UMFCD also hosts PhD Programs within its Doctoral School, focusing on three pivotal domains: Medicine, Dentistry, and Pharmacy. These programs are designed to foster advanced scholarly research and academic excellence, nurturing a new generation of scholars and researchers equipped to tackle complex challenges within their respective fields. By providing comprehensive pathways through both residency training and PhD Programs, UMFCD stands committed to cultivating a cadre of highly skilled professionals and researchers poised to make significant contributions to the medical landscape and advance the frontiers of scientific knowledge.

UMFCD demonstrates an unwavering commitment to lifelong learning by offering a diverse array of educational programs tailored to meet the evolving demands of healthcare professionals and the dynamic landscape of medical practice. The university provides an extensive range of Continuing Professional Development (CPD) and Continuing Medical Education (CME) courses, which cater to specialized skill enhancement for specialist physicians, dentists, pharmacists, and other healthcare professionals. These courses are categorized into certification programs, offering comprehensive competencies grounded in the latest scientific evidence and medical practices. Certification for these programs is awarded upon successful completion of a national examination organized by the Ministry of Health, with collaboration from medical universities, ensuring alignment with national standards. Furthermore, UMFCD offers shorter-duration postgraduate CME courses that target a broader spectrum of professionals within the health system.

The University of Medicine and Pharmacy "Carol Davila" is committed to excellence in medical research. They have implemented several initiatives to promote advances in research, including:

**Involvement of Students:** The university actively involves students in research activities as part of their curriculum, providing them with opportunities to develop research-related knowledge and skills.

**Internationalization and Collaboration:** The university emphasizes international cooperation as a valuable mechanism for learning and research exchanges. They encourage collaboration with researchers from other institutions to enhance research outcomes.

**Adherence to EU Policies:** The university has endorsed the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers, which are key elements in EU policies to promote researchers' careers and research quality.

**Commitment to Gender Equality:** The university has adopted a Gender Equality Plan in accordance with Horizon Europe, aiming to promote gender equality in research activities.

The mission of UMFCD takes into account aspects of global health. The university aims to improve population health and well-being in a global context, ensuring equity in health and sustainable development. They prioritize internationalization, student-centered learning, and research activities aligned with the European Agenda 2030 for Sustainable Development. The curriculum includes topics on global health concepts, challenges, and trends, ensuring that students are familiar with these important aspects. Additionally, the university actively involves students in projects for sustainable development, further emphasizing their commitment to global health issues.

The academic freedom within the University of Medicine and Pharmacy "Carol Davila"

is expressed through various aspects:

**Teaching and Scientific Autonomy:** The university has the right to develop and design its own academic programs, define learning plans, and improve curriculum based on scientific developments and research outcomes. It sets its own education and research standards, participates in international programs, and establishes research priorities.

**Jurisdictional Autonomy:** The university has the authority to decide on the application of its own charter and make decisions on all matters within its competence, in accordance with the law.

**Institutional Autonomy:** The university has the autonomy to define its mission, develop strategic documents, decide on academic programs, and update the curriculum. It operates within the framework of legislation and quality standards while considering scientific advancements and healthcare system requirements.

**Academic Freedom for Students and Staff:** Students and staff have the right to decide on their professional development, choose research topics, and utilize new research outcomes. They enjoy academic freedom within the university's guidelines and code of ethics.

The UMFCD develops its learning outcomes through a structured approach. Each study program has defined objectives and final learning outcomes that align with the legal requirements, health sector needs, and global health context. These learning outcomes are explicitly mentioned in the diplomas' supplements.

The university develops learning plans that are structured by year of study and include information such as the subjects/disciplines, number of hours for courses and practical activities, corresponding ECTS credits, and type of evaluation. The curriculum and discipline files are developed for each subject/discipline, following a standardized template and reviewed annually to incorporate scientific research advancements.

The learning outcomes are categorized into professional competences and transversal competences. Professional competences include areas such as medical knowledge, critical thinking, patient-centered care, and practice-based learning. Transversal competences encompass interpersonal communication skills, interprofessional collaboration, and personal and professional development.

The achievement of these learning outcomes is assessed through verification exams that include theoretical and practical components. The university's curriculum and education plans are discussed, validated, and approved by relevant committees and authorities within the university structure.

The UMFCD ensures that students fulfill their obligations in the field of proper behavior through various mechanisms:

The university has a Code for Ethics and Professional Deontology (CEPD) that regulates the observance of moral principles and rules. This code is compulsory for all members of the university community, including students.

The university has a Commission of Ethics and Deontology (CEDU) responsible for analyzing and resolving deviations from university ethics. It investigates reported cases of unprofessional behavior and ensures compliance with the Code of Ethics and Professional Deontology.

Students sign an individual study contract with the university that includes their rights and obligations. This contract outlines the expected behavior and conduct standards.

The university has a Students' Regulation for Professional Activity that stipulates the general obligations of students and the sanctions in case of violation of the university's norms.

These measures ensure that students are aware of their obligations and adhere to proper behavior towards doctors, teachers, patients, and their relatives.

The University of Medicine and Pharmacy "Carol Davila" determines the results of students' involvement in conducting medical research through various mechanisms. Each academic program includes subjects dedicated to developing students' research-related knowledge and skills. Students are involved in research activities as part of their curriculum at different pre-clinical or clinical subjects/disciplines.

The graduation thesis is an essential component of evaluating students' research capabilities. It involves conducting personal research on an individual-selected topic, approved by the head of the discipline and the dean. The thesis tests students' skills in designing and conducting independent research and writing research papers according to the rules of the scientific community.

The university regularly collects feedback from students and faculty members through surveys at the end of each stage/subject. The discipline responsible for the specific subject takes into consideration the feedback and proposes actions for improvement. The university also collects feedback from alumni through a questionnaire to assess the quality of their preparation at graduation. Additionally, consultations with employers and professional organizations are conducted annually or in the framework of projects or partnerships to gather their input on the academic programs.

### ***Analytical part***

During the visit, it was evident that the development of the mission and academic program of UMFCD involved active participation from various stakeholders. Through interviews conducted with various stakeholders, it was confirmed that they were deeply engaged in the process of discussing and creating the mission and medical program.

Based on interviews and the survey's results, it was established that the academic programs at UMFCD are constantly adapted and refined to ensure they remain relevant and responsive to the changing landscape of healthcare, including administrative medicine, scientific advancements, and the societal context within which healthcare operates. The emphasis on student-centered education, combined with a commitment to meeting labor market requirements and societal needs, ensures that graduates from UMFCD are equipped not only with theoretical knowledge but also with practical skills, preparing them for successful careers and contributions to the field of medicine and scientific research.

The university is a main partner in organizing the residency and has the highest number of residents in training and coordinators and supervising staff. According to the data collected, the best practices contribute to the commitment to lifelong learning and ensure that graduates of the university are equipped with the necessary knowledge and skills for continuous professional growth.

Based on collected evidence, the expressions of academic freedom ensure that the university can shape its educational and research activities, promote innovation, and maintain a conducive environment for intellectual growth and development. According to the survey conducted during EEP site visit, 87% of the teaching staff appreciate the academic

freedom as high and very high (Annex 3).

The curriculum and education plans are reviewed annually to incorporate scientific research advancements and align with the evolving needs of the healthcare system. The learning outcomes are categorized into professional competences and transversal competences, which are explicitly mentioned in the diploma's supplement. The achievement of these learning outcomes is assessed through verification exams that include theoretical and practical components. This ensures that students acquire the necessary knowledge, skills, and competences to excel in their chosen field of study and contribute effectively to the healthcare sector.

By actively involving students in research, the university promotes a student-centered learning process and aims to foster excellence in research aligned with international standards and the European Agenda 2030 for Sustainable Development. According to the result of survey conducted during EEP site visit, 83,5% of students consider sufficient the scientific infrastructure to participate in research activities (Annex 4).

Following interviews and survey analysis, it was determined that the current feedback collection system involving multiple stakeholders and the utilization of gathered data for enhancing academic programs require further development.

#### ***Strengths/best practice***

Participation of key stakeholders in the formulation of the mission and expected learning outcomes.

#### ***EEP recommendations***

The HEI should develop and implement a system to get feedback from graduates and employers regarding quality of academic program and use the results for improving the program. (October 1, 2024)

#### ***Conclusions of the EEP on the criteria:***

Strong - 2,

Satisfactory - 21

Suggest improvements - 1

Unsatisfactory - 0

## **6.2. STANDARD "ACADEMIC PROGRAMME"**

### ***The Evidence***

UMFCD offers a variety of academic programs in the medical field, which can be categorized as follows:

#### **a. Six integrated programs at the 7th ISCED level:**

- Medicine (available in Romanian and English, spanning six years of study with 360 ECTS credits)

- Dental Medicine (offered in both Romanian and English, requiring six years of study and 360 ECTS credits)

- Pharmacy (available in Romanian and French, spanning five years of study with 300 ECTS credits)

- The programs in Medicine, Dental Medicine, and Pharmacy can also accommodate educational needs as requested by the Ministry of Defense.

**b. Four bachelor programs at the 6th ISCED level (Cycle I Bologna):**

- General Nursing (taught in Romanian, a four-year program with 240 ECTS credits)

- Midwifery (taught in Romanian, a four-year program with 240 ECTS credits)

- Physiotherapy and rehabilitation (taught in Romanian, a three-year program with 180 ECTS credits)

- Dental Technology (taught in Romanian, a three-year program with 180 ECTS credits)

**c. Three master programs at the 7th ISCED level (Cycle II Bologna):**

- Operational Research and Interventions in Management of Medical and Social Services and Public Health

- Medical Biophysics and Cellular Biotechnology

- Nutrition and Food Safety These programs span two years of study and require 120 ECTS credits.

**d. Doctoral programs (PhD) in Medicine, Dental Medicine, and Pharmacy (8th ISCED level):**

- UMFCFCD offers doctoral programs in these three major domains through the Doctoral School. The organization and execution of doctoral studies follow institutional regulations.

**e. Residency programs**, lasting from three to seven years, covering all medical specialties outlined in the Nomenclature of medical, dental, and pharmaceutical specialties for the healthcare network. These programs comply with national standards and are offered in collaboration with 42 clinical hospitals and national institutes in Bucharest. The curriculum for residency programs is determined by the Specialty Commissions of the Ministry of Health, aligning with European standards and the latest international medical knowledge.

**f. Various postgraduate programs include:**

- *Certification programs*, which enhance the competencies of specialist physicians, dentists, and pharmacists through additional or complementary education, aligning with the most up-to-date scientific evidence and medical practices.

- *Postgraduate CME (Continuing Medical Education)* courses with shorter durations, providing targeted competencies for healthcare professionals, and they are designed to meet the specific needs of individuals working in the healthcare system.

Since most of these programs adhere to EU regulations, they are in full compliance with Directive 2005/36/EC of the European Parliament and the Council regarding the recognition of professional qualifications, along with its subsequent amendments. A comprehensive list of all educational programs offered by UMFCFCD at the time of accreditation and site visits can be found in Table 1.

**Table 1. UMFCFCD's academic programmes**

Type	Academic Program	Qualification/Academic Degree awarded	Language
Integrated	Medicine	Doctor of Medicine	RO/EN

Integrated	Dental Medicine	Doctor of Dental Medicine	RO/EN
Integrated	Pharmacy	Pharmacist	RO/FR
Bachelor	General Nursing	General Care Nurse	RO
Bachelor	Midwifery*	Midwife	RO
Bachelor	Physiotherapy & rehabilitation	Bachelor of Science in Physiotherapy	RO
Bachelor	Dental Technology	Bachelor of Science in Dental Technology	RO
Master	Research and Interventions for Managing the Medical and Social Services	Research and Operational Interventions for Managing the Medical and Social Services/Master Degree	RO
Master	Medical Biophysics and Cellular Biotechnology	Medical biophysics and cellular biotechnology/Master Degree	RO
Master	Nutrition and Food Safety	Nutrition and food safety/Master Degree	RO

\* The program is awaiting accreditation. The last graduation was in 2020.

Based on self-evaluation report and supplementary documents provided by UMFCO, the assessment of academic programs in the university is an ongoing procedure that adheres to a specific standard protocol outlined in *the Regulation for the initiation, approval, monitoring, and evaluation of study programs*. Each year, the learning plans receive approval from the Faculty Councils, the Management Board, and the University Senate, in accordance with the University Charter and its Regulation for Organization and Functioning. Competency definitions were developed in accordance with the specifications of the National Qualification Framework, tailored to meet the specific needs of each discipline.

The curriculum content and course materials for each study program are reviewed and updated annually. This process, according to the self-evaluation report and supplementary material, revision and updating the educational program should involve input from students, alumni, and employers. *The Regulation for the initiation, approval, monitoring, and evaluation of study programs* is well-written and clearly determined description of necessary steps that should be taken to ensure that the programs remain aligned with the changing demands of the healthcare system, the evolving global health landscape, and other facets of social responsibility.

As an example of an educational program content and course materials, UMFCO presented the medical degree program. This EP is provided in both Romanian and English and the curricula are equivalent to each other. The "Medicine" academic program spans six years, equivalent to 12 semesters, involving a total of more than 6,300 hours of instruction. This includes classroom courses and over 4,000 hours of practical work within the academic year, encompassing laboratory activities, clinical rotations, and hands-on experiences.

Additionally, 800 hours are designated for professional practice during the summer, with 160 hours per year during the first five years of study.

Throughout these 12 semesters, students engage with a comprehensive curriculum comprising a total of 80 disciplines or subjects. According to the self-evaluation report and supplementary documents, the program offers both mandatory and elective courses, providing students with the flexibility to choose from a list of optional subjects.

The academic programs' curricula encompass fundamental, field-specific, specialized, and complementary subjects, which are organized into both mandatory and elective courses. In the initial three years, known as the "preclinical years," the primary focus is on fundamental and complementary subjects. In the subsequent years, specifically years 4 to 6, referred to as the "clinical years," the educational approach adopts a modular format, and specific study paths are defined for clinical subjects.

The expected learning outcomes of Educational Program of "Medicine" are to develop:

a) **Professional Competences:** Level descriptors of the structural elements of professional competences:

**C1** - Identifying the state of ill-health and accurately diagnosing the condition(s).

**C2** - Preparing and applying an adequate treatment plan for the identified condition(s).

**C3** - Assessing correctly the risk of disease or the context of the occurrence of an individual/collective disease, followed by the selection and implementation of adequate prophylactic measures;

**C4** - Approaching the health/ill-health issues from the point of view of the characteristics of the community, in direct relation with the social, economic and/or cultural conditions of the respective community.

**C5** - Initiating and performing scientific research and/or training activity in the respective domain of competence.

**C6** - Performing efficiently and skilfully the managerial tasks required by certain professional positions;

b) **Transverse Competences** - Level descriptors of transverse competences (Minimum performance standards for the evaluation of competence):

**CT1** Performance of the professional tasks in a responsible manner, in conditions of restricted autonomy and qualified assistance. - Identifying the objectives to be fulfilled, the available resources, the terms of completion, the work stages, the timeframe, the related deadlines and the inherent risks. - Performing projects under coordination, in order to solve specific problems for the field, with the correct evaluation of the workload, the available resources, the time necessary for their completion and the risks, while applying the professional deontological and ethical norms in the field, as well as the labour health and security norms.

**CT2** Knowledge of the roles and activities involved in teamwork and assignment of the tasks to the subordinate levels. - Identifying the roles and responsibilities in a pluridisciplinary team and applying efficient work and relation techniques within the team and with the patients. - Developing an assignment/project by performing responsibly the tasks typical for the role held in a pluridisciplinary team.

**CT3** Becoming aware of the need for life-long training, using the learning resources and techniques efficiently for the personal and professional development. - Using the information and communication resources efficiently, as well as those for assisted



professional development (web portals, specialized software applications, data bases, on-line courses etc.) both in Romanian and in an international language. - Preparing, processing and presenting a research paper on a subject relevant for the field, using various information sources and instruments, in Romanian and in an international language.

In the provided curriculum of EP "Medicine", **Basic Biomedical Sciences** (including Biochemistry, Biology, Medical Genetics, Anatomy and Embryology, Histology, Physiology, Pathological anatomy and physiology, Pharmacology, Bacteriology, Virology, and Parasitology) are covered during the first three semesters. The teaching and learning methods for most of these disciplines encompass presentations (didactic teaching), practical work in laboratories, and individual study hours. However, in the case of Anatomy and Embryology, students not only receive didactic instruction but also engage in hands-on activities, such as cadaver dissection, section work, and microscopic examination of histological sections, human embryos, and fetuses. Methods of assessment of acquired knowledge and practical skills are assessed through written examinations and practical assessments, except in Anatomy and Embryology, where oral examinations as well as written examination in MCQ format are used for assessment.

The majority of **Behavioral and Social Sciences** (including Behavioral Sciences and Sociology, Medical Psychology, Biostatistics, Medical Anthropology/History of Medicine, Medical Ethics, Academic Integrity, Malpraxis and Medical Laws), are introduced in the first three semesters. It's only after establishing the foundational knowledge in Behavioral and Social Sciences that students are exposed to Social Medicine/Community Health and Primary Health Care in the 4th year. Subsequently, in the 5th year, students delve deeper into Public Health, and in the 6th year, they acquire an understanding of Epidemiology, Forensic Medicine, and Medical Jurisprudence. This approach to teaching Behavioral and Social Sciences can be considered an effective model of spiral integration, which, unfortunately, is **only** observed in the Behavioral and Social Science domains of the medical degree program curriculum. This same trend has been noted in other educational programs offered by UMFC. The teaching methods employed mirror those used in Basic Sciences, involving didactic lectures and presentations, while the methods of assessment include colloquia and written exams.

Teaching clinical disciplines in the "Medicine" program curriculum commences in the 3rd year of study, which is entirely dedicated to the Propaedeutic of Internal Diseases and medical semiology. Moving on to the 4th year of study, students delve into Internal Medicine, encompassing Cardiology and cardiovascular surgery, Gastroenterology, Pulmonology, Phthisiology, Occupational Diseases, and Thoracic Surgery. Additionally, the 4th year covers General Surgery, including Surgical Semiology and Oncological Surgery, Pediatric Surgery, Pediatric Orthopedics, Clinical Pharmacology, Neurology, Radiology, Medical Imaging, Oncology, palliative care, radiation therapy, and Traumatology and Orthopedics.

In the subsequent 5th year of the medical curriculum, students encounter Internal Illness disciplines such as Nephrology, Rheumatology, Endocrinology, Diabetes, Nutrition, and Metabolic Diseases; Pediatrics.

Finally, during the 6th and last year of study, students explore Oral and Maxillofacial Surgery, Plastic and Esthetic Surgery, Reconstructive Microsurgery, Anesthesiology, Resuscitation, Intensive Care, Dermatology, Venereology, Ophthalmology, Otorhinolaryngology, and also receive instruction in Physiotherapy and Rehabilitation

Medicine. All the clinical disciplines are provided as a clinical rotation at the relevant clinical bases. The clinical rotation lasts from 1 (the Occupational Diseases module) to 14 (Radiology and medical) of clinical rotation, based of the syllabi content and expected learning outcomes. The primary methods of instruction involve courses and practical activities. Student assessment is based on written examinations, so called "*fundamental and specialized knowledge*". Towards the conclusion of their studies, in order to earn a medical degree, each student is required to defend their Degree Thesis, the preparation of which spans the entirety of the final year of study. The licensing (degree) thesis represents the outcome of an independent research project undertaken by students. It focuses on a specialization selected by each student based on their personal scientific growth plan. Students are responsible for creating a research protocol for their chosen topic, with faculty guidance and supervision.

The university follows a regulation for tutoring activities. Tutors for each academic year or series are appointed by the faculty's management at the start of the academic year. These tutors are faculty members responsible for guiding students in both academic and social matters. Guidance may occur either in group settings or individually, through face-to-face meetings or electronic communication channels, such as phone and email.

Furthermore, according to the self-evaluation report, in addition to the tutors, teaching staff from all disciplines maintain regular contact with students via email and offer a minimum of two hours of consultation each week.

The University upholds the principles of student equality as outlined in the *University Charter* (art. 7) and the *Code of Ethics and Professional Deontology* (article 3.1). These principles are rigorously overseen by the University's Commission for Ethics and Deontology.

Moreover, these equality principles extend to the student-teacher relationship, fostering a genuine partnership where both educators and students are treated equally, irrespective of factors such as gender, ethnicity, religion, sexual orientation, or social status. The University is committed to gender equality and follows a dedicated *Gender Equality Plan*.

Regarding scientific methods, the self-evaluation report and accompanying materials highlight that at UMFCO, each academic program incorporates subjects within its curriculum that are primarily designed to foster the development of students' research-related knowledge and skills. Specific examples of subjects that directly emphasize scientific research in the undergraduate programs at UMFCO can be found in Table 2.

**Table 2. Scientific Research-related subjects**

<b>Educational Program</b>	<b>Subject</b>	<b>Category</b>	<b>Year of Study</b>
Medicine	Medical informatics and biostatistics	Compulsory	2
	Scientific Research Methodology	Compulsory	4
	Biostatistics for Advanced Research	Elective	5
	Modern Dissemination of Scientific Research Results	Elective	5
	Clinical Bioinformatics	Elective	5
Dental Medicine	Medical informatics and biostatistics	Compulsory	1
	Data bases in Dental Medicine	Elective	1
	Scientific Research Methodology	Compulsory	2

	Methodology for elaboration of the graduation thesis	Elective	4
Pharmacy	Informatics	Compulsory	1
	Biostatistics	Compulsory	1
	Scientific Research Methodology	Compulsory	3
	Documents for Clinical Trials	Elective	5
	Strategies for Drug's' Design	Elective	5
General Nursing	Medical informatics and biostatistics	Compulsory	1
	Scientific Research Methodology	Compulsory	4
Physiotherapy & Rehabilitation	Medical informatics and biostatistics	Compulsory	1
	Scientific Research Methodology	Compulsory	3
Dental Technique	Medical informatics and biostatistics	Compulsory	2
	Scientific Research Methodology	Compulsory	3

The university's research laboratories and clinical hospitals are equipped to align with current scientific knowledge and emphasize a strong research-oriented academic culture. This commitment to research is evident in the university's track record of research grants, publications, and knowledge and technology transfers through consultations, scientific parks, etc.

Furthermore, the university offers various optional research opportunities for students, including the chance to: a) participate in research projects within UMFC (D) (<https://umfcd.ro/cercetare-si-dezvoltare/proiecte/>) b) engage in Scientific Students' Circles organized by different disciplines; c) volunteer at the university's research centers (UMFC (D) boasts 20 research centers <https://umfcd.ro/cercetare-si-dezvoltare/centre-de-cercetare/centre-universitare/d>) take part in extracurricular activities facilitated by the Students' Entrepreneurial Society (SAS, details at <https://sas.umfcd.ro/>) or the Center of Innovation and E-Health (CieH, details at <https://cieh.umfcd.ro/>).

According to the self-evaluation report, **The University Senate** serves as the highest governing body of the university. It holds the authority for decision-making and deliberation at the university level, with a responsibility for the overall development of the institution in accordance with national legislation (NEL) and the University Charter (*article 59, UMFC (D) Charter version VI*). Through its committees, the Senate maintains oversight of administrative activities across all levels (as stipulated in articles 64 and 65 of the University Charter). The Senate comprises 75% teaching staff and 25% students.

**The Faculty Council**, consisting of 75% teaching staff and 25% students, holds various responsibilities, including the analysis of educational processes, scientific research, and medical services within the departments. It also defines and redefines the formative objectives of the faculty and approves the curricula of academic programs, which are then submitted to the Senate for final approval (as outlined in article 100 of the University Charter).

**The institutional Commission for Evaluation and Quality Assurance (CEQAi)** is responsible for developing and coordinating the implementation of the *Quality Assurance Policy*, aligning with both national legislation and the University Charter (as detailed in articles 126-128 of the University Charter).

### ***Analytical part***

Drawing from expert opinion, the self-evaluation report, and associated documents, the medical education program, reviewed as an example, is characterized by a specific and integrated educational structure. A prominent illustration of this integration is exemplified within the Behavioral and Social Science module. Here, students first establish a foundational understanding of Behavioral and Social Sciences before progressing to more specialized topics. In the 4th year, they encounter Social Medicine, Community Health, and Primary Health Care. Subsequently, in the 5th year, the curriculum delves further into Public Health, and by the 6th semester, students gain a comprehensive understanding of Epidemiology, Forensic Medicine, and Medical Jurisprudence. This approach to teaching Behavioral and Social Sciences stands as a highly effective model of spiral integration, albeit, regrettably, it is predominantly observed within the domains of Behavioral and Social Sciences in the medical degree program curriculum.

A significant portion of the curriculum primarily focuses on individual subjects, both in basic, fundamental areas and clinical disciplines, with less emphasis on integration. I.e. Anatomy and Embryology; Physiology; Cell Biology, etc. During site visits, seminars, and educational observations, experts have noted an intriguing pattern. Even in core subjects like anatomy and physiology, the teaching methodology extends beyond didactic instruction and incorporates practical components, reflecting an integrated approach that bridges basic science with clinical applications, as expected in vertical integration. In essence, students are being educated through an integrated model, although this approach may not be explicitly outlined in formal documents such as curricula and programs.

Furthermore, the documented methods in the self-evaluation report are less utilized within the university. They are primarily used informally during students' learning processes and are not explicitly included in syllabi as instructional methodologies. According to all the presented documents, didactic teaching (presentations) is primarily employed.

This observation was substantiated during the visit, evident in interactions with both academic staff and students. Despite their expertise and knowledge, academic staff infrequently incorporate modern teaching methods when working with students. It's worth emphasizing that the university maintains a state-of-the-art simulation centre, furnished with advanced medical equipment, specifically designed to enhance students' clinical skills. However, it's important to note that this simulation centre is not utilized as an examination centre for assessing these clinical skills, i.e. for OSCE (Objective Structured Clinical Exam) stations. The teaching staff employs case studies and clinical scenarios for discussion and visualization, a systematic practice particularly prevalent in clinical subjects. In contrast, within basic subjects, such teaching methods (CBL-Case Based Learning, PBL -Problem Based Learning, etc.) assumes a singular form and is not obligatory, primarily relying on the individual initiative of the instructor/teacher.

Experts strongly advise the integration of modern teaching methods, with a particular emphasis on adult learning techniques, into the curriculum. It's crucial to provide the teaching staff with appropriate training and workshops to ensure their proficiency in these contemporary teaching approaches.

The simulation lab of UMFCDD offers a secure and controlled environment for students to practice their communication skills with standardized patients. The virtual programs

provide a range of virtual patients for students to enhance their communication skills. The four-floor center is furnished with medical and dental facilities, anatomical models, and mannequins. Moreover, students have the opportunity to hone surgical skills by practicing on animals, including performing procedures like laparoscopy and suturing on chickens.

Experts also had the opportunity to visit the state-of-the-art 3D laboratory, CieH (Center for Innovation and eHealth) at UMFCU, which serves as a facility for developing the skills and competencies of students and doctors in innovation and digital health activities. The centre offers printing and delivery services for educational materials in 3D format (such as mandibles, maxillae, skull bones, etc.), to university students.

Based on interviews with clinical rotation representatives, as well as observations made during visits to clinical bases, it is evident that students are provided with valuable opportunities to interact with patients during their clinical rotations. These experiences enable them to enhance their communication skills in a real-world context. Furthermore, students have the privilege of observing and learning from seasoned clinicians, benefiting from their expertise and insights.

While the educational programs effectively encompass the essential and supplementary elective courses relevant to each program, the inclusion of alternative medicine courses is notably limited or absent. As far as experts are aware, the regulations of the Romanian healthcare system acknowledge certain non-traditional medicine fields, such as Acupuncture and homeopathy. Consequently, it is possible to introduce similar alternative medicine courses into the curricula.

During the interview with students and academic staff was found that students are afforded the opportunity to select elective courses that align with their priorities.

Students are also afforded opportunities to showcase their research endeavours at various scientific gatherings. These events can be either organized by UMFCU, with the UMFCU's annual Congress being a notable example, or abroad (for details, visit <https://www.congresumf.ro/>, <https://umfcd.ro/sesiunea-de-comunicaristiintifice-studentesti-27-29-aprilie-2023/>).

UMFCU actively promotes and supports students' engagement in research through dedicated scholarships, funded from the university's resources. For instance, the "George Emil Palade" Scholarship is available for research and international clinical placements. Additionally, UMFCU covers participation costs at scientific events for students who have been accepted for scientific presentations (applicable to all study cycles).

The UMFCU has established an extensive Quality Assurance Policy aimed at fostering accountability and enabling faculty to elevate the quality of the student learning experience, along with the competence and clinical proficiency of under- and -graduates. The policy has been meticulously designed with a keen focus on details to ensure its efficacy in accomplishing these objectives.

### ***Strengths/best practice***

No strengths/best practices identified for this standard

### ***EEP recommendations***

- The University should enhance the integration of educational programs, specifically for preclinical subjects, by adopting best practices from prominent medical education

institutions and providing professional development for academic staff to ensure they acquire the essential competencies for teaching integrated programs. (October 1, 2025).

- The University should create pedagogical approaches aligned with current adult learning theories and facilitate the professional development of its academic staff to obtain the required competencies. (October 1, 2025).

- The university should enhance its curriculum by incorporating mandatory courses focused on complementary medicine, including non-traditional, traditional, and alternative practices. (October 1, 2024).

***Conclusions of the EEP on the criteria:***

Strong – 0,

Satisfactory – 41

Suggest improvements – 1

Unsatisfactory – 0

**6.3. STANDARD “STUDENTS ASSESSMENT”**

***The Evidence***

According to the self-evaluation report and supplementary documents provided by UMFCD (Curriculum, appendices), the medical school employs a broad range of assessment methods that differ between the preclinical and clinical years. The overarching standards that regulate students' conduct, the teaching process, assessment, grade allocation, and the protocols for challenging grades in all undergraduate academic programs can be located within the guidelines specified in *the Regulation for students' professional activity*. This guideline also is published on the university website: <https://umfcd.ro/en/students/professional-activity-regulation/>. Based on the guideline, in the University, the professional activity of the student shall take the form of: courses, tutorials, seminars, clinical-study, coaching/consulting, scientific circles, etc. Teaching methods include so called linear education and modular education (at the Faculty of Medicine, for certain clinical disciplines); The assessment of a student's academic progress is a continuous process that occurs throughout their educational process, including participation in seminars, practical exercises, and various curriculum-related activities, as well as the completion of final examinations during designated exam periods aligned with the academic year's structure. In the case of linear education, these exam sessions occur at the conclusion of each semester. For modular education, examinations are conducted under the following circumstances: at the conclusion of each module and during exam sessions III and IV.

Student assessment encompasses objective examinations and grading, which are carried out using clearly defined criteria, methods, and scales specified in the course materials provided to students at the beginning of the academic year. Evaluators receive assistance in honing their assessment abilities. Each Discipline File undergoes a series of approvals, starting with the Discipline itself (endorsed by the Head of Discipline), followed by the Department Council (approved by the Department Director), validation by the Curriculum Committee, and final authorization by the Dean. The faculty members of the

respective discipline also endorse it. As per the Regulation governing students' professional activity, students must successfully earn all 60 credits allocated for a given academic year by no later than September 30 of the current academic year in order to advance to the next year of their studies. The number of exams varies between 5 and 8 per session, respectively between 12 and 16 per year.

Assessing students also involves the culmination of their studies, which entails the creation of a bachelor's thesis. This thesis serves as a demonstration of the graduate's ability to synthesize a body of literature, formulate a research plan, employ relevant experimental methods, analyze, interpret, and present their findings. The evaluation of these bachelor's theses is conducted through the use of an assessment form completed by the supervising instructor, and the thesis is defended before an evaluation committee. The University utilizes plagiarism detection software to ensure academic integrity. Additionally, when submitting the bachelor's thesis, students are required to provide a declaration affirming their responsibility for the originality of the work.

In UMFCO, the evaluation of students follows a structured process that includes formative examination and grading. This assessment is based on previously defined criteria, methods, and scales established at the commencement of the academic year. These criteria are explicitly outlined in the subject (discipline) documentation and shared with students.

The examination and assessment approach for each discipline is determined with an emphasis on achieving planned outcomes, and this information is documented in the discipline materials. This documentation specifies the evaluation methods, the weight of each component in the final grade, and the minimum standard required for passing. Typically, each discipline involves a two-part exam, consisting of both a practical and a theoretical section. For instance, the methods of evaluation in Anatomy, as well as in Physiology, include practical examinations and multiple-choice examinations. In contrast, in Pediatric Surgery and Orthopedics, students are evaluated through editorial written exams, which is 75% of the final grade, and practical exams under the supervision of the group assistant (25% of the final grade). In addition to these final exams, periodic or continuous assessments are conducted, contributing to 5-10% of the overall final grade.

According to the self-evaluation report and supplementary materials, student attendance in course and practical activities is observed, and an analysis of their performance, grade distribution, graduation rates, and other related factors is conducted. After assessments, students receive feedback, and if needed, they are offered guidance for their ongoing learning.

Students have a right to appeal the results of their evaluations. The Regulations on the Professional Activities of Students clearly define the conditions and procedure for appealing. Within one working day after grades have been posted, a student may contest their grade by submitting a written request to the department's secretariat. The request must receive a response within two working days of its submission. If there is compelling evidence that the examination did not adhere to regulations or that the evaluation was unfair, the University's Dean has the authority to nullify the grade and initiate a new examination. This new examination will be overseen by a committee composed of at least three academic staff members, following the examination procedures of the respective department.

The prescribed assessment forms for all educational programs and disciplines are clearly outlined in the curricula and syllabi. Students are provided with the opportunity to become acquainted with the study content, teaching methodologies, and assessment methods right from the start of their academic journey.

### ***Analytical part***

UMFCD has provided substantial evidence confirming the existence of a well-defined assessment system within the university. The self-evaluation report offers a comprehensive overview of the Student Assessment procedure, as outlined in various appendices, such as *Regulation of Students' Professional Activity*, *Regulations for the Defense of the Bachelor's Degree Examination*, and *Attestation of Summer Practice Completion*, among others.

The curriculum for the medical degree program (Discipline Files – Medicine. Eng.) clearly defines the learning objectives for all fundamental subjects and clinical rotation courses, including elective options. Successful completion of these courses is a prerequisite for obtaining the degree.

Within the Regulation for students' professional activity, comprehensive information is provided regarding the grading system and the evaluation process for the First and Second Preclinical years, as well as subsequent years of clinical rotations, each with its distinct grading system. This document also defines the rights and responsibilities of students, along with the requirements and responsibilities of UMFCD. It further establishes the criteria for evaluating academic performance and examinations during the enrollment process.

This regulation ensures that students are performing at an appropriate level to advance from one phase to the next. Additionally, it specifies conditions for retaking coursework in cases of academic underperformance and outlines terms of suspension in situations involving severe academic issues or unprofessional behaviour (e.g., plagiarism or cheating). The appeal procedure for academic matters is characterized by its clarity and simplicity. During meetings with students, it was confirmed that they are informed and aware of their full rights and opportunities to appeal assessment results.

It is noteworthy that, despite the diverse range of assessment methods, a significant portion of both formative and summative examinations still aligns with the traditional, classical assessment model. This corresponds with prevailing teaching methods, primarily following a classical and didactic approach, especially in foundational subjects. Consequently, it was not surprising to find that modern assessment methods, such as CBL, PBL, or OSCE, etc., were not extensively integrated into the educational programs.

In the section concerning program evaluation (see standard 2.), it has been previously mentioned that some academic staff effectively incorporate case-based and problem-based teaching methods into their daily instruction, even though these methods are not mandated by university regulations. This observation was confirmed not only through document analysis but also in discussions with both faculty and students, also while attending the practical classes during the visit (i.e. Physiology 2). But these cases largely depend on personal initiative, is not a mandatory element of the educational process as this became clear during conversations with the teaching staff.

Of note, the university, in addition to its extensive network of clinical facilities and hospitals, boasts a simulation center equipped with state-of-the-art medical instruments, mouldages, and simulation tools. Here, students receive daily practical training, alongside the



traditional teaching. This simulation center can be effectively utilized as an examination center for Objective Structured Clinical Exams (OSCE), and/or Objective Structured Practical Examinations (OSPE).

With the strong endorsement of the expert panel, considering UFMCD's extensive teaching experience and the university's capabilities, the integration of contemporary teaching methods, and consequently, modern evaluation techniques, as essential components in educational programs, does not present a formidable challenge. The university's administration should be committed to organizing appropriate training and workshops to enhance educators' skills and ensure the availability of suitable examination facilities as needed. For example, this includes OSCE examination stations, scenarios, checklists, and related resources.

***Strengths/best practice***

No strengths/best practices identified for this standard

***EEP recommendations***

In addition to traditional assessment models, the university should create and adopt contemporary evaluation methods, such as use of the simulation center (OSCE, OSPE), to evaluate the students' skills and competences. (October 1, 2025).

***Conclusions of the EEP on the criteria:***

Strong – 0,

Satisfactory – 14

Suggest improvements – 1

Unsatisfactory – 0

**6.4. STANDARD "STUDENTS"**

***The Evidence***

UMFCD has a transparent and well-defined admission policy that includes clear regulations for student selection. This policy is publicly disclosed at least six months before the application period begins (<https://umfcd.ro/en/about-umpcd/regulations/>). It is designed to assess the knowledge and cognitive abilities of candidates and is implemented through an admission contest for each program and cycle of university studies.

During the admission contest, individuals from each cycle and program of university studies can participate under the same conditions as those specified by law for Romanian citizens and citizens of EU Member States, States belonging to the European Economic Area, and the Swiss Confederation. This process is conducted in strict accordance with the principle of providing equal opportunities to all candidates, without any discriminatory criteria.

The admission process is organized based on the approved capacity for schooling, as outlined in the annual government decisions for undergraduate and master programs.

Admission to UMFCD studies follows a rigorous process that adheres to current legislation. It relies on the institution's updated Admission Regulation and annual

methodologies, which are crafted in alignment with the Ministry of National Education's Framework Methodology and approved by the University Senate.

The admission process encompasses various aspects, including the necessary prerequisites and documentation for enrollment, the registration timeline, the date of the admission examination, the methodology for conducting the competition (including competition subjects, the number of questions, and the duration of the written test), potential facilities like tax exemptions, or special conditions for specific groups such as Olympians, high school graduates from rural areas, and graduates from the social protection system, along with the required supporting documents. Additionally, it outlines the yearly educational offerings, following the guidelines set forth in Article 138 of the NEL and adhering to the approved tuition limits as per Government Decision (GD no. 433/2022 for bachelor and integrated programs; GD no. 434/2022 for master programs). The admission also involves registration fees for the organization and execution of the admission process and provides other relevant information beneficial to candidates. The admission process for Romanians living abroad, as well as for citizens from third countries within the European Union, is carried out based on specific methodologies that fully comply with the Ministry of National Education's requirements.

Admission to the Medicine English study program is open to candidates who possess a recognized baccalaureate degree according to the Ministry of Education's standards. The selection process involves the evaluation of applicants' academic performance and personal achievements through a thorough examination of their application files. Additionally, there are reserved spots within the program's budget, including positions designated for high school graduates from rural areas, Roma candidates, and candidates from placement centers. The admission competitions are conducted under equitable conditions for all applicants. Upon acceptance, admitted students are required to sign a study contract with UMFCD, outlining their rights and responsibilities (as specified in Appendix V.I.30e, the Agreement for Romanian and Foreign Citizens Studying in English).

Candidates with disabilities are offered the essential support to access university facilities and are provided with the required medical accommodations, enabling them to utilize their medical devices during the entrance exam.

UMFCD recognizes the students' right to academic mobility both internally and internationally and has in place clear procedures, developed in full accordance with the legislation in force (*UMFCD's Methodology regarding the academic mobility of students from higher education institutions; Regulations for deployment of ERASMUS incoming mobilities; UMFCD's Regulation for the recognition of periods of study or placement carried out by students in the framework of ERASMUS mobilities; Operational Procedure OP03- Students' Transfer*).

University also provides support on counseling related to the recognition of diplomas and the process of enrolment in different faculties abroad.

UMFCD offers students an academic counseling system that encompasses career planning and preparation, mentorship initiatives, and elective course selection. The University provides the necessary resources to provide free counseling services to its students, which are offered within a specialized center: Center for Psychological, Educational and Professional Counseling (<https://umfcd.ro/en/students/social-services/center-for-counseling-and-career-orientation/>). The center has qualified staff (director, career

guidance counselor, 5 psychologists). Appointments are made online. The center also hosts many specific events.

UMFCD disburses resources to provide assistance to the students. Tuition fees for students are determined based on regulatory guidelines, which consider the average tuition expenses for a given academic year in similar fields of study, as approved by the University Senate. Detailed information about these fees and the accounts for remote payment can be found on the university's website at <https://umfcd.ro/studenti/norme-legale/taxe-si-tarife-universitare/>.

The institution has a regulation for granting scholarships and other forms of material support for students (both from state budget allocations and from its own resources to Romanian and foreign students), which has been elaborated in full compliance to the specific legislation and through consultation with the students (Methodology for granting of scholarships in UMFCD; <https://umfcd.ro/studenti/servicii-sociale/cazare-tabere-bursedecont-transport/burse/>).

The UMFCD provides significant assistance to students, enabling their engagement in various activities, including research programs, scientific gatherings, student competitions, publishing articles, and cultural events. In cases where students face challenges, the Management Board has the authority to grant temporary support.

In the UMFCD students are represented in the consultative, decision-making and executive structures of the University, according to the provisions of NEL and the University Charter.

UMFCD promotes and supports student activities and student organizations, including the provision of technical and financial support to student organizations. Currently, there are four representative student organizations: The Medical Students' Society of Bucharest (SSMB), The Scientific Organisation of Medical Students (SOMS), The Dental Medicine Students' League in Bucharest (DMSLB), The Bucharest Society of Pharmacy Students (SSFB).

The information presented in the self-assessment report and the materials submitted to the commission is predominantly validated through interviews conducted with students, faculty members, and external stakeholders.

### ***Analytical part***

Based on the available evidence, it is possible to conclude that the University has a transparent internal policy for the admission of students, which is in line with the national laws. This policy is published on the University's website at least six months before the admission process begins. Additionally, each faculty has its own dedicated commission responsible for managing the admission process.

The institution acknowledges academic mobility as a student's right to transfer earned credits, in accordance with relevant laws. Furthermore, academic mobility adheres to legal guidelines related to tuition capacity and funding in higher education.

Despite the existing infrastructure for study of students with disabilities, the internal documents do not include practices of admitting students with disabilities in the university.

The university operates a Counseling and Career Orientation Center, which has had a significant impact on the services provided to the students from both Romania and abroad. This center, along with its dedicated staff, offers a wide array of counseling services to

students, all conducted in adherence to well-established protocols that prioritize complete confidentiality. Consequently, it is evident that the University has established a robust system of student support and guidance across various domains.

Furthermore, students actively participate in all advisory and administrative structures within the university, highlighting a strong sense of partnership and equal membership within the University community. In addition, there are three student organizations engaged in diverse activities within the university, further reinforcing the notion of students as integral partners in the institution.

After conducting a comprehensive analysis of the documentation and an on-site visit to the educational organization, EEC experts confirm that the educational initiatives at UMCD align with the requirements outlined in standard 4, "Students."

***Strengths/best practice***

No strengths/best practices identified for this standard.

***EEP recommendations***

The UMCD should establish and enforce a policy to ensure the admission of students with disabilities in compliance with the relevant laws and regulatory documents of the country and to upgrade its facilities to ensure accessibility for disabled individuals. (August 1, 2024).

The university should improve the visibility its tutoring system to provide guidance to students in their personal needs, career development, and research activities. (October 1, 2024).

***Conclusions of the EEP on the criteria:***

Strong - 0,

Satisfactory - 15

Suggest improvements - 1

Unsatisfactory -0

**6.5. STANDARD "ACADEMIC STAFF/FACULTY"**

***The Evidence***

At the UMCD there are clear and transparent regulations for the recruitment of teaching, research, and administrative staff, which promote equal opportunities and recognition according to qualifications and experience, regardless gender, nationality, or religion.

The selection and recruitment of the academic staff are very strictly regulated by NEL and its secondary norms and by UMFCF Charter and specific methodology (in full compliance with the regulations, and approved by the university senate) (<https://umfcd.ro/concursuri-didactice-semesterul-ii-anul-universitar-2022-2023/>, Methodology of competition for employment teaching positions in UMFCF).

All the positions (teaching, auxiliary and administrative) are occupied exclusively by competition. According to the requirements, candidates must have the scientific title of

Doctor (PhD) However, there is a legal provision that allows young specialists who are in the process of pursuing their doctoral degrees to be temporarily employed as university assistants in their respective fields until they successfully complete their doctoral studies. The competition for the teaching positions consists generally of three parts: i) the assessment of the scientific achievements, following a self-assessment grid which is validated by the commission for examination; giving a public lecture/practical and iii) presenting their professional and scientific achievements, as well as a plan for the development of their career in the university. All teaching positions are full time.

In accordance with the University Charter and applicable legislation, there is a recognized need for maintaining an ideal balance between the teaching staff and the enrolled student population to facilitate optimal educational and research activities. According to the state of functions, SAR, and discussions with the management structures of the University, the current general teacher: student ratio is 1:5,57. Annually, the HR department assesses the statistics related to the staffing of teaching positions and presents these findings to the senate. The states of functions are elaborated bottom-up, per academic year, considering the factual situation and the proposals of the heads of disciplines, they are discussed in the Councils of Departments and approved by Faculties Councils and finally by the University Senate, before the starting of the academic year. The vacancies, part of them are additionally covered by the university staff (allowed by law to have up to three didactical norms) or by associated teachers and part of the vacancies are open for competition, according to the university HR policy. The didactic norms are defined by law for each academic position: the average weekly workload is of 40 hours per week, among which a minimum of 11 didactic hours/week for teacher assistant (practicals, laboratories, seminars) and 10, 8 and 7 hours for lecturer, associate professor and full professor respectively.

UMFCD conducts an annual comprehensive evaluation of each teacher (by the immediate supervisor, as well as by students, colleagues, and through self-evaluation), considering their job description and performance in both teaching and research. The evaluation methodology and criteria are transparent and accessible to the entire academic community (<https://umfcd.ro/despre-umfcd/resurse-umane/informatii-utile>: *The multicriterial assessment grid in UMFCD; Methodology regarding peer evaluation in UMFCD; The Methodology for assessing the students' opinion towards the didactic process*).

UMFCD acknowledges academic excellence, placing particular importance on qualifications in pedagogy, research, and clinical expertise, as explicitly outlined in the University Charter. As a result, the university confers the title of professor emeritus through its established methodology (*UMFCD regulation for awarding the title of professor emeritus*). Furthermore, the University has introduced a competitive internal promotion system starting in 2021. In accordance with Government Decision no. 902/2018, which approves the Framework Methodology for organizing and conducting promotion exams in the teaching profession, the methodology for appointing teaching positions at UMFCD has been revised. This revision includes the option of competitive promotion, which takes into account scientific accomplishments and a multi-criteria annual evaluation.

To establish a motivational framework and foster the growth of individual professional achievements, in 2022, the university formulated its own methodology for granting merit grades to the teaching staff, which was approved by the Board of Directors on 07.05.2022 and by the University Senate on 09/06/2022 (*UMFCD methodology on merit incentives*).

Following the adoption of this methodology, an internal merit competition was organized. The results were officially endorsed by the Board of Directors on 11/15/2022. Commencing from January 1, 2023, a total of 458 merit grades were conferred for a five-year period spanning from 01/01/2023 to 12/31/2027.

The information presented in the self-assessment report and the documents provided to the commission is predominantly validated through interviews conducted with students, faculty members, and external stakeholders.

### ***Analytical part***

The UMFCD has established a personnel policy, which is an integral component of the overarching quality policy, and has communicated it to relevant stakeholders. An examination of the staffing of University EPs validates that teaching staff requirements have been developed and are currently being executed based on scientific, pedagogical, and professional standards.

A monitoring system has been created to track the performance of teaching staff. Various methods have also been established to provide both material and non-material incentives to the staff, with a focus on fostering their professional development. These incentives include opportunities like psycho-pedagogical training and participation in scientific conferences. The academic staff is highly motivated and maintains positive relationships among different departments as well as with students. Their excellence is evident through a substantial number of scientific publications and recognition in the form of awards. However, it has been noted from interviews with teaching staff that there is sometimes a lack of clarity regarding the integration of research into teaching and learning, except for instances where students are involved in ongoing research projects.

The university recognizes academic excellence and carries out in the form of awards through internal competition of merits.

The University enforces a career development policy for its staff through a set of regulations:

- Regulation on filling teaching and research staff vacancies at UMFCD,
- Career development regulation/methodology
- Quality Policies

All of these career development provisions and competition encourages training for its staff in both teaching skills and clinical specialization.

There is a plan for staff development within the departments, with a primary focus on ensuring that the teaching staff possesses a deep understanding of the students' educational curriculum. The university is committed to ensuring that its teaching staff has access to this essential knowledge.

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the UMFCD in the implementation basically comply with the requirements of the standard 5 "Academic staff/faculty".

### ***Strengths/best practice***

No strengths/best practices identified for this standard.

### ***EEP recommendations***

- The UMFCF ought to create and put in place strategies for more extensive integration of research into the realm of teaching and learning, along with providing appropriate training for the teaching staff (October 1, 2024).
- The university should make efforts to maintain an appropriate teacher-student ratio, ensuring that the teaching process respects the official guideline of one teacher per group and efficient management of academic space. (October 1, 2024).

***Conclusions of the EEP on the criteria:***

strong – 0,  
satisfactory –12,  
suggest improvements – 0,  
unsatisfactory – 0.

**6.6. STANDARD “EDUCATIONAL RESOURCES”**

***The Evidence***

The material base supporting the educational endeavors at UMFCF is robust and multifaceted, strategically designed to facilitate comprehensive learning experiences across preclinical and clinical phases. The university's teaching activities during preclinical years predominantly occur within purpose-built amphitheatres and laboratories situated within the constituent faculties' buildings. Contrastingly, activities during clinical years are typically conducted within hospitals' amphitheatres or designated teaching spaces affiliated with the respective clinical disciplines. In total, the university utilizes a network of over 259 amphitheatres and teaching rooms, offering more than 15,000 seats for instructional purposes. Moreover, approximately 280 rooms, spread across university buildings and clinical hospitals, serve as venues for seminars and practical activities. Notably, these facilities benefit from thousands of hospital beds available for clinical teaching.

UMFCF boasts its own extensive patrimony, significantly contributing to fulfilling the institution's mission. This includes a roster of buildings, alongside collaborative agreements established in accordance with national legislation, fostering teaching, research, and clinical practice partnerships. The university's collaborative agreements span approximately 60 esteemed hospitals and clinical institutes in Bucharest, predominantly public and some private, renowned as national benchmarks of excellence within their respective specialties.

The instructional spaces are equipped with state-of-the-art technological aids, enhancing the teaching process and fostering students' receptivity. Each amphitheater is outfitted with essential tools like whiteboards, video projectors, and projection screens. Furthermore, the equipment within practical and seminar rooms adheres to specific discipline standards and aligns with the current state of scientific knowledge development.

Notably, UMFCF distinguishes itself in the preclinical years through practical education in Anatomy, leveraging hands-on learning experiences utilizing cadavers, marking a unique strength compared to many European universities. This distinctive approach underlines the institution's commitment to providing an immersive and comprehensive education environment for its students.

The university provides accommodation for students through its 13 dormitories, offering a total of 2,342 places, effectively catering to over 95% of students' accommodation needs. Over recent years, the university has consistently undertaken measures to enhance and standardize living conditions within these dormitories, as documented in the detailed reports available in the Rector's Annual Report for 2022. These reports encompass comprehensive information regarding the works carried out to improve accommodations and the annual accommodation requests processed by the university.

The UMFCU has a modern sports base that includes two gyms and a swimming pool. These facilities allow for the practice of various sports such as aerobics, table tennis, fitness, and swimming. Additionally, the university has an outdoor sports base spanning over 5000 square meters, which consists of six slag tennis fields and a mini football field with synthetic grass.

The University of Medicine and Pharmacy "Carol Davila" houses a Central Library established in 1857, serving various faculties with two main reading halls and additional spaces for specific faculties. Alongside this central hub, there are three home loan centers and 79 subsidiary libraries operating in hospital spaces used by UMFCU. Combined, these spaces offer 1400 study places. The library provides access to an extensive collection of over 608,000 volumes, including valuable old books, periodicals, and audio-video materials, valued at over 2.2 million EUR. Services offered include access to publications, databases, and electronic resources via the Virtual Library, training sessions, and online reference assistance. The library ensures some facilities are accessible to support disabled users.

The University possesses its publishing house, the "Carol Davila" University Publishing House, renowned as a prominent Romanian publishing entity.

The university has implemented measures to provide a safe environment for employees, students, patients, and caregivers. The university has a regulation in place for work safety, and an Internal Committee for Work Safety supervises its implementation. Regular training sessions on work safety are conducted for staff and students, with specific safety rules developed during the COVID-19 pandemic. The university also emphasizes the importance of ethical values and has a Code of Professional Ethics and Deontology in place.

UMFCU conducts clinical training in collaboration with specialized hospitals in Bucharest, renowned for their advanced technology and diverse pathology. Students benefit from direct bedside learning, interacting with patients under faculty supervision. The university ensures small group settings for personalized attention (average of 7-8 students per group) and exposure to various pathologies. All clinical facilities meet stringent quality criteria and accreditation standards. UMFCU supplements hospital resources for research and teaching needs through a meticulous procurement process overseen by department heads, ensuring ongoing resource adequacy and relevance.

UMFCU prioritizes digitalization in its strategic plan, employing Google for Education tools like "Google Drive," "Hangouts Meet," and "Google Classroom" for online teaching during the pandemic. It utilizes Moodle for teaching in some faculties and offers a comprehensive virtual library with over 8700 subscribers, providing access to diverse electronic resources.

The Innovation and e-Health Center (CieH) focuses on developing digital health solutions, enhancing students' skills in digital innovation for the job market. Moreover, the university collaborates annually with Johnson & Johnson to organize Hackathon4Health,



encouraging digital innovation in healthcare, with support from strategic partners like the US Embassy and AmCham Romania.

UMFCD employs a robust University Management System (UMS) to manage student data, curricula, grades, and finances efficiently. Its website, <https://umfcd.ro>, supported by two servers, facilitates connectivity across disciplines in Bucharest. Specific services like State, Accounting, Financial, and Cashier have dedicated computer locations.

Digital initiatives include Docusign for signatures, minimizing travel for academic events, and ongoing digitization funded by PNRR. The ISIC card offers students various benefits, and essential university information is accessible on the website.

The institution uses institutional emails for immediate communication about research projects and provides various benefits, including Gmail access and Google Drive through these accounts. Accessible applications through institutional accounts can be found at <https://www.clasaviitorului.ro/>.

UMFCD prioritizes visual identity, promoting recognition and distinction through its Visual Identity Manual available on its website. The institution maintains a robust online presence in line with its mission and objectives.

UMFCD is committed to digital advancement, initiating the "Digital Training Center in Minimally Invasive and Interventional Treatment." This project, with a budget of approximately 4.5 million EUR, focuses on utilizing medical simulation technology to prepare future medical professionals for the digital era while enhancing patient safety and conserving resources.

UMFCD's research pursuits align with Strategic Direction 2, emphasizing elevated scientific research quality. Each faculty focuses on global health issues, sustainable development, and national healthcare priorities. Objectives include fostering research skills among faculty and students, forming research partnerships in the health sector, enhancing visibility, and expanding research participation. The institution balances institutional guidance with academic freedom, as per the University Charter. Oversight lies with the Vice-rectorate for scientific research and the ISO-certified Department for Research, Development, and Innovation (DRDI), recently reorganized based on external audits and community input.

UMFCD actively contributes to national and international research policies. It participated in shaping the National Research and Development Strategy 2021-2027 and the Health Operational Program priorities. Additionally, UMFCD is a member of the Alliance for Life Science, fostering collaborations in biomedical research across Central and Eastern Europe. Internally, the university set up a research coordination group to consolidate research efforts and gather initiatives from faculty, PhD students, and UMF Carol Davila students.

UMFCD's research efforts include:

- a. Operating 20 scientific research centers and 31 infrastructures, collaborating with national institutes and top clinical hospitals in Bucharest.
- b. "Publish not Perish" funds publication fees for valuable research articles.
- c. Internal competition grants for young researchers.
- d. Allocating 20% of annual research overhead for projects.
- e. Supporting funding applications, research contracts, and patents.
- f. Forming research partnerships with national and international institutions.

- g. Promptly communicating research project calls.
- h. Backing student involvement in research, workshops, and webinars.
- i. Implementing a gender equality plan.
- j. Modernizing the Faculty of Medicine via a strategic project with the European Investment Bank to build a cutting-edge research center for collaborations with the private sector.

UMFCD fosters a strong research-focused culture evident in numerous grants, publications, and knowledge transfer to various sectors. Upholding ethical values is paramount, guided by a Code of Professional Ethics and research regulations. The university prioritizes ethics and academic integrity through courses, guidance, and initiatives like the A4 Life project. UMFCD's Ethics Commission and Council ensure standardized procedures and support ethical research conduct, with detailed guidelines available online. Stringent ethical standards govern students' research protocols and thesis development and defense.

UMFCD, particularly its Doctoral School, plays a significant role in research and nurturing young scholars. The Doctoral School comprises 299 supervisors with expertise in Medicine, Dentistry, and Pharmacy. These supervisors meet minimum standards and maintain a robust scientific presence, contributing significantly to CNATDCU scores. Since 2017, the school has enrolled 1634 doctoral students, granting 786 doctoral degrees.

UMFCD is committed to upholding educational quality standards. This dedication is evident in:

- a. Ongoing updates of key quality regulations, ensuring transparency and consistency.
- b. Regular ISO 9001:2015 certification and evaluations for recertification.
- c. Periodic reviews and adaptation of study programs to integrate new knowledge.
- f. Continuous assessments of student and faculty satisfaction for improvement.
- g. Discipline-specific peer evaluations enhancing teaching methodologies.
- h. The 2020 establishment of the Department for Quality Management, despite staffing challenges.

UMFCD's efforts prioritize educational excellence, aligning with national standards and enhancing educational practices.

The university maintains stringent oversight and assessment mechanisms:

**Public Internal Audit Service:** Directly accountable to the Rector, conducts financial audits as per regulations.

**Ministry of Education Approval:** The audit plans and reports are endorsed by the Ministry of Education.

**Court of Accounts Audits:** Subject to regular audits by the Court of Accounts, adhering to their directives.

**External Financial Analysis:** Underwent independent external financial scrutiny initiated by the European Investment Bank in 2020.

**RAQAHE Evaluations:** Evaluated institutionally and by academic programs every 5 years, receiving a high degree of trust in the latest assessment. Recent program evaluations for Medicine and Pharmacy domains were completed successfully in 2022 and 2023.

UMFCD fosters extensive international cooperation in education and research through a network of 139 bilateral agreements with universities and organizations globally. These agreements encompass two main types: Erasmus agreements, enabling mobility programs within the EU with financial support for outgoing students, and inter-institutional

cooperation agreements, facilitating broader mobility and research collaborations. Currently, 38 active partnerships exist, mainly with Italian, French, German, Belgian, and English universities under Erasmus, while inter-institutional agreements span collaborations with Romanian entities and institutions worldwide, including Israel, China, the USA, Kazakhstan, and Turkmenistan.

### ***Analytical part***

The University of Medicine and Pharmacy "Carol Davila" in Bucharest has made efforts to ensure a suitable learning environment for medical education. The conducted survey indicated that 79% of students express satisfaction with the academic infrastructure provided by the institution. Also 83% of students are satisfied with the conditions available in dormitories.

The university's extensive sports infrastructure offers students and faculty a diverse range of opportunities to participate in physical activities and sports. According to the survey conducted during EEP site visit, 78% of students express contentment with the available sports facilities and amenities provided by the institution (Annexe 4).

The university's library serves as a valuable resource hub for learning and academic pursuits. The conducted survey revealed that 93% of the teaching staff and 84% of students acknowledge the library's efficacy in providing ample and accessible scientific and educational literature required for their academic endeavors.

UMFCD collaborates with several specialized clinical hospitals in Bucharest for clinical training. The university's clinical training resources aim to provide students with exposure to diverse and complex pathology and modern clinical approaches.

The university is committed to digital advancement and actively incorporating technology into its educational programs to enhance patient safety and conserve resources. Notably, 76% of students express contentment with the existing information technology infrastructure (Annexe 4).

The University of Medicine and Pharmacy "Carol Davila" has made notable achievements in research activity, particularly through its Doctoral School. These achievements demonstrate the university's dedication to fostering a vibrant research environment and contributing to the advancement of knowledge in the medical and pharmaceutical fields. According to the survey conducted during site visit, 86% of teaching staff appreciate positively management support teaching staff's research and development, 84% highly appreciate the opportunity to combine teaching with scientific research (Annex 3).

The University demonstrates its expertise in the field of education through its stringent oversight and assessment mechanisms. These mechanisms ensure accountability and quality assurance in various aspects of the institution's operations. By implementation different mechanisms and evaluations, UMFCD showcases its expertise in the field of education, ensuring high standards of educational delivery, financial accountability, and continuous improvement. Interviews revealed a noted deficiency in the support provided to academic staff within the realm of medical education.

The university has numerous agreements which enable student and faculty mobility programs and research collaborations, enhancing the university's global reach and impact.

According to the survey conducted during EEP site visit, 85% of the teaching staff appreciate positively the available mobility programs.

### ***Strengths/best practice***

1. The university grants students access to state-of-the-art clinical facilities across various fields, equipped with the latest technologies.

2. The university possesses sophisticated facilities to support research activities in the field of medicine/dentistry/pharmacy, serving as the foundation for academic programs and scientific achievements.

3. The medical school has access to well-developed Information Technology infrastructure, providing access to a range of modern teaching materials and educational resources. This enables students to learn using the latest technological tools and stay up to date with the latest developments in medical science.

### ***EEP recommendations***

The university should promote and support academic staff in their efforts to improve their knowledge and competencies within the field of medical education. (October 1, 2024).

### ***Conclusions of the EEP on the criteria:***

strong – 2  
satisfactory – 28,  
suggest improvements – 0,  
unsatisfactory – 0.

## **6.7. STANDARD “PROGRAMME EVALUATION”**

### ***The Evidence***

The assessment of study programs at UMFCD is an ongoing process that adheres to a well-defined standard procedure derived from the University Charter and based on UMFCD Regulation of organization and functioning (*Regulation for initiation, approval, monitoring and evaluation of the study programmes*, <https://umfcd.ro/despreumfcd/managementul-calitatii/regulamente/>) The study program coordinators, in cooperation with CEQAs, conduct an internal assessment that involves all teaching staff participating in the program. The deans of the faculties then consolidate this information and their findings in the Annual Report, which is subsequently reviewed by the Faculty Council and incorporated into the Rector's Annual Report. This process reflects the university's commitment to public accountability and responsibility.

The students are closely involved in the monitoring and evaluation of educational programs through direct dialogue with the teaching staff in charge (dean) and through their representatives in CEQAs (institutional and per faculty), in the Board of Directors, the faculties' councils and the senate; in CEDU and in all relevant commissions and working groups at the university level.

The periodic external evaluation of the university study programs is based on their internal evaluation, carried out according to ARACIS regulations, as well as on external

assessment visits performed by teams of evaluators appointed by ARACIS.

Within the context of UMFCF, there is a structured procedure for gathering and evaluating feedback from both teachers and students regarding the academic program's processes and outcomes. This includes the reporting of any instances of unfair practices or inappropriate conduct by teachers or students, which may have legal consequences (*The Methodology for assessing the students' opinion towards the didactic process in UMFCF*; *The Methodology for assessing the teachers' opinion towards the didactic process in UMFCF*).

University staff engaged in management and administrative roles participate in two main types of activities. Firstly, they engage in proactive improvement initiatives based on evaluations of educational processes at the Faculty level. Secondly, they undertake reactive actions as part of ongoing monitoring across all university activities, including teaching and support functions.

The UMFCF website guarantees access to information about the quality assessment results of all courses and educational programs for all stakeholders. This information is made available through the Rector's Report, which encompasses both the status of each study program and the assessment of quality assurance across the university's activities. This report serves as a comprehensive summary of internal and external evaluation reports for study programs and the overall quality assurance efforts of the University.

### ***Analytical part***

The institution has a procedure available to collect feedback from students regarding the educational process. The questionnaire for students is distributed anonymously from Com Digitale, and includes aspects related to organization of the activity, quality of the teaching process, aspects related to the students' evaluation. The answers are analyzed, presented to the Board of Directors and the senate, included in the Annual Rector Report and used in the operational plan for the next academic year.

The students are represented in each committee and structure from the university according to the national laws.

Each year, the university's Rector delivers the annual report to the Senate, which includes assessments of the study programs from both internal and external evaluations. Subsequently, the report is made available on the university's website.

Based on the results of the analysis of the documentation and observation during the visit to the educational organization, EEP experts confirm that the UMFCF complies with the requirements of the standard 7 "Program Evaluation".

### ***Strengths/best practice***

No strengths/best practices identified for this standard.

### ***EEP recommendations***

No recommendations for this standard.

### ***Conclusions of the EEP on the criteria:***

strong – 0,

satisfactory – 24,

suggest improvements – 0,

unsatisfactory – 0.

## **6.8. STANDARD “MANAGEMENT AND ADMINISTRATION”**

### ***The Evidence***

UMFCD operates within Romania's higher education laws and its internal regulations. The university's structure is detailed in its Charter, Regulation for Organization and Functioning, and organizational chart, ensuring clear roles and responsibilities. It consists of academic faculties, the Doctoral School, and support services. Regular reviews maintain alignment with the university's evolving needs and facilitate effective communication among unit directors.

UMFCD's management system is led by the Rector, elected for a 4-year term (extendable to 5 years). The University Senate and Board of Directors oversee the institution. The Senate, composed of faculty and students, has various specialized commissions focusing on key aspects like academic programs, research, student affairs, budget, and international collaboration. The faculty councils and department councils operate within a defined structure as per the University Charter, ensuring representation across the university's academic units.

The management structure at UMFCD includes key bodies such as the Commission of Ethics and Professional Deontology (CEDU), overseeing ethical practices within the academic community, and the Institutional Commission for Evaluation and Quality Assurance (CEQAI), responsible for implementing the university's quality assurance policies. The University Senate, representing the community, shapes the university's development strategy, while the Board of Directors, led by the Rector, translates strategic decisions into operational actions. The Rector is supported by six vice-rectors with distinct, complementary responsibilities.

UMFCD's management structure is organized with Deans leading each of the four Faculties and a Director overseeing other administrative structures. Vice-Deans with specific responsibilities support each Dean. Departments within the Faculties are managed by elected Directors, ensuring clear hierarchies without overlaps. Faculty Councils, Senate, and Administration Board include student representatives, highlighting student engagement in decision-making processes. The university ensures transparency through the prompt publication of decisions and complies with information disclosure regulations. Accredited with SR EN ISO 9001:2015, UMFCD implements various feedback mechanisms for continual improvement and operates independently.

The academic leadership within UMFCD comprises the Rector, Vice-Rectors, General Administrative Director, Deans, Vice-Deans, and Department Directors, each with defined roles outlined in the University Charter and ROF. Faculty Councils play a crucial role, overseeing educational standards, research evaluation, curriculum approval, faculty resources, and ethical compliance. They control the Dean's activities, approve reports, and manage the faculty's assets. Regarding employment, Departments propose positions, Faculty Councils approve, and the Senate validates the nominations and contest commissions. The Department Council, responsible for departmental activities, comprises representatives from clinics and disciplines elected based on proportional representation. It's led by a Director elected through a universal secret ballot of department members. Meetings occur

when convened by the Director or upon request by 1/3 of its members, with decisions adopted by a simple majority (if 2/3 of members are present). Additionally, it may propose decisions to the Faculty Council.

UMFCD's funding is primarily from the state budget and consists of basic, additional, and complementary financing governed by national legislation. This funding is detailed in contracts with the Ministry of Education, specifying student numbers funded by the state and doctoral grants. Basic funding is allocated based on weighted student numbers and cost coefficients, with periodic oversight by the Ministry of Education and the National Council for the Financing of Higher Education.

The basic financing is earmarked for personnel expenses, including salaries and contributions, material expenses for maintenance, research-related costs, educational and human resource development projects, and study program development. Institutions have the flexibility to allocate a maximum of 10% of the basic funding for investment expenses benefiting the academic community.

Additional financing in higher education institution aims to promote excellence. This funding, set at a minimum of 30% of the national basic funding for state universities, is distributed based on quality criteria established by the National Council for the Financing of Higher Education (CNFIS) and endorsed by the Ministry of Education (ME). Complementary financing includes support for accommodation, meals, endowments, capital repairs, competitive research funding, sports clubs, and research and development institutes within higher education institutions.

UMFCD's funding, overseen by the Ministry of Education, relies on government methodologies proposed by CNFIS. Alongside state support, the university generates revenue through tuition fees, research projects, and partnerships. Transparent fee structures and scholarships are approved by the Board, ensuring compliance with national laws. The Senate approves and maintains the annual budget, detailed in the Rector's publicly available report. In 2022, the university's budget totaled 427,715,185 lei (around 85 million EUR), funding various initiatives.

UMFCD has an efficient administrative staff dedicated to managing academic programs and university activities. As of the academic year 2022-2023, it had 606 auxiliary teaching and 392 administrative positions, with 71% and 82% filled, respectively. Recruitment is merit-based and conducted through public contests, adhering to the Labor Code. The hiring process typically involves evaluating applications, written exams, interviews, and the option to challenge the contest. Transparency is maintained with information about contests available on the website. Yearly professional assessments are conducted by unit heads. The non-academic staff comprises less than 30% of the total employees.

UMFCD's administration operates efficiently, aligning with legal regulations and embracing digitalization. Led by the General Administrative Directorate, the university maintains transparent financial management, separate accounting, and follows a predictable investment plan. The Internal Public Audit Department ensures resource efficiency through regular audits, maintaining transparency in operations.

UMFCD provides an array of student services such as renovated accommodation, affordable dining options, and a comprehensive sports facility. The institution maintains transparent communication through its website and regular newsletters. All services comply with approved regulations available in both Romanian and English.

UMFCD adheres to an integrated quality management system, meeting ISO 9001:2018 standards, and implements quality assurance practices under OSGG 600/2018 and Romanian Agency for Quality Assurance in Higher Education. The institution undergoes regular assessments, receiving a 'high degree of trust' rank in the latest 2022 evaluation.

UMFCD prioritizes its collaboration with the healthcare system, ensuring alignment with labor demands. The institution holds established agreements with hospitals, providing students practical training in various medical subjects at university hospital clinics. Private scholarships offered to students often secure future positions in the medical field. UMFCD fulfills a key responsibility outlined in Healthcare Law 95/2006 by appointing a representative to the Administration Board of university hospitals, safeguarding educational interests. The Residency program, overseen by the Ministry of Health, involves government-funded, hospital-funded, or self-funded tuition options, culminating in the title of 'medic specialist' after successful completion. Training occurs in partnership with university hospitals, assured by long-term contracts. While not mandatory for technical committee members, a strong preference is given to academic community members, enhancing UMFCD's visibility and influence in the medical academic sphere and society.

### ***Analytical part***

The University of Medicine and Pharmacy "Carol Davila" has a strong administrative and management structure, which showed that the areas of management, roles and responsibilities of the administration and all functional units are clearly defined and that there is no confusion of responsibilities.

Interviews with various stakeholders, site visit, confirmed that the university has a very close relationship with the various health structures and the Ministry of Health, which ensures constructive cooperation with the health sector, society and the country, contributing to the exchange of information and ensuring the training of qualified doctors in accordance with the needs of society. However, from discussions with various interested parties, there was insufficient involvement of external stakeholders in the work of the Senate and other decision-making bodies.

The university has a detailed plan for using its funds received from the government and earned internally, following all legal guidelines.

The administrative staff work closely with the academic staff to facilitate efficient processes and contribute to the overall management of the university. Their collective efforts contribute to the effective functioning and success of the institution.

### ***Strengths/best practice***

1. Efficiently allocate resources to ensure the successful execution of academic programs, aligning educational resources with the specific demands and needs associated with them.

2. The university actively engages in a collaborative and productive relationship with the healthcare sector, fostering beneficial exchanges and mutual support.

### ***EEP recommendations***

- The university should explore the feasibility of involving independent external key stakeholders in the Senate and other decision taking bodies of the institution (October 1,



2024).

***Conclusions of the EEP on the criteria:***

Strong – 2,

Satisfactory – 15,

Suggest improvements – 0,

Unsatisfactory – 0

**6.9. STANDARD “CONTINUOUS UPDATE”**

***The Evidence***

The concept of continuous enhancement of UMFCD is articulated in its charter, as well as in the UMFCD Strategic Plan for Institutional Development 2021 – 2028 (SPID), and the Quality Assurance Policy.

A thorough examination of the organizational changes within UMFCD reveals a consistent pattern of improvement in the institution. This is achieved by establishing and promoting new structures, such as the Quality Assurance Department and the Career Orientation Center. All of these modifications are well-documented, follow processes based on publicly available regulations, and are subject to thorough analysis and approval by the University Senate.

A significant emphasis is placed on advancing research and fostering collaborations with society. Regarding research development, UMFCD has initiated the process of implementing the Human Resources Strategy for Researchers, with the goal of obtaining the HR Excellence in Research Certificate of Excellence (<https://umfcd.ro/cercetare-si-dezvoltare/centre-decercetare/directii-de-cercetare/strategia-de-resurse-umane-pentru-cercetatori/>).

According to the self-evaluation report and supplementary documents here are three primary mechanisms designed to facilitate the ongoing enhancement of all activities: a) certification in accordance with the requirements of EN ISO 9001:2015, b) Management Internal Control Standards (OSGG 600 / 2018), c) RAQAHE (ARACIS) quality standards. Within UMFCD, the processes for continuous improvement are put into action through the implementation of Quality Assurance procedures and practices. The Commission for Evaluation and Quality Assurance- CEQAs (both at the institutional level and within faculties, including student and union representatives) bear responsibilities related to fostering a culture of quality in teaching and research activities and aiding faculty members in implementing the quality management system.

The UMFCD Regulations are revised in response to various influencing factors, such as modifications in the legal framework and the expansion of academic offerings, including the introduction of new programs conducted in foreign languages, such as English for the Faculty of Dentistry or French for the Faculty of Pharmacy, for instance.

The university is actively working to expand its educational offerings by introducing new programs that align with the requirements of healthcare systems. For instance, two international integrated programs have been launched since 2022, namely Dental Medicine

in English and Pharmacy in French. Additionally, in 2023, a new educational program for General Nursing commenced in Pitesti, along with the introduction of a new master's course focused on clinical trials in Bucharest. UMFCD is involved in numerous ongoing projects, with one of the most intricate endeavors being the collaboration with the European Investment Bank. This project "Modernization project of the Faculty of Medicine, with financial support from the European Investment Bank" [Modernization project](#) entails the restoration of the Faculty Palace of Medicine and the construction of a new research center adjacent to it.

Another strategic initiative encompasses the establishment of the Institute for Research and Development in Genomics. This institute received approval as a public institution with legal status through Government Decision no. 693/2021, and it operates under the jurisdiction of the University of Medicine and Pharmacy "Carol Davila" in Bucharest. To support this endeavor, the university has recently acquired a new building.

All of these modifications are well-documented, procedures are executed in accordance with regulations that are publicly accessible, and they undergo thorough review and approval by the University Senate.

### ***Analytical part***

Interviews with the university administration, faculty members, academic staff, and students have reaffirmed the university's dedication to the successful implementation of its educational programs. It systematically collects information to identify needs and requirements for updates. Concerning academic staff, the interviews also validated the information in the self-assessment report, indicating that UMFCD has initiated a collaborative program with the University of Bucharest aimed at supporting academic community members in enhancing their teaching skills. Moreover, academic staff members have access to advanced foreign language courses through various projects, and many have already participated in such programs.

However, it's important to note that the provided documents do not indicate any intention on the university's part to integrate theories of adult education into their educational programs. According to the expert panel's perspective, it would be advantageous for program revisions and updates to align with this direction, and it is advisable to consider input from external stakeholders, such as employers.

The review of the submitted documents has confirmed that all UMFCD departments are actively and thoroughly engaged in the program review process. This process, including its monitoring and result assessment, follows well-defined procedures. The university continually evaluates the implementation of its strategic plans, and the leadership has affirmed that the activities of structural units are regularly deliberated in meetings, as evidenced in the relevant minutes and supporting documents.

### ***Strengths/best practice***

No strengths/best practices identified for this standard.

### ***EEP recommendations***

- The HEI should Consider adapting the academic program model and methodologies to ensure their relevance by integrating modern theories in education, methodologies of

adult education, and principles of active learning (October 1, 2024).

- The university should update evaluation principles and methods, aligning them with changes in learning outcomes, and teaching approaches (October 1, 2024).

- The institution should enhance the organizational framework and managerial strategies to ensure operational effectiveness in evolving conditions, catering to the long-term needs of different stakeholder groups (Permanent)

***Conclusions of the EEP on the criteria:***

Strong - 0,

Satisfactory - 14

Suggest improvements - 0

Unsatisfactory -0



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

### **Standard “Mission and Outcomes”**

- Participation of key stakeholders in the formulation of the mission and expected learning outcomes.

### **Standard “Academic Programme”**

- No strengths/best practices identified for this standard.

### **Standard “Students Assessment”**

- No strengths/best practices identified for this standard.

### **Standard “Students”**

- No strengths/best practices identified for this standard.

### **Standard “Academic Staff/FACULTY”**

- No strengths/best practices identified for this standard.

### **Standard “Educational Resources”**

- The university grants students access to state-of-the-art clinical facilities across various fields, equipped with the latest technologies.
- The university possesses sophisticated facilities to support research activities in the field of medicine/dentistry/pharmacy, serving as the foundation for academic programs and scientific achievements.
- The medical school has access to well-developed Information Technology infrastructure, providing access to a range of modern teaching materials and educational resources. This enables students to learn using the latest technological tools and stay up to date with the latest developments in medical science.

### **Standard “Programme Evaluation”**

- No strengths/best practices identified for this standard.

### **Standard “Management and Administration”**

- Efficiently allocate resources to ensure the successful execution of academic programs, aligning educational resources with the specific demands and needs associated with them.
- The university actively engages in a collaborative and productive relationship with the healthcare sector, fostering beneficial exchanges and mutual support.

### **Standard “Continuous Update”**

- No strengths/best practices identified for this standard.

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

### **Standard “Mission and Outcomes”**

- The HEI should develop and implement a system to get feedback from graduates and employers regarding quality of academic program and use the results for improving the program. (October 1, 2024)

### **Standard “Academic Programme”**

- The University should enhance the integration of educational programs, specifically for preclinical subjects, by adopting best practices from prominent medical education institutions and providing professional development for academic staff to ensure they acquire the essential competencies for teaching integrated programs. (October 1, 2025).

- The University should create pedagogical approaches aligned with current adult learning theories and facilitate the professional development of its academic staff to obtain the required competencies. (October 1, 2025).

- The university should enhance its curriculum by incorporating mandatory courses focused on complementary medicine, including non-traditional, traditional, and alternative practices. (October 1, 2024).

### **Standard “Students Assessment”**

- In addition to traditional assessment models, the university should create and adopt contemporary evaluation methods, such as use of the simulation center (OSCE, OSPE), to evaluate the students' skills and competences. (October 1, 2025).

### **Standard “Students”**

- The UMCD should establish and enforce a policy to ensure the admission of students with disabilities in compliance with the relevant laws and regulatory documents of the country and to upgrade its facilities to ensure accessibility for disabled individuals. (August 1, 2024).

- The university should improve the visibility its tutoring system to provide guidance to students in their personal needs, career development, and research activities. (October 1, 2024).

### **Standard “Academic Staff/FACULTY”**

- The UMFCFCD ought to create and put in place strategies for more extensive integration of research into the realm of teaching and learning, along with providing appropriate training for the teaching staff (October 1, 2024).

- The university should make efforts to maintain an appropriate teacher-student ratio, ensuring that the teaching process respects the official guideline of one teacher per group and efficient management of academic space. (October 1, 2024).

#### **6.6. Standard “Educational Resources”**

- The university should promote and support academic staff in their efforts to improve their knowledge and competencies within the field of medical education. (October 1, 2024).

#### **6.7. Standard “Programme Evaluation”**

- N/A

#### **6.8. Standard “Management and Administration”**

- The university should explore the feasibility of involving independent external key stakeholders in the Senate and other decision taking bodies of the institution (October 1, 2024).

#### **6.9. Standard “Continuous Update”**

- The HEI should Consider adapting the academic program model and methodologies to ensure their relevance by integrating modern theories in education, methodologies of adult education, and principles of active learning (October 1, 2024).
- The university should update evaluation principles and methods, aligning them with changes in learning outcomes, and teaching approaches (October 1, 2024).
- The institution should enhance the organizational framework and managerial strategies to ensure operational effectiveness in evolving conditions, catering to the long-term needs of different stakeholder groups (Permanent)

### **(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATIONAL ORGANISATION**

There are no additional recommendations on development of the educational organization.

### **(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL**

The members of the EEP agreed unanimously that the Carol Davila University of Medicine and Pharmacy Bucharest (Romania) (UMFCD) is recommended for institutional accreditation for a period of 5 years.

## Annex 1. Assessment table "PARAMETERS OF INSTITUTIONAL ACCREDITATION"

No.	Sub No.	ASSESSMENT CRITERIA	Assessment Indicators			
			Strong	Satisfactory	Expects improvements	Unsatisfactory
<b>Standard "MISSION AND OUTCOMES"</b>						
<b>Definition of the Mission</b>						
1	1	Medical institution of education must define its mission and communicate it to stakeholders and the healthcare sector		+		
A mission statement must contain objectives and an educational strategy to train a competent physician at the level of basic medical education:						
2	2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and research in medicine		+		
3	3	able to perform the role and function of a doctor in accordance with the established requirements of the healthcare sector		+		
4	4	prepared for postgraduate education		+		
5	5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance evaluation, auditing, learning from one's own practice and recognised activities in the CPD/CMO		+		
6	6	Medical institution of education must ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences		+		
7	7	Medical institution of education must ensure that the stated mission takes into account aspects of global health and reflects major international health issues.		+		
<b>Participation in Drafting the Mission Statement</b>						
8	8	Medical institution of education must ensure that key stakeholders are involved in the development of the mission statement	+			
9	9	Medical institution of education must ensure that the stated mission is based on the opinions/suggestions of other relevant stakeholders.	+			
<b>Institutional Autonomy and Academic Freedom</b>						
Medical institution of education <b>must</b> have institutional autonomy for the development and implementation of policies for which the administration and faculty are responsible for:						
10	10	development and design of the academic programme;		+		
11	11	use of allocated resources necessary for the implementation of the academic programme		+		
Medical institution of education must guarantee academic freedom to its employees and students:						
12	12	in relation to the current academic programme, which will allow to rely on different points of view in the description and analysis of medicine related issues;		+		
13	13	in the offered possibility to use the new research outcomes to improve the study of specific disciplines/issues without expanding the academic programme.		+		
<b>Final Learning Outcomes</b>						

The medical institution of education must determine the expected learning outcomes that students must manifest upon completion, regarding:						
14	14	their achievements at the basic level in relation to knowledge, skills and abilities;		+		
15	15	an appropriate basis for a future career in any field of medicine;		+		
16	16	their future functions in the healthcare sector;		+		
17	17	student's subsequent postgraduate training;		+		
18	18	student's commitment to lifelong learning;		+		
19	19	the medical and sanitary demands, the demands of the healthcare system and other aspects of social responsibility.		+		
20	20	Medical institution of education must ensure that the student fulfills obligations in the field of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate conduct standards.		+		
21	21	Medical institution of education must determine and coordinate the connection of the final learning outcomes required on completion with those required in post-graduate education;		+		
22	22	Medical institution of education must determine the results of students' involvement in medical research		+		
23	23	Medical institution of education must pay attention to learning outcomes related to global health.		+		
24	24	Medical institution of education must plan to use the assessment results of graduates' competencies as a feedback tool to improve the academic programme.			+	
<b>Total by Standard</b>			<b>2</b>	<b>21</b>	<b>1</b>	
<b>Standard "ACADEMIC PROGRAMME"</b>						
<b>Academic Programme Model and Teaching Methods</b>						
25	1	Medical institution of education must determine the 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.		+		
26	2	Medical institution of education must determine the methods of teaching and learning that encourage, prepare and support students to take responsibility for their learning process		+		
27	3	Medical education organisation must ensure that the academic programme develops the ability of students to lifelong learning.		+		
28	4	Medical institution of education must ensure that the academic programme is implemented based on the principles of equality.		+		
29	5	Medical institution of education must use teaching and learning methods based on modern adult learning theory.		+		
<b>Scientific Method</b>						
Throughout the entire programme of study, the medical institution of education must teach students:						
30	6	the principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7	scientific research methods in medicine;		+		
32	8	evidence-based medicine, which require the appropriate competence of teachers and will be a compulsory part of the academic programme.		+		
33	9	Medical institution of education must include in the academic programme the elements of scientific research for the formation of scientific thinking and the application of scientific research methods.		+		
34	10	Medical institution of education must promote the involvement of students in conducting or participating in research projects.		+		
<b>Basic Biomedical Sciences</b>						
Medical institution of education must define and include in the academic programme:						
35	11	Achievements in basic biomedical sciences to develop students' understanding of scientific knowledge;		+		



36	12	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
Medical institution of education must adjust and introduce in the academic programme new achievements of biomedical sciences for:						
37	13	scientific, technological and clinical developments;		+		
38	14	current and expected society and the healthcare system demands.		+		
<b>Behavioral and Social Sciences and Medical Ethics</b>						
Medical institution of education must determine and include in the academic programme the achievements of:						
39	15	<i>behavioral sciences;</i>		+		
40	16	<i>social sciences;</i>		+		
41	17	<i>medical ethics;</i>		+		
42	18	<i>medical law</i> , which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural conditions of the causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will contribute to the analysis of public health problems, effective communication, clinical decision making and ethical practice.		+		
The medical institution of education must adjust and introduce new achievements in the behavioral and social sciences and also medical ethics in the academic programme for:						
43	19	scientific, technological and clinical developments;		+		
44	20	the current and expected community and the healthcare system demands;		+		
45	21	changing demographics and cultural conditions.		+		
<b>Clinical Sciences and Skills</b>						
The medical institution of education must define in the academic programme and introduce the achievements of clinical sciences and ensure that students:						
46	22	acquire sufficient knowledge, clinical and professional skills in order to assume appropriate responsibilities, including activities related to strengthening of health, disease prevention and patient care;		+		
47	23	conduct a reasonable part (one third) of the programme in planned contacts with patients, supposing the review of the goal, its appropriate quantity and sufficiency for training in the relevant clinical bases;		+		
48	24	carry out work on health promotion and prevention.		+		
49	25	Medical institution of education must allocate a certain amount of time for training of the main clinical disciplines, including internal medicine, surgery, psychiatry, general practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	26	Medical institution of education must organise clinical training with appropriate attention to patient safety, including monitoring of the actions performed by the student in a clinical setting.		+		
The medical institution of education must adjust and introduce new clinical science achievements in the academic programme for:						
51	27	scientific, technological and clinical developments;		+		
52	28	current and expected society and the healthcare system demands.		+		
53	29	Medical institution of education must ensure that each student has early contact with real patients, including his gradual participation in assisting patients, envisaging the responsibility for inspection and/or treating a patient under supervision, which is carried out in appropriate clinical bases.		+		
54	30	Medical institution of education must structure the various components of clinical skills training in accordance with the specific stage of the academic programme.		+		
<b>Structure of the Academic Programme, Content and Duration</b>						
55	31	The medical institution of education must describe the content, scope and sequence of courses and other elements of the academic programme in order to ensure that an appropriate proportion is		+		

		maintained between the basic biomedical, behavioral, social and clinical disciplines.				
The medical institution of education must in the academic programme:						
56	32	provide horizontal integration of related sciences and disciplines;		+		
57	33	ensure vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	34	provide the possibility of election content (electives) and to determine the balance between the compulsory and elective part of the academic programme, including a combination of compulsory elements and electives or special components of choice;		+		
59	35	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.			+	
<b>Programme Management</b>						
60	36	Medical institution of education must determine the structural unit responsible for academic programmes, which, under the academic leadership, is responsible and has the authority to plan and implement an academic programme, including the distribution of allocated resources for planning and implementing teaching and learning methods, student assessment and evaluation of academic programmes and courses of study in order to ensure the achievement of the final learning outcomes.		+		
61	37	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for academic programmes.		+		
62	38	Medical institution of education should, through the structural unit responsible for academic programmes, plan and implement innovations in the academic programme.		+		
63	39	Medical institution of education must include representatives from other relevant stakeholders in the structure of the medical institution of education responsible for academic programmes, including other participants in the education process, representatives from clinical sites, graduates of medical institutions of education, health professionals involved in training or other faculty members of the university.		+		
<b>The Relation with Medical Practice and Health Care System</b>						
64	40	Medical institution of education must provide an operational link between the academic programme and the subsequent stages of vocational training (internship, specialisation, CPD/CMO) or practice that the student will begin after graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and a description of the academic programme elements and their interrelationships at various stages of learning and practice, with due regard of local, national, regional and the global environment, and also feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in providing medical aid.		+		
Medical institutions of education must ensure that the structural unit responsible for the academic programme:						
65	41	takes into consideration peculiarities of the conditions in which graduates have to work and accordingly modify the academic programme;		+		
66	42	considers modification of the academic programme based on the public and society feedback.		+		
			<b>Total by Standard</b>		<b>41</b>	<b>1</b>
<b>Standard "STUDENTS ASSESSMENT"</b>						
<b>Assessment Methods</b>						

<b>Medical institution of education must:</b>					
67	1	determine, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, the balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OSCE or Mini-clinical exam), as well as specify the criteria for determining the passing scores, grades and the number of allowed re-takes;		+	
68	2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+	
69	3	use a wide range of assessment methods and formats depending on their "utility assessment", the latter includes a combination of validity, reliability, impact on training, acceptability and effectiveness of the methods and format of the assessment;			+
70	4	ensure that assessment methods and results avoid conflicts of interest;		+	
71	5	ensure that the assessment process and methods are open (accessible) for examination by external experts;		+	
72	6	use the system to appeal the evaluation results.		+	
<b>Medical institution of education must:</b>					
73	7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing assessment practices;		+	
74	8	introduce new assessment methods in accordance with the demands;		+	
75	9	use the system to appeal the assessment results.		+	
<b>The Relation Between Assessment and Learning</b>					
Medical institution of education must use the principles, methods and practice of assessment, including the learning achievements of students and the assessment of knowledge, skills, and professional values that:					
76	10	are clearly comparable with the methods of teaching, learning and the final learning outcomes;		+	
77	11	ensure that students achieve learning outcomes;		+	
78	12	promote learning;		+	
79	13	provide an appropriate balance between formative and summative assessment to manage learning and evaluate the student's academic progress, which requires setting the rules for progress assessment and their attitude to the evaluation process.		+	
<b>Medical institution of education must:</b>					
80	14	regulate the number and nature of inspections of 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 information and overloaded academic programmes;		+	
81	15	ensure the provision of timely, specific, constructive and fair feedback to students based on the assessment results.		+	
<b>Total by Standard</b>				<b>14</b>	<b>1</b>
<b>Standard "STUDENTS"</b>					
<b>Admission and Selection Policy</b>					
Medical institution of education must:					
82	1	define and implement an admission policy, including a clear regulations for students' selection;		+	
83	2	have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulations of the country;			+
84	3	have policies and introduce the practice of transferring students from other programmes and medical institutions of education.		+	
<b>Medical institution of education must:</b>					
85	4	establish linkages between the selection of students and the mission of the medical institution of education, the academic		+	

		programme and the desired quality of graduates;				
86	5	periodically review the admission policy, based on the relevant data from the public and professionals, in order to meet the health needs of the population and society as a whole, including consideration of student enrollment taking into account their gender, ethnicity and language, and the potential demand for special admission students from low-income families and national minorities;		+		
87	6	use the system of appeals in relation to the admission decisions.		+		
<b>Student Recruitment</b>						
88	7	Medical institution of education must determine the number of students admitted in accordance with the material and technical capabilities and opportunities at all stages of education and training, and make decisions on the recruitment of students implying the need to monitor and respond to the national requirements for human resources for healthcare, in the event when medical institution of education do not control the number of students admitted, the institution's responsibilities must be demonstrated by explaining all relationships, paying attention to consequences of the decision (the imbalance between the recruitment of students, infrastructure and academic potential of the HEI).		+		
89	8	Medical institution of education must periodically review the number of admitted students' population in consultation with relevant stakeholders responsible for planning and developing human resources in the healthcare sector, as well as with experts and organisations on global aspects of human resources for healthcare (such as inadequate and uneven distribution of human resources for health, the migration of doctors, the opening of new medical HEIs) and monitor the situation to meet the healthcare demands of the population and society as a whole.		+		
<b>Counseling and student support</b>						
Medical institution of education must:						
90	9	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for postgraduate education, planning professional career, the appointment of academic mentors (supervisors) for individual students or small groups of students;		+		
91	10	to offer a student support programme that addresses social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial problems, access to medical care, immunisation programmes and medical insurance, as well as financial services assistance in the form of material assistance, scholarships and loans;		+		
92	11	allocate resources to support students;		+		
93	12	ensure confidentiality regarding counseling and support.		+		
Medical institution of education must provide counseling that:						
94	13	is based on monitoring of student progress and focused on the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	14	includes counseling and career planning.		+		
<b>Student Representation</b>						
96	15	Medical institution of education must determine and implement the policy of students' representation and their respective participation in the definition of the mission, development, management and evaluation of the academic programme, and other issues related to students.		+		
97	16	Medical institution of education must promote and support student activities and student organisations, including the		+		

		provision of technical and financial support to student organisations.				
<b>Total by Standard</b>				<b>15</b>	<b>1</b>	
<b>Standard "ACADEMIC STAFF / FACULTY"</b>						
<b>Recruitment and selection policy</b>						
Medical institution of education must determine and implement a policy of personnel selection and recruitment, which:						
98	1	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral, social and clinical sciences for the adequate implementation of the academic programme, including the appropriate proportions between medical and non-medical teachers, teachers working full and part-time, and the balance between academic and non-academic staff;		+		
99	2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	identifies and monitors the responsibilities of academic staff/faculty of basic biomedical sciences, behavioral, social and clinical sciences.		+		
Medical institution of education must in its policy for the personnel recruitment consider the following criteria:						
101	4	attitude to their mission, the importance of local conditions, including gender, nationality, religion, language and other conditions related to the medical institution of education and academic programme;		+		
102	5	economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.		+		
<b>Policy for activities and employee development</b>						
Medical institution of education must determine and implement the policies of the activities and development of employees, which:						
103	6	allows to maintain a balance between teaching, scientific and service functions, which include setting the time for each activity, taking into account the demands of the medical institution of education and professional qualifications of teachers;		+		
104	7	guarantees the recognition of academic excellence, with a corresponding emphasis on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;		+		
105	8	ensures that clinical activities and research are used in teaching and learning;		+		
106	9	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;		+		
107	10	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers drawn from hospitals and clinics.		+		
Medical institution of education must:						
108	11	take into account the "teacher-student" ratio depending on the various components of the academic programme;		+		
109	12	develop and implement employee promotion policies.		+		
<b>Total by Standard</b>				<b>12</b>		
<b>Standard "EDUCATIONAL RESOURCES"</b>						
<b>Material and Technical Base</b>						

Medical institution of education must:						
110	1	have sufficient material and technical base for teachers and students, allowing to ensure the adequate implementation of the academic programme;		+		
111	2	provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and in the use of equipment.		+		
112	3	Medical institution of education must improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which must be consistent with the development in teaching practice.		+		
<b>Resources for clinical training</b>						
The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including, sufficient:						
113	4	number and category of patients;		+		
114	5	number and categories of clinical setting, which include clinics, outpatient services (including primary health care), primary health care facilities, health centers and other health care facilities, and clinical skills centers/laboratories that allow clinical training, using the capabilities of clinical bases and ensure rotation in the main clinical disciplines;	+			
115	6	observation of the clinical practice of students.		+		
116	7	Medical institution of education must study and evaluate, adapt and improve resources for clinical training to meet the needs of the population served, which will include relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as supervisor and administration.		+		
<b>Information Technology</b>						
117	8	Medical institution of education must define and implement policies that aim at the effective use and evaluation of relevant information and communication technologies in the academic programme.		+		
118	9	Medical institution of education must provide access to network or other electronic media.		+		
Medical institution of education must provide opportunities for teachers and students to use information and communication technologies:						
119	10	for self-study;		+		
120	11	access to information;		+		
121	12	case management;		+		
122	13	work in the health care system.		+		
123	14	Medical institution of education must optimise student access to the relevant patient data and healthcare information systems.		+		
<b>Research in the field of medicine and scientific achievements</b>						
Medical institution of education must:						
124	15	have research activities in the field of medicine and scientific achievements as the basis for the academic programme;	+			
125	16	identify and implement policies that promote the linkage between the research and education;		+		
126	17	to provide information on the research base and priority areas in the field of scientific research of the medical institution of education;		+		
127	18	use medical research as the basis for a study programme.		+		
Medical institution of education must ensure that the linkage between the research and education:						
128	19	is taken into account in teaching;		+		
129	20	encourages and prepares students to participate in research in medicine and its development.		+		
<b>Expertise in the Field of Education</b>						

<b>Medical institution of education must:</b>					
130	21	have access to inspection reviews in education, where necessary, and conduct reviews that studies 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 experts from other national and international institutions.		+	
<b>Medical institution of education must determine and implement a policy on the reviews in education:</b>					
131	22	in the development of the academic programme;		+	
132	23	in the development of teaching methods and the assessment of knowledge and skills.		+	
<b>Medical institution of education must:</b>					
133	24	provide evidence of the use of internal or external inspection reviews in the field of medical education to develop the employees potential;		+	
134	25	pay due attention to the development of inspection in education assessment and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education;		+	
135	26	promote the aspirations and interests of staff in conducting research in medical education.		+	
<b>Exchange in Education</b>					
<b>Medical institution of education must define and implement policies for:</b>					
136	27	cooperation at the national and international levels with other medical HEIs;		+	
13	28	transfer and reciprocal offset of learning credits, which includes review of the academic programme scope, which can be transferred from other education organisations and which can be facilitated by agreements on mutual recognition of academic programme elements, and active coordination of programmes between medical institutions of education and the use of a transparent system of credit units and flexible course requirements.		+	
<b>Medical institution of education must:</b>					
138	29	promote regional and international staff exchanges (academic, administrative and teaching staff) and students by providing appropriate resources;		+	
139	30	ensure that the exchange is organised in accordance with the objectives, taking into account the needs of employees, students, and in compliance with ethical principles.		+	
<b>Total by Standard</b>			<b>2</b>	<b>28</b>	
<b>Standard "PROGRAMME EVALUATION"</b>					
<b>Programme Monitoring and Evaluation Mechanisms</b>					
<b>Medical institution of education must:</b>					
140	1	have a process and outcome monitoring programme that includes collecting and analysing data on key aspects of the academic programme in order to ensure that the education process is carried out appropriately and to identify any areas requiring interventions, and the data collection is part of the administrative procedures in relation to student enrollment, student assessment and completion of studies.		+	
141	2	check that the relevant assessment results affect the curriculum.		+	
<b>The medical institution of education must establish and apply mechanisms for evaluation of the academic programme, which:</b>					
142	3	aim at the academic programme and its main components, including the model of the academic programme, the structure, content and its duration, and the use of compulsory and elective components;		+	
143	4	focused on student progress;		+	

144	5	identify and review problems that include the lack of achievement of the expected learning outcomes, and will assume that the information received about the learning outcomes, including the identified deficiencies and problems, will be used as feedback for activities and corrective action plans, to improve the academic programme and curriculum disciplines;		+		
Medical institution of education must periodically conduct a comprehensive evaluation of the academic programme, focused on:						
145	6	the context of the education process, which includes the organisation and resources, the learning environment and the culture of the medical institution of education;		+		
146	7	for special components of the academic programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
147	8	for general outcomes, which will be measured by the results of national and international exams, career choice and the results of postgraduate studies;		+		
148	9	Medical institution of education must rely on social responsibility/accountability.		+		
<b>Teacher and Student Feedback</b>						
149	10	The medical institution of education must foresee a systematic collection, analysis, and provision of teachers and students with feedback that includes information about the process and products of the academic programme, and also contains information about unfair practices or improper behavior of teachers or students with and/or legal consequences.		+		
150	11	Medical institutions of education must use feedback results to improve the academic programme.		+		
<b>Students' academic performance</b>						
Medical institution of education must analyse students' learning achievements regarding:						
151	12	its mission and learning outcomes of the academic programme, which includes information on the average duration of studies, grades, the frequency of passing and failures in exams, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, on the time spent for exploring areas of interest, including optional components, as well as interviewing students about repetitive courses, and those who discontinued studying the curriculum;		+		
152	13	academic programme;		+		
153	14	resources availability.		+		
Medical institution of education <b>must</b> analyse the students' studying achievements regarding:						
154	15	their prior experience and conditions, including social, economic, cultural conditions;		+		
155	16	academic level at the time of admission to the medical institution of education.		+		
Medical institution of education uses the analysis of students' studying achievements to provide feedback to the structural units responsible for:						
156	17	students' selection;		+		
157	18	academic programme planning;		+		
158	19	students consulting.		+		
<b>Stakeholder Involvement</b>						
Medical institution of education in its programme of monitoring and evaluation of the academic programme must involve:						
159	20	faculty and students;		+		
160	21	its administration and management.		+		
Medical institution of education must 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:						
161	22	provide access to the results of the course and academic programme evaluation;		+		



162	23	collect and study feedback from them on the clinical practice of graduates/students;		+		
163	24	collect and study feedback from them on the academic programme.		+		
<b>Total by Standard</b>				<b>24</b>		
<b>Standard "MANAGEMENT AND ADMINISTRATION"</b>						
<b>Management</b>						
164	1	Medical institution of education must determine the management structures and functions, including their relationship with the university, if the medical institution of education is part of or a branch of the university.		+		
Medical institution of education must in their management structures determine the structural units with assigning the responsibility of each structural unit and include in their composition:						
165	2	representatives of academic staff;		+		
166	3	students;		+		
167	4	other stakeholders, including representatives of the Ministry of Education and Health, the healthcare sector and the public.		+		
168	5	Medical institution of education must ensure the transparency of the management system and the decisions taken, which are published in bulletins, posted on the website of HEI, included in the records for review and execution.		+		
<b>Academic Leadership</b>						
169	6	Medical institution of education must clearly define the responsibility of academic management in the development and administration of the academic programme.		+		
170	7	Medical institution of education must periodically assess the academic management regarding the achievement of its mission and the learning outcomes.		+		
<b>Budget for Learning and Resource Allocation</b>						
Medical institution of education must:						
171	8	have clear responsibilities and authority for providing the academic programme with resources, including a targeted learning budget;		+		
172	9	allocate resources necessary for the implementation of the academic programme and allocate education resources in accordance with correspondent demand for them.	+			
173	10	The system of funding the medical education institution must be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delineation and independence of all budget levels.		+		
Medical institution of education <b>must:</b>						
174	11	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers to achieve the learning outcomes;		+		
175	12	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and societal needs.		+		
<b>Administrative Staff and Management</b>						
Medical institution of education must have the appropriate administrative staff, including their number and composition in accordance with the qualifications, in order to:						
176	13	ensure the implementation of the academic programme and relevant activities;		+		
177	14	ensure proper management and allocation of resources.		+		
178	15	Medical institution of education must develop and implement an internal management quality assurance programme, including review of requirements for improvement, and conduct regular management review and analysis.		+		
<b>Interaction with the Healthcare Sector</b>						

179	16	Medical institution of education must have constructive interaction with the healthcare sector, with related health sectors of the society and the government, including the exchange of information, cooperation and initiatives of the organisation, which contributes to assurance of qualified doctors in accordance with the societal needs.	+			
180	17	Medical institution of education must formalise cooperation with partners in the healthcare sector, which includes entering into formal agreements with the definition of content and forms of cooperation and/or concluding a joint agreement and the establishment of a coordination committee, and implementation of joint activities.		+		
<b>Total by Standard</b>			<b>2</b>	<b>15</b>		
<b>STANDARD "CONTINUOUS UPDATE"</b>						
Medical institution of education must as a dynamic and socially responsible institution:						
181	1	Initiate procedures for the regular review and revision of the content, results/competencies, assessment and learning environment, structures and functions, it shall document and correct deficiencies;		+		
182	2	allocate resources for continuous improvement.		+		
Medical institution of education must:						
183	3	base the update process on prospective studies and analyses of the results of own study, evaluation and medical education literature;		+		
184	4	ensure that the update process and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and prospects for the future;  <i>it shall direct the update process to the following issues:</i>		+		
185	5	Adaptation of the Regulations on the mission and learning outcomes to the scientific, socio-economic and cultural development of society.		+		
186	6	Modification of the learning outcomes in accordance with the documented requirements of the postgraduate training environment, including clinical skills, public health training and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduating from a medical institution of education.		+		
187	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.		+		
188	8	Adjustment of the elements of the academic programme and their interrelationship 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 exclusion of obsolete.		+		
189	9	Development of evaluation principles, and methods and the number of examinations in accordance with changes in the learning outcomes, teaching and learning methods.		+		
190	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.		+		

191	11	Adaptation of the recruitment policy and the formation of academic staff in accordance with changing requirements.		+		
192	12	Updating education resources in accordance with changing requirements, such as student recruitment, number and profile of academic staff, academic programme.		+		
193	13	Improving the process of monitoring and evaluation of the academic programme.		+		
194	14	Improving the organisational structure and management principles to ensure effective operations in a changing circumstances and requirements, and, in the long term, to meet the interests of various groups of stakeholders.		+		
<b>Total by Standard</b>				<b>14</b>		
<b>GRAND TOTAL ACCORDING TO ALL STANDARDS</b>			<b>6</b>	<b>184</b>	<b>4</b>	



## Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

AGREED  
Rector,  
Carol Davila University of  
Medicine and Pharmacy  
Bucharest

Prof. Univ. Dr. Viorel Jinga  
2023



Universitatea de Medicină și Farmacie "Carol Davila" București	
IEȘIRE NR.	20251
Ziua	12 Luna 10 Anul 2023

APPROVED  
General Director,  
Independent Agency for  
Accreditation and Rating  
(IAAR)



«АККРЕДИТЕУ ЖОНЕ РЕЙТИНГЪИ  
ТОУЕРОСЪ АГЕНТИТЕЪ КЕМ  
ИУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»  
INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

Dr. Diana Zhurmagulova

### PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL TO CAROL DAVILA UNIVERSITY OF MEDICINE AND PHARMACY BUCHAREST (International Institutional Accreditation)

Dates of the Site Visit: October 16-18, 2023

Date and Time (BUCHAREST local time, GMT+3)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
<b>October 13, 2023</b>			
16.00-18.00	Preliminary meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme)	IAAR External Experts	<a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>Day 1, October 16, 2023</b>			
09.00-09.30	EEP work (discussion of organisational issues with experts)	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE  <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.30 -10.10	Meeting with the head of the university	RECTOR – PROF. UNIV. VIOREL JINGA PRESIDENT OF THE SENATE – PROF. UNIV. DRAGOS VINEREANU	RECTORATE, MEETINGS ROOM  <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
10.10-11.10	Meeting with deputy heads of the university	<b>Vice-Rectors:</b> Prof. ECATERINA IONESCU – Vice-Rector for Undergraduate and Master's Studies PROF CATALINA POIANA - Vice-Rector for Postgraduate Studies PROF SIMONA RUȚĂ - Vice-Rector for Scientific Research PROF FLORENTINA FURTUNESCU - Vice-Rector for Institutional Strategy, Academic Evaluation and Quality PROF BOGDAN OVIDIU POPESCU - Vice-Rector for European and International Cooperation PROF SILVIU PIȚURU - Vice-Rector for Student Affairs PROF VALENTINA UIVAROȘI – Director of the Council for Doctoral Studies	RECTORATE, MEETINGS ROOM  <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

11.10-11.40	Break	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE
11.40-12.40	Meeting with heads of structural units	Appendix No.1a – <b>Heads of support divisions</b>	RECTORATE, MEETINGS ROOM <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
12.40-13.00	EEP work	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
13.00-14.00	<b>Lunch Break</b>	IAAR External Experts	
14.00-14.15	EEP work	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE
14.15-15.00	Meeting with Deans and Pro-Dean	Appendix No.1b – <b>Deans and Pro-Deans</b>	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.00-15.15	Break	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE
15.15-16.00	Meeting with heads of educational programmes	Appendix No.2 – <b>Directors of Departments</b>	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
16.00-16.30	Meeting with the representatives of the student governance	There are three student governance bodies within UMFCD:  <b>1. The Medical Students' Society of Bucharest - Students (SSMB)</b> a. Bogdan-Gabriel Pleșa, 2 <sup>nd</sup> year - member b. Ștefan-Rareș Rădulescu, 4 <sup>th</sup> year - General Secretary of SSMB, c. Giulia Huțanu, 4 <sup>th</sup> year - member (English Module) d. David-Filip Drăghici, 2 <sup>nd</sup> year - member <b>2. Dental Medicine Students' League in Bucharest</b>	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

		a. <b>Radu Gabriel Ionescu</b> – Dental Medicine, 4 <sup>th</sup> year - <i>Vice-president of Internal Affairs</i> b. Mihaela Iordachescu - Dental Medicine, 4 <sup>th</sup> year - <i>Vice-president of External Affairs</i> c. Alexandru Lupu - Dental Medicine, 4 <sup>th</sup> year - <i>Director of Projects</i> <b>3. Bucharest Society of Pharmacy Students:</b> a. VĂȘII Alexandra-Elena, 5 <sup>th</sup> year - president b. BREZEANU Ana-Maria, 5 <sup>th</sup> year - past president c. CHIFOR Eusebiu, 2 <sup>nd</sup> year - member	
16.30-18.00	Visual inspection of the university	List of Physical Facilities, Laboratories etc. -	FACULTY OF MEDICINE – laboratories, Anatomy practical halls, museum, library, others
18.00-18.30	EEP work (discussion of the results and summary of the Day 1 outcomes)	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.30-19.30	<b>Dinner</b>	IAAR External Experts	
<b>Day 2, October 17, 2023</b>			
09.00-09.20	EEP work (discussion of organizational issues with experts)	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.20-10.20	Meeting with teaching staff	Teaching staff (Appendix No. 3)	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
10.20-11.20	Questionnaire survey of teachers (in parallel)	Teaching staff (Appendix No.4)	The survey link is sent to the teacher's e-mail personally
10.20-10.40	Break	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE

10.40-11.30	Meeting with students	Students (Appendix No. 5)	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
11.30-12.30	Questionnaire survey of students (in parallel)	Students (Appendix No. 6)	The survey link is sent to the student's e-mail personally
11.30-13.30	Visits to professional internship venues, branches of departments (clinical sites, educational and clinical centers)	Professional internship venues (Appendix No. 7)	UNIVERSITY EMERGENCY HOSPITAL BUCHAREST <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
13.30-14.30	<b>Lunch Break</b>	<b>IAAR External Experts</b>	
14.30-15.30	Working with the documentation (documents must be uploaded to the cloud in advance) and attending classes according to the schedule (Appendix 8) (The representatives of the HEI might be invited for some clarifications)	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.30-16.20	Meeting with employers	Representatives of medical, clinical institutions, managers of industrial enterprises and organisations (Appendix No. 9)	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
16.20-16.30	Break	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE
16.30-17.20	Meeting with graduates	Graduates (Appendix No. 10)	FACULTY OF MEDICINE, COUNCIL HALL <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
17.20-17.30	Break	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE

17.30-18.00	Back up meeting	Representatives of the university and the educational programmes may be invited in case of additional questions	FACULTY OF MEDICINE, DEAN'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.00-19.00	EEP Work (discussion of the assessment parameters, discussion of the results and summary of the Day 2 outcomes) (recording is in progress)	IAAR External Experts	FACULTY OF MEDICINE, DEAN'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
19.00-20.00	<b>Dinner</b>	<b>IAAR External Experts</b>	
<b>Day 3, October 18, 2023</b>			
09.00-09.30	EEP work, discussion	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.30-11.30	EEP work, development of recommendations (recording is in progress)	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
11.30-11.50	Break	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE
11.50-12.50	EEP work (collective discussion and preparation of a preliminary outcomes) (recording is in progress)	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
13.00-14.00	<b>Lunch Break</b>	<b>IAAR External Experts</b>	
14.00-15.30	EEP work, discussion of the preliminary results, voting (recording is in progress)	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.30-16.00	Preparation by the EEP chair of information on the results of the external evaluation	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE (individual Chair's offline work)
16.00-16.40	Final meeting of the EEP with the institution's management	Heads of the higher education institution and structural units	RECTORATE, MEETINGS ROOM

		RECTOR, VICERECTORS, DEANS/PRODEANS	<a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
16.40-16.55	Break	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE
16.55-18.00	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report	IAAR External Experts	RECTORATE, VICE-RECTOR'S OFFICE <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.00-19.00	Dinner	IAAR External Experts	

**Abbreviations**

EEP - External Experts Panel  
EP - Educational Programme  
HEI - the Higher Education Institution

**Locations**

- 1) UMFCD RECTORATE -address: 37, Dionisie Lupu st., Link: <https://maps.app.goo.gl/Y4nbGjyNHGgZ6CWw6>
- 2) FACULTY OF MEDICINE - address: 8, Eroii Sanitari bd. , Link: <https://maps.app.goo.gl/nGjIsuHwKx8urgt27>



### Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS

*Questionnaire Survey for the Teaching Staff  
of Carol Davila University of Medicine and Pharmacy Bucharest (Romania)*

The total amount of questionnaires: 362

**1. Department:**

Medicine	60,3%
Dentistry	15,5%
Pharmacy	5,2%
Specific disciplines	9,1%
Fundamental disciplines	8,8%
Others	1,1%

**2. Position:**

Professor	17,1%
Assistant professor/associate professor	28,7%
Senior teacher	16,3%
Teacher	19,3%
Head of the Department	2,5%
Others	16,1%

**3. Academic degree, academic rank**

Honoured Worker	0
Doctor of Science	26,8%
Candidate of Science	2,2%
Master	9,4%
PhD	64,6%
Professor	13,8 %
Assistant professor/associate professor	19,3%

**4. Work experience at this HEI**

Less than 1 year	16	4,5%
1 year – 5 years	64	17,8%
Over 5 years	265	73,8%
Others	8	3,9%

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	224 – 61,9%	127– 35,1%	10 – 2,8%	0	1 – 0,3%	0
2	How do you assess the opportunities provided by HEI for the professional	199 – 55%	135 – 37,3%	20 – 5,5%	3 – 0,8%	5 – 1,4%	0



	development of the teaching staff?						
3	How do you assess the opportunities provided by HEI for teacher's career development?	174 – 48,1%	154 – 42,5%	21 – 5,8%	7 – 1,9%	6 – 1,7%	0
4	How do you assess the degree of academic freedom of teaching staff?	232 – 65,5%	111 – 31,4%	7 – 2%	2 – 0,6%	2 – 0,6%	0
	<b>To what extent can teachers use their own</b>						
5	• Teaching strategies	250 – 69,1%	101 – 27,9%	10 – 2,8%	1 – 0,3%	0	0
6	• Teaching methods	255 – 70,4%	99 – 27,3%	5 – 1,4%	2 – 0,6%	1 – 0,3%	0
7	• Educational innovations	220 – 61,6%	119 – 33,3%	11 – 3,1%	4 – 1,1%	3 – 0,8%	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	174 – 48,1%	158 – 43,6%	24 – 6,6%	3 – 0,8%	3 – 0,8%	0
9	What attention does the school management pay to the educational programme content?	200 – 55,2%	129 – 35,6%	24 – 6,6%	4 – 1,1%	5 – 1,4%	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	213 – 58,8%	124 – 34,3%	19 – 5,2%	2 – 0,6%	4 – 1,1%	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	152 – 42%	173 – 47,8%	28 – 7,7%	6 – 1,7%	3 – 0,8%	0
	<b>Evaluate the openness and accessibility of management to:</b>						
12	• Students	219 – 60,5%	123 – 34%	16 – 4,4%	2 – 0,6%	2 – 0,6%	0
13	• Teachers	216 – 59,7%	123 – 34%	20 – 5,5%	1 – 0,3%	2 – 0,6%	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	224 – 61,9%	108 – 29,8%	22 – 6,1%	6 – 1,7%	2 – 0,6%	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	183 – 50,6%	134 – 37%	32 – 8,8%	8 – 2,2%	5 – 1,4%	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	182 – 50,3%	135 – 37,3%	35 – 9,7%	9 – 2,5%	1 – 0,3%	0
17	How the activity is organised regarding an academic mobility	158 – 43,6%	150 – 41,4%	45 – 12,4%	4 – 1,1%	5 – 1,4%	0
18	How the activity is organised regarding teaching staff's professional development	189 – 52,2%	130 – 35,9%	32 – 8,8%	4 – 1,1%	7 – 1,9%	0
19	Evaluate how HEI and its management support teaching	165 – 45,6%	148 – 40,9%	35 – 9,7%	10 – 2,8%	4 – 1,1%	0

	staff's research and development undertakings						
20	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	180 – 49,7%	149 – 41,2%	26 – 7,2%	5 – 1,4%	2 – 0,6%	0
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	182 – 50,3%	121 – 33,4%	43 – 11,9%	11 – 3%	5 – 1,4%	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	226 – 62,4%	105 – 29%	23 – 6,4%	6 – 1,7%	2 – 0,6%	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	175 – 48,3%	150 – 41,4%	28 – 7,7%	6 – 1,7%	3 – 0,8%	0
24	How do HEI management and administration take criticism?	146 – 40,3%	156 – 43,1%	40 – 11%	9 – 2,5%	11 – 3%	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	173 – 47,8%	169 – 46,7%	14 – 3,9%	3 – 0,8%	3 – 0,8%	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	178 – 49,2%	150 – 41,4%	27 – 7,5%	4 – 1,1%	3 – 0,8%	0
27	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	179 – 49,4%	149 – 41,2%	25 – 6,9%	5 – 1,4%	4 – 1,1%	0

## 28. Why do you work in this particular HEI?

- Passion
- I like teaching
- By vocation
- Very well trained colleagues with whom I can collaborate; excellent resources and very good communication with the management when new opportunities arise; the best high school graduates choose our HEI, therefore we have as students young minds that are the top of their study year.
- Because it provides good facilities
- For teaching, clinical practice and research opportunities
- passion for medicine
- I like this kind of activity.
- Like teaching
- To combine medical and teaching activity
- I am working in the best medical HEI in this country.
- opportunities for professional and personal development
- Professional interest
- I liked it as a student and always dreamed about
- to do research
- The only university in town and overall a good HEI
- In order to share my experience and improve our practice
- I'm working to develop my teaching skills and to train future doctors
- Nice place to work and develop.
- Is one of the best Medicine and Pharmacy Universities in Romania
- I like to work with students
- Passionated about working with students,m
- I am passionate About helping students become a great doctor
- Because I make this with pleasure
- I graduated from this HEI.
- Because it offers the great opportunity to teach the students impressive knowledges of the dental medicine.

- Because it is a professional challenge for me
- I work in this HEI because it is the institution of higher education where I underwent training and it holds a special significance for me, as I attribute my skills and knowledge to its enriching environment. I firmly believe that this institution is dedicated to delivering education services of exceptional quality to its students.
- Because I like it
- I like working with students
- Because it meets my expectations and I have full support in developing my knowledge, as well as my career.
- I work in this HEI because it is a perfect environment for my professional development, having exceptional colleagues in all subfields.
- Have been working in this HEI for almost 30 years, almost immediately after graduation from the same HEI. My both parents who were doctors, graduated from the same HEI. It is about family tradition and national importance of this HEI.
- It is the most prestigious in my country
- It is a great opportunity for my career
- Because I do what I like to do: teaching and reseraching.
- Passion for teaching and improving health
- I like working with students and help them develop skills needed in the real life clinical practice, which were rarely presented to me when I was a student.
- I enjoy sharing my experience with young people
- It is my alma mater, I started work here 33 years ago and I consider it the best medical school in Tomania
- By teaching young doctors
- It is the best in my country
- Passion and desire for improvement
- The challenge of teaching from the perspective of the complexity of the context - the needs of the market, the needs of students, finding elements that facilitate fast learning, access to information and the training base for professional safety
- I have graduated thisi univesity
- I enjoy to teach medical students
- Love to teach young fellows
- I like to share my knowledges and experience with my students
- High quality environment for working and development
- I LIKE TO TEACH
- It offers me the chance to develop my teaching and research activities
- Is my job
- Teaching and professional development opportunity
- Continue of of clinical dentistry
- Research opportunities, academic activity
- It is one of the best university of medicine in the country and I have good opportunities for research and access to very good institutional educational and research resources.
- Because I feel motivated in my profesional and personal requirments
- Simply the best Medical University in Romania!
- As Alumni of this University it is an great honour to be member of the teaching community
- As a PhD student in the field of the department I work in, I had the opportunity to chose a teaching career.
- Because i love passing knowledge of medical field to my younger colleagues.
- It's the most prestigious in my home town
- Vocation
- Teaching young doctors
- Our knowledge and expertise as senior medical professionals should be passed to younger doctors and medical students. For us is a reason to update and organize our professional information.
- It is the greatest university of medicine in Romania
- to sustain learning and research capabilities
- passion about teaching surgery
- I consider it a top university where I can carry out my professional activity at high standards
- It is very useful for both academics and students
- Because of the group of teachers and area of pathologies
- It is a famous university that provides high quality of teaching in the medical field
- It's the inly one in our area
- For 35 years, from student to full professor, this HEI was my home
- Is the biggest University and it offers me the place to develop in a friendly and supportive environment
- It s a hobby more than work
- High level quality staff. Excellent networking
- highest rated medical institution in Romania
- Keen interest in the science of obstetrics and gynecology, modern and hands-on teaching opportunities, collegial support
- It offers me all the oportunity for my profesional development and share my knowleage with the young students and postgraduate residens, also to have and make research in the field
- Because it is interesting
- Because is the best I could choose.
- Passion for éducation
- Because I like teaching in this field and helping develop themselves
- I was educated in this HEI
- very good
- I like to teach
- I am satisfied with the work conditions
- Our HEI is a long tradition university of medicine and pharmacy, adapted every year to the international context. The academic staff is very well selected. We can teach young students and specialists according the modern medicine and we can work together in multidiciplinary teams in scientific field.
- To maintain a high academic and clinical standard
- Because of the challenges, oportunities, the chance to make a difference and most important the possibility to share ones medical experience (positive and negative) in the hope of better preparing the next generation of medical professionals
- I like teaching,working with students

- It is connected to the hospital, the one with tradition in this area, and it is providing development opportunities.
- It is the best
- passion for teaching
- It's the best University of Medicine and Pharmacy in Romania and I am proud to be part of it's academic community.
- passion
- Employment
- Because I graduated this HEI and I like my colleagues

**29. How often do you hold masterclasses and practitioner classes as part of your course?**

Very often	Often	Sometimes	Very rarely	Never
107 – 29,6%	123 – 34%	82 – 22,7%	24 – 6,6%	26 – 7,2%

**30. How often do teachers invited from outside (local and foreign) participate in the training process?**

Very often	Often	Sometimes	Very rarely	Never
34 – 9,4%	85 – 23,5%	154 – 42,5%	64 – 17,7%	25 – 6,9%

**31. How often do you encounter the following problems in your work: (please, answer on each line)**

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	40 – 11,2%	149 – 41,9%	167 – 46,9%	6
Unbalanced teaching load by semester	30 – 8,3%	144 – 39,8%	188 – 51,9%	0
Unavailability of necessary literature in the library	16 – 4,4%	102 – 28,2%	244 – 67,4%	0
Overcrowding of study groups (too many students in the group)	95 – 26,2%	168 – 46,4%	99 – 27,3%	0
Inconvenient schedule	31 – 8,6%	161 – 44,5%	170 – 47%	0
Inadequate facilities for classroom activities	35 – 10,1%	159 – 44,7%	161 – 45,2%	6
Lack of internet access/poor internet connection	37 – 10,2%	128 – 35,4%	197 – 54,4%	0
Students lack interest in the study	34 – 9,4%	259 – 71,5%	69 – 19,1%	0
Late delivery of information about the events	18 – 5%	133 – 36,7%	211 – 58,3%	0
Absence of teaching aids in classrooms	20 – 5,5%	125 – 34,5%	217 – 59,9%	0
Other problems	<ul style="list-style-type: none"> <li>- I hope we will have more spaces for the classrooms.</li> <li>- I can't identify other problems.</li> <li>- The Hospital infrastructure is old and not adapted at all to the requirements of modern teaching requirements.</li> <li>- I have no problem</li> <li>- Lack of interest for theoretical classes, low attendance at lectures</li> <li>- No encountered problems</li> <li>- No other problems were identified</li> <li>- Lack of materials sometimes</li> <li>- Professional ethics and deontology are sometimes eluded</li> <li>- to adapt novel technology, informations updating course</li> <li>- infrastructure improvement and a new modern university building</li> <li>- Main problem is that are too many students for one teacher.</li> <li>- Na</li> <li>- synchronous modules even in the different language sometime</li> <li>- it is not the case</li> <li>- Nothing to report</li> <li>- I do not have for now</li> <li>- no problems</li> <li>- -</li> <li>- Overcrowding in lectures and labs is an important problem.</li> <li>- Lack of educational space</li> <li>- Equipment, computers</li> <li>- None that I can think of right now.</li> <li>- No other problems.</li> <li>- Underpayment, lack of infrastructure, lack of specific material, inadequacy of laws related to students practical activities.</li> <li>- None</li> <li>- None to be mentioned</li> </ul>			

	<ul style="list-style-type: none"> <li>- Students are different each year so we need to adapt every thing.</li> <li>- There are no other problems.</li> <li>- Low knowledge level for basic medicine regarding the students that enter the first year in english modules. Some of them barely speak english.</li> <li>- No</li> <li>- Unbalanced distribution of students between teaching hospitals</li> <li>- Nothing comes to.mind</li> <li>- None that I am aware of. uMFCd is equal to other universities I worked for (e.g. Hebrew university of Jerusalem)</li> <li>- I don" t have other problems</li> <li>- Old infrastructure in the clinical affiliated hospital.</li> <li>- None to mention.</li> <li>- Students are different, so each year we should adapt ourselves to keep them interested</li> <li>- No particular problem</li> </ul>
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**32. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:**

Questions	Fully satisfied (1)	Partially satisfied (2)	Unsatisfied (3)	Unsure (4)
HEI management's attitude towards you	229 – 63,3%	118 – 32,6%	11 – 3%	4 - 1,1%
Relationships with direct management	272– 75,1%	82 – 22,7%	6 – 1,7%	2 – 0,6%
Relationships with colleagues at the department	300 – 82,9%	61 – 16,9%	1 – 0,3%	0
Degree of participation in management decisions	200 -55,2%	133 – 36,7%	23 – 6,4%	6 – 1,7%
Relationships with students	263 – 72,7%	97 – 26,8%	2 – 0,6%	0
Recognition of your success and achievements by administration	221 – 61%	111 – 30,7%	24 – 6,6%	6 – 1,7%
Support for your proposals and comments	210 – 59%	121 – 34%	18 – 5,1%	7 - 2%
HEI administration's activities	224 – 61,9%	118 – 32,6%	12 – 3,3%	8 – 2,2%
Remuneration terms	137 – 37,8%	169 – 46,7%	52 – 14,4%	4 - 1,1%
Working conditions, list and quality of services provided in HEI	179 – 49,4%	147 – 40,6%	31 – 8,6%	5 – 1,4%
Occupational health and safety	221 – 61%	111 – 30,7%	24 – 6,6%	6 – 1,7%
Management of changes in HEI's activities	200 -55,2%	136 – 37,6%	15 – 4,1%	11 – 3%
Provision of a social package: recreation, sanatorium treatment, etc.	110 – 30,4%	144 – 39,8%	74 – 20,4%	34 – 9,4%
Arrangements for catering in HEI and its quality	123 – 34%	92 – 25,4%	87 – 24%	60– 16,6%

Arrangements for health care and quality of medical services	181 - 50,7%	110 - 30,8%	43 - 12%	23 - 6,4%
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## Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

### *Questionnaire for Students of of Carol Davila University of Medicine and Pharmacy Bucharest (Romania)*

**Total number of questionnaires: 1 132**

**Educational Program (Specialty):**

Medicine	80,7%	913
Pharmacy	3%	34
MG	1,9%	22
AMG	1,5%	17
Others	12,9	146

**Sex:**

Female	70,3%	796
Male	29,7%	336

**Evaluate how satisfied you are with:**

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	576 – 50,9%	464 – 41%	69 – 6,1%	15 – 1,3%	8 – 0,7%
2. Accessibility of Dean's Office (school, faculty, department)	561 – 49,6%	457 – 40,4%	86 – 7,6%	17 – 1,5%	11 – 1%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	579 – 51,1%	437 – 38,6%	88 – 7,8%	22 – 1,9%	6 – 0,5%
4. Accessibility of academic consulting	577 – 51%	423 – 37,4%	94 – 8,3%	27 – 2,4%	11 – 1%
5. Support with study materials in the learning process	607 – 53,6%	377 – 33,3%	93 – 8,2%	39 – 3,4%	16 – 1,4%
6. Accessibility of counselling on personal issues	472 – 41,7%	431 – 38,1%	139 – 12,3%	44 – 3,9%	46 – 4,1%
7. Relationships between student and teachers	560 – 49,7%	460 – 40,9%	76 – 6,7%	22 – 2%	8 – 0,7%
8. Activities of educational institution financial and administrative services	523 – 46,2%	445 – 39,3%	107 – 9,5%	37 – 3,3%	20 – 1,8%
9. Accessibility of medical services	560 – 49,5%	411 – 36,3%	106 – 9,4%	29 – 2,6%	26 – 2,3%
10. Quality of medical services in HEI	539 – 47,6%	478 – 42,2%	84 – 7,4%	15 – 1,3%	16 – 1,4%
11. Accessibility of library resources	781 – 69%	297 – 26,2%	40 – 3,5%	12 – 1,1%	0
12. Quality services provided in libraries and reading rooms	686 – 60,6%	366 – 32,3%	63 – 5,6%	13 – 1,1%	4 – 0,4%

13. Educational resources available in HEI	579 – 51,1%	461 – 40,7%	68 – 6%	18 – 1,6%	6– 0,5%
14. Accessibility of computer classrooms	509 – 45%	359 – 31,7%	162 – 14,3%	58 – 5,1%	44 – 3,9%
15. Accessibility and quality of internet resources	521 – 46%	377 – 33,3%	129 – 11,4%	52 – 4,6%	53– 4,7%
16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	619 – 54,7%	411 – 36,3%	70 – 6,2%	22 – 1,9%	10 – 0,9%
17. Classrooms, lecture halls for big groups	541 – 47,8%	357 – 31,5%	136 – 12%	48 – 4,2%	50 – 4,4%
18. Students' recreation rooms (if available)	370 – 32,7%	309 – 27,3%	196 – 17,3%	107 – 9,5%	150 – 13,3%
19. Clarity of procedures for taking disciplinary measures	512 – 45,2%	459 – 40,5%	107 – 9,5%	37 – 3,3%	17 – 1,5%
20. Quality educational program as a whole	569 – 50,3%	445 – 39,3%	80 – 7,1%	25 – 2,2%	13 – 1,1%
21. Quality of curricula in EP	544 – 48,1%	454 – 40,1%	97 – 8,6%	24 – 2,1%	13 – 1,1%
22. Teaching methods as a whole	511 – 45,1%	465 – 41,1%	109 – 9,6%	37 – 3,3%	10 – 0,9%
23. Teacher's quick response to feedback on educational process issues	577 – 51%	412 – 36,4%	87 – 7,7%	34 – 3%	22 – 1,9%
24. Quality of teaching in general	564 – 49,8%	446 – 39,4%	93 – 8,2%	22 – 1,9%	7 – 0,6%
25. Academic load/requirements to students	505 – 44,6%	472 – 41,7%	106 – 9,4%	32 – 2,8%	17 – 1,5%
26. Teaching staff's requirements for students	519 – 45,8%	480 – 42,4%	100 – 8,8%	16 – 1,4%	17– 1,5%
27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	534 – 47,2%	466 – 41,2%	86 – 7,6%	29 – 2,6%	17– 1,5%
28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	570 – 50,4%	438 – 38,7%	92 – 8,1%	23 – 2%	9 – 0,8%
29. Quality of examination materials (tests, examination questions and so on)	523 – 46,2%	452 – 39,9%	104 – 9,2%	36 – 3,2%	17– 1,5%
30. Objectivity of evaluation of knowledge, skills and other academic achievements	543 – 48%	439 – 38,8%	83– 7,3%	37 – 3,3%	30 – 2,7%
31. Available computer classrooms	448 – 39,6%	359 – 31,7%	192 – 17%	62 – 5,5%	71 – 6,3%
32. Available scientific laboratories	536 – 47,3%	412 – 36,4%	111 – 9,8%	44 – 3,9%	29 – 2,6%
33. Teacher's objectivity and fairness	519 – 45,8%	452 – 39,9%	98 – 8,7%	30 – 2,7%	33 – 2,9%
34. Informing students about courses, educational programs, and the academic degree being received	627 – 55,4%	392 – 34,6%	70 – 6,2%	29 – 2,6%	14 – 1,2%
35. Providing students with dormitory facilities	504 – 44,5%	439 – 38,8%	123 – 10,9%	40 – 3,5%	26 – 2,3%

**Evaluate to what extent you agree that:**

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
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36. The course program was clearly presented	545 – 48,1%	370 – 32,7%	170 – 15%	31 – 2,7%	9 – 0,8%	7 -0,6%
37. The course content is well-structured	475 – 42%	377 – 33,3%	205 – 18,1%	58 – 5,1%	14 – 1,2%	3 -0,3%
38. The key terms are properly explained	537 – 47,4%	367 – 32,4%	170 – 15%	43 – 3,8%	12 – 1,1%	3 -0,3%
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	531 – 46,9%	360 – 31,8%	166 – 14,7%	47 – 4,2%	24 – 2,1%	4 – 0,4%
40. The teacher uses effective teaching methods	461 – 40,7%	332 – 29,3%	240 – 21,2%	70 – 6,2%	24 – 2,1%	5 – 0,4%
41. The teacher is knowledgeable about information being taught	649 – 57,3%	359 – 31,7%	96 – 8,5%	21 – 1,9%	3 – 0,3%	4 – 0,4%
42. The teacher presents the material clearly	500 – 44,2%	370 – 32,7%	217 – 19,2%	35 – 3,1%	7 – 0,6%	3 - 0,3%
43. The teacher presents the material in an interesting manner	429 – 37,9%	329 – 29,1%	265 – 23,4%	64 – 5,7%	41 – 3,6%	4 – 0,4%
44. Knowledge, skills and other academic achievements are evaluated objectively	499 – 44,3%	387 – 34,4%	159 – 14,1%	42 – 3,7%	32 – 2,8%	7 -0,6%
45. The teacher meets your requirements and expectations regarding professional and personal development	485 – 43%	374 – 33,2%	174 – 15,4%	71 – 6,3%	16 – 1,4%	8 – 0,7%
46. The teacher boosts the students' activity	467 – 41,3%	338 – 29,9%	210 – 18,6%	76 – 6,7%	36 – 3,2%	5 – 0,4%
47. The teacher boosts the students' creative thinking	424 – 37,5%	308 – 27,2%	239 – 21,1%	103 – 9,1%	54 – 4,8%	4 – 0,4%
48. Teacher's appearance and manners are adequate	630 – 55,7%	372 – 32,9%	110 – 9,7%	11 – 1%	6 – 0,5%	3 – 0,3%
49. The teacher demonstrates a positive attitude to students	514 – 45,4%	381 – 33,7%	187 – 16,5%	39 – 3,4%	8 – 0,7%	3 – 0,3%
50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	581 – 51,3%	380 – 33,6%	135 – 11,9%	17 – 1,5%	12 – 1,1%	7 – 0,6%
51. Evaluation criteria the teacher uses are clear and available	532 – 47%	385 – 34%	150 – 13,3%	43 – 3,8%	16 – 1,4%	6 – 0,5%
52. The teacher evaluates students' achievements objectively	512 – 45,2%	395 – 34,9%	148 – 13,1%	46 – 4,1%	23 – 2%	8 – 0,7%
53. The teacher speaks the professional language	717 – 63,3%	335 – 29,6%	68 – 6%	7 – 0,6%	3 – 0,3%	0
54. The educational organization allows for sporting and other leisure activities	550 – 48,6%	331 – 29,2%	139 – 12,3%	69 – 6,1%	34 – 3%	9 – 0,8%
55. Equipment and facilities for students are safe, comfortable and up-to-date	448 – 39,6%	329 – 29,1%	195 – 17,2%	88 – 7,8%	62 – 5,5%	10 – 0,9%
56. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	603 – 53,3%	346 – 30,6%	129 – 11,4%	30 – 2,7%	17 – 1,5%	7 – 0,6%
57. All students have equal opportunities for EP study and personal development	563 – 49,7%	346 – 30,6%	133 – 11,7%	54 – 4,8%	25 – 2,2%	11 - 1%

#### Other problems with teaching quality:

- no problem
- Domnul profesor Gatin Eduard
- Nothing to complete about.
- no problems
- None!
- I don't have any other problems
- I couldn't identify any problems related to teaching quality yet.
- In the Pharmacy field one major weakness is the fact that we do not have very modern machines and lots of real, not expired, substances for accurate experiments, not necessarily because of underfunding, but as a result of the very high prices that exist in our field
- overall a poor experience, we don't even have basic necessities such as good chairs or toilet paper:)))

- It's ok
- Professors are gods, we are slaves
- There are no other problems.
- Teachers should be more understanding regarding our issues and our schedule.
- Too many people for the resources that they have.
- The problem is not the materials or the rooms, but the majority of teachers with no real interest in teaching, they are not teachers but medical professionals trying to teach. We need to see the passion, engagement and charisma in more of our teachers, but perhaps this lack of interest is partly caused by the disinterested and tired student. Both the teacher and student need improving, maybe a better organized curriculum, better places to rest and study and easy access to the materials presented at the course would help, indeed.
- Other than the few times the doctor was late, everything is great. They're usually late because they have patients and it takes a bit more time to get to the amphitheater, but that's not necessarily a problem for us.
- All is perfect
- The teaching quality is good. But many subjects are delivered with too much information. The teachers are very good, but the system is not updated.
- Also this form is not very descriptive and I had some problems in answering some questions. I was unfamiliar with some terms and some phrases were not clearly stated and well written.
- Not all hospitals have suitable changing rooms for students
- Corruption mainly, the entire university is built on it, people get positions into the university through political affiliation and it shows, it's a university filled with invincible figures protected by ministers, commissioners and other high figures. Complaining to the higher ups will only get students targeted by professors. I'd love to be able to work as a doctor elsewhere when I'm done here but these problems need to be addressed at least for the future generations.
- There's no other problem about this subject.
- Some professors do not adequately give students learning materials (PDFs and other alike documents containing the courses or seminars)
- It's an extremely high quality teaching, with a lot of support and communication by the departments crews.
- No problems.
- There are a lot of teachers that are under prepared and don't know how to set the information clear. On the other hand there are a lot of really good teachers that are sick of students not paying attention. What can be changed is: having NEW material to learn from and having updated laboratories, it is not normal to work on outdated, 30 year old scientific equipment.
- Most teachers are well educated and open to answering our questions, but if they are available which is seldom. This is not a wide spread phenomenon, but can cluster in certain clinics.
- The cloakrooms in hospitals are inappropriate, they are too small.
- We are learning in English, but sometimes it becomes difficult because teachers here are used to speak their own language that we are unable to understand. Also in hospitals, during rotations, we don't know where to go. Without an assistant, it is a hard task to understand what should we learn there and how.
- Nu am nicio problema momentan legata de modul de predare poate doar sa fie un ritm mai lent putin
- I would like more information about master program.
- I love my university the course is amazing
- No updated equipment, at some disciplines the teachers don't allow us access to written information and we have to write down notes during the classes. Unclear expectations for the exams, we don't really know what we have to study. At some classes we are being insulted by the teachers (directly or indirectly). We're not taught practical on how to operate on patients, and we also don't have patients to practice on, just on ourselves. We have to buy ourselves all the materials such as instruments and materials.
- Outdated teachers, with outdated ideas who insist on teaching completely useless subjects. Teachers who abuse their power, create imbalances and favour some students over others. The entire system is a burden for students making us hate the next day and be afraid of certain subjects because you may never know what mood the teacher will be in.
- No other problems sincerely
- Some teachers are great, like the best, but others bring down the whole good thing by being unfair, making bad comments about some students and it's very bad for students and for the Uni at all. I love my future job and what I study and I am sure it would be even better if the unfairness and the teachers that shouldn't be here would be out of this system. The dorms are great, the pool also, some labs need to be upgraded and we need some more big classrooms in one place because we need to move around the city to our classes in order to fit in some rooms for all of us.
- The teaching process is not student-centred and very subjective when it comes to grading in exams' sessions. Teachers are often keen to make you feel inferior when we are not capable of explaining some medical terms that we have not come around until that moment of speaking, by always showing that they are in charge of everything whereas we are just students with a lot less importance.
- Also I would like to note the fact that the facilities of dormitories are not up to the EU standards, at least for some of them, but, the costs of living are the same for all. We are not helped in the case of a problem in our room, even though the approach we use are according to the methodology.
- D-nul profesor Eduard Gheorghe Gatin
- I've experienced no problems with the quality of teaching
- Not so ever
- Never had any kind of problems
- Reading from slides