



«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 Assessment of Compliance of

Educational Program Dental Medicine of

«Grigore T.Popa» University of Medicine and Pharmacy of Iasi (Romania)

with the Requirements of "IAAR STANDARDS AND GUIDELINES FOR

INTERNATIONAL ACCREDITATION OF BASIC MEDICAL AND PHARMACEUTICAL  
EDUCATION OF ABROAD (Based on WFME/AMSE Standards)"

February 16-18, 2026

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

*Addressed to the IAAR  
Accreditation Council*



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**February 16-18, 2026**

**Iasi city**

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

AMSE - Association of Medical Schools in Europe  
OSCE - Objective Structured Clinical Examination  
QA - Quality Assurance  
ARACIS – Romanian Agency for Quality Assurance in Higher Education  
WFME – World Federation for Medical Education  
CC - Curriculum Committee  
QAC - Quality Assurance Committee  
ESG – Standards and guidelines for quality assurance in the European Higher Education

Area

ENQA – European Association for Quality Assurance in Higher Education  
EUA – European University Association  
Mini-CEX - Mini Clinical Evaluation Exercise  
ECTS - European Credit Transfer and Accumulation System  
EQF - European Qualifications Framework  
MSQ - Multiple Choice Questions  
DOPS - Direct Observation of Procedural Skills  
FAQ - Frequently Asked Questions  
SSMI - Society of Medical Students Iași  
EMSA - European Medical Students' Association  
SSCR - Romanian Society of Student Surgeons  
AMSFI - Association of Medical and Pharmacy Students  
CEMEX - Center of Experimental Medicine  
MAVIS - Centre for Innovation and Technology Transfer  
CEAC - University Evaluation and Quality Assurance Committee  
EAB - External Advisory Board

## **(II) INTRODUCTION**

In accordance with the order of the IAAR No. 39-26-OD dated 10/02/2026 and “Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)” (No. 150-22-OD dated December 21, 2022) an external expert panel (EEP) accomplished a site visit to the «Grigore T.Popa» University of Medicine and Pharmacy of Iasi (Romania) from February 16-18, 2026 in the framework of international accreditation of the “Dental Medicine” educational program.

### **EEP composition:**

**Chair of the EEP** - Prof. Elena Tulupova, Ph.D., Institute of Public Health and Medical Law, 1st Faculty of Medicine, Charles University (Prague, Czech Republic).

**IAAR Expert** – Prof. Jilda Cheishvili, PhD, Accreditation Expert in Medical Education, National Center for Educational Quality Enhancement (Tbilisi, Georgia).

**IAAR Expert** – Prof. Oleg Solomon, Doctor of Medical Sciences, Nicolae Testemitanu State University of Medicine and Pharmacy (Chisinau, Moldova).

**IAAR Expert** – Prof. Meda Lavinia Negruțiu, "Victor Babeș" University of Medicine and Pharmacy from Timisoara, nominated by ARACIS (Romania, Timisoara)

**IAAR Employer-Expert** - Prof. Ovidiu Siomion Cotoi, Mureș County Clinical Hospital, the Pathological Anatomy Service, "George Emil Palade" University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș, nominated by ARACIS (Romania, Targu Mures)

**IAAR Student-Expert** - Paula Dana Pughuic, medical student, "George Emil Palade" University of Medicine, Pharmacy, Sciences and Technology of Târgu Mureș, nominated by ARACIS (Romania, Târgu Mureș)

**IAAR Student-Expert** – Jona Melina Middelkamp, medical student, "Ovidius" University of Constanta, nominated by ARACIS (Romania, Constanta)

**IAAR Coordinator** – Dr. Timur Kanapyanov, PhD, Advisor for International Cooperation, NPI "Independent Agency for Accreditation and Rating" (Republic of Kazakhstan, Astana).

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

"Grigore T. Popa" University of Medicine and Pharmacy of Iași (UMF Iași) is one of the oldest and most prestigious institutions of medical higher education in Romania. Its origins date back to 1879, when the Faculty of Medicine of Iași was founded. Over the following decades, the institution expanded by integrating programmed in Pharmacy and Dental Medicine, eventually evolving into a modern, comprehensive medical university. Since 1991, it has borne the name of the renowned Romanian anatomist and scientist Grigore T. Popa. Today, UMF Iași stands as a major center for academic training, clinical education, and biomedical research in the region.

UMF Iași carries out a wide range of educational, clinical, and research activities, including:

- Undergraduate programmed in Medicine, Dental Medicine, Pharmacy, Medical Bioengineering, Nursing, Nutrition and Dietetics, and other health-science fields.

- Postgraduate education, including residency training for medical specialists, master's programmed, doctoral studies, and continuing medical education.

- Clinical training conducted in affiliated hospitals, university clinics, research laboratories, and simulation centers.

- Research and innovation, with interdisciplinary biomedical, translational, and health-science projects.

- International education, offering programmed in Romanian, English, and French, and extensive academic mobility through European and global partnerships.

Our University have total number of students: approximately 9,000–10,000 over the most recent reporting interval; distribution of students by language of instruction: around 1,100 in English, 1,200 in French, and over 6,000 in Romanian; international students: approximately 2,400–2,600, representing over 60 countries; annual admission capacity: more than 2,100 places for undergraduate studies for the academic year 2025–2026 across all faculties. These figures reflect UMF Iași's position as a major educational center with a strong international profile and extensive academic activity.

UMF Iași plays a significant role in training healthcare professionals in Romania and is recognized as one of the country's leading medical universities. Internationally, the institution stands out through: its multilingual study programmes (Romanian / English / French), its large and diverse international student body, the alignment of its curricula with European higher education standards (ECTS), its academic and clinical partnerships with institutions in Europe, Asia, Africa, and North America. With its long-standing tradition and academic strength, UMF Iași is an active contributor to the European and global medical education space. Also, UMF Iași maintains a consistent presence in important global university rankings, which testifies to its academic, research and international profile. Among the relevant rankings:

- In the 2026 edition of the Times Higher Education (THE) World University Rankings, UMF Iași is placed 1501+ globally.

- In the 2025 global edition of the Round University Ranking (RUR), the university ranks #865 worldwide and #6 in Romania.

- According to EduRank (2025), UMF Iași ranks 17th in Romania, and globally falls in the top half of universities rated, with notable research output and academic activity in many topics.

- The university is often listed among the leading Romanian medical universities in international-student oriented rankings.

These positions demonstrate that UMF Iași is recognized not only nationally but also internationally as a credible, competitive institution in medical education and research.

UMF Iași operates a comprehensive internal quality assurance (QA) system coordinated at the institutional level and implemented throughout all faculties. Its distinctive features include: ensuring quality across three languages of instruction (Romanian, English, French), continuous evaluation of academic performance, systematic upgrading of educational infrastructure (simulation centers, digital laboratories), incorporating student feedback and external recommendations, monitoring learning outcomes and academic progression across all programmes. These mechanisms are complemented by internal audits, external evaluations, and integration within European quality assurance frameworks.

UMF Iași undergoes periodic external evaluation by international accreditation bodies, notably the Independent Agency for Accreditation and Rating (IAAR). The IAAR institutional accreditation confirms the university's compliance with IAAR standards regarding academic governance, educational resources, research performance, internationalization, and student support; certifies the effective functioning of the internal quality assurance system; recognizes the institution's capacity to provide competitive, internationally oriented educational programs. IAAR institutional accreditation strengthens the university's international visibility and contributes to the consolidation of UMF Iași's global academic profile.

UMF Iași offers a broad range of nationally accredited and internationally evaluated programs, including:

- Medicine (MD, 6 years) — taught in Romanian, English, and French
- Dental Medicine (DMD, 6 years) — taught in Romanian, English, and French
- Pharmacy (5 years)
- Medical Bioengineering (4 years)
- Nursing, Nutrition and Dietetics, Balneophysiokinetotherapy, and additional health-science specializations.

All programs have been accredited by ARACIS accreditation and are aligned with European Higher Education Area (EHEA) standards.

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

«Grigore T.Popa» University of Medicine and Pharmacy of Iași (Romania) is undergoing program accreditation for the «Dental Medicine» educational program for the first time, conducted by IAAR.

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

EEP experts met in fully offline format during February 16-18, 2026, visit of «Grigore T.Popa» University of Medicine and Pharmacy of Iași (Romania) and performed collection of information required for accreditation process according to the visit program.

Main objectives of IAAR team visit were to obtain and objective information on content and implementation quality by «Grigore T.Popa» University of Medicine and Pharmacy of Iași (Romania) of the Dental Medicine program, to review supporting documentation, to perform meetings with administrative (Rector, vice-rectors, heads of structural units) and teaching staff, students, graduates, employers, heads of clinical facilities and other stakeholders, to assess infrastructure of the University and Faculty of Dental Medicine, and to compare the reality with the content of self-assessment report.

Beside the meetings performed according to the schedule, the IAAR team performed visual inspection of the facilities, like library, simulation center, classes of fundamental sciences disciplines etc.

According to the IAAR visit program, all the terms were respected and tasks were completed. During the meetings, all the administrative and teaching staff, as well as beneficiaries and stakeholders were present according to the lists (from visit program annexes).

## **(VI) CONFORMITY TO THE STANDARDS OF PROGRAM ACCREDITATION**

### **6.1. STANDARD "MISSION AND OUTCOMES"**

#### ***The Evidence***

The mission is clearly, concisely and explicitly defined and is communicated to all its stakeholders through the University Charter, posted on a main page of the University's website, together with the strategic objectives and principles of organization and operation of the University, which together contribute to the implementation of the mission content.

The university education in medical sciences has the following objectives, which are also the pillars of the University's mission and aims: to provide quality student-centered medical education, adapted to current European standards, based on the Knowledge-Abilities-Attitudes model; to provide future professional value and competence to graduates, according to the descriptors for professional and transversal competences in the European Qualifications Framework; to promote basic and clinical scientific research, encouraging practical applications in the understanding and use of research results, to expand and improve international cooperation, through effective partnership agreements, exchanges and mobility, with interested academic institutions and companies in the EU.

According to documents provided by the University as well as interviews with stakeholders during the EEP visit, translating the mission into specific actions, the results of which correspond to the quality criteria in the field of teaching activity, is a systematic, planned and permanently monitored process and aims at promoting valuable achievements and ways of self-evaluation of performance, periodic internal and external auditing, as well as the use of the experience gained in order to improve future results. Planning strategies for change and improvement is achieved by operationally, honestly and rigorously identifying achievements and shortcomings, correcting them quickly and considering actual results as evaluation benchmarks. Interviews with the University management as well as with teachers and faculty management confirm that University enables academic freedom both for academic staff and students within the Educational Program Dental Medicine to implement the educational program flexibly and to integrate recent research findings into the teaching of specific disciplines without formal expansion of the curriculum.

#### ***Analytical part***

The mission and objectives, principles of organization and functioning of the University community are set out in the University Charter. The Charter provides for academic freedom and institutional autonomy in accordance with the principles stipulated in the Lima Declaration on Academic Freedom and Autonomy of Higher Education Institutions (1988) and the Magna Carta of European Universities (Bologna, 1988).

The mission is regularly communicated both through the Rector's message addressed to the students and teaching staff at the beginning of each new academic year and during the various educational events (conferences, courses, and international seminars) or during the regular debates on the use and quality of the educational programs within the University, as was proved through self – assessment report.

The Educational Program Dental Medicine academic freedom which ensures the continuous modernization of course content, promotes innovation in teaching and research-informed learning, and supports responsiveness to scientific and professional developments.

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

The program demonstrates a well-established culture of academic freedom that enables both academic staff and students to implement the educational program flexibly and to integrate recent research findings into the teaching of specific disciplines without formal expansion of the curriculum. This approach ensures the continuous modernization of course content, promotes innovation in teaching and research-informed learning, and supports responsiveness to scientific and professional developments while maintaining structural stability of the educational program.

### ***EEP recommendations***

There are no recommendations for this standard.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "MISSION AND OUTCOME" Standard are as follows: **Strengths: 1, Satisfactory: 12, Needs improvement: 0, Unsatisfactory: 0.**

## 6.2. STANDARD «EDUCATIONAL PROGRAM»

### ***The Evidence***

The Dental Medicine educational program is established as a six-year integrated degree comprising 360 ECTS credits and leading to the academic title Doctor-medic stomatolog (DMD), in accordance with Romanian legislation and EU Directive 2005/36/EC regulating the dental profession. The program specification includes a comprehensive statement of expected learning outcomes covering knowledge, clinical and technical skills, professional attitudes, research competencies and public-health responsibilities, which are publicly available in program documents, syllabi, the Diploma Supplement and the university website. The curriculum follows a predominantly integrated and spiral structure that begins with the basic biomedical sciences, progresses through preclinical dental disciplines in the second and third years, and culminates in advanced clinical training, interdisciplinary case management and comprehensive patient care during the fourth to sixth years.

According to results of Students Questionnaire Survey during the EEP visit, students are generally satisfied with quality of education and the changes that were made in the curriculum, for example, implementation of modern methods in dental medicine. The early structures and planned contacts with patients are also confirmed by interviews with students during the site visit.

Interviews with employers confirmed active formal and informal communication with health stakeholders including public and private health facilities and professional associations who are involved in the educational programme revision as well as provision of feedback on quality and content of education.

### ***Analytical part***

The current educational programs are being developed in accordance with the National Law of Education, while respecting the university's autonomy. The internal procedure regarding the development and management of the current educational programs was approved by the Administration Council and the University Senate.

The educational program is reviewed annually to better address the following major objectives: accentuating the formative role of the specialized practice, perfecting the credit transfer system, aligning certain educational structures with similar structures at other European institutions of medical education, and expanding the portfolio of optional disciplines. Thus, educational programs were established in accordance with national accreditation requirements, as well as those of the European Community and the WHO, based on the correspondence between

learning outcomes, research results, and qualifications. The minimum mandatory European curriculum for dental medical studies is rigorously included in the educational program, in accordance with national and European regulations.

The study programs are evaluated and updated permanently. The proposals provided by faculty members and students are discussed at the faculty meetings and reflected at Faculty minutes.

The Students Questionnaire Survey revealed that responders are satisfied with quality of education and the changes that were made.

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

- The program consistently integrates up-to-date achievements of clinical sciences into the curriculum, ensuring alignment with current professional standards. This guarantees that graduates acquire sufficient knowledge, clinical competencies, and professional responsibility to practice effectively independently.

- A significant proportion of the program is dedicated to structured and planned contact with patients and service consumers in appropriate clinical settings. This ensures the development of practical competencies, professional responsibility, and experience in health promotion and disease prevention, reflecting a strong practice-oriented approach in line with professional standards.

- The educational program demonstrates the capacity to undergo structured and timely revision in response to scientific and technological advancements, as well as evolving societal and healthcare system needs. Curriculum updates are guided by strategic analysis and stakeholder input, ensuring continued relevance, adaptability, and alignment with contemporary professional requirements.

- From the early stages of training, students are systematically integrated into real professional settings, with supervised and progressively increased responsibilities. The program provides structured participation in patient examination and/or treatment in appropriate clinical conditions, involvement in sanitary and epidemiological supervision activities within specialized institutions, and practical experience in advising patients on the rational use of general medicines and dentistry.

- The educational program maintains active and structured communication with professional practice and the healthcare system, ensuring coherence between academic training and subsequent stages of professional development. Collaboration with practice settings, involvement of field specialists, and alignment with regulatory and professional requirements facilitate a smooth transition of graduates into employment or further training. This demonstrated continuity between the educational process and professional activity confirms the program's relevance, integration, and high level.

### ***EEP recommendations***

There are no recommendations for this standard.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "EDUCATIONAL PROGRAM" Standard are as follows: **Strengths: 5, Satisfactory: 23, Needs improvement: 0, Unsatisfactory: 0.**

### 6.3. STANDARD “ASSESSMENT OF STUDENTS”

#### ***The Evidence***

The University follows established procedures, which explain the methodologies for student assessment (“Regulation for Undergraduate University Studies”, “Working Procedure regarding the examination of students”). These procedures define the specific examination structures tailored to each discipline type, the established criteria for achieving passing grades, and the maximum number of permitted retakes. All assessment methods are formally documented as well in the Course Syllabi. These documents undergo an annual validation process by Faculty Committees, ensuring that the evaluation criteria are still aligned with current educational standards and professional requirements. The regulations are systematically communicated to students at the beginning of each semester. This dissemination is integrated with the distribution of Academic Curricula and Course Syllabi, both of which are permanently accessible via the institution's online platforms.

The faculty facilitates the involvement of external academic and professional bodies (such as ARACIS) in the periodic review of its assessment tools. This external scrutiny ensures that examination methods, including both theoretical tests and practical clinical evaluations, are consistently updated to reflect current scientific achievements and educational requirements.

To guarantee that students achieve the required competencies, the evaluation process is designed to reflect the specific nature of each subject, whether through theoretical exams or practical demonstrations. The academic program maintains the flexibility to adjust the number and nature of exams to prevent student over-assessment. This coordination is managed at the departmental level, where faculty committees oversee the examination schedule to ensure an appropriate balance between different types of testing. This process is ensuring that there is sufficient space between exams, allowing students adequate time for preparation and the synthesis of knowledge.

#### ***Analytical part***

The academic program employs standardized assessment methods tailored to each discipline's specific objectives. For clinical subjects, oral examinations are prioritized to enhance students' professional communication skills and clinical reasoning. Written exams are designed to evaluate different cognitive levels, ranging from foundational knowledge to case-based evaluation. Beyond standard theoretical examinations, the University assesses practical skills through specific exams organized for each discipline. To ensure a consistent learning process, eligibility for these practical exams requires a minimum attendance rate of 70% of the practical didactic activity.

Following the on-site observation and a review of the course syllabi, the External Evaluation Panel identified that there is currently no clear institutional framework to unify the assessment of clinical competencies across all departments. Depending on the human factor can lead to subjective variations in how different student groups are graded for the same clinical maneuvers. To ensure equity and transparency, it is necessary to standardize the evaluation criteria, particularly for practical examinations, by introducing standardized clinical rubrics.

By implementing these objective mechanisms, the faculty aims to decrease the human factor in the grading process. This will guarantee that every student is assessed against the same measurable performance indicators, regardless of the examiner.

The detailed examination procedures is published within the first two weeks of each semester. The curriculum includes a mandatory summer internship, which is essential for evaluating the students' professional behavior and their ability to apply knowledge in real-world settings.

The University has implemented a highly efficient appeals system. This digitalized process allows students to submit grade appeals directly through the university's online platform. The system ensures a streamlined workflow where students also receive feedback within the same digital interface. Additionally, feedback is also provided continuously during practical laboratory

sessions, where instructors offer immediate guidance on student performance and technical skills. The effectiveness of this system is strongly supported by the survey applied during the site visit, where 84% of student respondents positively appreciated the rapid feedback received from their professors.

During the interviews with students, the EEP noted a high level of satisfaction regarding the quality of the educational process and the clinical skills acquired. Students expressed a strong sense of confidence in their professional preparation, stating they feel fully equipped to enter clinical practice immediately upon graduation. These qualitative findings are further validated by the results of the survey applied during the visit, where over 80% of respondents provided positive ratings for the overall quality of education and teaching methods, the professional and supportive teacher-student relationship and the practical relevance of the dental curriculum.

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

The assessment system is regulated by clear institutional procedures that prevent conflicts of interest through transparency, separation of roles, and objective evaluation criteria. At the same time, a formalized and accessible appeals mechanism is in place, ensuring students' right to contest assessment results in a fair and impartial manner. These safeguards demonstrate a mature quality assurance framework and full compliance with IAAR principles of transparency, fairness, and academic integrity.

### ***EEP recommendations***

It is recommended to develop the assessment methods of students and implement mechanisms of decreasing the human factor upon the evaluation process by the next academic year. Responsible body - Government of the faculty/teaching staff.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "ASSESSMENT OF STUDENTS" Standard are as follows: **Strengths: 1, Satisfactory: 9, Needs improvement: 0, Unsatisfactory: 0.**

## **6.4. STANDARD "STUDENTS"**

### ***The Evidence***

The Faculty of Dental Medicine implements a comprehensive admission policy based on transparency and objectivity, governed by a methodology that is reviewed and approved annually by the University Senate. To ensure equal access, this policy is published online well in advance for both national and international candidates. To support candidate preparation, the bibliography, exam content, and reference questions are made available months before the assessment. The admission criteria are specifically designed to align with the program's objectives, focusing on the core scientific knowledge and personal attributes required. Candidates have the right to contest their results, and these appeals are evaluated by a dedicated appeals committee, which is entirely different from the initial examination board.

The faculty implements a dedicated policy for admitting candidates with disabilities, ensuring personalized support in compliance with national legislation. Based on official medical documentation, the admission methodology provides specific accommodations to ensure equal opportunities for all applicants. During discussions with the university leadership, it was confirmed that this support extends throughout the entire duration of their studies. The faculty monitors the progress of students with disabilities, providing tailored assistance for both theoretical learning and clinical practice requirements.

The University determines the annual student intake capacity based on an assessment of human resources, infrastructure, institutional capacity, and safety considerations. The maximum number of admitted students is strictly limited by the capacity authorized by ARACIS and approved by the Ministry of Education. By adhering to these official benchmarks, the faculty guarantees that every student has access to the necessary clinical equipment, laboratory space, and faculty supervision required for professional training.

The EEP verified the official documents and confirmed that the University strictly adheres to the maximum student intake capacity authorized by the national authorities for all languages of instruction. Also, the on-site observations and interviews with students and faculty confirmed that the student-to-teacher ratio is maintained at an optimal level for quality clinical and preclinical training. Clinical groups are subdivided into small units of 6-7 students, ensuring that no more than 3 students are assigned to a single dental unit during practical sessions. Preclinical groups are consistently formed of 12-13 students, allowing for personalized guidance and adequate access to laboratory equipment.

The University has a student recruitment and intake policy for Educational Programme Dental Medicine formulated based on requirements of the national authorities (ARACIS and the Ministry of Education of Romania). Based on the documents provided by the «Grigore T. Popa» University administration, the distribution of the authorized intake capacity for the Educational Programme Dental Medicine program for study year 2025-2026 is presented below:

- 180 students for Educational Programme Dental Medicine in Romanian language,
- 70 students for Educational Programme Dental Medicine in English language and
- 100 students for Educational Programme Dental Medicine in French language.

Students are represented in all major decision-making bodies, including the University Senate, the Faculty Council, Department Boards, the Ethics Committee, and Quality Assurance structures.

Following a thorough analysis of the official documents, including the University Charter and internal pedagogical regulations, and based on observations during the on-site visit, the External Evaluation Panel has identified a formal gap in academic flexibility. The university does not currently have a clear and structured methodology regarding the development and implementation of Individual Learning Plans. It should be ensured that the educational program takes into account the needs of different student groups and provides flexible mechanisms that enable the development of individual educational trajectories.

The University periodically reviews the number of accepted students aligning with public health needs. While coordination with relevant authorities exists, it is recommended to implement a more formal documentation process that explicitly demonstrates the involvement of stakeholders in labor market research.

### ***Analytical part***

University maintains an active academic counseling system where faculty members constantly monitor student attendance and grading performance. Enrolled students continue to receive individual support throughout their studies, tailored to their specific physical or learning needs. University provides a comprehensive support program addressing the social, financial, and personal needs of its students. Financed through the Ministry of National Education and supplemented by own institutional funds, a diverse range of scholarships is available, including merit-based, need-based, scientific performance, and excellence grants.

At the end of each semester, students complete anonymous online evaluation forms through the integrated university platform. To ensure a statistically significant and representative data set, completing the feedback form is required for exam registration. Students provided concrete examples of changes implemented by their feedback.

Students are represented in all major decision-making bodies, including the University Senate, the Faculty Council, Department Boards, the Ethics Committee, and Quality Assurance structures.

Based on the provided official documents the EEP confirmed that the University strictly adheres to the maximum student intake capacity authorized by the national authorities for all languages of instruction. The EEP verified the level of student involvement through interviews with student representatives and a review of the university's organizational charts. The findings confirm that the institution provides more than just formal recognition, offering active and consistent support for student-led initiatives. For example, the University provides dedicated office spaces and equipment for the Dental Students' Association (SSMD), facilitating the organization of national events like the STOMIS Congress. However, there is no straight policy that describe the procedure that took into account the needs of different groups of students and give a possibility to provide an opportunity for the formation of an individual educational trajectory

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

- The institution has implemented a structured and systematic feedback mechanism that regularly collects students' opinions regarding the conditions and organization of the educational process. Feedback results are analyzed and used for continuous improvement of teaching, learning environments, and student support services. This evidence-based approach to student engagement and quality enhancement justifies the "strong" evaluation.

- The institution actively supports student representation by providing organizational, informational, and logistical assistance to student bodies and initiatives. Students are encouraged to participate in governance structures, academic committees, and extracurricular activities, with institutional backing that facilitates the development of leadership, civic engagement, and professional skills. This consistent encouragement and structured support of student organizations substantiate the "strong" evaluation.

### ***EEP recommendations***

The university should regulate, at institutional level, the framework for designing and implementing Individual Learning Plans, ensuring that educational programs consider the needs of different groups of students and provide flexible mechanisms for personalized learning paths, starting with the next academic year.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "STUDENTS" Standard are as follows: **Strengths: 2, Satisfactory: 13, Needs improvement: 1, Unsatisfactory: 0.**

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

### ***The Evidence***

The Faculty of Dental Medicine at Grigore T. Popa University of Medicine and Pharmacy Iași has established a comprehensive and multi-layered policy governing the recruitment, allocation, and retention of academic staff. This policy is founded on the premise that the quality and effectiveness of the educational program are directly dependent on the competence, stability, and balanced composition of the teaching workforce responsible for instructing, mentoring, supervising, and guiding students throughout their professional training.

Dentistry, as an academic and professional domain, requires an integrated educational approach that combines a solid foundation in biomedical sciences with the development of behavioral and communication competencies, followed by the progressive acquisition of clinical

expertise characterized by increasingly complex practical skills. In response to these educational demands, the faculty has historically developed and continuously refined a staffing model designed to ensure an appropriate distribution of expertise across the curriculum.

This model is structured around a balanced integration of three principal categories of educators: faculty members specializing in basic biomedical sciences, experts in behavioral and social sciences, and clinical dental academics who represent the central professional component of the field. Together, these groups contribute to a coherent educational framework that supports the comprehensive development of students' scientific knowledge, professional attitudes, and clinical competencies.

The faculty maintains a structured balance between full-time tenure-track academic staff and part-time clinicians involved in teaching activities. The inclusion of part-time educators—frequently experienced practitioners with more than a decade of clinical practice—ensures that the educational program remains closely aligned with contemporary professional standards. Through their active involvement in clinical practice, these professionals contribute current therapeutic approaches, emerging technologies, and up-to-date clinical protocols, thereby strengthening the practical relevance of the curriculum.

In contrast, full-time academic staff provide institutional continuity and play a central role in the development of research activities, the maintenance of curricular coherence, and the provision of sustained mentorship throughout the academic year. Their presence supports the long-term stability and academic depth of the program.

The integration of these two categories of educators enables the faculty to simultaneously benefit from strong academic foundations and dynamic clinical expertise. This hybrid staffing model is systematically calibrated through annual departmental evaluations that consider teaching workloads, clinical supervision requirements, simulation laboratory activities, and the growing need for specialized expertise associated with advances in contemporary dental practice.

### ***Analytical part***

Based on the analysis of the institutional documentation and the observations made during the site visit to the educational organization, the EEC experts confirm that the educational activities of Grigore T. Popa University of Medicine and Pharmacy Iași, in the implementation of the Dental Medicine study program largely comply with the requirements set forth in Standard 5, “Academic Staff/Faculty.”

The selection and recruitment of academic staff at Grigore T. Popa University of Medicine and Pharmacy Iași are conducted in full compliance with the legal requirements governing the appointment of teaching personnel, as established by the national legislation currently in force, as well as by the university's internal regulations and institutional procedures.

The Faculty of Dental Medicine at Grigore T. Popa University of Medicine and Pharmacy Iași has developed a comprehensive and multi-layered policy governing the recruitment, allocation, and retention of academic staff. This policy is grounded in the principle that the quality of the educational program depends directly on the competence, stability, and balanced composition of the personnel responsible for teaching, mentoring, supervising, and guiding students throughout their professional training.

Within this framework, the faculty defines academic responsibilities with a high degree of clarity, acknowledging that the quality of student learning is closely linked to the predictable, responsible, and consistent performance of the teaching staff. By establishing clearly articulated roles, expectations, and duties for academic personnel, the institution aims to ensure both the effective delivery of educational activities and the maintenance of high academic standards across all components of the program.

Institutional responsibility for staff development lies with the Dean, the Vice-Dean for Academic Affairs, department chairs, and the Quality Assurance Office. These bodies coordinate to ensure that all academic staff receive the necessary training, mentorship, performance evaluations, and opportunities to contribute to faculty-wide initiatives which are described

Framework Methodology for the competition for vacant teaching and research positions, however there is no structural document and procedure policy which guides the process of career and continuous professional development.

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

There are no strengths or best practices in this standard.

### ***EEP recommendations***

- At university level, to identify structural unit and responsible staff members for the continuous professional development of academic staff and develop and approve a plan for support for career development.

- Creation of dedicated study hubs for individual learning and collaborative work, equipped with multimedia technology and access to scientific databases, starting with the next academic year.

- At university level, to identify structural unit and responsible staff members for the support of academic staff for applying for national and international projects or grants to stimulate them (for example, organize internal training, financial reward until the beginning of the next academic year 2026-2027. Responsible body - Government of the school.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "ACADEMIC STAFF/FACULTY" Standard are as follows: **Strengths: 0, Satisfactory: 8, Needs improvement: 0, Unsatisfactory: 0.**

## **6.6. STANDARD "EDUCATIONAL RESOURCES"**

### ***The Evidence***

The Faculty of Dental Medicine at Grigore T. Popa University of Medicine and Pharmacy Iași benefits from a material and technical infrastructure that has undergone substantial modernization over the past decade and is currently largely aligned with European standards in dental education.

Educational activities within the Dentistry program are conducted across multiple facilities, including the main university campus—comprising lecture halls, seminar rooms, basic science laboratories, the central simulation center, and the university library—as well as specialized dental teaching environments such as the university dental clinics and the recently rehabilitated Pediatric Dental Clinic (Policlinica de Stomatologie Pediatrică / Infantilă).

The Pediatric Dental Clinic, which was reopened in January 2025 following a comprehensive renovation, now constitutes one of the most advanced teaching facilities for pediatric dentistry in Romania. Its functional infrastructure includes a 70-seat amphitheater, several teaching and seminar rooms, dedicated sterilization areas, and 41 dental units equipped with state-of-the-art technology, including equipment adapted for the treatment and training of care for children with special healthcare needs.

Within the main campus, Grigore T. Popa University of Medicine and Pharmacy Iași has undertaken significant investments in the development of a modern Simulation Centre through a European Union-funded project, which included the acquisition of 14 major equipment and software packages specifically designed to support simulation-based education.

The Simulation Centre provides high-fidelity training environments for the development of clinical and procedural competencies. The facility is designed to accommodate at least 510 students simultaneously across multiple fields of applied medicine, including dental medicine, thereby supporting a structured progression from simulated training environments to real clinical

practice.

For dental students, the Simulation Centre is complemented by dedicated preclinical dental laboratories, including phantom-head laboratories and dental technology workspaces, as well as advanced virtual simulation systems such as DentSim/Robodent. These technologies are employed to develop manual dexterity, cavity preparation techniques, and ergonomic positioning skills prior to students' first clinical contact with patients

The university library provides online access to a wide range of major scientific databases and electronic book platforms, including ScienceDirect, SpringerLink, Wiley-Blackwell, ProQuest, EBSCO Academic Search Complete, Web of Science, Scopus, Nature, Reaxys, Embase, and Clinical Key. These resources are accessible both across the university network and remotely through the institutional e-learning platform.

This digital infrastructure supports the evidence-based orientation of the curriculum while facilitating students' and academic staff's engagement in research activities, literature review, and self-directed learning.

At the institutional level, the Administrative Council and the Rectorate oversee the monitoring of physical infrastructure based on annual reports and strategic planning documents, including the institutional self-evaluation reports prepared for Romanian Agency for Quality Assurance in Higher Education (ARACIS) and European University Association (EUA) evaluations. These assessments indicate that the university's teaching and research infrastructure has undergone substantial modernization and is broadly aligned with European standards.

At the faculty level, the Faculty Council and the Quality Assurance Commission (CEAC) systematically collect and analyze data from academic departments concerning the utilization of teaching spaces, the number and operational status of dental units, radiological equipment, information technology resources, and safety provisions. In addition, student feedback is gathered through course and clinical rotation evaluations, as well as through the participation of student representatives in faculty and university governance structures.

The results of these evaluations are reviewed annually and serve as an evidence base for prioritizing infrastructure investments and development initiatives, including projects such as the modernization of the pediatric dental clinic and the expansion of simulation-based training facilities

Practical training within the Dentistry study program is supported by a network of clinical teaching bases designed to ensure students' exposure to a wide and diverse spectrum of patients and clinical procedures.

In addition to university-owned clinical facilities, the Dental Medicine study program also utilizes affiliated clinical bases established through formal collaboration agreements with public hospitals and outpatient clinics. These partnerships ensure students' access to a wide range of clinical services, including oral and maxillofacial surgery, complex interdisciplinary cases, and, where applicable, special care dentistry.

These agreements clearly define the responsibilities of Grigore T. Popa University of Medicine and Pharmacy Iași, the partner healthcare institutions, and the individual clinical educators involved in training activities. The provisions typically specify the number of student groups assigned to each site, the allocation of teaching rooms and dental units, and the roles of clinical staff in supervising and assessing students' clinical performance.

Institutional evaluation reports indicate that the university maintains a robust and well-established network of clinical partnerships, which effectively supports both medical and dental education at an advanced level.

Student clinical practice is subject to systematic monitoring and documentation. Attendance in clinical settings is formally recorded, while all patient treatments performed by students are documented both in institutional clinical records and in dedicated teaching documentation. In addition, each student undergoes periodic evaluation through direct clinical observation, case presentations, and the use of structured assessment checklists.

For selected competencies, particularly those related to clinical reasoning and the

management of emergency situations, the faculty increasingly employs structured clinical examinations conducted in simulation environments. These approaches are intended to support the gradual introduction of assessment methods comparable to the Objective Structured Clinical Examination (OSCE) in dental medicine programs.

Grigore T. Popa University of Medicine and Pharmacy Iași has developed and implemented a coherent institutional policy governing the use of information and communication technologies (ICT) in education, research, and administrative activities. The Rectorate and the university's IT services, in collaboration with the Prorector responsible for Institutional Strategy, are responsible for defining and implementing the institutional ICT strategy. This strategy encompasses technological infrastructure—including networks, servers, and computer laboratories—as well as digital platforms such as the e-learning system, the electronic academic records system, institutional email services, and videoconferencing tools, together with access to electronic scientific resources.

The policy also emphasizes the responsible, effective, and ethical use of digital technologies, including compliance with data protection regulations, the safeguarding of confidentiality, and the maintenance of academic integrity in digital learning and research environments.

The digital infrastructure is further supported by campus-wide Wi-Fi connectivity, dedicated computer laboratories located in both the university library and faculty buildings, and modern audiovisual equipment installed in lecture halls and seminar rooms.

Research activities in medicine and dentistry constitute a fundamental component of the educational framework at Grigore T. Popa University of Medicine and Pharmacy Iași. The university provides an academic environment in which teaching activities are closely integrated with scientific research, thereby ensuring a strong connection between educational processes and ongoing scholarly work.

### *Analytical part*

Based on the analysis of the institutional documentation and the observations made during the site visit to the educational institution, the EEC experts confirm that the educational activities of Grigore T. Popa University of Medicine and Pharmacy Iași in the implementation of the Dentistry study program largely comply with the requirements set out in Standard 6, "Educational Resources."

The University possesses the necessary infrastructure and resources to ensure a high-quality educational process, in accordance with the curricular requirements and the number of enrolled students. The university's material base is subject to a continuous process of modernization and renewal, reflecting both the needs identified through interaction with students and the evolving requirements of teaching and research activities.

Through formal collaboration agreements, the university provides access to an adequate network of medical centers—including clinics and hospitals—which support comprehensive clinical training and facilitate the development and consolidation of practical competencies acquired during the educational process.

In addition, the university's scientific research activity has a significant international dimension. Both its short-term and long-term research development strategies are closely aligned with global trends and developments in scientific research, thereby fostering international collaboration and ensuring the relevance and competitiveness of its research output.

The investments and sustained efforts undertaken by Grigore T. Popa University of Medicine and Pharmacy Iași in the development and expansion of its infrastructure may be considered a notable example of good practice in educational resources.

The Faculty of Dental Medicine has established a comprehensive set of mechanisms for the assessment, analysis, and continuous development of the educational program and curriculum. These mechanisms operate through institutional structures such as the Faculty Council and the committees and departments responsible for evaluation and educational quality assurance. Their activities aim to improve teaching methodologies, refine knowledge assessment procedures, and

strengthen the development of students' practical competencies.

Based on the strategic plan of UMF Iasi updating and expanding the material base is an ongoing process, driven by both educational and clinical needs.

This plan will allow the consolidation of preclinical, clinical and research activities in a coherent complex and will be aligned with the increasing number of students, including international cohorts. However, the strategic plan presented to the commission didn't reflect the full number of steps/policies which will influence the diversification of the resources for practical training and effective supervision and monitoring of students' practical activities to guarantee the achievement of learning outcomes, including:

- quality and categories of patients/consumers of services
- the number and categories of clinical/production bases, which include:
- observation of the practice of students

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

- Comprehensive and well-maintained material and technical infrastructure ensure the effective delivery of teaching and clinical training activities. Modern equipment, specialized facilities, and adequately equipped learning spaces correspond to current professional and academic requirements, supporting the achievement of learning outcomes.

- Established safety regulations, infection control measures, and risk prevention procedures guarantee a secure environment for academic staff, students, patients, and their relatives. The alignment between available resources and program needs fully substantiates the "strong" evaluation.

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

- The institution should create policies/procedures that will ensure adequate and diversified resources for practical training by providing access to a sufficient number and variety of clinical/production bases, an appropriate spectrum and quality of patients/service consumers, and effective supervision and monitoring of students' practical activities to guarantee the achievement of learning outcomes. Terms: 2026 - 2027. Responsible body - Government of the school/ faculty.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "EDUCATIONAL RESOURCES" Standard are as follows: **Strengths: 2, Satisfactory: 11, Needs improvement: 1, Unsatisfactory: 0.**

### ***6.7. STANDARD "PROGRAM EVALUATION"***

#### ***The Evidence***

At "Grigore T. Popa" University of Medicine and Pharmacy Iași, the Faculty of Dental Medicine benefits from the institutional quality assurance system coordinated by the University Commission for Evaluation and Quality Assurance (CEAC), complemented by faculty-level quality structures and program committees. This system is defined in the University's quality regulations and operationalized through annual CEAC reports, internal procedures, and faculty decisions, which emphasize transparency, evidence-based management and continuous improvement of all study programs, including Dental Medicine.

Within this framework, the Dental Medicine program is monitored continuously and evaluated periodically. Monitoring covers the implementation of the curriculum, the achievement of learning outcomes, the progression and academic performance of students, the adequacy of teaching, assessment and clinical exposure, and the suitability of educational resources. Periodic evaluation takes place at the end of each academic year, when program coordinators, department

heads, the Faculty Quality Assurance Committee and the Faculty Council review a consolidated set of quantitative and qualitative data prepared in collaboration with CEAC and the University's Department for Quality Management.

The CEAC report on internal quality assurance explicitly describes the university-wide mechanisms used to monitor study programs (mission and objectives, institutional capacity, quality of teaching staff, student results, learning resources, management of quality), and confirms that Dental Medicine is included in the same internal QA cycle, in accordance with the national quality legislation and ARACIS standards.

### *Analytical part*

Each university study program is monitored and subject to periodic evaluation throughout its operation, with the aim of continuous quality improvement through the assessment, review and refinement of quality criteria, standards and performance indicators and the promotion of ways to encourage self-evaluation and planning strategies for change and improvement.

The proposals for continuous quality improvement formulated in the Annual Reports on Internal Evaluation of Study Programs, Annual Reports on Quality Assurance in Faculties, Annual Report on Quality Assurance in the University form the basis for the preparation of the plan and program of activities on monitoring and evaluation of the quality of the university study program, which are drawn up by the coordinators of each study program and the operational plan for the implementation of measures to improve the quality of university study program, which is drawn up and approved by the Council of each organizing faculty and the University Senate.

After interviews with the students and a teaching staff it was established that evaluation of educational programs take place on an ongoing basis. Opinions are considered and modifications are operated on, which can be found and reflected in Questionnaire survey.

### *Strengths/best practice*

The institution has established functional mechanisms that actively integrate key stakeholders—employers, professional associations, graduates, and students—into the processes of monitoring and evaluating the educational program. Their input is systematically collected through consultations, advisory boards, and review procedures, contributing to evidence-based decision-making. This collaborative governance model enhances transparency, labor market relevance, and shared responsibility for program quality, which substantiates the “strong” assessment.

### *EEP recommendations*

It is recommended to develop and modify the feedback collection and analysis from the students, including digital questionnaires for evaluation of teacher/education program/examination process, as well as to improve the response from the responsible unit according to the results and requests starting from the next academic year 2026 - 2027. Responsible body - Government of the school.

The unit responsible for education program and its reform should involve actively the students' representatives into the planning and improvement proposals for education program update starting from the next academic year 2026 - 2027. Responsible body - Government of the school.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the “PROGRAM EVALUATION” Standard are as follows: **Strengths: 1, Satisfactory: 8, Needs improvement: 0, Unsatisfactory: 0.**

## 6.8. STANDARD “GOVERNANCE AND ADMINISTRATION”

### ***The Evidence***

The University operates through a clearly defined organizational structure, formalized in the University Charter and approved by the Senate. The institution is led by the Rector, supported by Vice-Rectors with specific departmental responsibilities. At the macro level, the University Senate serves as the supreme deliberative body, while the Administrative Board acts as the executive authority managing financial and operational resources. At the faculty level, the Faculty Council, led by the Dean’s Office, coordinates the educational program in full compliance with national higher education legislation. The relationship between the Faculty of Dental Medicine and the University is maintained through active representation in central bodies, such as the Senate, the Administrative Board, and the Quality Assurance and Ethics Commissions.

Financial management is overseen by the Administrative Board and the Rector, while the University Senate holds the authority to approve the strategic budget and the institutional investment plan. At the faculty level, the Dean and the Faculty Council are responsible for managing the faculty's specific budget and allocating resources based on institutional objectives. Financial decisions are made transparently and in full compliance with national higher education legislation. Resource requirements are systematically identified through annual quality assurance reports, periodic program reviews, and detailed workload analyses, ensuring that the budget reflects the actual needs of both students and staff. The educational budget is calculated based on key parameters, including the number of students, the teacher-student ratio, and the operational costs of specialized clinical equipment.

The University provides objective, transparent information about the professional outcomes of its graduates on its official platforms. For the Faculty of Dental Medicine, this data is supported by Tracer Studies and institutional evaluations that monitor alumni integration into the labor market.

### ***Analytical part***

The faculty’s management is supported by a specialized committee structure that governs teaching, learning, and research activities. Program development and revision are centrally coordinated by the Curriculum and Program Development Committee, operating under the authority of the Dean and the Faculty Council to ensure academic standards are met.

Continuous monitoring and Quality Assurance are managed by the CEAC (Commission for Quality Evaluation and Assurance), which implements internal evaluation procedures and ensures compliance with institutional policies. Research and Innovation are supported by a dedicated faculty-level department, fostering scientific advancement and integrating research into the clinical curriculum.

Faculty implements a systematic periodic evaluation of its academic leadership to ensure the fulfillment of the institutional mission and the achievement of expected learning outcomes. Annually, the Dean and Vice-Deans present comprehensive reports to the Faculty Council and the University Senate, detailing academic performance, the status of current initiatives, and specific improvement plans.

The University exercises its budgetary autonomy, as granted by national higher education legislation and the University Charter, allowing for the independent allocation of resources to support strategic academic priorities. This autonomy enables the institution to prioritize investments that directly impact the achievement of expected learning outcomes. A significant example is the substantial investment in the Pediatric Dental Clinic, which provides training for both undergraduate and postgraduate students. This project was financed through a combination of internal university funds and external grants, addressing a critical public health need while enhancing the clinical environment.

The Faculty maintains constructive interactions with the national healthcare system and relevant governmental bodies to ensure the program remains aligned with public health needs.

This collaboration is formalized through partnerships with hospitals, private dental clinics and representation of the Romanian Collage of Dentists, providing students with diverse clinical environments and exposure to real-world medical challenges. These formal arrangements ensure that student rotations in external clinics and hospitals are recognized as part of the official curriculum, providing a secure and regulated environment for practical training. These protocols facilitate joint initiatives with professional bodies and health authorities, ensuring that all stakeholders are actively engaged in the continuous development of the dental profession.

The University ensures the dissemination of complete and reliable information regarding its educational programs through its official website and integrated media strategy. For the Dental Medicine program, comprehensive data is available in Romanian and English, covering tuition fees, admission criteria, and detailed curricula.

***Strengths/best practice***

This standard has no strengths or best practices.

***EEP recommendations***

There are no recommendations for this standard.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "GOVERNANCE AND ADMINISTRATION" Standard are as follows: **Strengths: 0, Satisfactory: 13, Needs improvement: 0, Unsatisfactory: 0.**

**6.9. STANDARD "CONTINUOUS RENEWAL"**

***The Evidence***

The Faculty of Dental Medicine at Grigore T. Popa University of Medicine and Pharmacy Iași conceptualizes the educational program in Dental Medicine as a dynamic and continuously evolving framework, subject to ongoing improvement in accordance with institutional strategy, national regulatory requirements, and internationally recognized reference standards, including those promoted by the World Federation for Medical Education (WFME), the European Association for Quality Assurance in Higher Education through the European Standards and Guidelines (ESG), the Bologna Process, and relevant European Union professional qualification directives. Continuous renewal is embedded within the university's internal quality assurance system and is implemented through structured program review cycles, systematic data collection, stakeholder engagement, and targeted allocation of institutional resources.

The current six-year program, comprising 360 ECTS credits and leading to the degree of Doctor of Dental Medicine (DMD), has undergone multiple revisions since its initial establishment in 1948. The most recent comprehensive revision was undertaken in 2023 under the evaluation framework of Romanian Agency for Quality Assurance in Higher Education (ARACIS), in consultation with both internal and external stakeholders. This revision resulted in a significant expansion of clinical training components, the introduction of emerging fields such as digital dentistry, robotics, and laser applications, the diversification of elective courses, and the strengthening of interdisciplinary and community-oriented elements. These developments reflect the faculty's ongoing commitment to aligning the curriculum with contemporary scientific advances and evolving societal and professional needs.

The intended learning outcomes (ILOs) of the Dental Medicine program at Grigore T. Popa University of Medicine and Pharmacy Iași are competence-based and structured to encompass multiple dimensions of professional development, including theoretical knowledge, clinical skills, communication and professionalism, evidence-based practice, public health engagement, and

lifelong learning. These learning outcomes are periodically reviewed and updated to reflect developments in oral disease patterns, emerging technologies, and the evolving expectations of professional and regulatory bodies such as the Romanian Council of Dentists, the Ministry of Health of Romania, and relevant European regulatory frameworks.

Recent revisions have introduced explicit learning outcomes related to digital dentistry—such as CAD/CAM technologies, intraoral scanning, and three-dimensional printing—as well as competencies in the management of complex oral rehabilitation in an ageing population. Additional emphasis has been placed on interprofessional collaboration and patient-centered care, including ethical practice, effective communication, informed consent, shared decision-making, and the provision of care for vulnerable patient groups. Furthermore, learning outcomes in public health and community dentistry have been strengthened to prepare graduates for participation in screening programs, oral health promotion initiatives, and the epidemiological monitoring of oral diseases.

These intended learning outcomes are systematically mapped to individual courses and assessment methods through a comprehensive curriculum map that is periodically updated. This mapping framework serves as an important instrument in program review processes and external accreditation procedures, ensuring that any modifications to learning outcomes are promptly reflected in the corresponding curricular content and evaluation strategies.

Program coordinators are responsible for overseeing both formative assessment—conducted throughout the academic year—and summative assessment, which takes place at the end of each semester and/or academic year. The results of the annual assessment process also provide essential information for the internal evaluation of each study program.

In conducting this internal evaluation, the program coordinator is supported by the Evaluation and Educational Quality Assurance Commission established at the faculty level. The findings of the annual internal evaluation are consolidated in an Internal Evaluation Report of the Study Program, which is submitted to the Dean of the Faculty.

Following its review and analysis, the Dean's Office synthesizes the relevant information and formulates its conclusions within the Annual Report. This report is subsequently examined and formally approved by the Faculty Council.

The inclusive governance model enables the Faculty to accommodate the interests and expectations of a wide range of stakeholders, including students, academic staff, professional associations, and public health authorities, while integrating their input into the formulation of both strategic and operational developments.

Through these interconnected mechanisms, the Faculty of Dental Medicine at Grigore T. Popa University of Medicine and Pharmacy Iași demonstrates that continuous renewal is not a sporadic or isolated activity, but rather a permanent, structured, and evidence-based process that supports the quality, relevance, and long-term sustainability of the Dental Medicine study program.

### ***Analytical part***

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the educational activities of Grigore T. Popa University of Medicine and Pharmacy Iași in the implementation of the specialty Dental medicine basically comply with the requirements of standard 9 "Continuous Update".

The updating of educational program content, as well as the monitoring and evaluation of the academic environment, are conducted through a cyclical, standardized, step-by-step Plan–Do–Check–Learn–Adapt (PDCLA) process. This process was introduced through the institutional strategic management plan, which is dedicated to the systematic and continuous implementation of improvements across the university's educational, research, and administrative activities.

Following the inspection, the analysis of the self-evaluation report and supporting documentation, as well as interviews conducted with representatives of the faculty's structural units, the review team concluded that the processes of program renewal and restructuring are

implemented at the expected level of effectiveness.

***Strengths/best practice***

There are no strengths or best practices in this standard.

***EEP recommendations***

There are no recommendations for this standard.

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

Quantitative indicators reflecting the organization's compliance with the criteria of the "CONTINUOUS RENEWAL" Standard are as follows: **Strengths: 0, Satisfactory: 12, Needs improvement: 0, Unsatisfactory: 0.**

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

### **1. STANDARD "MISSION AND OUTCOMES"**

The program demonstrates a well-established culture of academic freedom that enables both academic staff and students to implement the educational program flexibly and to integrate recent research findings into the teaching of specific disciplines without formal expansion of the curriculum. This approach ensures the continuous modernization of course content, promotes innovation in teaching and research-informed learning, and supports responsiveness to scientific and professional developments while maintaining structural stability of the educational program.

### **2. STANDARD "EDUCATIONAL PROGRAM"**

- The program consistently integrates up-to-date achievements of clinical sciences into the curriculum, ensuring alignment with current professional standards. This guarantees that graduates acquire sufficient knowledge, clinical competencies, and professional responsibility to practice effectively independently.

- A significant proportion of the program is dedicated to structured and planned contact with patients and service consumers in appropriate clinical settings. This ensures the development of practical competencies, professional responsibility, and experience in health promotion and disease prevention, reflecting a strong practice-oriented approach in line with professional standards.

- The educational program demonstrates the capacity to undergo structured and timely revision in response to scientific and technological advancements, as well as evolving societal and healthcare system needs. Curriculum updates are guided by strategic analysis and stakeholder input, ensuring continued relevance, adaptability, and alignment with contemporary professional requirements.

- From the early stages of training, students are systematically integrated into real professional settings, with supervised and progressively increased responsibilities. The program provides structured participation in patient examination and/or treatment in appropriate clinical conditions, involvement in sanitary and epidemiological supervision activities within specialized institutions, and practical experience in advising patients on the rational use of general medicines and dentistry.

The educational program maintains active and structured communication with professional practice and the healthcare system, ensuring coherence between academic training and subsequent stages of professional development. Collaboration with practice settings, involvement of field specialists, and alignment with regulatory and professional requirements facilitate a smooth transition of graduates into employment or further training. This demonstrated continuity between the educational process and professional activity confirms the program's relevance, integration, and high level.

### **3. STANDARD "ASSESSMENT OF STUDENTS"**

The assessment system is regulated by clear institutional procedures that prevent conflicts of interest through transparency, separation of roles, and objective evaluation criteria. At the same time, a formalized and accessible appeals mechanism is in place, ensuring students' right to contest assessment results in a fair and impartial manner. These safeguards demonstrate a mature quality assurance framework and full compliance with IAAR principles of transparency, fairness, and academic integrity.

### **4. STANDARD "STUDENTS"**

- The institution has implemented a structured and systematic feedback mechanism that regularly collects students' opinions regarding the conditions and organization of the educational

process. Feedback results are analyzed and used for continuous improvement of teaching, learning environments, and student support services. This evidence-based approach to student engagement and quality enhancement justifies the “strong” evaluation.

- The institution actively supports student representation by providing organizational, informational, and logistical assistance to student bodies and initiatives. Students are encouraged to participate in governance structures, academic committees, and extracurricular activities, with institutional backing that facilitates the development of leadership, civic engagement, and professional skills. This consistent encouragement and structured support of student organizations substantiate the “strong” evaluation.

#### **5. STANDARD “ACADEMIC STAFF/FACULTY”**

There is no strength/best practice for this standard.

#### **6. STANDARD “EDUCATIONAL RESOURCES”**

- Comprehensive and well-maintained material and technical infrastructure ensure the effective delivery of teaching and clinical training activities. Modern equipment, specialized facilities, and adequately equipped learning spaces correspond to current professional and academic requirements, supporting the achievement of learning outcomes.

- Established safety regulations, infection control measures, and risk prevention procedures guarantee a secure environment for academic staff, students, patients, and their relatives. The alignment between available resources and program needs fully substantiates the “strong” evaluation.

#### **7. STANDARD “PROGRAM EVALUATION”**

The institution has established functional mechanisms that actively integrate key stakeholders—employers, professional associations, graduates, and students—into the processes of monitoring and evaluating the educational program. Their input is systematically collected through consultations, advisory boards, and review procedures, contributing to evidence-based decision-making. This collaborative governance model enhances transparency, labor market relevance, and shared responsibility for program quality, which substantiates the “strong” assessment.

#### **8. STANDARD “GOVERNANCE AND ADMINISTRATION”**

There is no strength/best practice for this standard.

#### **9. STANDARD “CONTINUOUS RENEWAL”**

There is no strength/best practice for this standard.

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

### **1. STANDARD “MISSION AND OUTCOMES”**

There are no recommendations for this standard.

### **2. STANDARD «EDUCATIONAL PROGRAM»**

There are no recommendations for this standard.

### **3. STANDARD “ASSESSMENT OF STUDENTS”**

It is recommended to develop the assessment methods of students and implement mechanisms of decreasing the human factor upon the evaluation process by the next academic year 2026 - 2027. Responsible body - Government of the faculty/teaching staff.

### **4. STANDARD “STUDENTS”**

The university should regulate, at institutional level, the framework for designing and implementing Individual Learning Plans, ensuring that educational programs consider the needs of different groups of students and provide flexible mechanisms for personalized learning paths, starting with the next academic year.

### **5. STANDARD “ACADEMIC STAFF/FACULTY”**

- At university level, to identify structural unit and responsible staff members for the continuous professional development of academic staff and develop and approve a plan for support for career development.

- Creation of dedicated study hubs for individual learning and collaborative work, equipped with multimedia technology and access to scientific databases, starting with the next academic year.

- At university level, to identify structural unit and responsible staff members for the support of academic staff for applying for national and international projects or grants to stimulate them (for example, organizing internal trainings, financial reward), until the beginning next academic year 2026-2027. Responsible body - Government of the school.

### **6. STANDARD “EDUCATIONAL RESOURCES”**

- The institution should create a policies/procedure that will ensure adequate and diversified resources for practical training by providing access to a sufficient number and variety of clinical/production bases, an appropriate spectrum and quality of patients/service consumers, and effective supervision and monitoring of students’ practical activities to guarantee the achievement of learning outcomes. Terms: 2026 - 2027. Responsible body - Government of the school/ faculty.

### **7. STANDARD “PROGRAM EVALUATION”**

It is recommended to develop and modify the feedback collection and analysis from students, including digital questionnaires to evaluate the teacher/education program/examination process, and to improve the response from the responsible unit based on the results and requests.

The unit responsible for the education program and its reform should actively involve the students’ representatives in planning and proposing improvements for the education program update. Terms: 2026 - 2027. Responsible body - Government of the school.

### **8. STANDARD “GOVERNANCE AND ADMINISTRATION”**

There is no recommendation for this standard.

**9. STANDARD “CONTINUOUS RENEWAL”**

There is no recommendation for this standard.

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

No recommendations.

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

According to the voting results for accreditation of **Dental Medicine Educational Program** of «*Grigore T.Popa*» *University of Medicine and Pharmacy of Iasi (Romania)*, the External Expert Panel members voted as follows: all votes for being accredited for 5 (five) years.

## Annex 1. Assessment table "PARAMETERS OF PROGRAM ACCREDITATION" (Dental Medicine)

№ p/p	№ sub/p	№ crit.	ASSESSMENT CRITERIA	Assessment Indicators			
				Strong	Satisfactory	Suggestions for improvement	Unsatisfactory
<b>1. STANDARD "MISSION AND OUTCOMES"</b>							
<b>1.1 Mission Definition</b>							
<b>The organisation of education must:</b>							
1	1	1.1.1.	define the mission of the EP and bring it to the attention of stakeholders and the health sector		+		
2	2	1.1.2.	in its mission to reflect the goals and educational strategy that allow to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for a further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	ensure that the mission includes research achievements in the field of biomedical, clinical, pharmaceutical, behavioral and social sciences, aspects of global health and reflects the main international health issues		+		
<b>1.2 Institutional Autonomy and Academic Freedom</b>							
<b>The organisation of education must:</b>							
4	4	1.2.1.	have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational program and the allocation of resources necessary for the implementation of the educational program		+		
5	5	1.2.2.	provide academic freedom for employees and students to implement an educational program and use the results of new research to improve the study of specific disciplines/issues without expanding the EP	+			
<b>1.3 Learning Outcomes</b>							
<b>The organisation of education must:</b>							
6	6	1.3.1.	determine the expected learning outcomes that students should achieve upon completion of training in relation to achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility		+		
7	7	1.3.2.	ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives		+		
8	8	1.3.3.	publish expected learning outcomes of the EP		+		
9	9	1.3.4.	identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate studies		+		

10	10	1.3.5.	provide for the possibility of students to participate in research in the relevant field of health		+		
11	11	1.3.6.	pay attention to intended learning outcomes related to global health		+		
<b>1.4 Participation in the Formulation of Mission and Learning Outcomes</b>							
<b>The organisation of education must:</b>							
12	12	1.4.1.	ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes		+		
13	13	1.4.2.	ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders		+		
<i>Total by Standard</i>				<b>1</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>2. STANDARD "EDUCATIONAL PROGRAM"</b>							
<b>2.1 Educational Program Model and Teaching Methods</b>							
<b>The organisation of education must:</b>							
14	1	2.1.1.	define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, the qualification obtained as a result of mastering the program		+		
15	2	2.1.2.	use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process		+		
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality		+		
17	4	2.1.4.	develop learners' lifelong learning abilities		+		
<b>2.2. Scientific Method</b>							
<b>The organisation of education must:</b>							
18	5	2.2.1.	throughout the training program, to instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine		+		
19	6	2.2.2.	include the results of modern scientific research in the EP		+		
<b>2.3 Basic Biomedical Sciences</b>							
<b>The organisation of education must:</b>							
20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge		+		
21	8	2.3.2.	change the educational program, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+		
<b>2.4. Behavioral, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence</b>							
<b>The organisation of education must:</b>							
22	9	2.4.1.	identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP		+		
23	10	2.4.2.	change the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context		+		
<b>2.5. Medical/Pharmaceutical Sciences and Skills</b>							
<b>The organisation of education must:</b>							
24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities		+		
25	12	2.5.2.	ensure that students spend a sufficient part of the program in planned contacts with patients, consumers of services in		+		

			appropriate clinical/industrial conditions and gain experience in health promotion and disease prevention				
26	13	2.5.3.	determine the amount of time allocated to the study of the main clinical/specialised disciplines		+		
27	14	2.5.4.	organise training with appropriate attention to the safety of the learning environment and patients, including monitoring of the actions performed by the student in the conditions of clinical/industrial bases		+		
28	15	2.5.5.	change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health system		+		
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility: - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions		+		
30	17	2.5.7.	structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training program		+		
<b>2.6. Structure of the Educational Program, Content and Duration</b>							
<b>The organisation of education must:</b>							
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioral, social and clinical/profile disciplines		+		
32	19	2.6.2.	envisage horizontal integration of related sciences and disciplines		+		
33	20	2.6.3.	envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP		+		
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population		+		
<b>2.7. Program Management</b>							
<b>The organisation of education must:</b>							
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+		
37	24	2.7.2.	identify a committee under the management of academic leadership responsible for planning and implementing the EP to ensure the achievement of expected learning outcomes		+		
38	25	2.7.3.	ensure the representation of teachers, students, representatives from other interested parties, including representatives from clinical, industrial bases, graduates of EO, healthcare professionals involved in the learning process in the composition of the EO committee responsible for EP		+		
39	26	2.7.4.	through the committee responsible for the EP to plan and implement innovations in the EP		+		
<b>2.8. Communication with Medical/Pharmaceutical Practice and Healthcare System</b>							
<b>The organisation of education must:</b>							

40	27	2.8.1.	ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin at the end of training	+			
41	28	2.8.2.	take into account the specifics of the conditions in which graduates will have to work and accordingly modify the EP		+		
<i>Total by Standard</i>				<b>5</b>	<b>23</b>	<b>0</b>	<b>0</b>
<b>3. STANDARD "ASSESSMENT OF STUDENTS"</b>							
<b>3.1. Assessment Methods</b>							
<b>The organisation of education must:</b>							
42	1	3.1.1.	define and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes		+		
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior		+		
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format		+		
45	4	3.1.4.	ensure that the evaluation process and methods are open (accessible) for examination by external experts		+		
46	5	3.1.5.	ensure that assessment methods and results avoid conflicts of interest and uses a system of appealing the results of students' assessment	+			
47	6	3.1.6.	ensure the openness of the evaluation procedure and its results, to inform students about the criteria and evaluation procedures used		+		
48	7	3.1.7.	provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involve external examiners		+		
<b>3.2. The Relationship between Assessment and Learning</b>							
<b>The organisation of education must:</b>							
49	8	3.2.1.	use evaluation principles, methods and practices that are comparable with the intended educational outcomes and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, provide an appropriate balance of formative and final assessment for the direction of learning and decision-making about academic performance		+		
50	9	3.2.2.	envisage opportunity to adjust the number and nature of exams to encourage both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, specific, constructive and fair feedback to students based on the assessment results		+		
<i>Total by Standard</i>				<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>4. STANDARD "STUDENTS"</b>							
<b>4.1. Admission and Selection Policy</b>							
<b>The organisation of education must:</b>							
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement about the selection process of students		+		
53	2	4.1.2.	have a policy and implement the practice of admitting persons with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign ones		+		
55	4	4.1.4.	establish a link between the selection and the mission of the educational organisation, the educational program and the desired quality of graduates; periodically review the admission policy		+		
56	5	4.1.5.	use the system of appeal of decisions on admission of students		+		
<b>4.2. Recruitment of Students</b>							

<b>The organisation of education must:</b>								
57	6	4.2.1.	determine the number of accepted students in accordance with the possibilities of the organisation of education at all stages of the educational program		+			
58	7	4.2.2.	periodically regulate the number and contingent of accepted students, taking into account the opinions of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole		+			
59	8	4.2.3.	envisage opportunity to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole		+			
<b>4.3. Counseling and Supporting Students</b>								
<b>The organisation of education must:</b>								
60	9	4.3.1.	have a system of academic counseling of students		+			
61	10	4.3.2.	offer students a support program aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support		+			
62	11	4.3.3.	have a feedback system with students to assess the conditions and organisation of the educational process	+				
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+			
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory				+	
65	14	4.3.6.	provide academic counseling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning		+			
<b>4.4. Representation of Students</b>								
<b>The organisation of education must:</b>								
66	15	4.4.1.	develop and implement a policy of representation of students and their proper participation in the definition of the mission, development, management and evaluation of the educational program and other issues related to students		+			
67	16	4.4.2.	envisage an opportunity to encourage and provide assistance and support to student activities and student organisations	+				
<i>Total by Standard</i>				<b>2</b>	<b>13</b>	<b>1</b>	<b>0</b>	
<b>5. STANDARD "ACADEMIC STAFF/FACULTY"</b>								
<b>5.1. Selection and Recruitment Policy</b>								
<b>The educational organisation must develop and implement a personnel selection and recruitment policy that:</b>								
68	1	5.1.1.	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff		+			
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions		+			
70	3	5.1.3.	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences		+			
71	4	5.1.4.	in the selection and recruitment policy, envisages an opportunity to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organisation, as well as significant features of the region		+			
<b>5.2. Employee Activity and Development Policy</b>								
<b>The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:</b>								
72	5	5.2.1.	maintaining a balance of opportunities between teaching,		+			

			research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications				
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational program, as well as training and advanced training of teachers, their development and evaluation		+		
74	7	5.2.3.	taking into account the ratio of "teacher-student" depending on the various components of the educational program		+		
75	8	5.2.4.	a staff career development		+		
<i>Total by Standard</i>				<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>6. STANDARD "EDUCATIONAL RESOURCES"</b>							
<b>6.1. Material and Technical Base</b>							
<b>The organisation of education must:</b>							
76	1	6.1.1.	have sufficient material and technical base to ensure adequate implementation of the educational program, as well as create a safe learning environment for staff, students, patients and their relatives	+			
77	2	6.1.2.	improve the learning environment by regularly updating and expanding the material and technical base to comply with changes in educational practice		+		
<b>6.2. Resources for Practical Training</b>							
<b>The organisation of education must:</b>							
78	3	6.2.1.	provide the necessary resources to provide students with appropriate clinical/practical experience, including: • quality and categories of patients/consumers of services • the number and categories of clinical/production bases, which include: • observation of the practice of students			+	
79	4	6.2.2.	evaluate, adapt and improve the conditions of clinical/practical training to meet the needs of the population		+		
<b>6.3. Information Technology</b>							
<b>The organisation of education must:</b>							
80	5	6.3.1.	develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies		+		
81	6	6.3.2.	provide access to websites or other electronic media		+		
82	7	6.3.3.	envisage an opportunity to provide teachers' and students' access to relevant patient data and healthcare information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with healthcare information systems		+		
<b>6.4. Medical/Pharmacy Research and Scientific Achievements</b>							
<b>The organisation of education must:</b>							
83	8	6.4.1.	use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational program		+		
84	9	6.4.2.	formulate and implement a policy that promotes the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education		+		
85	10	6.4.3.	envisage that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health		+		
<b>6.5. Expertise in the Field of Education</b>							
<b>The organisation of education must:</b>							
86	11	6.5.1.	have access to the educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement the policy of expertise in the development, implementation and evaluation of the educational		+		

87	12	6.5.2.	program, the development of teaching methods and evaluation demonstrate evidence of the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education and promoting the interests of personnel in conducting research in education	+				
<b>6.6. Exchange in the Field of Education</b>								
<b>The organisation of education must:</b>								
88	13	6.6.1.	formulate and implement a policy on national and international cooperation with other educational organisations, including the mobility of staff and students, as well as the transfer of educational credits		+			
89	14	6.6.2.	promote the participation of teachers and students in academic mobility programs at home and abroad and allocate appropriate resources for these purposes		+			
<i>Total by Standard</i>				<b>2</b>	<b>11</b>	<b>1</b>	<b>0</b>	
<b>7. STANDARD "PROGRAM EVALUATION"</b>								
<b>7.1. Monitoring and Evaluation Mechanisms of the Program</b>								
<b>The organisation of education must:</b>								
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational program and learning outcomes, progress and academic performance of students		+			
91	2	7.1.2.	develop and apply an educational program evaluation mechanism that reviews the program, its main components, students' academic performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP		+			
92	3	7.1.3.	periodically evaluate the program, comprehensively considering the educational process, components of the educational program, expected learning outcomes and social responsibility		+			
<b>7.2. Feedback from the Teacher and the Student</b>								
<b>The organisation of education must:</b>								
93	4	7.2.1.	systematically conduct, analyse and respond to feedback from teachers and students		+			
94	5	7.2.2.	use the feedback results to improve the educational program		+			
<b>7.3. Educational Achievements of Students</b>								
<b>The organisation of education must:</b>								
95	6	7.3.1.	analyse the progress of students and graduates in accordance with the mission and expected learning outcomes, the training program and the availability of resources		+			
96	7	7.3.2.	analyse the progress of students and graduates taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational program, counseling students		+			
<b>7.4. Stakeholder Engagement</b>								
<b>The organisation of education must:</b>								
97	8	7.4.1.	involve key stakeholders in the monitoring and evaluation of the educational program	+				
98	9	7.4.2.	provide interested parties with access to the results of the evaluation of the program, collect and study feedback from them on practical activities of the graduates and feedback about the educational program		+			
<i>Total by Standard</i>				<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>	
<b>8. STANDARD "GOVERNANCE AND ADMINISTRATION"</b>								
<b>8.1. Governance</b>								
<b>The organisation of education must:</b>								
99	1	8.1.1.	define structural units and their functions, including relationships within the university		+			
100	2	8.1.2.	define committees in the management structure, their responsible composition, reflecting the representation of the main and other		+			

			stakeholders, ensuring transparency of the work of management bodies and their decisions					
<b>8.2. Academic Leadership</b>								
<b>The organisation of education must:</b>								
<b>101</b>	3	8.2.1.	describe the responsibilities of the academic leadership in defining and managing the educational program		+			
<b>102</b>	4	8.2.2.	periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes		+			
<b>8.3. Educational Budget and Resource Allocation</b>								
<b>The organisation of education must:</b>								
<b>103</b>	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational program, including a dedicated educational budget		+			
<b>104</b>	6	8.3.2.	allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs		+			
<b>105</b>	7	8.3.3.	provide for the ability to have the right to independently allocate resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of health and public health problems and their needs		+			
<b>8.4. Administrative Staff and Management</b>								
<b>The organisation of education must:</b>								
<b>106</b>	8	8.4.1.	have administrative and professional staff to implement the educational program and related activities, ensure proper management and allocation of resources		+			
<b>107</b>	9	8.4.2.	ensure the participation of all departments of the educational organisation in the processes and procedures of the internal quality assurance system		+			
<b>8.5. Interaction with the Health Sector</b>								
<b>The organisation of education must:</b>								
<b>108</b>	10	8.5.1.	carry out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign		+			
<b>109</b>	11	8.5.2.	give an official status to cooperation, including the involvement of employees and students, with partners in the health sector		+			
<b>8.6. Informing the Public</b>								
<b>The organisation of education must:</b>								
<b>110</b>	12	8.6.1.	publish complete and reliable information about the educational program and its achievements on the official website of the educational organization and in the media		+			
<b>111</b>	13	8.6.2.	publish objective information on employment and demand for graduates on the official website		+			
				<i>Total by Standard</i>	<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>9. STANDARD "CONTINUOUS RENEWAL"</b>								
<b>The organisation of education must:</b>								
<b>112</b>	1	9.1.1.	as a dynamic and socially accountable institution initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the program, rectify documented deficiencies, allocate resources for continuous renewal		+			
<b>113</b>	2	9.1.2.	base the process of renewal on prospective studies and analyses in the field of health care and the results of self-study, assessment and literature on medical/pharmaceutical education		+			
<b>The organisation of education must ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives, provide an opportunity to address the following issues in its process of renewal:</b>								
<b>114</b>	3	9.1.3.	adaptation of mission statement to the scientific, socio-economic and cultural development of the society		+			
<b>115</b>	4	9.1.4.	modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter. The modification includes clinical skills, public health training and involvement in patient care		+			

			appropriate to responsibilities encountered upon graduation				
<b>116</b>	5	9.1.5.	adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant		+		
<b>117</b>	6	9.1.6.	adjustment of curricular elements and their relationships in keeping with developments in the basic biomedical, clinical, behavioral and social sciences, hygienic, pharmaceutical sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded		+		
<b>118</b>	7	9.1.7.	development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods		+		
<b>119</b>	8	9.1.8.	adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational program		+		
<b>120</b>	9	9.1.9.	adaptation of academic staff recruitment and development policy according to changing needs		+		
<b>121</b>	10	9.1.10.	updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational program		+		
<b>122</b>	11	9.1.11.	refinement of the process of program monitoring and evaluation		+		
<b>123</b>	12	9.1.12.	development of the organizational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders		+		
<i>Total by Standard</i>				<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL ACCORDING TO ALL STANDARDS</b>				<b>12</b>	<b>109</b>	<b>2</b>	<b>0</b>

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

 **GRIGORE T. POPA UNIVERSITY OF MEDICINE AND PHARMACY IASI**

AGREED  
Rector,  
University of Medicine and  
Pharmacy "Grigore T. Popa"  
Prof. Dr. Viorel Scripcariu  
2026, January 23



### PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL (EEP) TO UNIVERSITY OF MEDICINE AND PHARMACY "GRIGORE T. POPA", Iasi, Romania

#### EDUCATIONAL PROGRAMMES "DENTAL MEDICINE" AND "MEDICINE"

Visit Dates: February 16–18, 2026

Iasi 2026

Date and Time (last local time)	EEP's Meetings with Target Groups	Position and Full Name (Last Name, First Name, Patronymic) of Target Group Participants	Venue
<b>FEBRUARY 13, 2026</b>			
15.00-16.00	Preliminary Meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme) (Online)	EEP of IAAR	Zoom meeting: Join the Zoom <a href="https://us02web.zoom.us/j/9623882483">https://us02web.zoom.us/j/9623882483</a>  Conference ID: 962 388 2483
<b>FEBRUARY 16, 2026</b>			
08.30-09.00	Transfer from the hotel to the University	EEP, University Coordinator	Hotel - University
09.00-09.30	Discussion of Organizational Issues	EEP of IAAR	Senate Room
09.30-10.10	Meeting with the Head of the university	Rector, Professor Viorel Scripcariu	Senate Room
10.10-11.10	Interviews with deputy heads of the university	1. Professor Radu Iliescu, Vice-Rector for Institutional Development Strategy, Academic Management, Digitalization and Relations with Trade Unions and Civil Society 2. Professor Ionela-Lăcrămioara Șerban, Vice-Rector for Undergraduate and Master's Degree Education 3. Professor Adrian Covic, Vice-Rector for Scientific Research, Development and Innovation - 4. Professor Camelia-Margareta Bogdănici, Vice-Rector for Relations with Clinical Hospitals and Implementation of the "University Hospital UMF Iasi" project 5. Prof. Univ. Dr. Georgeta-Liliana Foia, Vice-Rector for International Academic Institutional Cooperation and Partnerships 6. Prof. Univ. Dr. Irina-Iuliana Costache-Enache, Vice-Rector for Student Relations, Quality Management and Academic Evaluation 7. Professor Luminița-Smaranda Iancu, Vice-Rector for Postgraduate Education – Residency and Continuing	Senate Room
11.10-11.40	Technical Break	EEP of IAAR	Senate Room

11.40-12.40	Interviews with Heads of Structural Units	1. Maria Arhip, Administrative Department 2. Daniela Liliana Zăinescu, Quality Assurance Department 3. Andreea Dobreă – Iacobescu, International Relationship Department 4. Cristina Donea, Library and Information Center 5. Csabo Kantor, Simulation Center 6. Professor Bogdan Tamba, Research and Innovation Department (CEMEX) 7. Professor Monica Hăncianu, Doctoral School 8. Professor Cristina Gavrilovici, Ethics Committee 9. Ciolan Monica, Professional Counseling and Career Guidance Department	Senate Room
12.40-13.00	EEP Work	EEP of IAAR	Senate Room
13.00-14.00	Lunch	EEP of IAAR	Senate Room (catering)
14.00-14.15	EEP work	EEP of IAAR	Senate Room
14.15-15.15	Interviews with Deans, and Heads of Departments	1. Professor Anton Knieling, Dean of Faculty of Medicine 2. Professor Monica-Silvia Tatarciuc, Dean of Faculty of Dental Medicine 3. Professor Lenuța Profire, Dean of Faculty of Pharmacy 4. Professor Anca-Irina Galaction, Dean of Faculty of Medical Bioengineering 5. Professor Cristinel Ionel Stan, Head of the Morpho-Functional Sciences I Department (Medicine) 6. Professor Bild Walther, Head of the Morpho-Functional Sciences II Department (Medicine) 7. Professor Anca Victorița Trifan, Head of Medical I Department (Medicine) 8. Professor Ioana Dana Alexa, Head of Medical II Department (Medicine) 9. Professor Laura Gheucă Solovăstru, Head of Medical III Department (Medicine) 10. Professor Alexandru Grigorovici, Head of Surgery I Department (Medicine) 11. Professor Carmen-Diana Cimpoeșu, Head of Surgery II Department (Medicine) 12. Professor Mihaela Grigore, Head of Mother and Child Medicine Department (Medicine)	

		13. Professor Florin Dumitru Petrariu, Head of Preventive Medicine and Interdisciplinarity Department (Medicine) 14. Professor Costan Victor-Vlad, Head of Department 1, Dentoalveolar and Maxillofacial Surgery (Dental Medicine) 15. Professor Andrian Sorin, Head of Department 2, Periodontology. Fixed Restorations (Dental Medicine) 16. Professor Vișalariu Anca Mihaela, Head of Department 3, Implantology. Removable restorations. Technology (Dental Medicine)	
15.15-15.30	Break	EEP of IAAR	Senate Room
15.30-16.30	Interview with Academic Staff	Appendix 1	EP Medicine -Senate Room EP Dental Medicine – Conference Room
15.30-16.30	Academic Staff Survey (conducted in parallel)	Appendix 2	The link is sent personally to the teacher's email
16.30-18.00	Visual Inspection of the Educational Organization's Material, Technical, and Teaching Laboratory Facilities	Appendix 5	
18.00-18.30	Work of the EEP. Discussion of the First Day's Results	EEP of IAAR	Senate Room
18.30-19.30	Dinner		
<b>FEBRUARY 17, 2026</b>			
08.30-09.00	Transfer from the hotel to the university	EEP of IAAR, University Coordinator	Hotel - University
09.00-09.20	EEP Work	EEP of IAAR	EP Medicine -Senate Room EP Dental Medicine – Conference Room
09.20-10.20	Interviews with the representatives of the student governance	Appendix 3	EP Medicine -Senate Room EP Dental Medicine – Conference Room
10.20-11.10	Interview with students	Appendix 10	EP Medicine -Senate Room EP Dental Medicine – Conference Room
10.20-11.10	Student Survey (conducted in parallel)	Appendix 4	The link is sent personally to the student's email
11.10-11.20	Break	EEP of IAAR	EP Medicine -Senate Room

			EP Dental Medicine – Conference Room
11.20-12.20	Classroom Visits According to the Schedule and Work with Documents (Appendix: Links to Classes)	EEP of IAAR Appendix 6	
12.20-13.00	Meeting with Stakeholders (Representatives of Internship Bases and Employers)	Appendix 7	EP Medicine -Senate Room EP Dental Medicine – Conference Room
13.00-14.00	Lunch	EEP of IAAR	Senate Room (catering)
14.00-14.30	EEP work	EEP of IAAR	EP Medicine -Senate Room EP Dental Medicine – Conference Room
14.30-15.00	Interviews with Alumni	Appendix 8	EP Medicine -Senate Room EP Dental Medicine – Conference Room
15.00-17.30	Selective Visits to Internship Bases of the Study Program	Appendix 9	
17.30-18.00	EEP Work, Discussion of the Second Day's Results and Profile Parameters (Recording)	EEP of IAAR	EP Medicine -Senate Room EP Dental Medicine – Conference Room
18.00-19.00	Dinner		
<b>FEBRUARY 18, 2026</b>			
08.30-09.00	Transfer from the hotel to the university	EEP of IAAR, University Coordinator	Hotel - University
09.00-12.00	EEP Work, Development, Discussion of Recommendations and Voting (Recording)	EEP of IAAR	Senate Room
12.00-12.30	Preparing the information about external assessment	Chair of the EEP	Senate Room

	results by chair of the EEP		
12.30-13.30	Lunch	EEP of IAAR	Senate Room (catering)
13.30-14.00	EEP Work	EEP of IAAR	Senate Room
14.00-14.30	Final Meeting of the EEP with the University Executive Team	<ol style="list-style-type: none"> <li>1. Professor Viorel Scripcariu, Rector</li> <li>2. Professor Radu Iliescu, Vice-Rector for Institutional Development Strategy, Academic Management, Digitalization and Relations with Trade Unions and Civil Society</li> <li>3. Professor Ionela-Lăcrămioara Șerban, Vice-Rector for Undergraduate and Master's Degree Education</li> <li>4. Professor Adrian Covic, Vice-Rector for Scientific Research, Development and Innovation -</li> <li>5. Professor Camelia-Margareta Bogdănici, Vice-Rector for Relations with Clinical Hospitals and Implementation of the "University Hospital UMF Iași" project</li> <li>6. Prof. Univ. Dr. Georgeta-Liliana Foia, Vice-Rector for International Academic Institutional Cooperation and Partnerships</li> <li>7. Prof. Univ. Dr. Irina-Iuliana Costache-Enache, Vice-Rector for Student Relations, Quality Management and Academic Evaluation</li> <li>8. Professor Luminița-Smaranda Iancu, Vice-Rector for Postgraduate Education – Residency and Continuing</li> <li>9. Professor Anton Knieling, Dean of Faculty of Medicine</li> <li>10. Professor Monica-Silvia Tatarciuc, Dean of Faculty of Dental Medicine</li> </ol>	Senate Room
14.30-15.30	EEP Work, Discussion of the Quality Assessment Results	EEP of IAAR	Senate Room

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

*Questionnaire Survey for the Teaching Staff of Faculty of Dental Medicine  
«Grigore T.Popa» University of Medicine and Pharmacy of Iasi (Romania)*

**The total number of questionnaires: 52**

### **1. Department: Faculty of Dental Medicine**

#### **2. Position:**

Professor	17 – 32,7%
Assistant professor/associate professor	21 – 40,4%
Senior teacher	4 – 7,7%
Teacher	2 – 3,8%
Head of the Department	1 – 1,9%

#### **3. Academic degree, academic rank**

Honoured Worker	0%
Doctor of Science	20 – 38,5%
Candidate of Science	0 %
Master	5 – 9,6 %
PhD	30 – 57,7 %
Professor	16 – 30,8 %
Assistant professor/associate professor	18 – 34,6 %
Dr Habil	0%

#### **4. Work experience at this HEI**

Less than 1 year	0	0
1 year – 5 years	2	3,9%
Over 5 years	45	88,2%
Others	0	0

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?	47 – 90,4%	5 – 9,6%	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	49 – 94,2%	3 – 5,8%	0	0	0	0
3	How do you assess the opportunities provided by HEI for teacher's career development?	47 – 90,4%	5 – 9,6%	0	0	0	0
4	How do you assess the degree of academic freedom of teaching staff?	45 – 86,5%	7 – 13,5%	0	0	0	0

	<b>To what extent can teachers use their own</b>						
5	• Teaching strategies	36-69,2%	16 - 30,8%	0	0	0	0
6	• Teaching methods	38-73,1%	14-26,9%	0	0	0	0
7	• Educational innovations	45 – 86,5%	13-25%	0	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	39-75%	9-33,3%	0	0	0	0
9	What attention does the school management pay to the educational programme content?	46-88,5%	6 - 11,5%	0	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	41 – 78,8%	11-21,2%	0	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	41-78,8%	11-21,2%	0	0	0	0
	<b>Evaluate the openness and accessibility of management to:</b>						
12	• Students	42 – 80,8%	10 – 19,2%	0	0	0	0
13	• Teachers	46 – 88,5%	6– 11,5%	0	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	42– 80,8%	10 – 19,2%	0	0	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	41– 78,8%	11 – 21,2%	0	0	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	41 – 78,8%	11 – 21,2%	0	0	0	0
17	How the activity is organised regarding an academic mobility	38 – 73,1%	13 – 25%	1 – 1,9%	0	0	0
18	How the activity is organised regarding teaching staff's professional development	38 – 73,1%	13 – 25%	1 – 1,9 %	0	0	0
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	35 – 67,3%	17 – 32,7%	0	0	0	0
20	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	40 – 76,9%	12 – 23,1%	0	0	0	0
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	40 – 76,9%	12 – 23,1%	0	0	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	46– 88,5%	6 – 11,5%	0	0	0	0
23	Evaluate whether the knowledge students receive in HEI meets the	46 – 88,5%	6 – 11,5%	0	0	0	0

	requirements of the modern labour market						
24	How do HEI management and administration take criticism?	29 – 55,8%	22 – 42,3%	1 – 1,9%	0	0	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	37 – 71,2%	15 – 28,8%	0	0	0	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	47 – 90,4%	4 – 7,7%	0	0	0	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	40 – 76,9%	12 – 23,1%	0	0	0	0

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

- I work in this HEI because it combines strong academic tradition with continuous development and innovation. The integration of clinical practice, research activity and quality assurance culture creates a professional environment that supports both teaching excellence and professional growth

- I work at UMF Iași because it is a well-established, internationally accredited medical university that offers a high-quality, student-centred educational environment, modern clinical and research infrastructure, and strong alignment with European and international standards. The institution supports academic freedom, continuous professional development, innovation in dental education, and active involvement in research and international collaboration, allowing me to contribute meaningfully to the training of competent and ethical dental professionals.

- I have 30 years of activities in this HEI, and I realised courses and practical activities for my discipline

- responds to my professional aspirations, teaching vocation and my moral norms

- I work at UMF because of the great opportunities of academic, scientific and research directions,

- I enjoy interdisciplinary collaboration and contributing to the training of the new generation of students.

- I work in this institution for more than 27 years. I chose this institution for high education standards, well trained academic staff and for national and international institution recognition

- I chose this HEI because of its national and international recognition, its high standards, its fast development and its orientation to develop practical and clinical skills for students and residents.

- Because it is one of the most prestigious universities in the region and offers many opportunities for professional development.

- UMF Grigore T. Popa represents a reference in Romanian medical education and since I was younger I wanted to work here, to be part of the academic community.

- I have the privilege of guiding future doctors and witnessing the moment theory transforms into clinical skill

- I work at UMF Iași because it combines a strong academic tradition with continuous quality improvement, modern educational resources, and international recognition. The university encourages excellence in teaching, clinical training, and research, while providing a stable, well-structured environment that supports professional growth and meaningful contribution to dental education and healthcare.

- My life-long dream of teaching and becoming an inspiration to others, along with the satisfactions of being part of an academic community

- I work in UMF Iași because I can combine my clinical expertise with teaching, shaping the next generation of dental professionals. Also, the University is known for its advanced research, cutting-edge technology and strong clinical programs

- The University "Grigore T. Popa" gives me the opportunity to develop my teaching skills, to improve my medical and educational knowledge, to be in contact with the academic environment

- I graduated from this HEI and it was an honor to be a part of its teaching staff.

- I work in this HEI because I value its academic environment, the quality of students, and the opportunity to contribute to their professional development.

- This institution represents for me an academic space that combines tradition with modernity, offering favorable conditions for teaching excellence and research performance. My choice is grounded in the desire to actively contribute to strengthening academic excellence.

- Because this particular HEI gives me the possibility to work at the highest standards of professionalism and clinical excellence.

- I work at UMF "Grigore T. Popa" Iași for its strong academic tradition and the opportunity to combine clinical work with teaching.

- Because of the opportunity to guide students, help them develop critical thinking and clinical skills, and contribute to shaping competent future dentists
- I work at this higher education institution because it gives me the opportunity to teach students basic knowledge in the field of imaging with applications in dental medicine, to teach them radioprotection standards and how to take 2D and 3D dental X-rays, and to integrate clinical and imaging diagnostics into practice to achieve optimal treatment.
- I work in this particular Higher Education Institution (HEI) because it aligns strongly with my professional values and long-term academic goals.
- I like to teach the next generations of dentists
- In 20 years of working here, I may say that to be a member of the academic community of UMF Grigore T Popa Iasi, and implicitly of the Faculty of Dental Medicine, is a noble distinction that fulfills one's need to belong to a group, to remain constantly connected with the younger generations and with multicultural diversity, with the novelty in the educational and medical domain, but it is also an obligation—an obligation to uphold appropriate academic conduct, to pursue continuous self-improvement and professional development, and to rise, both as an individual and as a professional, to the standards established by generations upon generations of distinguished professionals and people of true value.
- I work at this higher education institution because it demonstrates a strong commitment to academic excellence, evidence-based education, and continuous quality improvement. The institution provides a structured and well-regulated academic environment, supports professional development, and promotes interdisciplinary collaboration. Its educational philosophy, emphasis on research integration, and alignment with national and international standards correspond with my professional values and academic objectives.
- I am a graduate of this university, and I have always wanted to become part of this prestigious academic community, contributing to its tradition of excellence in education, research and professional training
- The academic excellence and the interdisciplinary opportunities align with my own goals, as I come from a family of university professors.
- because I want to improve myself theoretically and practically, in accordance with the latest international regulations
- For the opportunity for development of academic scientific and research area.
- I work at this institution because it offers a stimulating academic environment, a supportive and collegial team, robust opportunities for professional development, and a solid framework for disciplinary research, thereby enabling me to make meaningful contributions to students' education.
- I love to teach others.
- Because of the orientation towards excellence and personal and professional growth.
- Diverse and incredible opportunities: teaching, mentoring, authority-building, research, deep intellectual work, credibility, community, and EO platform.
- Passion for teaching and academic development.
- I work in this institution because I believe it provides the appropriate framework for educating future generations of specialists. Being involved in the educational process and in mentoring students represents both a professional responsibility and a strong source of motivation for me
- The HEI offers me the opportunity for professional affirmation and the satisfaction of training future generations of doctors
- It is an institution with a great tradition, where my mentors worked from the period when i was a student and later in the years of my residency. It represents a place where I can develop professionally reaching the highest level of performance.
- I am motivated to work as a teacher at Grigore T. Popa University of Medicine and Pharmacy in Iasi because of its long-standing tradition of excellence in medical education and research. I am particularly drawn to the opportunity to teach and collaborate with a diverse community of students, including those from abroad, which fosters a rich intercultural academic environment. Contributing to the training of future dental healthcare professionals in such a dynamic and internationally oriented setting aligns strongly with my commitment to high-quality education, mentorship, and the advancement of medical knowledge.
- It is a highly recognized institution both nationally and internationally, proven by the large number of students from our country and abroad.
- I work in this HEI because it promotes excellence, innovation, and strong support for academic growth.
- Because I like and I am prepare for
- For the opportunity to work with foreign students, for the research and teaching facilities it provides
- To improve my skills and level of knowledge, to be connected with other universities
- Because of the reputation and academic excellence

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

Very often	Often	Sometimes	Very rarely	Never
18 – 34,6%	19 – 36,5%	9 – 17,3%	3 - 5,8%	3 - 5,8%

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

Very often	Often	Sometimes	Very rarely	Never
6 – 11,5%	16 – 30,8%	26 – 50%	3 – 5,8%	1 - 1,9%

**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	0%	12 – 23,1%	40 – 76,9%	0
Unbalanced teaching load by semester	1– 1,9%	15– 28,8%	36 – 69,2%	0
Unavailability of necessary literature in the library	1– 1,9%	15 – 28,8%	36 – 69,2%	0
Overcrowding of study groups (too many students in the group)	1 – 1,9%	11 – 21,2%	40 – 76,9%	0
Inconvenient schedule	1 – 1,9%	19 – 36,5%	32 – 61,5%	0
Inadequate facilities for classroom activities	0	9 – 17,3%	43 – 82,7%	0
Lack of internet access/poor internet connection	0%	5– 9,6%	47 – 90,4%	0
Students lack interest in the study	0	37 – 71,2%	15– 28,8%	0
Late delivery of information about the events	0	9 – 17,3%	43 – 82,7%	0
Absence of teaching aids in classrooms	0	5 – 9,6%	47 – 90,4%	0
Other problems	<ul style="list-style-type: none"> <li>- No other problems</li> <li>- No</li> <li>- no other problems</li> <li>- I don't have any major problems to mention.</li> <li>- No major problems to be mentioned.</li> <li>- There was periods when I needed to offer social and psychological support for foreign students.</li> <li>- The limited number of simulators for performing dental X-rays by each student.</li> <li>- No other problems.</li> <li>- none on my mind in this very moment</li> <li>- Occasionally – increased administrative workload related to documentation and accreditation requirements.</li> <li>- Easier access to specialized articles</li> <li>- No problems</li> <li>-not worth mentioning</li> <li>- Technology is galloping. Its implementation is often one step behind; see AI.</li> <li>- No significant additional issues.</li> <li>- I don't face any problems in the discipline I am charge of</li> <li>- There are none.</li> <li>- None so far</li> </ul>			

**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	47 – 90,4%	5– 9,6%	0	0
Relationships with direct management	51 – 98,1%	1 – 1,9%	0	

Relationships with colleagues at the department	49 – 94,2%	3 – 5,8%	0	0
Degree of participation in management decisions	39 – 75%	11 – 21,2%		2 – 3,8%
Relationships with students	6 – 11,5%	46 – 88,5%	0	0
Recognition of your success and achievements by administration	48 – 92,3%	4 – 7,7%	0	0
Support for your proposals and comments	48 – 92,3%	2 – 3,8%	0	2 - 3,8%
HEI administration's activities	44 – 84,6%	7 – 13,5%	0	1 – 1,9%
Remuneration terms	22 – 42,3%	29 – 55,8%	1 – 1,9%	0
Working conditions, list and quality of services provided in HEI	39 – 75%	13 – 25%	0	0
Occupational health and safety	48 – 92,3%	4 – 7,7%	0	0
Management of changes in HEI's activities	43 – 82,7%	7 – 13,5%	0	2 – 3,8%
Provision of a social package: recreation, sanatorium treatment, etc.	14 – 26,9%	24 – 46,2%	3 – 5,8%	11 – 21,2%
Arrangements for catering in HEI and its quality	17 – 32,7%	18 – 34,6%	3 – 5,8%	14 – 26,9%
Arrangements for health care and quality of medical services	35 – 67,3%	9 – 17,3%	2 – 3,8%	6 – 11,5%

## Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

*Questionnaire for Students of Dental Medicine  
«Grigore T.Popa» University of Medicine and Pharmacy of Iasi (Romania)*

**Total number of questionnaires: 104**

**Educational Program (Specialty):**

Dental Medicine	100%	104
Others	0	0

**Language of your study:**

Romanian	87,5%	91
English	9,6%	10
French	2,9%	3

**Sex:**

Female	65,4%	68
Male	34,6%	36

**Evaluate how satisfied you are with:**

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	66 – 63,5%	34 – 32,7%	3 – 2,9%	1 – 1%	0 – 0%
2. Accessibility of Dean's Office (school, faculty, department)	71 – 68,3%	29 – 27,9%	3 – 2,9%	1 – 1%	0 – 0%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	58 – 55,8%	38 – 36,5%	6 – 5,8%	1 – 1%	1 – 1%
4. Accessibility of academic consulting	57 – 54,8%	34 – 32,7%	11 – 10,6%	2 – 1,9%	0%
5. Support with study materials in the learning process	47 – 45,2%	41 – 39,4	11 – 10,6%	4 – 3,8%	1 – 1%
6. Accessibility of counselling on personal issues	45 – 43,3%	44 – 42,3%	10 – 9,6%	5 – 4,8%	0%
7. Relationships between student and teachers	47 – 45,2%	45 – 43,3%	10 – 9,6%	2 – 1,9%	0%

8. Activities of educational institution financial and administrative services	46 – 44,2%	37 – 35,6%	14 – 13,5%	3 – 2,9%	4 – 3,8%
9. Accessibility of medical services	57 – 54,8%	36 – 34,6%	6 – 5,8%	3 – 2,9%	2 – 1,9%
10. Quality of medical services in HEI	52 – 50%	42 – 40,4%	8 – 7,7 %	0%	2 – 1,9%
11. Accessibility of library resources	66 – 63,5%	29 – 27,9%	4 – 3,8%	3 – 2,9%	2 – 1,9%
12. Quality services provided in libraries and reading rooms	61 – 58,7%	34 – 32,7%	3 – 2,9%	5 – 4,8%	1 – 1%
13. Educational resources available in HEI	55 – 52,9%	45 – 43,3%	2 – 1,9%	1 – 1%	1 – 1%
14. Accessibility of computer classrooms	45 – 43,3%	38 – 36,5%	14 – 13,5%	3 – 2,9%	4 – 3,8%
15. Accessibility and quality of internet resources	53 – 51%	38 – 36,5%	8 – 7,7%	2 – 1,9%	3 – 2,9%
16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	64 – 61,5%	37 – 35,6%	3 – 2,9%	0	0%
17. Classrooms, lecture halls for big groups	50 – 48,1%	38 – 36,5%	9 – 8,7%	3 – 2,9%	4 – 3,8%
18. Students' recreation rooms (if available)	37 – 35,6%	27 – 26%	19 – 18,3%	4 – 3,8%	17 – 16,3%
19. Clarity of procedures for taking disciplinary measures	49 – 47,1%	39 – 37,5%	13 – 12,5%	1 – 1%	2 – 1,9%
20. Quality educational program as a whole	51 – 49%	43 – 41,3%	8 – 7,7%	1 – 1%	1 – 1%
21. Quality of curricula in EP	50 – 48,1%	45 – 43,3%	6 – 5,8%	2 – 1,9%	1 – 1%
22. Teaching methods as a whole	48 – 46,2%	42 – 40,4%	11 – 10,6%	3 – 2,9%	0%
23. Teacher's quick response to feedback on educational process issues	50 – 48,1%	38 – 36,5%	14 – 13,5%	0%	2 – 1,9%
24. Quality of teaching in general	51 – 49%	44 – 42,3%	6 – 5,8%	3 – 2,9%	0%
25. Academic load/requirements to students	49 – 47,1%	43 – 41,3%	10 – 9,6%	2 – 1,9%	0%
26. Teaching staff's requirements for students	46 – 44,2%	46 – 44,2%	11 – 10,6%	1 – 1%	0%
27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	51 – 49%	46 – 44,2%	5 – 4,8%	1 – 1%	1 – 1%

28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	50 – 48,1%	47 – 45,2%	6 – 5,8%	1 – 1%	0%
29. Quality of examination materials (tests, examination questions and so on)	47 – 45,2%	37 – 35,6%	17 – 16,3%	1 – 1%	1 – 1%
30. Objectivity of evaluation of knowledge, skills and other academic achievements	57 – 49,1%	45 – 38,8%	8 – 6,9%	1 – 1%	2 – 1,9%
31. Available computer classrooms	39 – 37,5%	38 – 36,5%	14 – 13,5%	6 – 5,8%	7 – 6,7%
32. Available scientific laboratories	47 – 45,2%	35 – 33,7%	15 – 14,4%	5 – 4,8%	2 – 1,9%
33. Teacher's objectivity and fairness	42 – 40,4%	40 – 38,5%	18 – 17,3%	1 – 1%	3 – 2,9%
34. Informing students about courses, educational programs, and the academic degree being received	59 – 56,7%	40 – 38,5%	3 – 2,9%	1 – 1%	1 – 1%
35. Providing students with dormitory facilities	35 – 33,7%	49 – 47,1%	12 – 11,5%	3 – 2,9%	5 – 4,8%

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

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
36. The course program was clearly presented	44 – 42,3%	41 – 39,4%	15 – 14,4%	3 – 2,9%	1 – 1%	0
37. The course content is well-structured	40 – 38,5%	33 – 31,7%	27 – 26%	2 – 1,9%	2 – 1,9%	0
38. The key terms are properly explained	45 – 43,3%	40 – 38,5%	15 – 14,4%	3 – 2,9%	1 – 1%	0
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	38 – 36,5%	35 – 33,7%	28 – 26,9%	0%	3 – 2,9%	0
40. The teacher uses effective teaching methods	31 – 29,8%	45 – 43,3%	23 – 22,1%	4 – 3,8%	1 – 1%	0
41. The teacher is knowledgeable about information being taught	47 – 45,2%	39 – 37,5%	17 – 16,3%	1-1%	0%	0
42. The teacher presents the material clearly	37 – 35,6%	45 – 43,3%	20 – 19,2%	2 – 1,9%	0%	0
43. The teacher presents the material in an interesting manner	30 – 28,8%	35 – 33,7%	34 – 32,7%	2 – 1,9%	2 – 1,9%	1-1%
44. Knowledge, skills and other academic achievements are evaluated objectively	31 – 30,1%	38 – 36,9%	28 – 27,2%	5 – 4,9%	1 – 1%	0
45. The teacher meets your requirements and expectations regarding professional and personal development	39 – 37,9%	34 – 33%	22 – 21,4%	5- 4,9%	2 – 1,9%	1 – 1%
46. The teacher boosts the students' activity	34 – 32,7%	39 – 37,5%	19 – 18,3%	11 – 10,6%	1 – 1%	0
47. The teacher boosts the students' creative thinking	29 – 27,9%	36 – 34,6%	25 – 24%	10 – 9,6%	3 – 2,9%	1 – 1%

48. Teacher's appearance and manners are adequate	49 – 47,1%	39 – 37,5%	13 – 12,5%	3 – 2,9%	0%	0
49. The teacher demonstrates a positive attitude to students	43 – 41,3%	38 – 36,5%	20 – 19,2%	3 – 2,9%	0%	0
50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	46 – 44,2%	42 – 40,4%	14 – 13,5%	2 – 1,9%	0%	0
51. Evaluation criteria the teacher uses are clear and available	42 – 40,4%	36 – 34,6%	17 – 16,3%	6 – 5,8%	3 – 2,9%	0
52. The teacher evaluates students' achievements objectively	32 – 30,8%	44 – 42,3%	17 – 16,3%	10 – 9,6%	1-1%	0
53. The teacher speaks the professional language	61 – 58,7%	39 – 37,5%	4 – 3,8%	0%	0%	0
54. The educational organization allows for sporting and other leisure activities	34 – 32,7%	42 – 40,4%	19 – 18,3%	6– 5,8%	1 – 1%	2 – 1,9%
55. Equipment and facilities for students are safe, comfortable and up-to-date	35 – 33,7%	27 – 26%	23 – 22,1%	14– 13,5%	5 – 4,8%	0%
56. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	49 – 47,1%	35 – 33,7%	14 – 13,5%	3 – 2,9%	1 – 1%	2 – 1,9%
57. All students have equal opportunities for EP study and personal development	53 – 51%	24 – 23,1%	21 – 20,2%	3 – 2,9%	2 – 1,9%	1 – 1%

**Other problems with teaching quality:**

- no problems

- Not enough materials for practical studies most of the time.

- There are no other problems.

- None. The quality of medical education is to a very high standard. I would say even better than where I also studied in Poland, Netherlands and Belgium. The staff and professors are very dedicated and the dean office is very accessible and helps out with solving any issue promptly, umfiasi managed to create a very healthy community that promotes mutual learning and evolving. You finish the university programme and you are very confident in your abilities to treat patients to the utmost standard of European care

- Sometimes objectivity is missing. The medical equipment for dental students is extremely poor. We don't practice too much. We can only practice when we have classes (sometimes, very poor).