



«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 Programme Dental Medicine (Bachelor) of

Victor Babeş University of Medicine and Pharmacy Timisoara (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)”

Site Visit Dates: November 14-16, 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

**Addressed to the IAAR
Accreditation Council**



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Timisoara city

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AMSE - The Association of Medical Schools in Europe;

ECTS - European Credit Transfer and Accumulation System

EEP - External Expert Panel;

EMSA – European Medical Students Association

EU- European Union

EUA- European University Association

IAAR - Independent Agency for Accreditation and Rating;

SAR - self-assessment report;

WFME - World Federation for Medical Education;

ARACIS - Romanian Agency for Quality Assurance in Higher Education

CEACE - Committee for Evaluation and Quality Assurance in Education

CME – Continuing Medical Education

CPD - Continuing professional development

CPE - Continuing Pharmaceutical Education

CCOP - Career Counselling and Guidance

COR - Classification of Occupations in Romania

CSUD - Council for Academic Doctoral Studies

DEACE – Department for Evaluation and Quality Assurance in Education

ECTS – European Credit Transfer and Accumulation System

IFMSA - International Federation of Medical Students Association

IOSUD – Institution Organizing of Doctoral Study Programs

LSFT – Timisoara Pharmacy Students League

RIAMEPS - Regulation on the initiation, approval, monitoring and periodic evaluation of study programs within the University of Medicine and Pharmacy "Victor Babes" of Timisoara

ROF – Regulation on organization and functioning

SSMT – Timisoara Medical Students Society

TDSA – Timisoara Dental Students Association

UMFVBT– Victor Babes University of Medicine and Pharmacy

VADA - Volunteering in Academic Development Activity

(II) INTRODUCTION

In accordance with the order of the IAAR No. 122-22-OD dated 30.09.2022 and “IAAR Standards and Guidelines for the International Accreditation of Basic Medical and Pharmaceutical Education of Abroad (Based on WFME/AMSE Standards)” (No. 68-18 / 1-OD dated May 25, 2018) an external expert panel (EEP) accomplished a site visit to the Victor Babeş University of Medicine and Pharmacy Timisoara (Romania) from 14 November to 16 November 2022 in the framework of international accreditation of the “Dental Medicine” (Bachelor) educational programme.

EEP composition:

1. IAAR Panel Chairman – Dr. Elena Tulupova, Ph.D., Institute of Public Health and Medical Law of the First Faculty of Medicine of Charles University (Prague, Czech Republic) (offline);

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

3. IAAR Expert – Prof. Victoriya Georgiyants, Doctor in Pharmaceutical Sciences, Professor, Head of Pharmaceutical Chemistry Department, National University of Pharmacy (Kharkiv, Ukraine) (online);

4. IAAR Expert – Dr. Zulfiya Zhankalova, Doctor of Medical Sciences, S.D. Asfendiyarov Kazakh National Medical University (Almaty, Republic of Kazakhstan) (offline);

5. IAAR Expert – Dr. Andrei Mostovei, Doctor of Medical Sciences, Vice-Dean of Department of Oral and Maxillo-Facial Surgery and Oral Implantology, Nicolae Testemitanu State University of Medicine and Pharmacy (Chisinau, Republic of Moldova) (offline);

6. IAAR Employer-Expert – Dr. Grigore Moraru, General Manager of GM Clinic – Dental Clinic Timisoara (Timișoara, Romania) (offline);

7. IAAR Student-Expert – Alexandra-Simona Zamfir, 4-year Ph.D. student of the educational programme Medicine of «Grigore T. Popa» University of Medicine and Pharmacy of Iasi (Iasi, Romania) (offline);

8. IAAR Student-Expert – Yassir Al Barradi, 6-year student of the educational programme Medicine of Odessa National Medical University (Odessa, Ukraine) (online);

9. IAAR Student-Expert – Zhengis Zhamashev, President of Kazakhstan Association of Dental Youth, 6-year Dentist-Intern, S.D. Asfendiyarov Kazakh National Medical University (Almaty, Republic of Kazakhstan) (online);

10. IAAR Student-Expert – Iulia Bozbei, 5-year student of the educational programme Pharmacy, Nicolae Testemitanu State University of Medicine and Pharmacy (Chisinau, Republic of Moldova) (online);

11. ARACIS Observer – Georgiana Claudia Milea, Specialty Inspector Accreditation, Romanian Agency for Quality Assurance in Higher Education (ARACIS, Bucharest, Romania) (offline);

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

(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION

Founded in 1963, the Victor Babes University of Medicine and Pharmacy in Timisoara (UMFVBT) is one of the strongest university of medicine and pharmacy in the western part of Romania. In the Academic Ranking of World Universities 2020 (Top Shanghai) UMFVBT ranks 401-500 worldwide and 2-3 nationally in the field of Medical Sciences in the subject of Clinical Medicine (<https://www.umft.ro/en/the-university/>). The particularly high proportion of absorption of the university's graduates in the job market and the level of performance achieved by them in the country and abroad confirm the efforts made and motivate the students, teachers and employees of UMFVBT to engage in actions necessary for the permanent improvement of the processes determining the quality of the competences certified by the university's educational programs.

The Educational Program is provided in 2 languages: Romanian (since 1963) and English (since 2012). The academic programme corresponds to the 7th level by International Standard Classification of Education. The period of study at the dental medicine programme is 6 years, divided in 12 semesters. All the disciplines are controlled by 3 Departments. The Dental Medicine program is accredited by the ARACIS (last accreditation for 5 years achieved in 2020 and 2022 for Romanian and English languages respectively).

The curriculum is organized in two cycles according to the Bologna process, so that in the first 3 years of study the student must acquire the full number of credits required for the transition to the fourth year (180 credits).

The content of the curriculum of this study programme is designed to ensure the necessary knowledge, skills and attitudes specific to the competences certified by the diploma of Doctor of Dental Medicine offered at the end of the undergraduate studies, under

the conditions of ensuring a balance between theoretical and practical activities carried out in the presence of the teaching staff and the personal study, carried out by the student.

In the first two years of study, the educational program is largely characterized by a horizontal integration between core disciplines to lay the foundations for further clinical education. In study years 3-6, the educational program is more vertically integrated, the time spent in classical classroom education is significantly reduced and the amount of clinical practice increases substantially. However, experience with clinical problems is interspersed early in the subjects of the first two years of study, when education takes place almost exclusively in the classroom and practical laboratories, and the amount of clinical training gradually increases during the third year. During the following 4 years, students have also general medical disciplines, internal medicine and related specialties, general surgical disciplines, but in the curriculum predominate the specialized disciplines, such as dental materials, operative dentistry, prostodontics, endodontics, pedodontics, orthodontics, oral surgery, maxilo-facial surgery, periodontics, oral health, oral pathology, oral implantology, oral rehabilitation.

The training of the future dentists (doctor of dental medicine) presupposes, throughout the study program, the acquisition of theoretical knowledge doubled by practical applications, allowing the development of interdisciplinary skills.

The study program also includes summer practice in years 1-5, designed to develop applied practical skills.

At the end of studies, all students must sit the bachelor exam, consisting in 3 stages: multiple choice questions, practical skills evaluation and defense of bachelor thesis.

Postgraduate education provided by the school consists from residency, master and PhD programs.

In order to ensure the educational performance, periodical improvements of educational methods and tools are introduced, both in the preclinical and clinical cycles, simultaneously with the continuous improvement of the material base offered to students. All planned improvements as well as the removal of accidental dysfunctions are carried out on the basis of a well-defined management process. However, the introduction in most medical universities in Europe and on other continents of integrated curricula, with modular structure, determines a commitment of the UMFVBT management in the direction of finding solutions for the adaptation of the current curricula and the homogenization of the methodologies used in the educational programs, so as to ensure a better convergence of the competences provided to our graduates, corresponding to the national standards, with those

offered at international level. At the same time, the envisaged improvements could ensure a higher level of internationalization of UMFVBT by increasing the participation in international mobility both outgoing and incoming, as a result of a better harmonization of the educational programs in universities with modular curricula.

The first steps in the direction of introducing structural changes at the curricular level, as well as the introduction of modern methods of implementing student-centred education have been made since 2011. This was possible as a result of the implementation of an international project aiming at knowledge transfer in the field of medical education (EMEDIQUAL project). The main provider of the knowledge transferred within the three-year project was the Medical University of Vienna. The theoretical and practical knowledge transferred concerned both aspects of curriculum change management and the use of participatory learning methods (e.g. problem based learning - PBL, team based learning - TBL, standardized patient simulation - SPS) and summative assessment for clinical subjects (e.g. Objective Structured Clinical Evaluation - OSCE).

As a result of the medical education skills and knowledge gained by UMFVBT teachers during the EMEDIQUAL project, several courses with modular structure have been designed and introduced in practice and the quality of formative and summative evaluation processes has been considerably improved. Also, since 2014, there has been a continuous process of improvement of digital assessment methods and tools, with a particular emphasis on improving the way of structuring and formulating the questionnaires used in summative assessments (multiple choice questions survey - MCQ). Thus, in the period 2013-2018 teachers from all faculties of the university participated in training seminars organized by professors from Austria, UK and USA, which aimed to increase the quality and homogenization of knowledge on how to structure and formulate the content of MCQs and their proper use.

The acceleration of the process of modernization and continuous improvement of the quality of educational programs, initiated after the installation of the new management staff of UMFVBT (April 2019) led to a substantial increase in the level of digitization of learning (through the Moodle platform) and transparency of the processes associated with the assessment of acquired knowledge. This has made it possible to later adapt smoothly to the needs of online learning, introduced as a method to reduce the number of COVID-19 infections.

From scientific point of view, the research process take place at different departments, which have their own laboratories with partial autonomy regarding decisions for partnerships and research results promotion.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously the Victor Babeş University of Medicine and Pharmacy Timisoara has not passed any programme accreditation performed by the IAAR.

(V) DESCRIPTION OF THE EEP VISIT

EEP experts met in mixed format during 13-16 of November 2022 visit of UMFVBT and performed collection of information required for the accreditation process according to the visit program.

Main objectives of the IAAR team visit were to obtain and objective information on content and implementation quality by UMFVBT 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 (Anatomy, Histology), Emergency Hospital (Nephrology, surgery, gastroenterology departments and others).

During the second day, besides the meetings (according to the schedule), visual inspection continued at the Dental Clinic as well as teaching process has been evaluated. During visual inspection, the research centers within the faculty and clinical sites were also visited.

On the last day of visit IAAR team finished the analysis and met again with Rector, Vice-Rectors and Deans in order to inform them about the observations, strong and weak points of the University.

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 PROGRAMME ACCREDITATION

6.1. STANDARD "MISSION AND OUTCOMES"

The Evidence

The mission of UMFVBT 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 our 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, in order to rank our university in the A category of excellence; to expand and improve international cooperation, through effective partnership agreements, exchanges and mobility, with interested academic institutions and companies in the EU". The mission, objectives and criteria mentioned in the University Charter correspond to the Law of National Education (published in the Official Monitor, January 2011, Annex 4.13).

The Education Program Dental Medicine offers a 6-years full time study program for achieving a license in dental medicine (7th level of ISCED). After graduating from UMFVB faculty of dental medicine, graduates have the opportunity to apply for postgraduate study in residency for achieving specialist degree and/or to apply for PhD study as well. Innovative learning methods are used in order to increase the responsibility of students, effectiveness of teaching process and quality of achieved knowledge and skills. The educational program is provided taking into account the best research practices, combining research and teaching activities. The possibility of students participating in different research projects is enhanced by the policy of the university to develop research centers and groups within each department with partial autonomy. By this way, the teaching staff can attract students to participate in different projects according to the disciplines they are study and are interested in.

The UMFVBT has institutional autonomy and academic freedom, independently determines the forms of education and the organization of Educational Program, the formation and approval of teaching staff, distribution of posts and salaries in accordance with the Romanian legislation. The enrollment of the teaching staff is in accordance with the regulations for occupying vacant teaching and research positions (Annex 5.1). Moreover, due to the autonomy, the motivation policy is applied by the university through the additional monthly payment from 10 to 45% (for teaching staff, according to Administration council of UMFVBT from 19.06.2020; http://old.umft.ro/data_files/documente-atasate-sectiuni/7058/hca_2019.06.2020_site.pdf), as well as different other stimulus like diplomas and mentioning, payment for the publishing of articles with impact factor (Annex 6.1.1 Regulation for scientific research activity in UMFVBT, 12.05.2021, Articles 6,8 and 12) and others (also confirmed through the interview with the teaching staff).

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 2 "Educational programme".

The mission and objectives, principles of organization and functioning of the University community are set out in the University Charter. The UMFVBT 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) (University Charter, Annex 1.1, article 4).

The mission of UMFVBT is regularly communicated both through the Rector's message addressed to the students and teaching staff of UMFVBT 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 it was proved through report and interview with students, employers and teaching staff.

Translating the mission into specific actions (University Charter, 2020), the results of which correspond to the quality criteria of UMFVBT 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 (ARACIS) 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.

During the interviews with stakeholders (including from private practice) and graduates, it was confirmed that the faculty representatives require and take into consideration the opinion regarding the Mission of the faculty and Educational programme. However, the measures taken by the faculty regarding their opinion were not clearly reflected in the minutes of the Faculty Council.

Strengths/best practice

No strengths are identified in this standard.

EEP recommendations

1. It is necessary to state within documents and councils minutes the involvement and recommendations of the key stakeholders in the development of the mission statement. As well, it is recommended to take into consideration the opinions and suggestions of other relevant stakeholders (private ones as well) and to be able to demonstrate it (by December 2024).

2. Should develop feedback assessment mechanisms for graduates in order to analyze it regarding the educational programme and include it into its update process (by September 2023).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 24,

expects improvement - 0,

unsatisfactory - 0.

6.2. STANDARD «EDUCATIONAL PROGRAMME»

The Evidence

The Dental Medicine educational program at UMFVBT are being developed in accordance to the National Law of Education (No. 1/2011), respecting the university's autonomy. The internal procedure regarding the development and management of the

current educational programs at UMFVBT was approved by the Administration Council ([No. 25/13197/28.09.2020](#), article 1) and the University Senate (No. 126/15705/28. 10.2020).

The Educational Programme Dental Medicine of UMFVBT is divided into 12 semesters (6 years), with 360 ECTS credits.

The educational programme is organized according to the Bologna process in two cycles in such a manner that during the first 3 years of study the student must acquire the entire number of credits necessary for passing on to the 4th year (180 credits). During the first three years of study, the educational programme is mostly characterized by a horizontal integration across fundamental disciplines to lay the foundation for further clinical education. During years 3rd through 6th of study, the educational programme is more vertically integrated, with the time spent in classical classroom education markedly decreased and the amount of clinical practice substantially increases. The structure of the educational programme includes fundamental, social-humanitarian, general and specialized pre-clinical and clinical disciplines, divided in mandatory and elective components. The university observes a strict conduct of no discrimination among students (mentioned as well in the Code on the rights and obligations of the students of UMFVBT, Annex 1.19).

The students are involved through their representative in every decision-making structure of the university regarding the educational programme (30% of [Faculty Council](#), [Evaluation and Quality Assurance committee](#), [Senate](#), Administration Council – Annex 2.19).

The adaptation of the educational program to the market was mentioned by the employers during interview as well as by the EEP members during visit of the Dental facilities.

New generation of scanners and CAD/Cam technologies are used in the teaching process, as a part of digitalization (demonstrated during visit of the facilities).

The assessment methods depend on disciplines and are provided to the students at the beginning of each discipline (Curriculum of the disciplines, monitored by the Committee of evaluation and education quality assurance, according to Regulation of Organisation and functioning of the respective department – Annex 2.5., reflected also in the evaluation questionnaire – Annex 1.11, confirmed as well by the students during interview). The schedule is discussed with the chief of series (responsible student) to assure a convenient date for the exam. At the end of each exam the students can evaluate the discipline as well as the teachers and the assessment methods using specific confidential questionnaires. The results of the questionnaires are analyzed by the [Committee of Evaluation and Educational Quality Assurance](#) and through its reports is then analyzed by the [Department of Evaluation](#)

[and Educational Quality Assurance of the University](#) (which also have student representatives as members). Hence, the report is directed to the Rector and Vice-rectors (Annex 2.6, example: <https://www.umft.ro/wp-content/uploads/2022/04/Raport-DEACE-2021.pdf>). However, no electronic version of the questionnaires are used.

The curriculum of the disciplines are reviewed annually in order to implement new topics, teaching methods or other changes. According to the ARACIS requirements, all the improvements or changes in the Curriculum of the disciplines are discussed first in the Accreditation and Curriculum Development Committee of the Faculty, Faculty Council and then proposed for approval into the Senate (all the mentioned include students' representatives).

The students can use the library of the university to achieve necessary information. The library offers both hardcopy and digital sources, as well as give them access to online research databases (Web of Science, Pubmed and others).

The Professional Students Association is involved in different curricular and extra-curricular activities, including workshops and scientific events, health promotion programs, students exchange programs (Interdentis, Erasmus+) and others. The University provides different scientific activities for the students through scientific circles (Annex 2.10, *Regulation of students scientific circles*). The students who have exceptional results as well as those whose learning difficulties and social problems are supported by the Faculty/University according to the Methodology for stimulating students (Regulation code UMFVBT- MET/PD/DSGU/46/2021, Annex to Decision of the Senate no. 137/8890/28.04.2021).

The Dental Medicine programme uses appropriate teaching methods: tasks for solving the patient's problem, problem-oriented training, practical exercises on evidence-based medicine with special tasks, project studies, independent implementation of clinical situational tasks. The educational programme focuses on developing students with the following skills and knowledge: evidence-based critical judgment skills, patient problem solving skills, knowledge and understanding of social and health needs.

The upper mentioned was confirmed during the interview with the teaching staff, students and employers.

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements

of standard 2 "Educational programme".

The educational program is reviewed yearly in order to better address the following major objectives: accentuate the formative role of the specialized practice, perfecting the credit transfer system, aligning of certain educational structures with similar structures of other European institutions of medical education, increasing the portfolio of optional disciplines. Thus, educational programs were established taking into account the national accreditation requirements (ARACIS), as well as those of the European Community and the WHO, based upon the correspondence between the results of learning, research and qualifications. The minimal mandatory European curriculum for dental medical studies is rigorously included in the educational program, according to national and European regulations.

The modern teaching methods used are described in the Curriculum of the disciplines as well as in different regulations of the Faculty. However, during the interview with the students as well as after the online questionnaire analysis, only a part of the students agreed with the usage of modern teaching methods and their effectiveness. Moreover, the questionnaire designed for employers regarding Educational Programme has a printed form only and is collected during the practical training of the students. This makes more difficult the analysis of the feedback, the effectiveness of the teaching methods and their improvement necessity.

Strengths/best practice

No strengths are identified in this standard.

EEP recommendations

1. It is necessary to improve teaching methods and implement modern ones as well as to implement the students' feedbacks regarding these methods into annual updates (by the end of 2024).

2. To improve and enlarge the involvement of beneficiaries as well as teaching staff into the educational programme update proposals and mention it into the minutes of responsible councils (by the end of 2024).

3. It is necessary to develop the questionnaire and feedback collection regarding the educational programme from employee and graduates, and to analyze it within structural unit responsible for the education programme. The result of analysis as well as taken into consideration proposals should be published (by study year 2023 –2024).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 40,

expects improvement - 2,

unsatisfactory - 0.

6.3. STANDARD "STUDENTS ASSESSMENT"

The Evidence

Dental medical education is carried out, according to the Bologna process, in two cycles: pre-clinical (years I-III, totalling 180 credits) and clinical (the following 3 years, totalling 180 credits), as provided for in the University Charter. In each cycle, a minimum of 45 credits out of the 60 of each year must be obtained in order for a year of study to be recognised, with the exception of the last year of each cycle, when all 180 credits must be obtained in order to pass. Credit units obtained in that year from the arrears of previous years are not taken into account.

In order to ensure the transparency and objectivity of the examination and marking, the provisions of the Methodology for the examination and marking of students at UMFVBT, which is an integral part of the Regulation on the organization and conduct of students' professional activity in undergraduate studies, as well as the provisions of the Regulation on the application of the European Credit Transfer System (ECTS) are applied within the university. The university has also developed and applies the Methodology on Stimulating Students with Outstanding Professional Achievement and Supporting Students with Learning Difficulties and Social Problems, which carries out regular assessment of students' professional preparation, stimulating students to achieve increasingly better results, and supporting students with learning difficulties and social problems.

All forms and methods of assessment and examination of students, focusing on qualitative learning outcomes, are written into the subject descriptions and syllabi. The number of credits awarded for each examination is not correlated to the number of teaching hours but to the amount of work done by the student to acquire the knowledge in question, according to the ECTS Regulation.

In order to ensure the objectivity and reproducibility of the examination, the subject leader ensures the publication of the assessment and marking procedures for the theoretical examination (grid, essay and/or oral) and for the practical examination (which may also include the assessment of work in progress according to the specifics of the subject). It

should be mentioned that for all clinical subjects the practical examination includes the objective structured clinical examination.

In all study programmes, the learning activity is quantified in credits (ECTS), calculated in accordance with the intra- and inter-university (internal, external) European Credit Transfer System (ECTS) and the regulations established by the National Education Law no.1/2011.

The results of assessment process were in general satisfactory appreciated by the beneficiaries (students) during on-line questionnaire evaluation (during EEP-visit).

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 3 "Students Assessment".

In general, the process of assessment corresponds to the requirements of National law of education as well as European regulations and is continuously monitored by the Committee of evaluation and educational quality assurance, Department of Evaluation and Education Quality Assurance, Faculty Council, and is based also on internal regulations of the University and Dental Faculty, in a correct and transparent manner.

At the clinical subjects, students are assessed for both theoretical knowledge and practical skills. The theoretical ones are assessed in written, oral or mixed ways (including tests). For some disciplines, standardized forms are used to assess the skills. However, no clear mechanism of efficacy appreciation of assessment methods has been observed. It is necessary to improve the evaluation of assessment methods and to ensure that the methods and forms of assessment are valid, objective, reliable, and effective. The upper mentioned correspond to the online questionnaire results (question 4.17).

Strengths/best practice

No strengths are identified in this standard.

EEP recommendations

1. It is recommended to develop the assessment methods of students and implement mechanisms of decreasing the human factor upon the evaluation process (by the beginning of study year 2023 – 2024).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 15,

expects improvement - 0,

unsatisfactory - 0.

6.4. STANDARD "STUDENTS"

The Evidence

In order to periodically assess the needs at the regional level, the University maintains a professional collaboration relationship with the Romanian College of Dentists, Timiș branch and from the neighbouring counties, through which it informs annually on the percentage of employed graduates, as well as on the estimates of the need of medical professionals for the next 5-10 years. In order to practice dentistry, graduates of the Faculty of Dental Medicine must register with the College of Dentists in the county where they work as a doctor, so that the situation regarding the medical activity of graduates is accurately monitored.

The enrolment capacity is established by ARACIS following the institutional and study programme evaluation and sent to the Ministry of Education. The evaluation by ARACIS is periodic, to ensure the concordance between the number of students that can be enrolled and the institution's capacity to provide the material, human and infrastructure resources necessary for the students' education process.

The University also provides support for counseling the on: 1) counselling related to the recognition of diplomas and the process of enrolment in different medical colleges abroad; 2) counselling of candidates from other countries in order to apply to study at the University of Medicine and Pharmacy "Victor Babeș" in Timișoara; 3) processing of application files submitted by candidates from other countries in order to enrol them in the University's courses; 4) Advising candidates from other countries, when they arrive at the University, to help them to overcome the difficulties of integrating into a culture different from their own and to adapt more easily to the social conditions in Ramania; 5) Facilitating social integration in order to gain full access to the opportunities, rights and services available to all members of our society, including access to cultural institutions and civic organizations; 6) Advising on overcoming communication barriers; 7) Mediating problems between students and the University. 8) Information on financial matters (necessary living expenses); 9) Counselling and guidance in cases requiring specialised therapeutic help (University Charter, Regulation of organisation and conduct of admission exams Annex 4.1.,

According to the Regulation of organisation and functioning of the Center of counseling and career orientation in UMFVBT – Annex 1.15, ECTS Regulation – Annex 4.4, ERASMUS Regulation – Annex 4.3, Methodology for stimulating students - Regulation code UMFVBT-MET/PD/DSGU/46/2021, Annex to Decision of the Senate no. 137/8890/28.04.2021).

During the interview with students, the role of the Counseling and guidance department was emphasized by students through examples where foreign students had all the documents and visa support in pandemic period. Also examples of psychological support were given.

According to the University Charter, students participate in decision-making at UMFVBT under the following rights: The right to elect and to be elected in the governing structures of UMFVBT; the right to be represented in the structures of UMFVBT that manage social services, including committees on accommodation, scholarship allocation, thematic camp allocation; the right to participate in the procedures for determining the method of appointing the rector by representatives, as well as in the process of appointing the rector, regardless of the method of appointment; the right to be informed and consulted by student representatives on decisions voted in the governing structures of the institution to which they belong. Hence, the students representatives are present in the administrative Councils and Committees like: Faculty Council, Committee and Department of Evaluation and Educational Assurance, Administration Council, Senate (according to the University Charter – Article 56, and students election according to the article 59). The office of the Rectorate also has a guidance counselor for students problems.

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 4 "Students".

UMFVBT has clear and transparent application and admission procedures in place for all its faculties. These are updated at least months before the implementation date and published on the website (<http://www.umft.ro/admitere>). The student admission to the specialization in Dental Medicine is carried out according to the Regulations for the organization and conduct of admission to the undergraduate cycle of study, drawn up in accordance with the laws in force and the regulations of the University of Medicine and Pharmacy "Victor Babes" of Timisoara, in accordance with the provisions of the National Education Law no.1/2011.

The number of places for all study programmes (enrolment figure) is established by the Faculty Council, based on the enrolment capacity approved by the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

During the EEP experts meeting with faculty staff, it was demonstrated the support for students with disabilities. As an example for it was the case of a student with limitation locomotory function that applied for the Dental Medicine Program and due to incompatibility with the professional specifics, the student have been accepted for the Dental technician Programme. However, no separate policy and practice on the admission of students with disabilities was provided to the assessors.

Strengths/best practice

The UMFVBT provides support of students through the Center of counseling and career guidance, which provides individual support as well as any other kind of assistance in order to assure a good environment for the study process. As a result, even in situations where foreign students could not achieve access for visa due to pandemic situations as well as other difficulties (confirmed during beneficiaries meeting with EEP and staff meetings), the responsible specialists from the Counseling Center reacted and gave all the necessary support and solved the issues. The efficiency of the Counseling Center was also proved during the pandemic (confirmed also through the meeting with staff and students). Another strong practice was the interaction of teaching staff and students during the pandemic (lock down) period through both online and post mails (delivery services), which gave the opportunity to have specific practical skills at home. In the same way, the practical works were sent back to the school for evaluation.

EEP recommendations

1. To improve the policy of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country (by September 2023).

Conclusions of the EEP on the criteria:

strong - 1,

satisfactory - 14,

expects improvement - 1,

unsatisfactory - 0.

6.5. STANDARD "ACADEMIC STAFF/FACULTY"

The Evidence

The legal conditions for filling teaching positions are respected, as laid down in the Framework Methodology for Competitions for Vacancies in Teaching and Research Positions in Higher Education, approved by GD 457/2011, as amended and supplemented, in the own Competition Regulations and in the National Education Law no. 1/2011, as amended and supplemented.

The minimum teaching hours (lectures and practical activity), calculated in conventional hours, is set as follows: university professor – 7 hours, associated professor – 8 hours, lecturer – 10 hours, university assistant – 11 hours.

The rest of up to 40 hours/week correspond to activities of project supervision, undergraduate work, consultations, supervision of bachelor thesis, participation in teaching committees and evaluation activities, etc., according to the Regulation on the elaboration of the staff and teaching staffing at UMFVBT

The recognition of academic excellence within UMFVBT is carried out in the form of awards of teaching excellence granted each year during the Days of University, according to a ranking provided by students.

For teachers who wish, professional development internships abroad are provided, financed by UMFVBT, within the limits of amounts established by its own regulations. It is worth mentioning the collaboration with the University of West Timisoara concerning the psycho-pedagogical training, collaboration managed by the Prorectorate of Teaching.

The process of selection and recruitment of UMFVBT staff is according to the national law and regulations as well as internal ones (Methodology of competition for teaching posts – Annex 5.1). The level of qualification and didactic/scientific degrees of the teaching staff of the Dental Faculty is presented in the documents of the Annex 5.2 (by each Department of the Faculty).

According to the University Charter as well as Regulations of the Department of Evaluation and Educational Quality Assurance, all the teaching staff is being evaluated annually by Deans office and students through specific questionnaires. The mechanisms for developing and maintaining the capacity of teachers and evaluating their activities are contained in the provisions of Law no. 53/2003 - Labour Code, republished, with subsequent amendments and additions, transposed in the Methodology for the annual evaluation of individual professional performance of teaching staff, approved by the University Senate

Resolution no. 196/18470/18.12.2020. DEACE/CEACE also contributes to permanent evaluation of the teaching staff.

To ensure conditions related to financial efficiency and the possibility of covering the teaching norms, in addition to the tenured teaching staff, the teaching activity in UMFVBT is also ensured by teaching staff employed on an hourly basis for the following categories of staff: university assistant, university head of works, university lecturer and university professor. The legal conditions for the employment of teaching positions are those provided for by national legislation and regulations.

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 5 "Academic Staff/Faculty".

The selection and recruitment of UMFVBT staff is carried out in compliance with all the legal conditions for filling teaching positions, as provided for by the national legislation in force and by its own regulations.

The teaching staff of UMFVBT is composed of highly qualified specialists, tenured in UMFVBT. All department directors and heads of disciplines have the scientific title of Doctor. All the teaching staff of UMFVBT have training and competences in the field of the discipline taught. The teaching staff of the Faculty of Dentistry fulfils the legal requirements for filling the teaching positions in the teaching function statute, and the teaching activity is provided according to the regulation on the organization of teaching activity in UMFVBT.

Strengths/best practice

No strengths are identified in this standard.

EEP recommendations

There are no recommendations for this standard.

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 12,

expects improvement - 0,

unsatisfactory - 0.

6.6. STANDARD “EDUCATIONAL RESOURCES”

The Evidence

UMFVBT has the necessary assets to carry out a quality education process, in accordance with the curricula and the number of students. The material base is subject to a permanent process of renewal, according to the needs arising from the interaction with students, but also according to the needs of teaching and research activities. Presents the material base currently existing in UMFVBT. This material base corresponds to the minimum standards elaborated by ARACIS for each discipline of the study program Dental Medicine.

Every year, the subjects send a supply of teaching material (equipment and consumables) to the administrative department, in order to ensure a high standard of medical education and a permanently updated material base.

In order to ensure the material base from a financial point of view, UMFVBT has income from the state budget, but it is also self-financing through study fees and resources obtained from research projects (According to University Charter, Regulation on the amount of tuition fees and other fees within UMFVBT – Annex 8.5 Tuition Fee, Decision of the Ministry of Education regarding financial support of higher education – Annex 8.6). In addition, there is a UMFVBT foundation, which attracts funds through sponsorships for institutional development, according to its [status](#).

In accordance with Article 192 of the National Education Law No 1/2011, quality assurance of education and research is an obligation assumed by UMFVBT, materialized through joint efforts of the academic staff, administrative staff and students, to promote a high level of quality in all university activities and to act in the spirit of quality culture. The structural unit that is responsible for the verification of teaching, research and student evaluation activities is the DEACE of UMFVBT. This department was established by the Senate Resolution no. 9/2240 of 22.03.2012. It carries out its activities on the basis of current legislation.

UMFVBT provides free internet access through professional services provided by a specialized IT department. Through its activity, the department ensures: administration and security of central communication nodes and coordination of the administration of communication servers in the faculties/departments and campus of UMFVBT; the provision of IT services necessary for personal study is carried out through the UMFT eBook platform and broadcasts on the TeleUniversitatea Timisoara television channel, as well as through the optimization, maintenance and monitoring of its own platforms in the online environment: Facebook, Instagram, LinkedIn, Youtube.

The scientific research activity of the University has an important international component. Both short- and long-term research development strategy is linked to the dynamics of scientific research at international level. The University aims to gain an international reputation in the transfer of research results and their implementation, according to the Regulation on scientific research activity in UMFVBT (Annex 6.11). Also, the cooperation agreements with other institutions as well as participation in Erasmus Programs plays an important role in the development of the education in the Faculty (Annex 6.2.6 Agreements, 6.2.7 Mobility and 6.2.8 Internationalization). In the time of pandemic, free access of students to *on-line* research webinars was provided. Also, a series of state-of-art lectures delivered by reputed international specialists in their research fields and entitled "In the Footsteps of Giants" has been recently launched.

During visit of the Faculty Facilities, new technologies were demonstrated like: intra-oral and lab scanners for digital impressions, milling machines, offered for educational and practical training of the students. This achievements were made as a necessity of adaption of educational process to the technological development of Dental field.

In order to integrate the teaching process with clinical activities, the UMFVBT has agreements with different medical institutions (presented in the Annex 8.8).

According to the Decision of the Government 910/30.08.2021, an amount of 144 million Romanian lei has been allocated to the UMFVBT for extension dedicated to students and teaching staff. Another 3 million Euro (approximate value) Grant related to digitalization process is being implemented in the University (according to Ministry of Education order no 4168/30.06.2022).

The amount and quality of educational resources were in general satisfactory appreciated in the online questionnaire given to beneficiaries (students, during the EEP visit).

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 6 "Educational Resources".

The University of Medicine and Pharmacy "Victor Babes" of Timisoara has the necessary assets to carry out a quality education process, in accordance with the curricula and the number of students. This material base is subject to a permanent process of renewal, according to the needs arising from the interaction with students, but also according to the needs of teaching and research activities.

Through collaboration contracts, an adequate number of medical centres (clinics and

hospitals) is provided to ensure the most thorough learning of all forms of training in the clinical field, as well as the performance of practical skills acquired during training.

The scientific research activity of the University has an important international component. Both short- and long-term research development strategy is linked to the dynamics of scientific research at international level.

According to art. 192 of the National Education Law no. 1/2011, quality assurance of education and research is an obligation assumed by the Victor Babes University of Medicine and Pharmacy of Timisoara, materialized through joint efforts of the academic body, administrative staff and students, to promote a high level of quality in all university activities and to act in the spirit of quality culture.

The quality of the activity is regulated by internal public audit through the Internal Public Audit Department, which reports directly to the Rector of the University. The Internal Public Audit Department carries out a functionally independent and objective activity, providing assurance and advice to management on the proper management of public revenues and expenditures, helping UMFVBT to achieve its objectives.

The investments and efforts that the University make into the development and enlargement can be considered a strong/best practice for the Educational Resources.

The Faculty of Dental Medicine have all the mechanisms for assessing, analyzing and development of the educational programme and curriculum in order to improve teaching methods, knowledge assessment and practical skills (through the Faculty council, Committee and Department of evaluation and education quality assurance). However, implementation of the external opinion and recommendations (employers) regarding the Educational programme was not clearly reflected in the documents provided.

Strengths/best practice

The UMFVBT improves the student's learning environment by implementing new technology and updating technical bases. During the current semester, a 3 million Euro digitalization project is being implemented. Another proof of updating process and environment improve is the purchase of new building near the main one as well as the 25 million euro project which is currently at the implementation phase aimed to built a whole buildings complex for the University in next 36 months. Moreover, due to cooperation with the other 4 Universities from Timisoara, a great practice of sharing was implemented. This agreement gave the opportunity for students form one University to have access to different facilities (cultural, sport and others) from all the other ones (through the Timisoara

University Alliance). The efforts made by the University staff and the investments made into the development of infrastructure, educational resources and enlargement represents a strong/best practice.

EEP recommendations

1. The faculty should clearly state the policy on the expertise and apply it in order to develop the teaching methods and assessment of knowledge and skills. The results and modifications should be contained within minutes of the responsible units as well as within updated curriculum (by the end of 2024).

2. Besides the teaching mobility (like Erasmus + program) it is recommended to promote exchange of academic staff and visiting staff according to the specifics and necessity within the educational program (by the beginning of study year 2023-2024).

Conclusions of the EEP on the criteria:

strong - 1,
satisfactory - 27,
expects improvement - 2,
unsatisfactory - 0.

6.7. STANDARD "PROGRAMME EVALUATION"

The Evidence

The **internal evaluation** of each study programme is carried out annually, at the end of each academic year, by the coordinator of the study programme, supported by the Educational Quality Assurance and Evaluation Commission, appointed at the Faculty level, on the basis of monitoring. The results of the annual internal evaluation of each study programme are summarized in an Annual Evaluation Report of the study programme, drawn up by the programme coordinator(s) and submitted to the Dean of the organising faculty, who summarises the information and conclusions in the Annual Report on Quality Assurance in the Faculty, which is reviewed and approved by the Faculty Council. Subsequently, they are evaluated by DEACE and are also presented in the annual report of this department.

The Board of Trustees approves proposals for new study programmes and makes proposals to the University Senate to terminate those study programmes that no longer fit the university's mission or are academically and financially inefficient. Within UMFVBT, the

periodic **external evaluation** of academic quality is carried out in the following cases: a) for the authorization of the provisional functioning of a study programme (programme authorization); b) for the accreditation of a study programme (programme accreditation); c) for the periodic certification, at 5-year intervals of the academic quality of the university's teaching and research services, respectively of the university's accredited study programmes.

The periodic external evaluation of the university study programmes is based on their internal evaluation, carried out according to ARACIS regulations. The accreditation/periodic evaluation procedure of the university study programmes is carried out according to the ARACIS standards in force.

Annually, DEACE produces an "Internal Evaluation Report on the quality of educational and research services in UMFVBT, which it presents to the University Senate. This report is public, is posted on the UMFVBT website and is made available to the bodies authorized for external evaluation of the quality of educational services".

The report is made after DEACE has ensured the methods of "collection and analysis of information about the activities through which the quality policy of UMFVBT is put into practice regarding: students' development and success rate, graduates' employability, students' satisfaction level with their program, teachers' effectiveness, students' population profile, available educational resources and their costs, key indicators of the organization". DEACE also monitors "the effectiveness of physical learning resources (library, IT) and human support services for students provided through the counselling office.

In order to ensure the transparency of the processes associated with the examination and the quality of student counselling on the content and structure of the examination, an evaluation of student attendance takes place at the level of each discipline, in accordance with the "Methodology of examination and marking of students in UMFVBT", in order to assess the possibility of attendance, the reasons for any absences and the accumulated absence recovery. However, a digital process of evaluation should be implemented.

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 7 "Programme Evaluation".

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.

As it was reported earlier in the report (including Standard 2), the feedback collection is taken from beneficiaries (after examination, collected by the student in charge) as well as from employers using printed form of questionnaire. However, this process should be improved by implementing digital format of questionnaires from both beneficiaries and employers. The opinion of the employers should be collected not only at the end of practical training period of students (as it was confirmed during interview with EEP experts). Moreover, beside the fact that in all the administrative committees and units there are students representatives, it was not clearly observed what improvements were made due to students proposals regarding the educational programme, assessment methods or other.

Strengths/best practice

There are no strength or best practices in this standard.

EEP recommendations

1. 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 (by the beginning of study year 2023-2024).

2. The responsible unit for education programme and it's reform should involve actively the students representatives into the planning and improvement proposals for education programme update (by the beginning of study year 2023-2024).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 22,

expects improvement - 2,
unsatisfactory - 0.

6.8. STANDARD "MANAGEMENT AND ADMINISTRATION"

The Evidence

The higher education institution has Internal Regulations and Regulations for students' professional activity. The Regulations are in accordance with the legislation in force and have the approval of the University Senate. The management system and the internal rules and regulations (ROF) also use internet and intranet information communication systems involving members of the university community, including students.

The Faculty is governed deliberatively by the Faculty Council, consisting of a maximum of 75% teaching and research staff and a minimum of 25% students (according to University Charter), and executively by **the dean** and **vice-deans**. The directors of the departments are ex officio members of the Faculty Council. The Dean chairs the meetings of the Faculty Council. The list of members of each Council or Committee including students are published on the website of the Faculty. The Dean represents the Faculty in relations with third parties and is responsible for its management. The Vice-Dean attends meetings of the Faculty Council as a permanent guest. The duties of the Faculty Council are regulated by the University Charter in relation to the structure, organisation and functioning of the Faculty, it controls the work of the Dean, the Pro-Deans and the Heads of Departments and develops and adopts strategies and policy on areas of interest to the Faculty.

The institution has a University Charter whose provisions are consistent with national legislation and the principles of the European Higher Education Area and are known to the members of the university community. The University operates as a state institution on the basis of the Romanian Constitution, the National Education Law no. 1/2011, as well as the other fundamental laws of the rule of law, in compliance with European Standards.

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 8 "Management and Administration".

The management functions at the university level are: the Rector, the Pro-Rectors, the Director of CSUD, the General Administrative Director.

The Board of Directors is chaired by the Rector, ensures the operational management

of the university and implements the decisions of the University Senate. The Administrative Board operates on the basis of its own regulations. The composition, main duties, powers and responsibilities of the Board of Directors are regulated by the UMFVBT Charter. Members are appointed by the Rector (pro-rectors) and selected by public competition (deans); members of the Board of Directors are validated by the Senate (except the Rector). The decisions of the Board of Directors are enforceable for the Councils of the Faculties and the Councils of the Departments, for the administrative and economic services of the UMFVBT and for the students. The Board of Directors is obliged to establish the responsibilities of the subordinate staff and to submit the results of each subordinate structure for annual approval.

UMFVBT operates as an institution financed from funds allocated from the state budget, extra-budgetary revenues and from other sources according to the law. The higher education funding strategy is, under the conditions of university autonomy, one of the main instruments for implementing government policies on national education. Both funds allocated from the state budget and extra-budgetary or other sources are, according to the law, universities' own revenues.

The income of the institution is composed of amounts allocated from the budget of the Ministry of Education, on a contractual basis, for basic funding, complementary funding and additional funding, the realization of investment objectives, funds allocated on a competitive basis for institutional development, funds allocated on a competitive basis for inclusion, scholarships and social protection of students, as well as from own income, interest, donations, sponsorships and fees collected under the law from individuals and legal entities, Romanian or foreign, and from other sources. This income is used by the institution, under the conditions of university autonomy, to achieve the objectives assigned to it within the framework of state policy in the field of university education and scientific research and is made up of income for basic and supplementary funding.

Since the UMFVBT has partial autonomy, the teaching staff have a salary supplement which consists of 15 to 30% additional to the main one.

Strengths/best practice

There are no strengths or best practices in this standard.

EEP recommendations

There are no recommendations for this standard.

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 17,

expects improvement - 0,

unsatisfactory - 0.

6.9. STANDARD "CONTINUOUS UPDATE"

The Evidence

Through the observations made on the quality of the results obtained by the beneficiaries of the educational programmes and the degree of satisfaction expressed by them, the programme coordinators ensure the implementation of the third stage of the PDCL A cycle, that of verification (Check) of the measures introduced in order to ensure the continuous improvement of the quality of the educational programmes and activities within UMFBT as a whole. Thus, all educational programme coordinators directly exercise their role "to monitor and evaluate the (educational) programme on a regular basis and to be promoters of continuous improvement of the quality of the programme",

Programme coordinators are responsible for both formative assessment, which takes place throughout the academic year, and summative assessment, which takes place at the end of each semester and/or academic year. The annual assessment also provides the necessary information for the internal evaluation of each study programme. In carrying out the internal evaluation, the coordinator of the study programme is "supported by the Evaluation and Educational Quality Assurance Commission appointed at faculty level", "The results of the annual internal evaluation of each study programme are summarised in an "Internal Evaluation Report of the Study Programme" which is sent to the Dean of the Faculty. Following its own analysis, the Dean's Office summarises the information and formulates its conclusions in the "Annual Report on Quality Assurance in the Faculty", which is analysed and approved by the Faculty Council".

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 UMFVBT in the implementation of the specialty Dental medicine basically comply with the requirements of standard 9 "Continuous Update".

Updating the content of educational programs, as well as monitoring and evaluating

the academic environment, is carried out in a cyclical, standardized, step-by-step Plan-Do-Check-Learn-Adapt (PDCLA) process. This process was introduced by the strategic management plan dedicated to the continuous introduction of improvements in the activities within UMFVBT and was subsequently integrated into the "Regulation on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programs within UMFVBT".

As a result of the inspection, analysis of the report and other supporting information, as well as interviewing representatives of the structural unit of the faculty revealed that the process of renewal and restructuring is not carried out at the proper level.

Qualitative proper analysis and monitoring of the educational program will lead to a revision of its policies and practices in accordance with previous experience, current activities and future prospects.

Besides, with a continuous analysis of the available literature and the experience of other educational institutions the model of the educational program and methodological approaches could be adapted to ensure their relevance and correspondence, as well as consideration of modern theories in education, methodology of adult education, principles of active learning. It should be noted that the development of evaluation principles should be in accordance with changes in the learning outcomes and teaching and learning methods. No policy on recruitment and formation of academic staff in line with changing needs is reflected.

Strengths/best practice

There are no strengths or best practices in this standard.

EEP recommendations

1. It is necessary to improve the procedures of regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies. The responsible units should state in the records and other documents the improvement, changes as well as its implementation (by the beginning of study year 2023-2024).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory - 13,

expects improvement - 1,

unsatisfactory - 0.

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

Standard "MISSION AND RESULTS"

There are no strength or best practices in this standard.

Standard "EDUCATIONAL PROGRAMME"

There are no strength or best practices in this standard.

Standard "STUDENTS ASSESSMENT"

There are no strength or best practices in this standard.

Standard "STUDENTS"

The UMFVBT provides support of the students through the Center of counseling and career guidance, which provide individual support as well as any other kind of assistance in order to assure a good environment for study process. As a result, even in situations where foreign students could not achieve access for visa due to pandemic situations as well as other difficulties (confirmed during beneficiaries meeting with EEP and staff meetings), the responsible specialists from the Counseling Center reacted and gave all the necessary support and solved the issues. The efficiency of the Counseling Center was also proved during the pandemic (confirmed also through the meeting with staff and students). Another strong practice was the interaction of teaching staff and students during the pandemic (lock down) period through both online and post mails (delivery services), which gave opportunity to have specific practical skills at home. In the same way, the practical works were sent back to the school for evaluation.

Standard "ACADEMIC STAFF / FACULTY"

There are no strength or best practices in this standard.

Standard "EDUCATIONAL RESOURCES"

The UMFVBT improves the student's learning environment by implementing new technology and updating technical bases. During the current semester, a 3 million Euro digitalization project is being implemented. Another proof of updating process and environment improve is the purchase of new building near the main one as well as the 25 million euro project which is currently at the implementation phase aimed to built a whole buildings complex for the University in next 36 months. Moreover, due to cooperation with

the other 4 Universities from Timisoara, a great practice of sharing was implemented. The UMFVBT improves the student's learning environment by implementing new technology and updating technical bases. During the current semester, a 3 million Euro digitalization project is being implemented. Another proof of updating process and environment improve is the purchase of new building near the main one as well as the 25 million euro project which is currently at the implementation phase aimed to built a whole buildings complex for the University in next 36 months. Moreover, due to cooperation with the other 4 Universities from Timisoara, a great practice of sharing was implemented. This agreement gave the opportunity for students form one University to have access to different facilities (cultural, sport and others) from all the other ones (through the Timisoara University Alliance). The efforts made by the University staff and the investments made into the development of infrastructure, educational resources and enlargement represents a strong/best practice.

Standard "PROGRAMME EVALUATION"

There are no strength or best practices in this standard.

Standard "MANAGEMENT AND ADMINISTRATION"

There are no strength or best practices in this standard.

Standard "CONTINUOUS IMPROVEMENT"

There are no strength or best practices in this standard.

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

STANDARD "MISSION AND OUTCOMES"

1. It is necessary to state within documents and councils minutes the involvement and recommendations of the key stakeholders in development of the mission statement. As well, it is recommended to take into consideration the opinions and suggestions of other relevant stakeholders (private ones as well) and to be able to demonstrate it (by December 2024).

2. Should develop feedback assessment mechanisms for graduates in order to analyze it regarding the educational programme and include it into its update process (by September 2023).

STANDARD "EDUCATIONAL PROGRAMME"

1. It is necessary to improve teaching methods and implement modern ones as well as to implement the students' feedbacks regarding these methods into annual updates (by the end of 2024).

2. To improve and enlarge the involvement of beneficiaries as well as teaching staff into the educational programme update proposals and mention it into the minutes of responsible councils (by the end of 2024).

3. It is necessary to develop the questionnaire and feedback collection regarding the educational programme from employees and graduates, and to analyze it within structural unit responsible for the education programme. The result of analysis as well as taken into consideration proposals should be published (by study year 2023 –2024).

STANDARD "STUDENTS ASSESSMENT"

1. It is recommended to develop the assessment methods of students and implement mechanisms of decreasing the human factor upon the evaluation process (by the beginning of study year 2023 – 2024).

STANDARD "STUDENTS"

1. To improve the policy of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country (by September 2023).

STANDARD "ACADEMIC STAFF/FACULTY"

There are no recommendations for this standard.

STANDARD "EDUCATIONAL RESOURCES"

1. The faculty should clearly state the policy on expertise and apply it in order to develop the teaching methods and assessment of knowledge and skills. The results and modifications should be contained within minutes of the responsible units as well as within updated curriculum (by the end of 2024).

2. Beside the teaching mobility (like Erasmus + program) it is recommended to promote exchange of academic staff and visiting staff according to the specifics and necessity within the educational program (by the beginning of study year 2023-2024).

STANDARD "PROGRAMME EVALUATION"

1. 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 (by the beginning of study year 2023-2024).

2. The responsible unit for education programme and it's reform should involve actively the students representatives into the planning and improvement proposals for education programme update (by the beginning of study year 2023-2024).

STANDARD "MANAGEMENT AND ADMINISTRATION"

There are no recommendations for this standard.

STANDARD "CONTINUOUS UPDATE"

1. It is necessary to improve the procedures of regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies. The responsible units should state in the records and other documents the improvement, changes as well as its implementation (by the beginning of study year 2023-2024).

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

There are no additional recommendations on development of the Dental Medicine Faculty.



(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

There was no full consensus among the EEP members regarding the recommendation to the IAAR Accreditation Council. The voting was organized by Zoom platform and results were as follows:

8 (eight) members of the External Expert Panel agreed that the educational programme Dental Medicine (Bachelor) of Victor Babeş University of Medicine and Pharmacy Timisoara can be accredited for 5 (five) years *.

2 (two) members of the External Expert Panel agreed that the educational programme Dental Medicine (Bachelor) of Victor Babeş University of Medicine and Pharmacy Timisoara can be accredited for 3 (three) years *.

** Final decision will be taken by the IAAR Accreditation Council*

IAAR Panel Chairman:	_____	Dr. Elena Tulupova
Panel Members	_____	Prof. Dr. Suzana Danoiu
	_____	Prof. Victoriya Georgiyants
	_____	Dr. Zulfiya Zhankalova
	_____	Dr. Andrei Mostovei
	_____	Dr. Grigore Moraru
	_____	Alexandra-Simona Zamfir
	_____	Yassir Al Barradi
	_____	Zhengis Zhamashev
	_____	Iulia Bozbei
ARACIS Observer	_____	Georgiana Claudia Milea
IAAR Coordinator	_____	Dr. Timur Kanapyanov

Annex 1. Assessment table "PARAMETERS OF PROGRAMME ACCREDITATION" (Dental Medicine (Bachelor))

No.	Sub No.	ASSESSMENT CRITERIA	Assessment Indicators			
			Strong	Satisfactory	Expects improvements	Unsatisfactory
Standard "MISSION AND RESULTS"						
Defining the Mission Statement						
1	1	The medical education organisation must define its mission and mission of the educational programme and communicate it to stakeholders and the health sector.		+		
The mission statement must contain goals and an educational strategy to train a competent doctor at the level of basic medical education:						
2	2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine.		+		
3	3	able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements.		+		
4	4	prepared for postgraduate education.		+		
5	5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from own practice and recognized activities in the CPD / CME.		+		
6	6	Medical education organisation should ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	Medical education organisation should ensure that the stated mission covers aspects of global health and reflects major international health issues		+		
Participation in Defining the Mission Statement						
8	8	Medical education organisation must ensure that the key stakeholders are involved in defining the mission statement.		+		
9	9	Medical education organisations should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.		+		
Institutional Autonomy and Academic Freedom						
Medical education organisation must have institutional autonomy for the development and implementation of a policy for which the administration and teaching staff are responsible for in relation to the following:						
10	10	development and elaboration of the educational programme;		+		
11	11	use of allocated resources required for the implementation of the educational programme.		+		
Medical educational organisation should guarantee academic freedom to its employees and students:						
12	12	in relation to the current educational programme, which will be allowed to rely on different points of view in the description and analysis of medical issues;		+		
13	13	in the ability to use the results of new research to improve the study of specific disciplines / issues without extending the educational programme.		+		
Final Learning Outcomes						

The medical institution of education must determine the expected learning outcomes that students should manifest upon completion, regarding:					
14	14	their achievements at a basic level in terms of knowledge, skills and abilities;		+	
15	15	an appropriate basis for a future career in any medical area;		+	
16	16	their future roles in the health sector;		+	
17	17	student's subsequent postgraduate training;		+	
18	18	student's commitment to lifelong learning;		+	
19	19	health and sanitary needs, healthcare system needs and other aspects of social responsibility.		+	
20	20	Medical educational organisation must ensure that the student fulfills obligations of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioral norms.		+	
21	21	Medical education organisation should determine and coordinate the connection of the final learning outcomes, required on completion, with those required in post-graduate education;		+	
22	22	Medical education organisation should determine the results of students' involvement in conducting medical research;		+	
23	23	Medical education organisation should pay attention to the outcomes related to global health.		+	
24	24	Medical educational organisation should use the assessment results of graduates' competencies as a feedback tool to improve the educational programme.		+	
Total by Standard				24	
Standard "EDUCATIONAL PROGRAMME"					
Educational Programme Model and Learning Methods					
25	1	The medical education organisation must define an educational programme, including an integrated model based on disciplines, systems of bodies, clinical problems and diseases, a model based on a modular or spiral design.		+	
26	2	The medical education organisation must determine the teaching and learning methods used that encourage, train and support students in taking responsibility for their educational process.		+	
27	3	The medical institution of education must ensure that the educational programme develops students' lifelong learning abilities.		+	
28	4	Medical institution of education must ensure that the educational programme is implemented in accordance with the principles of equality.		+	
29	5	Medical education organisation should use teaching and learning methods based on the modern theory of adult education.			+
Scientific Method					
Throughout the entire programme of study, the medical institution of education must teach students:					
30	6	principles of scientific methodology, including methods of analytical and critical thinking;		+	
31	7	scientific research methods in medicine;		+	
32	8	evidence-based medicine, which requires the appropriate competence of teachers and will be a compulsory part of the educational programme.		+	
33	9	Medical educational organisation should include in the educational programme elements of basic or applied research for the formation of scientific thinking and the application of scientific research methods.		+	
34	10	Medical education organisations should promote the involvement of students in conducting or participating in research projects.		+	
Basic Biomedical Sciences					
Medical institution of education must define and include in the educational programme:					
35	11	achievements of basic biomedical sciences to develop students' understanding of scientific knowledge;		+	
36	12	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+	
Medical institution of education should in the educational programme adjust and introduce new achievements of biomedical sciences for:					

37	13	scientific, technological and clinical developments;		+		
38	14	current and expected needs of the society and the health care system.		+		
Behavioral and Social Sciences and Medical Ethics						
Medical institution of education must determine and include in the educational programme the achievements of:						
39	15	behavioral sciences;		+		
40	16	social sciences;		+		
41	17	medical ethics;		+		
42	18	medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural conditions, causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will facilitate the analysis of public health problems, effective communication, clinical decision making and ethical practice.		+		
The medical educational organisation should adjust and introduce new achievements in the behavioral and social sciences and also medical ethics for:						
43	19	scientific, technological and clinical developments;		+		
44	20	current and expected needs of the society and the health care system.		+		
45	21	changing demographic and cultural conditions.		+		
Clinical Sciences and Skills						
The medical institution of education must in the educational programme define and implement the achievements of clinical sciences and ensure that students:						
46	22	acquire sufficient knowledge, clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	23	conduct a reasonable part (one third) of the programme in scheduled contact with patients, including review of the goal, of the appropriate number and their adequacy for training in the relevant clinical bases;		+		
48	24	carry out work on health promotion and prevention.		+		
49	25	The medical institution of education must establish a certain amount of time for training of the main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	26	The medical institution of education must organise clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in a clinical setting.		+		
The medical institution of education should adjust and introduce new clinical science achievements in the educational programme for:						
51	27	scientific, technological and clinical developments;		+		
52	28	current and expected needs of the community and the health care system.		+		
53	29	The medical institution of education should ensure that every student has early contact with real patients, including his gradual participation in assisting the patient, including responsibility for the examination and / or treatment of the patient under supervision, which is carried out in appropriate clinical bases.		+		
54	30	The medical institution of education should structure the various components of clinical skills in accordance with the specific stage of the training programme.		+		
Structure of the Educational Programme, Content and Duration						
55	31	The medical institution of education must describe the content, scope and sequence of courses and other elements of the educational programme in order to ensure that an appropriate proportion is maintained between the basic biomedical, behavioral, social and clinical disciplines.		+		
The medical institution of education should in the educational programme:						
56	32	provide horizontal integration of related sciences and disciplines;		+		
57	33	provide vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	34	provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the educational		+		

		programme, including a combination of compulsory elements and electives or special components of choice;				
59	35	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.		+		
Programme Management						
60	36	The medical institution of education must determine the structural unit responsible for the educational programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the educational programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, educational programme and learning courses assessment in order to achieve the final learning outcomes.		+		
61	37	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for educational programmes.		+		
62	38	Medical institution of education should , through the structural unit, responsible for educational programmes, plan and implement innovations in the educational programme.		+		
63	39	Medical institution of education should include representatives from other relevant stakeholders, in the structure of the medical education organisation responsible for educational programmes, including other participants of the learning process, representatives from clinical sites, graduates of medical education organisations, health professionals involved in the training process or other faculty members of the university.		+		
Relationship with Medical Practice and the Healthcare System						
64	40	The medical institution of education must provide an operational link between the educational programme and the subsequent stages of vocational training (internship, specialization, CPD / CME) or practice that the student will begin after graduation, including defining health problems and required learning outcomes, clearly determining and describing elements of educational programmes and their links at various stages of training and practice, with due regard to local, national, regional and global conditions, and also feedback to / from the health sector and the participation of teachers and students in the work of a team of specialists in the provision of medical aid.		+		
Medical institution of education should ensure that the structural unit responsible for the educational programme:						
65	41	takes into account the particular conditions in which graduates have to work and modify the educational programme accordingly;		+		
66	42	reviews the modification of the educational programme based on feedback from the public and society as a whole.			+	
Total by Standard				40	2	
Standard "STUDENTS ASSESSMENT"						
Assessment Methods						
Medical institution of education must :						
67	1	determine, approve and publish the principles, methods and practices used to assess students, including the number of exams and other tests, the balance between the written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OSCE or the Mini-clinical exam), as well as determine the criteria for setting passing scores, grades and the number of allowed retakes;		+		
68	2	ensure that the assessment covers knowledge, skills and attitudes towards learning;		+		
69	3	use a wide range of assessment methods and formats depending on their "utility assessment", the latter includes a combination of validity, reliability, impact on training, acceptability and effectiveness of the methods and format of the assessment;		+		
70	4	ensure that assessment methods and results avoid conflicts of interest;		+		
71	5	ensure that the assessment process and methods are open (accessible) for examination by external experts;		+		
72	6	use the system to appeal the assessment results.		+		

Medical education organisation should:					
73	7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing assessment practices;		+	
74	8	introduce the new, demand-driven assessment methods;		+	
75	9	use the system to appeal the assessment results.		+	
Relation Between Assessment and Learning					
Medical institution of education must use the principles, methods and practice of assessment, including students' learning achievements and assessment of knowledge, skills, professional values of relationships that:					
76	10	clearly comparable with the learning and teaching outcomes;		+	
77	11	guarantee that students achieve final learning outcomes;		+	
78	12	promote learning;		+	
79	13	provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their links with the assessment process.		+	
Medical institution of education should:					
80	14	regulate the number and nature of examinations of the various elements of the educational programme in order to facilitate the acquisition of knowledge and integrated learning and to avoid adverse effects on the learning process and eliminate the need to study excessive amounts of information and overload of the educational programme;		+	
81	15	guarantee the provision of timely, precise, constructive and fair feedback to students based on the assessment outcomes.		+	
			Total by Standard		15
Standard "STUDENTS"					
Admission and Selection Policy					
Medical institution of education must :					
82	1	define and implement an admission policy based on the principles of objectivity, including a clear setting for students' selection;		+	
83	2	have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country;			+
84	3	have a policy and introduce the practice of transferring students from other programmes and medical education organisations.		+	
Medical institution of education should:					
85	4	establish the links between the students' selection and the mission of the medical institution of education, the educational programme and the desired quality of graduates;		+	
86	5	periodically review admission policies based on the relevant data from the public and professionals in order to satisfy the health demands of the population and society as a whole, including review of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for the low-income students and national minorities;		+	
87	6	use the system to appeal admission decisions.		+	
Student Recruitment					
88	7	The medical institution of education must determine the number of enrolled students in accordance with the material and technical capabilities at all stages of education and training, and making decisions on the recruitment of students implies the need to regulate national requirements for human resources for healthcare when medical institutions of education do not control the number of recruited students, then responsibilities should be demonstrated by explaining all relations, paying attention to the consequences of the decisions made (imbalance between the student enrollment and the material, technical and academic potential of the university).		+	
89	8	Medical institution of education should periodically review the number and admitted students' population in consultation with the relevant		+	

		stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organisations on global aspects of human health resources (such as insufficient and uneven distribution of human resources in healthcare, migration of doctors, the opening of new medical institutions of higher education) and introduce regulations to meet the health needs of the population and society as a whole.				
Student Counseling and Support						
Medical institution of education must :						
90	9	have a system of academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate education, career planning, appointment of academic mentors (supervisors) for individual students or small groups of students;		+		
91	10	offer a student support programme aimed at social, financial and personal needs, which includes support due to social and personal problems and events, health and financial problems, access to medical care, immunization programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;		+		
92	11	allocate resources to support students;		+		
93	12	ensure confidentiality regarding counseling and support.		+		
Medical institution of education should provide counseling:						
94	13	based on monitoring of student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	14	includes counseling and career planning.		+		
Student Representation						
96	15	Medical institution of education must determine and implement the policy of student representation and their respective participation in the definition of the mission, the development, management and evaluation of the educational programme, and other students related issues.		+		
97	16	Medical institutions of education should promote and support student activities and student organisations, including the provision of technical and financial support to student organisations.		+		
Total by Standard			1	14	1	
Standard "ACADEMIC STAFF / FACULTY"						
Selection and Recruitment Policy						
Medical institution of education must determine and implement a policy of selection and admission of employees, which:						
98	1	determines their category, responsibility and balance of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational programme, including the proper link between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	contains criteria for the scientific, pedagogical, and clinical merits of applicants, including the appropriate balance between pedagogical, scientific, and clinical qualifications;		+		
100	3	identifies and monitors the responsibilities of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
Medical institution of education should in its policy for the selection and reception of staff to consider such criteria as:						
101	4	relation to its mission, significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical institution of education and educational programme;		+		
102	5	economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.		+		
Policy of Activities and Development of Employees						

Medical institution of education must determine and implement the policy of the activities and development of employees, which:					
103	6	allows to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of the medical institution of education and professional qualifications of teachers;		+	
104	7	guarantees deserved recognition of its academic activities, with an appropriate focus on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;		+	
105	8	ensures that clinical activities and research are used in teaching and learning;		+	
106	9	guarantees the adequacy of knowledge by each employee of the educational programme, which includes knowledge of the methods of teaching/learning and the general content of the educational programme, and other disciplines and subject areas in order to encourage cooperation and integration;		+	
107	10	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.		+	
Medical institution of education should :					
108	11	take into account the proportion of "teacher-student" depending on the various components of the educational programme;		+	
109	12	develop and implement employee promotion policy.		+	
				Total by Standard	12
Standard "EDUCATIONAL RESOURCES"					
Material and Technical Base					
Medical institution of education must :					
110	1	have a sufficient material and technical base for teachers and students to ensure adequate implementation of the educational programme;		+	
111	2	provide a safe environment for employees, students, patients and those who takes care of them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and while using the equipment.		+	
112	3	The medical institution of education should improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in the learning practice.	+		
Clinical Training Resources					
The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:					
113	4	number and category of patients;		+	
114	5	number and categories of clinical sites, which include clinics, outpatient services (including primary health care), primary health care facilities, health centers and other institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines;		+	
115	6	observation of students' clinical practice.		+	
116	7	Medical institution of education should study and evaluate, adapt and improve resources for clinical training to meet the needs of the population served, which will include relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.		+	
Information Technology					
117	8	Medical institution of education must determine and implement a policy that aims at the effective use and evaluation of the relevant information and communication technologies in the educational programme.		+	
118	9	Medical institution of education must provide access to network or other electronic media.		+	

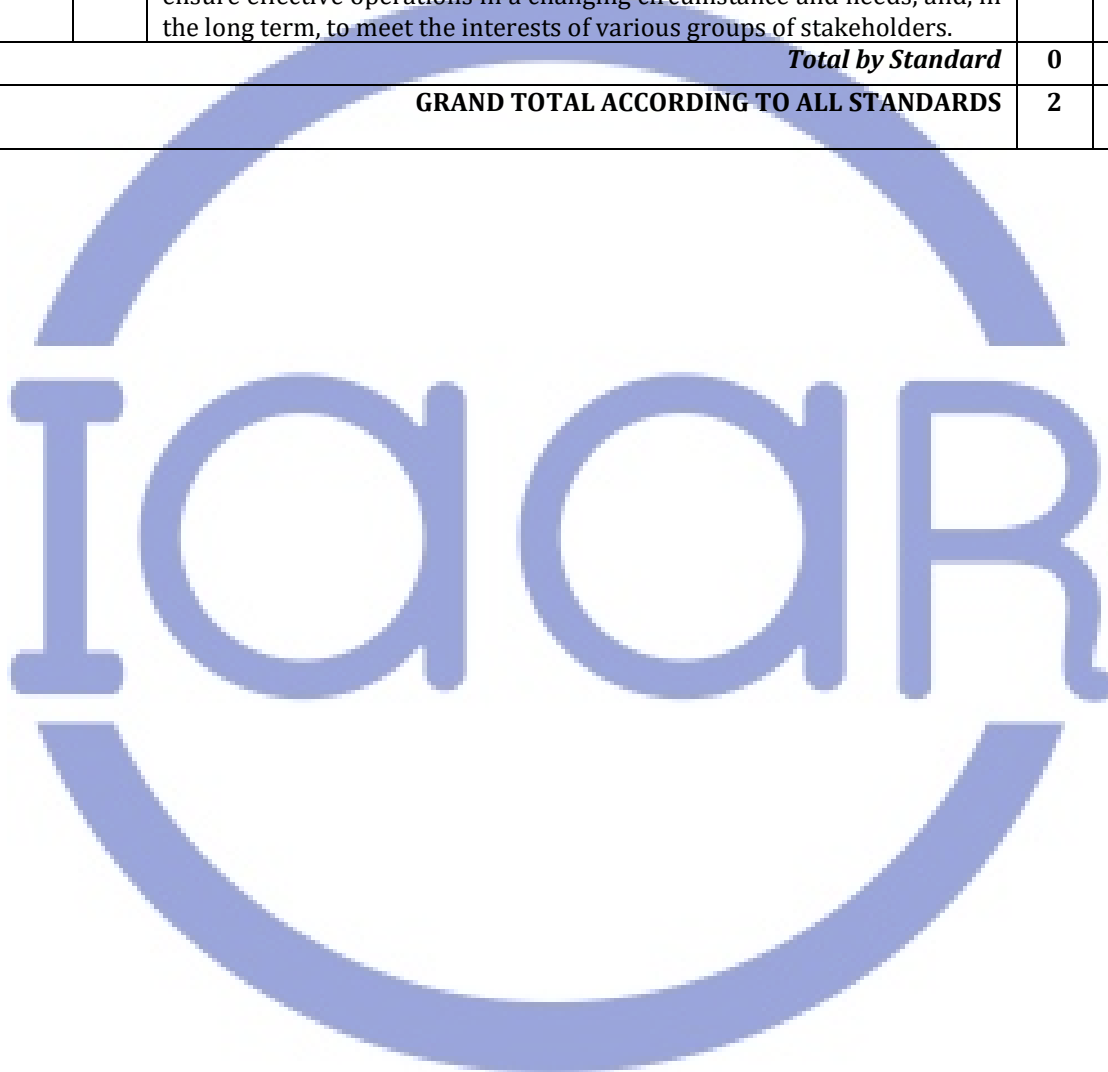
Medical institution of education should provide opportunities for teachers and students to use information and communication technologies:						
119	10	for self-study;		+		
120	11	access to information;		+		
121	12	case management;		+		
122	13	healthcare jobs.		+		
123	14	Medical institution of education should ensure that students have access to relevant patient data and healthcare information systems.		+		
Medical Research and Scientific Achievements						
Medical institution of education must :						
124	15	have research activities in the field of medicine and scientific achievements as the basis for the educational programme;		+		
125	16	identify and implement a policy that promotes the link between the research and education;		+		
126	17	provide information on the research base and priority areas in the field of scientific research of the medical institution of education;		+		
127	18	use medical research as the basis for a study programme		+		
Medical institutions of education should guarantee that the link between research and education:						
128	19	is taken into account in teaching;		+		
129	20	encourages and trains students to participate in medical research and development.		+		
Expertise in the Field of Education						
Medical institution of education must :						
130	21	have access to education expertise, where necessary, and conduct such reviews that examine the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or involving experts from other national and international institutions.		+		
Medical institution of education must determine and implement a policy on the expertise in the field of education:						
131	22	in the development of an educational programme;		+		
132	23	in developing teaching methods and assessing knowledge and skills.			+	
Medical institution of education should :						
133	24	provide evidence of the internal or external expertise in the field of medical education to develop the potential of employees;			+	
134	25	pay due attention to the development of expertise in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education;		+		
135	26	promote the aspirations and interests of staff in conducting research on medical education.		+		
Exchange in Education						
Medical institution of education must define and implement a policy for:						
136	27	cooperation at the national and international levels with other medical institutions of higher education;		+		
137	28	the transfer and offsetting of studying credits, which includes review of the scope limits of the educational programme, which may be transferred from other educational organisations and which may be facilitated by concluding agreements on mutual recognition of educational programme elements and active coordination of programmes between medical institutions of education as well as the use of a transparent system of credits and flexible course requirements.		+		
Medical institution of education should :						
138	29	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
139	30	guarantee that the exchange is organised in accordance with the objectives, taking into account the needs of employees, students, and with respect for ethical principles.		+		
Total by Standard				1	27	2
Standard "PROGRAMME EVALUATION"						

Programme Monitoring and Evaluation Mechanisms					
Medical institution of education must:					
140	1	have a process and outcome monitoring programme that stipulates collection and analysis of data on key aspects of the educational programme in order to ensure that the educational process is implemented appropriately and to identify any areas that require interventions, as well as collection of data which is part of the administrative procedures associated with students admission, assessment and completion of training.		+	
141	2	control that the relevant assessment results affect the curriculum		+	
The medical institution of education must establish and apply mechanisms for evaluation of the educational programme, which:					
142	3	is focused on the educational programme and its main components, including the model of the educational programme, the structure, content and duration of the educational programme, and the use of compulsory and elective parts;		+	
143	4	student progress centered;		+	
144	5	identify and review problems that include the lack of achievement of the expected learning outcomes, and will assume that the information received about the learning outcomes, including on the identified deficiencies and problems, will be used as feedback for activities and corrective action plans to improve the educational programme and disciplines curriculum;		+	
Medical institution of education must periodically conduct a comprehensive evaluation of the educational programme, focused on:					
145	6	the context of the educational process, which includes the organisation and resources, the learning environment and the culture of the medical institution of education;		+	
146	7	special components of the educational programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+	
147	8	general outcomes, which will be measured based on the national exams, international exams, career choices and postgraduate studies;		+	
148	9	Medical institution of education should rely on social responsibility/accountability.		+	
Teacher and Student Feedback					
149	10	The medical institution of education must systematically collect, analyse, and provide teachers and students with feedback that includes information about the process and products of the educational programme, and also contains information about unfair practices or improper behavior of teachers or students with and/or legal consequences.			+
150	11	Medical institution of education should use feedback results to improve the educational programme.		+	
Students' Learning Performance					
Medical institution of education must analyse the educational achievements of students and graduates in relation to:					
151	12	its mission and learning outcomes of the educational programme, which contains information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest, including on elective components, as well as interviews with students on the repeat courses, and interviews with students who quit from their studies;		+	
152	13	educational programme;		+	
153	14	availability of resources.		+	
Medical institution of education should analyse the students' studying achievements regarding:					
154	15	their prior experience and conditions, including social, economic, cultural conditions;		+	

155	16	academic level at the time of admission to the medical institution of education.		+		
Medical institution of education should use the analysis of students' studying achievements to provide feedback to the structural units responsible for:						
156	17	students selection;		+		
157	18	educational programme planning;		+		
158	19	students consulting.		+		
Stakeholder Involvement						
Medical institution of education in its programme of monitoring and evaluation of the educational programme must involve:						
159	20	teaching staff and students;		+		
160	21	its administration and management.		+		
Medical institution of education should for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorized education and health authorities, professional organisations, as well as those responsible for post-graduate education:						
161	22	provide access to the evaluation results of the course and educational programme;		+		
162	23	collect and study feedback from them on the clinical practice of graduates;		+		
163	24	collect and study feedback from them on the educational programme.			+	
Total by Standard			0	22	2	0
Standard "MANAGEMENT AND ADMINISTRATION"						
Management						
164	1	Medical institution of education must determine the management structures and functions, including their links with the university, if the medical institution of education is affiliated with or a branch of the university.		+		
Medical institution of education should in their management structures determine the structural units with the establishment of the responsibility of each structural unit and include in their composition:						
165	2	representatives of teaching staff;		+		
166	3	students;		+		
167	4	other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public.		+		
168	5	Medical institution of education should ensure the transparency of the management system and decisions that are published in bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.		+		
Academic Leadership						
169	6	Medical institution of education must clearly define the responsibility of academic leadership in the development and management of the educational programme.		+		
170	7	Medical institution of education should periodically assess academic leadership regarding the achievement of its mission and the final study results.		+		
Budget for Learning and Resource Allocation						
Medical institution of education must :						
171	8	have a clear set of responsibilities and authorities to provide the educational programme with resources, including a targeted budget for training;		+		
172	9	allocate resources necessary for the implementation of the educational programme and distribute educational resources in accordance with the correspondent needs.		+		
173	10	system of financing the medical institution of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
Medical institution of education should :						
174	11	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes;		+		
175	12	in the allocation of resources, take into account scientific advances in		+		

		medicine and the problems of public health and correspondent needs.				
Administrative Staff and Management						
Medical institution of education must have the appropriate administrative staff, including their number and composition in correspondence with the qualifications, in order to:						
176	13	ensure the implementation of the educational programme and relevant activities;		+		
177	14	guarantee proper management and allocation of resources.		+		
178	15	Medical institution of education should develop and implement an internal quality assurance management programme, including review of the needs for improvement, and conduct regular management review and analysis.		+		
Interaction with the Healthcare Sector						
179	16	Medical institution of education must develop a constructive interaction with the healthcare sector, with related health industries at the society and the government levels, including the exchange of information, cooperation and initiatives of the organisation, which contributes to the provision of qualified doctors in accordance with the needs of society.		+		
180	17	Medical institution of education should be given an official status of cooperation with partners in the healthcare sector, which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and/or concluding a joint contract and the establishment of a coordinating committee, and joint activities.		+		
Total by Standard			0	17	0	0
Standard "CONTINUOUS IMPROVEMENT"						
Medical institution of education must as a dynamic and socially responsible institution:						
181	1	initiate procedures for regular review and revision of the content, results/competences, assessment and learning environment, structures and functions, document and correct deficiencies;			+	
182	2	allocate resources for continuous improvement.		+		
Medical institution of education should :						
183	3	base the update process on prospective studies and analysis and on the results of own research, evaluation, and medical education related literature;		+		
184	4	guarantee that the process of renewal and restructuring leads to a revision of its policy and practice in accordance with previous experience, current activities and future prospects;		+		
Medical institution of education should direct the update process to the following:						
185	5	Adaptation of the Regulations on the mission and final outcomes to the scientific, socio-economic and cultural development of society.		+		
186	6	Modification of graduates' final learning outcomes in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation.		+		
187	7	Adaptation of the educational programme model and methodological approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning.		+		
188	8	Correction of the elements of the educational programme and their interrelation in accordance with achievements in the biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.		+		
189	9	Development of evaluation principles, and methods of conducting and the number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		

190	10	Adaptation of a student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the educational programme.		+		
191	11	Adaptation of a recruitment policy and the formation of academic staff in accordance with changing needs.		+		
192	12	Upgrading educational resources to meet changing needs, such as student enrollment, a number and profile of academic staff, an educational programme.		+		
193	13	Improving the process of monitoring and evaluation of the educational programme.		+		
194	14	Improving the organisational structure and management principles to ensure effective operations in a changing circumstance and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
Total by Standard			0	13	1	0
GRAND TOTAL ACCORDING TO ALL STANDARDS			2	18	8	0



Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

AGREED

Rector,
Victor Babeş University of
Medicine and Pharmacy
Timisoara

Prof. Dr. Octavian Marius Crețu
10.10.2022



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

Dr. Alina Zhumagulova
10.10.2022



UNIVERSITATEA
DE MEDICINĂ SI FARMACIE
„VICTOR BABEŞ” DIN TIMISOARA



«АККРЕДИТТЕУ ЖЕНЕ РЕЙТИНГТЕУ
ТӨРӨЛӨС АГЕНТТІГІ» ЖЭБ
ИЗВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL TO VICTOR BABEŞ UNIVERSITY OF MEDICINE AND PHARMACY TIMISOARA

(International Institutional and Programme Accreditation of
the Educational Programmes Medicine, Dental Medicine, Pharmacy)

Dates of the Site Visit: November 14-16, 2022

Date and Time (Timișoara local time, GMT+2)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
November "13", 2022			
15.00-17.00	Preliminary meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme)	IAAR External Experts	Hotel https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
17.00-18.00	Dinner	IAAR External Experts	
Day 1, November 14, 2022			
09.00-09.30	Discussion of organisational issues with experts	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.30 -10.10	Meeting with the head of the university	Rector Prof. Octavian Marius Crețu MD Ph. D	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
10.10-11.10	Meeting with deputy heads of the university	Vice-Rector for Education Prof. Daniel Lighezan MD Ph.D Vice-Rector for Scientific Research Prof. Cristian Oancea MD Ph.D Vice-Rector for Postgraduate Studies and Residency Prof. Andrei Motoc MD Ph.D	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		<p>Vice-Rector for Academic Development Prof. Dorel Sandesc MD Ph.D</p> <p>Vice-Rector for Administrative Matters Prof. Victor Dumitrascu MD Ph.D</p> <p>Vice-Rector for International Relations Prof. Claudia Borza MD Ph.D</p> <p>Presedinte Senat Prof. Marius Craina MD Ph.D</p> <p>Director of the Council for Doctoral Studies Prof. Cristina Dehelean MD Ph.D</p>	
11.10-11.40	Break		
11.40-12.40	Meeting with heads of structural units	Appendix No.1	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
12.40-13.00	EEP work	<i>IAAR External Experts</i>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
13.00-14.00	Lunch Break	<i>IAAR External Experts</i>	
14.00-14.15	EEP work	<i>IAAR External Experts</i>	
14.15-15.15	Meeting with Deans and Pro-Dean, heads of educational programmes (EP)	<p>Faculty of Medicine Prof. Bogdan Timar MD Ph.D - Dean Prof. Catalin Marian MD Ph.D - Vice-Dean, head of EP Prof. Nicolae Balica MD Ph.D - Vice-Dean, head of EP Șef lucr. dr. Simona Popescu - Vice-Dean Șef lucr. dr. Stela Iurciuc - Vice-Dean</p>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

		<p>Faculty of Dental Medicine Prof. dr. Meda Negrutiu MD Ph.D - Dean, head of EP</p> <p>Șef lucr. Dr. Emanuela Petrescu - Vice-Dean Conf. dr. Marius Leretter - Vice-Dean, head of EP</p> <p>Faculty of Pharmacy Prof. Codruta Soica MD PH.D - Dean, head of EP Conf. dr. Cristina Trandafirescu - Vice-Dean Prof. Diana Antal MD Ph.D - head of EP</p>	
15.15-15.30	Break		
15.30-16.30	Meeting with the representatives of the student governance	<p>Dorian Handro - Head of Society of Medical Students of Timisoara</p> <p>Buliga Darius - Head of Timisoara Dental Students Association</p> <p>Victoria Căzăcuțu - Head of League of Pharmacy Students of Timișoara</p>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
16.30-18.00	Visual inspection of the university	<i>IAAR External Experts</i> <i>University representatives</i>	Appendix 8 (List of Physical Facilities, Laboratories etc. for accrediting programmes)
18.00-18.30	EEP work (discussion of the results and summary of the Day 1 outcomes)	<i>IAAR External Experts</i>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.30-19.30	Dinner	<i>IAAR External Experts</i>	
Day 2, November 15, 2022			

09.00-09.20	EEP work (discussion of organisational issues with experts)	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.20-10.20	Meeting with teaching staff	Appendix No. 3	Petru Dragan Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
10.20-11.20	Questionnaire survey of teachers (in parallel)	Appendix No.4	The survey link is sent to the teacher's e-mail personally
10.20-10.40	Break		
10.40-11.30	Meeting with students	Appendix No. 5	Petru Dragan Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
11.30-12.30	Questionnaire survey of students (in parallel)	Appendix No. 6	The survey link is sent to the student's e-mail personally
11.30-13.30	Visits to professional internship venues, branches of departments (clinical sites, educational and clinical centers)	Appendix No. 7	https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
13.30-14.30	Lunch Break	IAAR External Experts	
14.30-15.30	Working with the documentation (documents must be uploaded to the cloud in advance) and attending classes according to the schedule <i>(The representatives of the HEI might be invited for some clarifications)</i>	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
15.30-16.20	Meeting with employers	Appendix No. 9	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837



16.20-16.30	Break		
16.30-17.20	Meeting with graduates	Appendix No. 10	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
17.20-17.30	Break		
17.30-18.00	Back up meeting	<i>Representatives of the university and the educational programmes may be invited in case of additional questions</i>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.00-19.00	EEP Work (discussion of the assessment parameters, discussion of the results and summary of the Day 2 outcomes) <i>(recording is in progress)</i>	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
19.00-20.00	Dinner	IAAR External Experts	
Day 3, November 16, 2022			
09.00-09.30	EEP work, discussion	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
09.30-11.30	EEP work, development of recommendations <i>(recording is in progress)</i>	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
11.30-11.50	Break		
11.50-12.50	EEP work (collective discussion and preparation of a preliminary outcomes) <i>(recording is in progress)</i>	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
13.00-14.00	Lunch Break		
14.00-15.30	EEP work, discussion of the preliminary results, voting <i>(recording is in progress)</i>	IAAR External Experts	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837

15.30-16.00	Preparation by the EEP chair of information on the results of the external evaluation	<i>IAAR External Experts</i>	(individual Chair's offline work)
16.00-16.40	Final meeting of the EEP with the institution's management	<i>Heads of the higher education institution and structural units</i>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
16.40-16.55	Break		
16.55-18.00	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report	<i>IAAR External Experts</i>	Administrative Council Hall https://us02web.zoom.us/j/7172395837 Conference ID: 717 239 5837
18.00-19.00	<i>Dinner</i>	<i>IAAR External Experts</i>	

Abbreviations

EEP – *External Experts Panel*

EP – *Educational Programme*

HEI – *the Higher Education Institution*



Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS

Questionnaire Survey for the Teaching Staff of Faculty of Dental Medicine of Victor Babeş University of Medicine and Pharmacy Timisoara, Romania

The total amount of questionnaires: 27

1. Department: Faculty of Dental Medicine

2. Position:

Professor	4 - 14,8%
Assistant professor/associate professor	14 - 51,8%
Senior teacher	1 - 3,7%
Teacher	6 - 22,2%
Head of the Department	1 - 3,7%
Others	1 - 3,7%

3. Academic degree, academic rank

Honoured Worker	0
Doctor of Science	13 - 48,1%
Candidate of Science	1 - 3,7 %
Master	5 - 18,5 %
PhD	21 - 77,8 %
Professor	4 - 14,8 %
Assistant professor/associate professor	11 - 40,7 %
Dr Habil	1 - 3,7%

4. Work experience at this HEI

Less than 1 year	0	0
1 year - 5 years	3	11,1%
Over 5 years	24	88,9%
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?	25 - 92,6%	2 - 7,4%	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	14 - 51,9%	13 - 48,1%	0	0	0	0
3	How do you assess the opportunities provided by HEI for teacher's career development?	18- 66,7%	9-33,3%	0	0	0	0

4	How do you assess the degree of academic freedom of teaching staff?	25 - 92,6%	2 - 7,4%	0	0	0	0
	To what extent can teachers use their own						
5	• Teaching strategies	23- 85,2%	4 -14,8%	0	0	0	0
6	• Teaching methods	20- 74,1%	7- 25,9%	0	0	0	0
7	• Educational innovations	20 - 76,9%	6- 23,1%	0	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	18- 66,7%	9-33,3%	0	0	0	0
9	What attention does the school management pay to the educational programme content?	23- 85,2%	4 - 14,8%	0	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	11 - 40,7%	16- 59,3%	0	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	12- 44,4%	15- 55,6%	0	0	0	0
	Evaluate the openness and accessibility of management to:						
12	• Students	24 - 88,9%	3 - 11,1%	0	0	0	0
13	• Teachers	23 - 85,2%	4 - 14,8%	0	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	19 - 70,4%	8 - 29,6%	0	0	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	14 - 51,9%	13 - 48,1%	0	0	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	13 - 48,1%	14 - 51,9%	0	0	0	0
17	How the activity is organised regarding an academic mobility	10 - 37%	14 - 51,9%	3 - 11,1%	0	0	0
18	How the activity is organised regarding teaching staff's professional development	19 - 70,4%	8 - 29,6%	0	0	0	0
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	23 - 85,2%	4 - 14,8%	0	0	0	0
20	Evaluate how HEI and its management support development of new educational	25 - 92,6%	2 - 7,4%	0	0	0	0

	programmes/academic disciplines/teaching methods						
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	26 – 96,3%	1 – 3,7%	0	0	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	26 – 96,3%	1 – 3,7%	0	0	0	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	24 – 88,9%	3 – 11,1%	0	0	0	0
24	How do HEI management and administration take criticism?	9 – 33,3%	18 – 66,7%	0	0	0	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	18 – 66,7%	9 – 33,3%	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	25 – 92,6%	2 – 7,4%	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	25 – 92,6%	2 – 7,4%	0	0	0	0

28. Why do you work in this particular HEI?

- It gives me the opportunity to develop myself in research and academic field
- Gives me the freedom to develop my ideas in research and academic skills
- This HEI encourages my personal development both didactic, scientific and personal.
- It offers me a favorable environment for professional development
- Because i want to teach students the job that i love! I would do this 24/7!
- I am a graduate of this institution
- I have been working here for over 25 years, and the faculty maintains my expectations
- I chose this opportunity to thanks to the supportive academic environment that has so far offered me multiple opportunities to develop professionally.
- It is my passion to teach students, both courses and clinical activity
- Because our university fulfill my expectations regarding teaching methods, organization, support
- I enjoy to teach the students and show them how to work practically for their future carrer
- Because I like teaching teaching satisfaction, professional growth for passion for education,for the connected support
- I like the combined profession of dentist and educator and I like to be involved in the improvement of the knowledges and clinical skills of the young generation
- This HEI encourages academic development and provides freedom for personal, professional and academic growth
- I have more then 15y working in this HEI, climbing the ladder from laboratory analyst, phd student to teaching staff and somehow becamed my home and I love it!
- Since I was a student, I have appreciated the academic environment and I really enjoy working with students. My profession ensures good communication skills, it allows me to always be up to date with information in the medical field, because students come with a diversity of ideas, creativity and needs. Moreover, this profession ensures constant professional and social development.
- fulfils my professional expectations
- I love it. Started to like it during PhD and love it afterwards because I am passionate about my profession and I want to share my knowledge

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- Because my passion for teaching makes a contribution to understanding and improving the knowledge of new generations of dental specialists.

- it is my passion to be a teacher and researcher in this institution

- Teaching satisfaction, professional

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

Very often	Often	Sometimes	Very rarely	Never
6 - 22,2%	10 - 37%	11 - 40,7%	0	0

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

Very often	Often	Sometimes	Very rarely	Never
5 - 18,5%	4 - 14,8%	15 - 55,6%	3 - 11,1%	0

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	1 - 3,7%	16 - 59,3%	10 - 37%	0
Unbalanced teaching load by semester	2 - 7,4%	1 - 3,7%	24 - 88,9%	0
Unavailability of necessary literature in the library	0	14 - 51,9%	13 - 48,1%	0
Overcrowding of study groups (too many students in the group)	1 - 3,7%	17 - 63%	9 - 33,3%	0
Inconvenient schedule	1 - 3,7%	4 - 14,8%	22 - 81,5%	0
Inadequate facilities for classroom activities	0	15 - 55,6%	12 - 44,4%	0
Lack of internet access/poor internet connection	2 - 7,4%	16 - 59,3%	9 - 33,3%	0
Students lack interest in the study	0	18 - 66,7%	9 - 33,3%	0
Late delivery of information about the events	0	6 - 22,2%	21 - 77,8%	0
Absence of teaching aids in classrooms	0	7 - 25,9%	20 - 74,1%	0
Other problems	<ul style="list-style-type: none"> ✓ NA ✓ Absent ✓ No problems ✓ No important problem that I can think of at the moment. ✓ Absence of modern projectors and laptops ✓ Maybe a better interdisciplinary collaboration, which would allow each specialty to do its own treatment within the rehabilitation of a patient ✓ No ✓ Nothing to mention ✓ The absence of the protocols between different state institution and our faculty in order to provide patients for the student's activity ✓ nothing worth mentioning ✓ no ✓ nothing important ✓ Absence of a medical campus with integration of social activities with teaching environment! and of course parking lots! ✓ Lack of a contract with social institutions for easier accessibility of students to find patients, with dento-periodontal lesions, for the practical activity. ✓ The absence of a university campus ✓ no problems 			

	<ul style="list-style-type: none"> ✓ <i>nothing to mention</i> ✓ <i>ABSENCE OF LAPTOPS AND PROJECTORS NECESSARY FOR THE TEACHING PROCESS</i> ✓ <i>Nothing to mention.</i> ✓ <i>The fact that some activities did not score well is not necessarily because they were not organised, but because I did not ask for them.</i>
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32. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:

Questions	Fully satisfied (1)	Partially satisfied (2)	Unsatisfied (3)	Unsure (4)
HEI management's attitude towards you	23 – 85,2%	4 – 14,8%	0	0
Relationships with direct management	25 – 92,6%	1 – 3,7%	0	1 – 3,7%
Relationships with colleagues at the department	24 – 88,9%	3 – 11,1%	0	0
Degree of participation in management decisions	16 – 59,3%	11 – 40,7%	0	0
Relationships with students	19 – 70,4%	8 – 29,6%	0	0
Recognition of your success and achievements by administration	20 – 74,1%	7 – 25,9%	0	0
Support for your proposals and comments	15 – 55,6%	12 – 44,4%	0	0
HEI administration's activities	19 – 70,4%	8 – 29,6%	0	0
Remuneration terms	13 – 48,1%	9 – 33,3%	5 – 18,5%	0
Working conditions, list and quality of services provided in HEI	15 – 55,6%	12 – 44,4%	0	0
Occupational health and safety	23 – 85,2%	4 – 14,8%	0	0
Management of changes in HEI's activities	18 – 66,7%	6 – 22,2%	0	3 – 11,1%
Provision of a social package: recreation, sanatorium treatment, etc.	10 – 37%	12 – 44,4%	2 – 7,4%	3 – 11,1%
Arrangements for catering in HEI and its quality	1 – 3,7%	8 – 29,6%	7 – 25,9%	11 – 40,7%
Arrangements for health care and quality of medical services	10 – 37%	14 – 51,9%	2 – 7,4%	1 – 3,7%

Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

Questionnaire for Students of Dental Medicine of Victor Babeş University of Medicine and Pharmacy Timisoara, Romania

Total number of questionnaires: 116

Educational Program (Specialty):

Dental Medicine	100%	116
Others	0	0

Language of your study:

Romanian	94,8%	110
English	5,2%	6
French	0	0

Sex:

Female	85,3%	99
Male	14,7%	17

Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	72 – 62,1%	39 – 33,6%	3 – 2,6%	1 – 0,9%	1 – 0,9%
2. Accessibility of Dean's Office (school, faculty, department)	76 – 65,5%	34 – 29,3%	4 – 3,4%	1 – 0,9%	1 – 0,9%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	70 – 60,3%	38 – 32,8%	6 – 5,2%	1 – 0,9%	1 – 0,9%
4. Accessibility of academic consulting	78 – 67,2%	29 – 25%	7 – 6%	0	2 – 1,7%
5. Support with study materials in the learning process	53 – 45,7%	48 – 41,4%	8 – 6,9%	3 – 2,6%	4 – 3,4%
6. Accessibility of counselling on personal issues	65 – 56%	35 – 30,2%	10 – 8,6%	3 – 2,6%	3 – 2,6%
7. Relationships between student and teachers	66 – 56,9%	41 – 35,3%	8 – 6,9%	0	1 – 0,9%
8. Activities of educational institution financial and administrative services	61 – 52,6%	36 – 31%	15 – 12,9%	1 – 0,9%	3 – 2,6%
9. Accessibility of medical services	67 – 57,8%	41 – 35,3%	3 – 2,6%	2 – 1,7%	3 – 2,6%

10.	Quality of medical services in HEI	68 – 58,6%	41 – 35,3%	5 – 4,3 %	1 – 0,9%	1 – 0,9%
11.	Accessibility of library resources	69 – 59,5%	29 – 25%	13 – 11,2%	2 – 1,7%	3 – 2,6%
12.	Quality services provided in libraries and reading rooms	58 – 50%	38 – 32,8%	7 – 6%	7 – 6%	6 – 5,2%
13.	Educational resources available in HEI	64 – 55,2%	42 – 36,2%	9 – 7,8%	1 – 0,9%	0
14.	Accessibility of computer classrooms	61 – 52,6%	36 – 31%	10 – 8,6%	4 – 3,4%	5 – 4,3%
15.	Accessibility and quality of internet resources	58 – 50%	36 – 31%	8 – 6,9%	6 – 5,2%	8 – 6,9%
16.	Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	78 – 67,2%	30 – 25,9%	7 – 6%	0	1 – 0,9%
17.	Classrooms, lecture halls for big groups	62 – 53,4%	40 – 34,5%	5 – 4,3%	4 – 3,4%	5 – 4,3%
18.	Students' recreation rooms (if available)	68 – 58,6%	27 – 23,3%	12 – 10,3%	1 – 0,9%	8 – 6,9%
19.	Clarity of procedures for taking disciplinary measures	68 – 58,6%	34 – 29,3%	8 – 6,9%	3 – 2,6%	3 – 2,6%
20.	Quality educational program as a whole	69 – 59,5%	37 – 31,9%	8 – 6,9%	1 – 0,9%	1 – 0,9%
21.	Quality of curricula in EP	61 – 52,6%	46 – 39,7%	7 – 6%	0	2 – 1,7%
22.	Teaching methods as a whole	62 – 53,4%	40 – 34,5%	11 – 9,5%	2 – 1,7%	1 – 0,9%
23.	Teacher's quick response to feedback on educational process issues	69 – 59,5%	35 – 30,2%	9 – 7,8%	1 – 0,9%	2 – 1,7%
24.	Quality of teaching in general	61 – 52,6%	47 – 40,5%	5 – 4,3%	1 – 0,9%	2 – 1,7%
25.	Academic load/requirements to students	63 – 54,3%	43 – 37,1%	6 – 5,2%	3 – 2,6%	1 – 0,9%
26.	Teaching staff's requirements for students	59 – 50,9%	48 – 41,4%	6 – 5,2%	0	3 – 2,6%
27.	Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	59 – 50,9%	46 – 39,7%	6 – 5,2%	4 – 3,4%	1 – 0,9%
28.	Information on requirements necessary to be met to complete this educational program (specialty) successfully	72 – 62,1%	33 – 28,4%	9 – 7,8%	0	2 – 1,7%
29.	Quality of examination materials (tests, examination questions and so on)		43 – 37,1%		0	2 – 1,7%

	63 – 54,3%		8 – 6,9%		
30. Objectivity of evaluation of knowledge, skills and other academic achievements	57 – 49,1%	45 – 38,8%	8 – 6,9%	3 – 2,6%	3 – 2,6%
31. Available computer classrooms	47 – 40,5%	43 – 37,1%	15 – 12,9%	4 – 3,4%	7 – 6%
32. Available scientific laboratories	74 – 63,8%	30 – 25,9%	4 – 3,4%	4 – 3,4%	4 – 3,4%
33. Teacher's objectivity and fairness	52 – 44,8%	49 – 42,2%	10 – 8,6%	2 – 1,7%	3 – 2,6%
34. Informing students about courses, educational programs, and the academic degree being received	78 – 67,2%	25 – 21,6%	7 – 6%	5 – 4,3%	1 – 0,9%
35. Providing students with dormitory facilities	59 – 50,9%	36 – 31%	12 – 10,3%	6 – 5,2%	3 – 2,6%

Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Full y disagree	No answer
36. The course program was clearly presented	67 – 57,8%	37 – 31,9%	9 – 7,8%	2 – 1,7%	1 – 0,9%	0
37. The course content is well-structured	66 – 56,9%	35 – 30,2%	13 – 11,2%	1 – 0,9%	1 – 0,9%	0
38. The key terms are properly explained	69 – 59,5%	37 – 27,6%	13 – 11,2%	1 – 0,9%	1 – 0,9%	0
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	73 – 62,9%	21 – 18,1%	16 – 13,8%	5 – 4,3%	1 – 0,9%	0
40. The teacher uses effective teaching methods	56 – 48,3%	36 – 31%	17 – 14,7%	4 – 3,4%	3 – 2,6%	0
41. The teacher is knowledgeable about information being taught	76 – 65,5%	30 – 25,9%	8 – 6,9%	1-0,9%	1 – 0,9%	0
42. The teacher presents the material clearly	62 – 53,4%	39 – 33,6%	13 – 11,2%	0	2 – 1,7%	0
43. The teacher presents the material in an interesting manner	55 – 47,4%	31 – 26,7%	24 – 20,7%	4 – 3,4%	2 – 1,7%	0
44. Knowledge, skills and other academic achievements are evaluated objectively	60 – 51,7%	38 – 32,8%	12 – 10,3%	3 – 2,6%	3 – 2,6%	0
45. The teacher meets your requirements and expectations regarding professional and personal development	65 – 56%	29 – 25%	19 – 16,4%	0	3 – 2,6%	0
46. The teacher boosts the students' activity	60 – 51,7%	37 – 31,9%	13 – 11,2%	4 – 3,4%	2 – 1,7%	0
47. The teacher boosts the students' creative thinking	50 – 43,1%	39 – 33,6%	18 – 15,5%	6 – 5,2%	3 – 2,6%	0
48. Teacher's appearance and manners are adequate	76 – 65,5%	30 – 25,9%	7 – 6%	2 – 1,7%	1 – 0,9%	0
49. The teacher demonstrates a positive attitude to students	61 – 52,6%	31 – 26,7%	16 – 13,8%	4 – 3,4%	3 – 2,6%	0

50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	77 – 66,4%	31 – 26,7%	4 – 3,4%	3 – 2,6%	1 – 0,9%	0
51. Evaluation criteria the teacher uses are clear and available	67 – 57,8%	28 – 24,1%	15 – 12,9%	4 – 3,4%	2 – 1,7%	0
52. The teacher evaluates students' achievements objectively	60 – 51,7%	34 – 29,3%	17 – 14,7%	2 – 1,7%	3 – 2,6%	0
53. The teacher speaks the professional language	92 – 79,3%	20 – 17,2%	3 – 2,6%	0	1 – 0,9%	0
54. The educational organization allows for sporting and other leisure activities	67 – 57,8%	33 – 28,4%	10 – 8,6%	4 – 3,4%	2 – 1,7%	0
55. Equipment and facilities for students are safe, comfortable and up-to-date	52 – 44,8%	34 – 29,3%	20 – 17,2%	5 – 4,3%	5 – 4,3%	0
56. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	54 – 46,6%	28 – 24,1%	20 – 17,2%	7 – 6%	5 – 4,3%	2 – 1,7%
57. All students have equal opportunities for EP study and personal development	69 – 59,5%	33 – 28,4%	7 – 6%	4 – 3,4%	2 – 1,7%	1 – 0,9%

Other problems with teaching quality:

- ✓ No
- ✓ None
- ✓ *The teaching quality is very good, profesional and dedicated to the students. So far I haven't met any unfairness, so I am more than satisfied with choosing this Medicine University!*
- ✓ *Dental materials should be provided for students so that no one is hindered based on materials they can afford to buy*
- ✓ *I have no problems, i like how my lecturers teach and that they are up to date with everything in their field of work.*
- ✓ *Not enough student's recreation room where to stay when you have 2 h break, not enough room in the library for the amount of students they haveand many more.*
- ✓ *I don't have any problems related to the teaching quality.*
- ✓ *Some departments are amazing and some are lacking.*
- ✓ *the students are being bullied by the teachers in front of the patients, the patients have to pay for the treatments even though the material that are used are from the students, the students are being threatened by the teachers if they speak about the inconveniences, And i don't think that is normal to be taught how to answer at this questionnaire!*
- ✓ *I am very satisfied with the quality of teaching in general and with the quality of the educational program as a whole! They are doing a very good job. Everyone is very involved in the teaching process.*
- ✓ *There are no other problems related to teaching quality*
- ✓ *No problems*
- ✓ *Nothing else to mention*
- ✓ *We don't really have any teaching problems, we only have to study as hard as possible to be good future doctors!*