



«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 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

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS	3
(II) INTRODUCTION.....	4
(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION	5
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE.....	5
(V) DESCRIPTION OF THE EEP VISIT.....	5
(VI) CONFORMITY TO THE STANDARDS OF PROGRAMME ACCREDITATION.....	6
6.1. STANDARD "MISSION AND OUTCOMES"	6
6.2. STANDARD «EDUCATIONAL PROGRAMME»	9
6.3. STANDARD "STUDENTS ASSESSMENT"	11
6.4. STANDARD "STUDENTS"	14
6.5. STANDARD "ACADEMIC STAFF/FACULTY"	17
6.6. STANDARD "EDUCATIONAL RESOURCES".....	19
6.7. STANDARD "PROGRAMME EVALUATION"	22
6.8. STANDARD "MANAGEMENT AND ADMINISTRATION"	25
6.9. STANDARD "CONTINUOUS UPDATE"	28
(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD	31
(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD	32
(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATIONAL ORGANISATION	34
(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL.....	35
Annex 1. Assessment table "PARAMETERS OF PROGRAMME ACCREDITATION" (Medicine (Bachelor)	36
Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION	48
Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS.....	52
Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS	60

(I) LIST OF SYMBOLS AND ABBREVIATIONS

ADEE - Association for Dental Education in Europe
AMSE - The Association of Medical Schools in Europe;
ARACIS - Romanian Agency for Quality Assurance in Higher Education
CEACE - Faculty Quality Assurance Committees
CCOC - Career Counselling and Guidance Centre
CSUD - Council for the Scientific Doctoral Studies
CH - Swiss Confederation
CNRED - National Centre for Recognition and Equivalence of Diplomas
DEACE - Department of Educational Quality Assessment and Assurance
DADC - Department of Accreditation and Curriculum Development
ECTS - European Credit Transfer and Accumulation System
EEA - European Economic Area
EEP - External Expert Panel;
EMSA – European Medical Students Association
EU - European Union
EUA - European University Association
IAAR - Independent Agency for Accreditation and Rating;
IOSUD - Institution Organizing Doctoral Studies
PDCLA - Plan-Do-Check-Learn-Adapt process
RIAMEPPS - Regulation on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programs
SAR - self-assessment report;
SSMT - Students' Society of Medicine in Timisoara
UMFVBT - Victor Babeş University of Medicine and Pharmacy Timisoara
VADA - Volunteering in Academic Development Activity
WFME - World Federation for Medical Education;

(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 “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

The Victor Babes University of Medicine and Pharmacy in Timisoara has a history of 75 years. It is the strongest university of medicine and pharmacy in western Romania. In the Academic Ranking of World Universities 2020 (Top Shanghai) it ranks 401-500 in the world and 2-3 in the country (<https://www.umft.ro/en/the-university/>).

The Socratic Committee awarded the university in 2021 with the Excellence in Quality Diploma for its innovative approach in science and education, high level of graduates and commitment to international standards of quality in teaching. The introduction of modern methods of implementation of student-centered education was made in 2011 thanks to an international project aimed at the transfer of knowledge in the field of medical education (EMEDIQUAL project). www.umft.ro.

The university has 7555 students, including 6616 students, 256 undergraduates and 683 postgraduates.

The Bachelor's degree programme in Medicine is offered in three languages - Romanian, English and French

(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

In order to obtain objective information on the peer review of the accredited educational programme Medicine, the EEP members used the following methods: interview with management and administrative staff, heads of departments, students, observation, website study, interviewing employees of various structural units, meeting with teachers and students, resource review in the context of accreditation standards implementation, studying educational-methodical documents. UMFVBT' representatives ensured the presence of all the persons indicated in the programme of the visit and on the meeting lists.

The sequence of the 3-day visit is detailed in the Programme of the visit, which can be found in the documentation of the accreditation center and in the annex to this report.

On the first day of the visit the interview with the management and key staff of the university was conducted, which allowed to determine the implementation of most of the criteria of accreditation standards 1,2,5,7,8,9, namely, to identify approaches in developing the mission of the educational program and its compliance with the strategic objectives of the university, the role and place of the educational program in the university strategy (plan), mechanisms in determining clinical bases and qualified teachers, ensuring the adequacy of educational resources through planning.

The experts have studied in detail the documentation, including records of academic progress and attendance, working curricula, syllabuses, control and measuring tools.

The experts found that the University strictly complies with the requirements of regulations in the implementation of educational programmes.

The second day of the visit was devoted to visit of clinical bases for implementation of educational program Medicine, at clinical bases the experts surveyed the resources of accredited educational program, their compliance with undergraduate courses, accessibility for teachers and students, how this equipment is modern and corresponds to the needs of students and practical health care.

The experts obtained evidence of meeting the accreditation standards 2 and 6, as well as validation of the information in the self-evaluation report of the educational programme. On the same day, meeting with teachers, students and employers, graduates took place.

Experts revealed a high percentage of graduates' employment and their demand by medical organizations from all regions of Romania and abroad. The experts received answers about the programme of professional development of teachers, financing of this training, availability of certification of teachers on teaching methods. On the same day, the experts reviewed the materials on the admission and selection of teachers.

In order to validate the implementation of the self-assessment report data and to obtain evidence on the quality of the program, meeting with students were conducted. The experts asked questions about satisfaction with the study at the university, sufficiency of time for practical training, patient supervision and working with medical records, as well as satisfaction with the teaching methods and qualifications of the teachers. In general, the trainees are satisfied with their studies, and they were motivated to come to the university because they believe that the university has excellent clinical facilities and experience in teaching students. At the same time, students would like more independent work with patients and interactive teaching methods

The students believe that they will receive a good education and be able to work independently after graduation. Students showed their commitment to the organization of education, were active in responding to questions from external experts, demonstrated their judgement on the organization of training, assessment of their skills, counselling support, opportunities to participate in funding, etc. Meetings with employers and graduates were conducted online and included such questions as: knowledge of the university mission, participation in the development of the mission and proposals in the strategic plan, participation in the work of advisory bodies of the university, satisfaction with the basic knowledge and skills of graduates, providing departments and students with necessary resources for practical training and formation of clinical thinking, about the problems of interaction with the departments and universities in general, employment of graduates, etc.

The review of resources showed that clinical bases correspond to the goals and objectives of the accredited educational programme in terms of the profile of beds, number of thematic patients, modern equipment and its availability to all trainees, and the department staff ensure collegial and ethical relations with medical staff, management of clinical base to achieve the final results of the educational programme.

Then there was a meeting of the EEP members on the results of the external evaluation. Final discussion on the results of the external evaluation, examination of the documents, results of the interview, interviews, questionnaires was held. The members of the EEP proceeded with the drafting of the final report of the EEP. A meeting of the EEP members was held. The members of the EEP summarized the results of the external evaluation. A draft report with recommendations was prepared. A final meeting with the management team and staff was held, where preliminary recommendations on external accreditation were announced by the Chairman of EEP Prof. Elena Tulupova.

(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 Mission and objectives, principles of organization and functioning of the University community are set out in the University Charter.

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.

The university education in medical sciences has the following objectives, which are also the pillars of the University's mission:

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 involvement of the Romanian Government through the Ministry of Education and the Ministry of Health, as the main external stakeholder, in the establishment of the mission of the educational programs in UMFVBT.

A special category of stakeholders of UMFVBT's educational programs are the alumni (alumni of the bachelor, master, doctoral and residency programs). Their involvement in the realization of the mission of the educational programs is particularly useful as the quality of the feedback provided by them is determined by their direct interaction with the teaching staff, as beneficiaries of the educational programs, and with the patients, as health care providers.

Since 2020, representatives of the category "other external stakeholders" (e.g., medical personalities, representatives of public or private medical organizations) participate together with students in meetings organized periodically, under the auspices of the Business Advisory Council, during which issues related to practical ways to improve the educational programs in UMFVBT in order to increase the professional success rate of the university graduates. This activity is a method of simultaneously involving internal and external stakeholders in formulating initiatives to improve UMFVB's educational programs and mission.

UMFVBT guarantees freedom of thought and creative action, "academic freedom of teaching, auxiliary teaching and research staff, as well as students' freedoms", as components of the "principle of academic freedom", stipulated as such in the University Charter.

The Medicine degree program trains specialists who must know, understand and be able to:

a) demonstrate adequate knowledge of the sciences on which medicine is based and a good understanding of scientific methods, including the principles of measuring biological functions, evaluating scientifically established data and analyzing them;

b) demonstrate adequate knowledge of the structure, functions and behavior of healthy and sick people, as well as the relationships between the state of health and the social and physical environment of the human being; I demonstrate appropriate knowledge of the clinical disciplines and practices which have given them a coherent picture of mental and

physical disorders and of medicine from the perspective of prophylaxis, diagnosis, therapy and human reproduction; demonstrate useful clinical experience in hospitals under appropriate supervision.

In regular consultations with stakeholders, they in turn provide feedback on the professional preparation of the graduates, which allows the educational process to be adjusted according to any weaknesses found. The results of students' participation in medical research are reflected by their participation in student scientific events organized at the institute (Medis, Tirnrned, Dentirn), as well as in those organized by universities in the country.

The distribution of graduates in the fields of medical specialties takes into account the needs of the Romanian health system, needs that are adapted to public health problems. The curricula include optional and facultative disciplines that are permanently adapted to the world public health situation. The professional skills and knowledge to be acquired at the end of each subject are listed in the catalogue of knowledge and practical skills.

Analytical part

In the first standard, the mission of the university is broadly defined. It indicates which stakeholders were involved in the development of the mission of the seventh-degree programme Medicine (undergraduate) in the six-year programme. The self-assessment report details how the students, academic staff, administrative and managerial staff are involved in the development of the mission of the university. This is supported by annexes and the website of the university. However, no direct involvement of stakeholders in the Mission of the university was found by the members of the external expert commission.

The description of the first standard indicates that one of the categories of stakeholders of the educational programme in Medicine is the graduates of Bachelor, Master, Doctorate and Residency programmes. The need for their participation in defining the Mission of the university is also shown. However, there are no documents with specific suggestions: letters, minutes of meetings, questionnaires, etc., where there are specific suggestions from graduates on how to improve the mission of the university.

In addition, the self-assessment report states that since 2020, medical personalities, representatives of public or private medical organizations participate in meetings with students under the auspices of the Business Advisory Board to discuss practical ways to improve educational programmes at UMFVBT in order to improve the professional success of university graduates. However, there is no data on how these stakeholders on the practical health side are involved in the development of the university's Mission. Their suggestions, recommendations, advice on defining the mission of the university are not documented. In the provided Annex 1.2 as evidence of the participation of stakeholders in the development of the university mission and educational programme there are references to activities for students and the timetable for the individual topics of the educational programme.

There is no evidence of stakeholder participation in the development of the university Mission in the provided Annex 1.2. Opinions, wishes and information from stakeholder meetings with students, as written in the self-evaluation report, are very useful. But there is information on continuous improvement of the quality of the educational programmes of the university, not participation in the development of the Mission of the university. It should also be noted that the role of the Ministries of Education and Health is limited to issuing regulations and regulating the number of students enrolled at the university. But their participation in the development of the Mission of the university is not reflected. The views of other stakeholders, in particular of the various medical associations and communities, which are not even mentioned in this standard, are also very important. All the more so, there is no confirmation that the stated mission is based on the views and

suggestions of all relevant stakeholders. The university should therefore make every effort to work along these lines.

Strengths/best practice

There are no strengths were identified for the standard “MISSION AND OUTCOMES”

EEP recommendations

1. EEP members recommend for the Faculty of Medicine to organize regular / on annual basis meetings with relevant stakeholders in order to collect opinions / suggestions for future updating the mission and to include such activities to the development plan of the educational programme/Faculty (Due date - by June 2023).

2. EEP members recommend for the Faculty of Medicine to collect the views of all stakeholders in order to improve the functioning of the university (Due date - by June 2023).

Conclusions of the EEP on the criteria:

strong - 0,
satisfactory - 22,
suggest improvements - 2,
unsatisfactory - 0.

6.2. STANDARD «EDUCATIONAL PROGRAMME»

The Evidence

The current educational programs at UMFVBT are being developed in accordance to the National Law of Education (No. 1/2011), nevertheless 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) and the University Senate (No. 126/15705/28. 10.2020).

For the educational program in Medicine, the curricula consist of 360 ECTS credits uniformly distributed over 6 years of study (60 credits/year), totaling 5686 hours of theoretical and practical educational activities. Upon graduating the final licensing examination, the degree of medical doctor is awarded to each graduate, guaranteeing that the graduates have achieved certain objectives of medical education in accordance with the national and the European Community regulations.

Every student must participate on a yearly basis in a specialized practice program at a medical institution under the supervision of a medical doctor, having to acquire and be able to perform a specific set of technical medical skills, which will be recorded in the final report provided by the coordinator upon completion of the practice program.

All the above components of the educational program are elaborated with input from student representatives, university professors and members of the Department of Accreditation and Curriculum Development (Departamentul de Acreditare si Dezvoltare Curriculara), under the supervision of leadership representatives. The program is then discussed, amended and approved by the Faculty Council and then by the Administration Council of the University and the University Senate in this specific order. The Dean, together with the Educational Vice- Rector, will then establish a team that will elaborate an internal evaluation report which will be verified by the DEACE and ultimately be the basis for national and international accreditation of the educational program.

The educational program 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 4 year (180 credits). Therefore, during the

first three years of study, the educational program is mostly characterized by a horizontal integration across fundamental disciplines in order to lay the foundation for further clinical education. Consequently, during years 4 through 6 of study, the educational program is more vertically integrated, with the time spent in classical classroom education is markedly decreased and the amount of clinical practice substantially increases. Nevertheless, experience with clinical problems is interspersed early on within disciplines from the first two years of study when education takes place almost exclusively in the classroom and practical laboratories, and the amount of clinical training is gradually increasing during the third year when more than half of the student's time is spent in a hospital setting.

In the clinical years (4 to 6) of the Medicine program, the organization of clinical rotations and practical is grounded on modern bases and appropriate teaching methods: tasks for solving patient problem, problem-oriented training, and practical exercises of evidence-based medicine and independent implementation of clinical situational tasks. The educational program focuses on developing students with the following skills and knowledge: evidence-based critical judgment skills and knowledge of social and health needs.

Also, the university supports students to attend scientific meetings abroad and students are annually rewarded for good performance in scientific work (example: research award in 2021).

Students have also the opportunity to participate in several types of mobility/exchanges. Scientific grants for students based on interuniversity partnerships and agreements are available under the umbrella of the Erasmus and IFMSA programs.

In terms of their purpose and content, the subjects studied in the Medicine program are classified into four categories: fundamental, field, specialist, complementary. To these are added optional and elective subjects. The share in the curricula of hours in the core subjects 25.8%, in the specialist subjects 53.2%, in the complementary subjects 5.6%, in the field subjects 14% and in the compulsory optional subjects 1.2%. The share of practice in the curriculum is 14%.

The evaluation of the teaching plan is carried out annually by the Department of Accreditation and Curriculum Development to be harmonized with ARACIS standards and makes proposals to the Dean's Office.

Optional or facultative subjects are introduced in the curriculum in accordance with the progress in the medical field and the evolution of public health issues.

The curricula are modified in accordance with ARACIS standards and criteria, which are constantly updated according to the needs of the labor market, the progress of science and the emergence of modern super-specializations.

Analytical part

After the examination of the university on the part of the standard of the educational programme, the experts of the external commission revealed insufficient mastery of teaching and learning methods.

During the visit of practical lessons, it was revealed that the training in groups, regardless of the course is carried out in the traditional way. The method of "question and answer". Teachers do not use interactive teaching methods during training. It should be noted that during the interview the teaching staff could not list the teaching and learning methods they use during the training. Only one interviewee was able to name two interactive teaching methods. When interviewing the trainees, the experts also revealed that the teaching process is monotonous. The teacher asks questions, and the student answers the questions.

There is also no description of innovative teaching methods in the report itself. And in the supporting documents there is no evidence of the use of innovative teaching methods.

There is no evidence of such methods used in clinical practice or in the educational process. In particular, there is no evidence of implementation of innovative teaching methods in both undergraduate and graduate clinical training. Experience shows that innovative and interactive teaching and learning methods encourage, educate and support students to take responsibility for their own educational process and promote student involvement in conducting or participating in research projects. These teaching and learning methods should be based on contemporary adult education theory.

When examining the documentation and in particular the syllabuses and work curricula, the experts found a lack of teaching of non-traditional, traditional or alternative practices in the educational process. The above was also confirmed during the interviews of teaching staff and trainees, where the question about the use of non-traditional approaches in the diagnosis and treatment of pathology in the educational process was not answered.

In addition, the external examination, the documentation and the interviews with the graduates did not provide any evidence that the educational programme is changing in accordance with the conditions in which the graduates will work. The auditors have not found any proof in the self-assessment report or the supporting appendices that the educational programme has been changed based on the feedback from the general public and society.

Thus, the experts have identified a number of shortcomings on the part of the university, which need to be addressed.

Strengths/best practice

There are no strengths were identified for the standard "EDUCATIONAL PROGRAMME"

EEP recommendations

1. EEP members recommend for the Faculty of Medicine prepare an educational programme plan that includes innovative teaching methods that stimulate, prepare and support learning (Due date - by September 2023).
2. To use methods based on modern adult education theory in the training of trainees in the medical education programme (Due date- by September 2023).
3. Include students as implementers in all existing university research projects (Due date - by February 2024).
4. EEP members recommend for the Faculty of Medicine include non-traditional, traditional or alternative practices (Due date - by June 2023).
5. Prepare a plan for innovation in the educational programme (Due date - by February 2023).
6. EEP members recommend for the Faculty of Medicine modify the academic programme based on feedback from stakeholders (Due date - by June 2023).

Conclusions of the EEP on the criteria:

strong – 0,
satisfactory – 36,
suggest improvements – 6,
unsatisfactory – 0.

6.3. STANDARD "STUDENTS ASSESSMENT"

The Evidence

The principles, methods, practical aspects used for student assessment as well as information on the number of exams and tests used in each discipline are described,

established, approved by the UMFVBT Senate through the “Regulation of professional activity of students”. It is published on University website. This regulation also includes the evaluation method and the weight of each activity in the final grade, as well as the obligation that at each exam at least 3 teachers be present.

In the specialization of Medicine, 68.5% of the total forms of verification are exams, the rest being colloquia. Student examination and assessment procedures are focused on learning outcomes and announced to students in advance and in detail.

All forms and methods of assessment and examination of students, focusing on qualitative learning outcomes, are written into the subject descriptions and syllabuses.

The practical and/or theoretical examination is not interlinked. Attendance at the theory exam is conditional on students attending at least 50% of the courses. Students who accumulate more than 50% of course absences will be allowed to take the theory test in the final session. Attendance at the practical test is conditional on students attending at least 80% of the practical work/placements. Absences accumulated by students from practical work placements/work placements in excess of the permitted amount may be made up, on a fee basis, up to a maximum of 30% of the total number of hours, during the periods established by each discipline, depending on its specificity, preferably outside the session periods.

The weighting of marks is as follows: the mark for the theoretical examination 50% and the mark for the practical examination 50%. The mark for the practical examination will include, where appropriate, the mark for the on-the-job activity, which may represent up to 20% of the mark for the practical examination. The student must obtain a minimum mark of 5 in both the practical and theoretical exams in order to pass the exam. The final mark is obtained by rounding the final mark (obtained as a fraction) in favor of the student.

Students are obliged to retake internships/practical work/seminars in a given subject in full, in the case of those who are in a complementary year, or in addition, in the following semester, in the case of those who have exceeded the number of allowed absences. The student has the right to sit only once, in the regular session, for the examination of a given subject.

The final grade may be the result of a single final assessment or the arithmetic mean of the examination grade and the co-interview/partial grade or other forms of assessment. A subject is passed if the final mark is at least 5. The examination passed or only the practical part passed is recognized throughout the period of study in the specialisation concerned, unless the student waives the mark, under his/her own responsibility, in order to change the mark in the re-examination session.

Re-examination is the taking of a maximum of two failed examinations for a third time, including non-attendance. Students may sit a maximum of 2 re-examinations per academic year. The first two exam appearances are free of charge, if they take place in the regular session or in the exams' final session. To sit the exams in the re-examination session, the student will pay a fee set by the University Senate.

Re-examinations for grade changes are made with the approval of the Dean of the Faculty for no more than two examinations in the current academic year.

UMFVBT students have the right to receive explanations about the mark from the teachers participating in the examination. In this regard students can consult the graded papers and can lodge an appeal against the examination result. The appeal made by a student can only concern his/her own results, the way the exams are conducted, the grading method, or the exam result.

Appeals are submitted to the faculty secretariat within 24 hours of the results being communicated and are examined by a resolution committee appointed by the dean of the faculty, who issues a report on compliance/non-compliance with institutional regulations and procedures.

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.

This evaluation is different according to the specifics of each discipline. Thus, in some disciplines (especially preclinical ones) assessment tests are carried out during the semester, while in other disciplines (especially clinical ones) assessment is carried out through direct interaction during clinical placements at the bedside and during case presentations. There are subjects that have practical/clinical bars that students must meet before moving on to the next stage.

In the subject files the prerequisites for participation in courses, practical work and exams are stipulated, so as to ensure continuity in the learning process and to continuously evaluate the knowledge acquired so far. The knowledge required to pass the examination is also included in the subject files.

The final exam, the bachelor's degree, is considered a summative exam, which, by its form, certifies the assimilation of theoretical and practical skills acquired during the university course, being supposable with the specialty conferred after the university qualification.

The overall grade point average is the arithmetic average of the grade point averages obtained in each year of study, on the basis of which a classification of graduates is made. This average and the corresponding position are recorded in the Diploma Supplement. The average of the Bachelor's exam is the arithmetic average of the written exam and the mark obtained in the defense of the Bachelor's thesis and is recorded in the Diploma. The graduation diplomas are issued by the specialized office of UMFVBT, according to the provisions of the „Regulation on the study documents regime”.

Analytical part

In the education programme "Medicine" (Bachelor's degree) 68.5% of the total number of forms of examination are examinations, the rest are colloquia. Examination procedures and student assessments are focused on learning outcomes and are announced to students in advance and in detail.

For all clinical subjects the practical examination includes an objective structured clinical examination. A subject examination with lectures and practical work and/or seminars consists of two mandatory components: a theoretical examination and a practical examination. A student may take both examinations whether or not he/she has passed one of them. It is the responsibility of the course director to ensure the consistency of the exam. The theory exam may be written, oral or mixed.

The practical and/or theoretical examination are not interrelated. Attendance at the theoretical examination is conditional on students attending at least 50% of the courses. UMFVBT applies uniform and transparent provisions regarding student assessment: (examinations, reporting grades, methods of challenging results and handling appeals. It is important to note that students are assessed throughout the academic year. This assessment differs according to the specifics of each discipline. It is important to ensure that the methods and forms of assessment are valid, reliable and effective for assessing students.

At the same time, it needs to be ensured that assessment methods and formats are useful in the learning process, i.e. contribute to better learning of the educational programme aimed at outcomes.

Therefore, from the vast number of assessment methods and formats, it is necessary to select the most relevant, the most useful methods. At present, university do not have the necessary variety of assessment methods and formats.

Therefore, consideration should be given to expanding the forms and methods of assessment in order to improve the educational process. Also lacks new needs-based assessment methods. Therefore, it is necessary to analyse the existing assessment methods and formats and introduce new assessment methods and formats that are more successful for learning. Experts believe that university should diversify their assessment methods and formats according to their 'usefulness assessment', focusing on the reliability and validity and quality of assessment methods.

Strengths/best practice

There are no strengths were identified for the standard “STUDENTS ASSESSMENT”

EEP recommendations

1. EEP members recommend for the Faculty of Medicine to design their programme with a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format (Due date - by June 2023).

2. Use new assessment methods according to the needs and demands of the health system (Due date - by September 2023).

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 13,

suggest improvements – 2,

unsatisfactory – 0.

6.4. STANDARD “STUDENTS”

The Evidence

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/adrnitere>). The admission of students to the Medicine specialization 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. This Regulation was unanimously approved by the Senate. The admission contest is coordinated and approved by the Admission Commission of the Faculty of Medicine, a commission established by decision of the Rector. The places offered to candidates are filled in descending order of the average obtained in the competition.

The specific admission conditions for candidates from EU, EEA and Swiss Confederation (CH) countries ensure equal chances for candidates from these countries with those offered to candidates from Romania or other countries. The enrolment of candidates from EU, EEA and CH countries is conditional upon obtaining the Adeverência/Atestat of equivalence and recognition of the high school graduation diploma issued by the CNRED www.cnred.edu.ro of the Ministry of Education, before enrolment in the current academic year.

UMFVBT will provide additional support adapted to the needs of candidates with locomotor disabilities and will support their access to the institution.

Within UMFVBT, students who have studied at a foreign university may apply for recognition of periods of study abroad. Study periods carried out on the basis of agreements concluded between accredited higher education institutions in Romania and accredited

higher education institutions abroad or international programs are recognized by the University in accordance with the provisions of the respective agreements or mobility programs.

The number of places for all study programs (enrolment figure) is established by the Faculty Council, based on the enrolment capacity approved by the ARACIS. Tuition capacity is established by ARACIS following the institutional and study program evaluation and sent to the Ministry of Education. The assessment 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 to carry out the students' education process.

UMFVBT carries out activities to attract potential students by participating in educational fairs in the country and abroad, through the marketing and international relations department.

The University provides a wide range of counselling services for students.

The University provides the necessary resources to provide free counselling services to its students, which are offered within a specialized center: the CCOC. This center is composed of 3 psychologists and a specialist referent. The specialist counsellor provides specialized counselling to foreign students on educational issues. The identification of students in need of counselling is done either by self-referral or by guidance from teachers or deans (tutors).

Students may organize themselves in representative student associations, legally constituted and recognized at UMFVBT level. At the University of Medicine and Pharmacy „Victor Babes” of Timisoara there are currently three representative student organizations: the Society of Medical Students Timisoara; the League of Pharmacy Students of Timisoara; Timisoara Dental Students Association.

According to the Charter, the modalities of collaboration between the management structures of the UMFVBT and legally constituted student organizations are as follows: informing the legally constituted student organizations about the institutional development projects and taking of their proposals, observations and requests in relation to the strategic directions and current activities of UMFVBT; student organizations have delegates in the faculty councils; participation of at least one representative of the legally constituted student organizations in the committees on ethics and professional deontology, accommodation, scholarships and student camps, quality assurance, revision of curricula, as well as in social committees.

Thus, within the Faculty of Medicine, UMFVBT provides support to the SSMT, which is a non-profit, socio-professional, autonomous organization created to defend and promote the rights and interests of UMFVBT students. In the teaching process, SSMT participates by organizing student conferences and congresses in which professors and teachers take part.

SSMT's specialized committees (www.ssmtrn.ro) have numerous projects focused on public health policies, sex education (carried out in the university and schools), national and international experience exchange projects. The University provides human resources, technical support and connections with possible sponsors to enable the organizing of these projects. Work is currently underway on a project to develop the cultural side and make it more attractive to students. The efforts made by students in volunteer activities are rewarded, with the university management offering prizes and highlighting the work done.

UMFVBT organizes the volunteering program for students VADA in order to provide the legal framework for students' participation in the following types of activities: tutoring activities in practical work/sessions/seminars within the didactic process; scientific research activities; activities for organizing scientific events; professional development activities. The volunteering programme runs throughout the academic year.

To the same extent, UMFVBT supports students in providing material and logistical

support for their activities. Thus, in UMFVBT there is a Council for extra-curricular student activities, subordinated to the Pro-Rector in charge of social-administrative issues, which provides the necessary framework - support for the organization of all extra-curricular activities of students: scientific, cultural and/or sports. Students are also supported to annual meetings and conferences of student organizations from Europe and beyond, where students participate in professional training sessions, scientific presentations and develop international collaborative contacts.

Analytical part

It should be noted that the university has one of the best student support systems. Already at the admission stage the university has support for applicants and special places are allocated for candidates belonging to the Roma minority, secondary school graduates from rural areas, children from disadvantaged social backgrounds.

The university provides a wide range of counselling services for students. The university also provides support on:

1) counselling related to the recognition of diplomas and the admission process to various medical colleges abroad;

2) counselling for candidates from other countries to apply to the Victor Babeş University of Medicine and Pharmacy in Timisoara;

3) processing applications submitted by candidates from other countries to enrol in University courses;

4) counselling for candidates from other countries when they arrive to help them to overcome the difficulties of integration into a culture different from their own and to adapt more easily to

5) Financial information (necessary living expenses);

6) Advice and guidance in cases where specialization is required.

The university provides the necessary resources to provide free counselling services to its students, which are provided in a specialized center - Career Counselling and Guidance Centre (CCOC). This center consists of 3 psychologists and a specialist referent. The Specialist Referent provides specialized educational counselling to international students. Students in need of counselling are identified either by self-referral or by referral from teachers or deans (tutors). For students with medical problems, there is a committee that assesses these problems and establishes measures to help students to maintain a balance between professional training and nursing.

The UMFVBT offers both professional and social scholarships. At UMFVBT, students are considered partners of the university and equal members of the university community,

To the same extent, UMFVBT supports students in the logistics of their activities. Thus, UMFVBT has a Council for Extracurricular Student Activities, reporting to the Vice-Rector in charge of social and administrative issues, which provides the necessary basis-support for organizing all extracurricular activities of students: academic, cultural and/or sports. Students are also supported in organizing annual meetings and conferences of student organizations from Europe and other countries, where students participate in professional trainings, scientific presentations and develop international joint contacts

Although the self-evaluation report on this standard says that there is support for students to receive inclusive education, no separate policy and practice on the admission of students with disabilities was provided to the assessors, which most likely suggests that such supporting materials do not exist in the university

Strengths/best practice

The university has an excellent student support programme to meet social, financial

and personal needs, access to health care, immunization programmes and health insurance, as well as financial assistance services in the form of financial aid, scholarships and loans.

EEP recommendations

1. Make a policy governing the admission of students with disabilities, taking into account the current laws and regulations of the country (Due date - by August 2023).

Conclusions of the EEP on the criteria:

strong – 1,
satisfactory – 14,
suggest improvements – 1,
unsatisfactory – 0.

6.5. STANDARD “ACADEMIC STAFF/FACULTY”

The Evidence

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 tenured in our university, where they have the basic function, have activity rights, consisting of one teaching norm constituted according to the law and cannot cover in one academic year more than three teaching norms. According to the Charter of UMFVBT, the legislation in force and the specifics of each study program, UMFVBT determines the optimal ratio between the number of teaching staff and the total number of enrolled students, in order to ensure optimal educational and research processes.

The minimum necessary and mandatory standards for the application to the competition and the awarding of teaching titles are included in Annex 1 of the Regulations for the filling of teaching and research positions at the Victor Babes University of Medicine and Pharmacy Timisoara.

The teaching staff carries out an activity of 40 hours/week, composed of teaching activity normed in the job descriptions, consisting of weekly teaching time, including teaching activities, seminar activities, practical and laboratory work and other activities according to the job description.

The job descriptions are drawn up by department, in accordance with the provisions of the National Education Law no. 1/2011, as amended and supplemented, in compliance with the limits of the normalization of posts and in accordance with the curriculum.

In order 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.

All teaching vacancies that are put out to competition for an indefinite period are published in the Official Journal of Romania. Only the posts of academic assistant can be put out to competition, and these will be published in the Official Journal of Romania.

The competition for university assistants for a fixed period is open to persons who meet all the following conditions: they hold a bachelor's degree in accordance with the specialty of the post to be advertised; for the disciplines which have a corresponding specialty in the nomenclature of specialties of the Ministry of Health, they are a doctor, dentist, pharmacist, resident/specialist/prior in the specialty of the post; they are doctoral

students or hold the scientific title of doctor. For non-medical disciplines (Medical Informatics, Communication, Physical Education, Modern Languages, Social Sciences) the medical-pharmaceutical qualification mentioned above is not required.

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 salary policy is implemented by the Human Resources Department, in accordance with the legal provisions in force and the decisions of the Administrative Council and the University Senate. The legal provisions in force are represented by the Framework Law no. 153/2017 on the salary of staff paid from public funds, with subsequent amendments and additions.

The mechanisms for developing and maintaining the capacity of teachers and evaluating their activities are contained in the provisions of Law no. 53/2003 — Labor 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 this permanent evaluation of teaching staff.

The optimal ratio between the number of teachers and the total number of enrolled students, in order to ensure optimal educational and research processes, is established by ARACIS standards and applied by UMFVBT in accordance with university autonomy.

All these career promotion and competition regulations are published on the UMFVBT website.

Analytical part

The university recognizes academic excellence and carries out in the form of awards given each year during University Days, according to the ranking submitted by students. Professional development internships abroad, funded by UMFVBT, are available for willing teachers.

The University has a staff promotion (career development) policy implemented through a number of regulations:

- Regulation on filling teaching and research staff vacancies at UMFVBT
- Regulation for filling the positions of fixed-term contract assistants at UMFVBT
- Methodology regarding the renewal of individual employment contracts of fixed-term assistants and conversion of fixed-term assistant posts into indefinite-term assistant posts at UMFVBT
- Career development regulation/methodology

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

There is a plan for staff development within the departments. At the same time, knowledge of the educational curriculum of the students is of utmost importance. Every staff member, even if not involved in the development of the educational programme, should know its content, teaching and learning methods, assessment methods, the disciplines included in the educational programme for successful cooperation in mastering the competence of the students, in the study of the programme both horizontally and vertically. The availability of this knowledge among the teaching staff should be guaranteed by the university. During the interviews with professors as well as with students, having studied a number of documents, the experts concluded that the lack of knowledge of the educational programme by the university staff consists of a lack of knowledge of teaching and assessment methods and formats.

Strengths/best practice

There are no strengths were identified for the standard “ACADEMIC STAFF/FACULTY”

EEP recommendations

1. EEP members recommend for the Faculty of Medicine to organize meeting with the academic staff to introduce the academic programme as amended, as well as the general content of the academic programme and other disciplines and subject areas, in order to encourage cooperation and integration (Due date - by July 2023).

Conclusions of the EEP on the criteria:

strong - 0,
satisfactory - 11,
suggest improvements - 1,
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. 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. 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.

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. In addition, there is a UMFVB T foundation, which attracts funds through sponsorships for institutional development.

Through collaboration contracts with hospitals in Timisoara, an adequate number of medical centers (clinics and hospitals) is ensured, necessary to ensure the deepest possible learning of all forms of training in the clinical field, as well as to obtain performance in the practical skills acquired during the training.

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; reliable access to Internet services and applications based on them, for all UMFVB T teachers, students and staff; various functionalities (server and application administration) for software currently used in the administration.

University makes sustained efforts to provide financial, logistical and human resources required to carry out scientific research. There are 10 Centers for Advanced Research and 39 Methodological and Research Centers in the University, all financially supported by the university and where undergraduate students, master and PhD students are affiliated as collaborators (subchapter 2.2). Moreover, the University values the dissemination of research results, the number of ISI publications has steadily increased since 2017 to date, in particular because for the last 2 years the University has financially supported all the faculty publications (differentially, according to their IF).

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.

Apart from this department, the quality of the activity within UMFVBT is monitored and evaluated by ARACIS, which, every 5 years, elaborates, based on the findings of the evaluation visit, an evaluation report and awards a rating to UMFVBT. It is worth mentioning that, at the last evaluation, UMFVBT obtained a high grade of confidence.

The teaching staff of UMFVBT actively participated in scientific sessions related to research in medical education, are members of international medical education societies and published articles on this topic in medical education journals. In addition, medical education sessions for students („students as teachers”) have been organised. UMFVBT, through the Faculty of Dentistry, has been accredited by ADEE since 2000 and has participated in ADEE congresses since then.

Strategic planning and coordination of activities concerning the development of international collaborations is the responsibility of the Prorectorate for International Relations. The major directions of action concern: development of existing successful partnerships, development of cooperation programs (joint programs) especially in the field of medical research and doctoral studies and international promotion of UMFVBT.

Another component of organizing promoted at UMFVBT is the incorporation of intercultural and international dimensions into the curricula, teaching activities, research and extracurricular activities of higher education institutions to help students acquire and develop international skills without leaving their country. This form of organizing, known as ‘internationalization at home’, is a form of response to the emphasis that has been placed on student and staff mobility to highlight aspects of organizing that take place in the home university. From an organizing policy point of view, this aspect is essential for the training of international graduates when the overwhelming majority of students do not participate directly in international mobility.

The content of the policy on reciprocal exchanges, especially at student level, ensures that the objectives formulated in this area are achieved, namely: to increase competition for the best students worldwide (shifting the emphasis from quantity to quality) and to develop the international and intercultural skills needed by students (whether they are home students or foreign students) and to create a working and living environment adapted to international and intercultural requirements.

In order to ensure compliance with the principles of university ethics, UMFVBT pays special attention to the procedure of conducting the selection interview and automatically preparing the related documentation. Thus, the selection of the candidates and the allocation of the grant is done in a fair, non-discriminatory, coherent, documented and fully transparent way, based on evaluation criteria that are made public on the university website.

UMFVBT is part of several internationalization projects, carried out in the last years. Thus, in 2020 it was part of a project entitled “Quality in medical education and research through effective internationalization actions in support of WFMI accreditation and top educational management” (Qua1iMED-2020), in 2019 the project was “The Victor Babes University of Medicine and pharmacy Timisoara” a mark of success for medical education in Romania” (urnft4med), and in 2018 “Amplified actions to efficiently support and promote the international dimension of medical education at the Victor Babes University of Medicine and Pharmacy in Timisoara” (TirnMED4All).

Analytical part

The UMSFBT has the necessary equipment for the implementation of a quality educational process.

It should be noted that students at the clinical sites are not provided with access to medical information. As a rule, they can enter the patient information base through the username and password of a staff member who works at a particular clinical base, which causes a number of inconveniences for the medical staff of the clinics. The university has both a long-term and a short-/medium-term research development strategy, which includes goals, resources to achieve and means of using research outputs. In line with the EU strategy 2021-2027 for the knowledge triangle (research-education-innovation), the University aims in the long term at improving the quality and effectiveness of education through research. But there is no research in the field of education at the University, and consequently no provision for the use of research in the educational process. Due to the lack of educational research, there is also no interaction and relationship between educational research and scientific research. The structural unit that is responsible for the inspection of teaching, research and student assessment activities is the Department of Education Evaluation and Quality Assurance at UMFVBT (DEACE). But here, too, examination is not carried out at the proper level. There is no examination at all stages of the work of the educational programme. Expertise of educational programme Medicine should be conducted annually at the end of the year with analysis, provision of conclusions and decisions on improvement of educational programme. It has been established by experts that partly at some stages it is carried out. But in general, there is no unified understanding of expertise, all links of educational programme are not connected in a single chain. Therefore, it is difficult to draw conclusions on the improvement of the educational programme. The university does not conduct reviews that examine the processes, practices and problems of medical education and could involve doctors with experience in medical education research, psychologists and sociologists in education, or involve experts from other national and international institutions.

Academic mobility is another key indicator of the strategic development of a university. Within UMFVBT, international mobility is part of the university's key policy to ensure international cooperation. A significant part of international mobility is student mobility within the Erasmus+ programme. Although the number of Erasmus participants at the university has increased in recent years, the last two years (2019-2020) have seen a sharp decline in this number due to the limitations imposed by the COVID 19 pandemic. Resources must be created to ensure the academic mobility of students and teaching staff.

Strengths/best practice

The university creates a learning environment for students by renovating, expanding and strengthening facilities.

EEP recommends

1. The IT department identify and implement policies for the effective use and evaluation of information and communication technologies in the education programme (Due date - by January 2024).

2. The IT department provide access to a network or other electronic media to all students and teachers (Due date - by January 2023).

3. EEP members recommend for the Faculty of Medicine to apply a policy of introducing students with the relation of research and medical education (Due date - by October 2023).

4. The unit responsible for the education program Medicine integrate educational research with research in general and ensure their interconnection (Due date - by July 2024).
5. EEP members recommend for the Faculty of Medicine continuously evaluate medical education with the help of experts from other national and international institutions (by April 2023).
6. Apply the policy governing expertise in education (Due date - June 2023).
7. Build a workforce that meets international requirements for learning methods and assessment of knowledge and skills (Due date - by November 2023).
8. The human resources department continuously develop the teaching staff by hiring internal or external experts in medical education (Due date - by September 2023).
9. EEP members recommend for the Faculty of Medicine to ensure that educational news expertise is incorporated into the educational programme development process (Due date - by July 2023).
10. The finance department provide resources for the regional and international exchange of staff (academic, administrative and teaching staff) and students (Due date - by January 2024).
11. The International Department to increase number academic mobility for teachers and students (Due date - by September 2024).

Conclusions of the EEP on the criteria:

strong – 1,
satisfactory – 23,
suggest improvements – 6,
unsatisfactory – 0.

6.7. STANDARD “PROGRAMME EVALUATION”

The Evidence

The coordinator(s) of an educational program have the role of regularly monitoring and evaluating the program and of being the promoters of continuous improvement of the quality of the program. The following principles should be observed when analysing the quality of study programs:

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 monitoring of the study programs is carried out by the Prorectorate of Teaching, the Department of Accreditation and Curriculum Development, respectively the Commission for Evaluation and Assurance of Educational Quality appointed at faculty level and the coordinator of the study program. Each subject holder is directly responsible for the quality of the fulfilment of the objectives set at subject level.

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

In UMFVBT, the analysis of the results of the educational activities is carried out in a laborious, well established and documented process, with the step-by-step participation of the teaching staff involved in the implementation and realization of the educational

programs, the Rector, the Administrative Council and the Senate. The coordination of this process is the responsibility of the DEACE, which „has as its main purpose the implementation of strategies and policies in the field of quality and is primarily concerned with ensuring educational quality and related activities, in accordance with the vision, mission and policy of UMFVBT” .Through its activity, DEACE ensures the implementation of „student evaluation processes based on transparent criteria, with rules and procedures applied rigorously and consistently.

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.

Also, to ensure clarity and transparency of the methodology for evaluating the activity of UMFVBT students, the method for determining the grade assigned to the exam is described, as well as the minimum grade for promotion (grade 5). Thus, the final grade is an aggregate of the grade of the theoretical exam and the grade of the practical exam, both having an equal weight of 50% of the final grade.

The quality of the evaluation process and the compliance with the established methodology is evaluated by DEACE and the CEACE established for this purpose through checks carried out throughout the examination sessions. These evaluations may be attended by the subject director, the dean of the faculty, pro-deans or student representatives.

At the end of each year, the pass rate for each subject is evaluated in order to improve the quality of the educational process.

The involvement of UMFVBT staff assigned to management and administrative activities is carried out both for the purpose of establishing proactive improvement actions, determined after the evaluation of the activities associated with the educational processes carried out at the level of each Faculty, and for the purpose of carrying out actions of a reactive nature, established during the monitoring of all activities within the University (teaching and support activities).

Thus, through periodical evaluations on the „availability of the necessary educational resources” as well as the level of satisfaction of employees and students with regard to the endowments and resources allocated to educational programs, the information obtained by the directors of specialized departments (technical, administrative, human resources, etc.) is transmitted to DEACE where it is analysed and summarised, followed by the formulation of proposals for proactive actions which are put into practice following their endorsement by the Administrative Board.

The reactive approach is carried out with the aim of eliminating as soon as possible the dysfunctions found by monitoring the educational activities by the management and administration staff. These actions are dealt with according to their specificity (technical,

administrative, etc.) and are established at DEACE level with the participation of the directors of specialized departments, following the formulation by the administrative and management staff of complaints and information notes on specific situations arising during the course of teaching and support activities. In this way, all the opinions and observations formulated by students, teachers, administrative or management staff are analysed and treated as a whole within the DEACE, which, depending on the aspects observed, also formulates proposals for corrections and/or improvements to the programs, based on the specific procedures described in the ROF-DEACE and in the RIAMEPP S.

The access of all stakeholders to the information on the results of the quality assessment of all courses and educational programs is ensured by publishing them on the UMFVBT website, in the Rector's Report. In this report are presented both the „situation of each study program” and the „situation of quality assurance of activities within the university”. This report is a synthesis of all the internal and external evaluation reports of the study programs, as well as the quality assurance of the University's activities as a whole.

Analytical part

The entity within UMFVBT responsible for assessing the "quality of work programmes" with the priority "availability of adequate educational resources" is DEACE. The report is drawn up after DEACE has provided methods for "collection and analysis of information on the activities by which the quality policy of UMFVBT is put into practice regarding: student development and success, employability of graduates, level of student satisfaction with their programme, effectiveness of teachers, profile of the student body, educational resources available and their cost, key indicators of the organisation. The quality of the assessment process and compliance with the established methodology is assessed by DEACE and the Faculty Quality Assurance Committees (CEACE) established for this purpose through inspections carried out during all examination sessions. These inspections may involve the Course Director, the Dean of Faculties, pro-deans or student representatives.

Every university study programme is monitored and periodically evaluated throughout its lifespan with the aim of continuously improving quality by assessing, revising and refining quality criteria, standards and performance indicators, and promoting ways to encourage self-evaluation and planning strategies for change and improvement.

In the self-evaluation report and when working with the documentation the members of the external expert commission did not find the program of monitoring of the educational process and results, providing for the collection and analysis of data on the key aspects of the educational program to ensure the proper implementation of the educational process and identifying areas for intervention, as well as data collection, which are part of the administrative procedures related to the acceptance, assessment and completion of the students.

There are reports of the individual component structures of the Medical Education Programme. However, there is no data collected into one overall report on the analysis and monitoring of the educational programme. Moreover, there is no accountability of each of the structures to the general management of the programme. The process of analysis and data collection is spontaneous and not centralized. There is no systematic collection, analysis and provision of information to teachers and students. There is no awareness among teachers and students about the feedback, including information on the process and products of the educational programme itself.

Students and teachers are not involved in the monitoring programme of the educational programme. It should also be noted that feedback on the educational programme from health care practitioners and graduates, which could help to improve the educational programme, is not collected and studied.

Strengths/best practice

There are no strengths were identified for the standard “PROGRAMME EVALUATION”

EEP recommendations

1. Establish a monitoring programme that will observe the educational process and inform the units if intervention is needed (Due date - by June 2023).
2. The unit responsible for the evaluation of the educational process to have a system that evaluates the process and products of the academic programme (Due date - by June 2023).
3. EEP members recommend for the Faculty of Medicine to involve teachers and students in the monitoring and evaluation of the educational programme (Due date - by June 2023).
4. To collect and examine feedback on the clinical practice of graduates (Due date - by June 2023).
5. Involve stakeholders in decision making by allowing them to participate in the evaluation of the educational programme through feedback (Due date - by June 2023).

Conclusions of the EEP on the criteria:

strong – 0,
satisfactory – 21,
suggest improvements – 3,
unsatisfactory – 0.

6.8. STANDARD “MANAGEMENT AND ADMINISTRATION”

The Evidence

UMFVBT management is exercised as academic and administrative management. The management structures at the university level are: the Board of Directors and the Senate, with its specialized (permanent) Committees.

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

The Senate is composed of 75% teaching and research staff and 25% student representatives, all members being elected by universal, direct and secret ballot. The Senate guarantees academic freedom and university autonomy, represents the university community and is the highest decision-making and deliberating body at university level. The Senate operates on the basis of its own regulations. The main tasks, powers and responsibilities of the Senate are regulated by the Charter. Thus, the Senate has well-defined

powers in the areas of university management, teaching, scientific research, personnel policy, social-student affairs and finance, material base, administration.

The Rector is the legal representative of UMFVBT, carries out the operational management and is the authorizing officer. The Rector leads the Board of Directors, can convene the Senate and is the de jure head of UMFVBT-IOSUD (Institution Organizing Doctoral Studies). His main tasks, powers and responsibilities are regulated by the Regulations of the Board of Directors and the Management Contract signed with the University Senate. The Rector reports directly to the: (a) the General Administrative Directorate, (b) the General Secretariat of the University, (c) the Internal Prevention and Protection Service, (d) the Career Counselling and Guidance Centre, (e) the Rector's Office, (1) the Legal Office, (g) the Internal Public Audit Department, (h) Internal

Management Control Department, (i) Data Protection Department, (j) Entrepreneurship Service, Website Administration and e-Learning Platforms, (k) Entrepreneurship Advisory Board, (1) Pius Brinzeu Centre for Laparoscopy and Microsurgery. The Vice-Chancellors exercise the powers and duties laid down by the Rector, are ex officio members of the Administrative Board and may be entrusted with the right of signature, with the assumption of personal responsibility. Vice-Chancellors are responsible for the knowledge and correct application of the legislation and regulations concerning the field they coordinate.

The Pro-Rector responsible for teaching/educational matters coordinates the work of the faculties and is subordinate to the DEACE and the Department of Accreditation and Curriculum Development. The Pro-rector for teaching coordinates, guides, controls and is responsible for the entire teaching activity in the University: undergraduate and master's degree programs, establishment of the educational offer, establishment of tuition figures, regulations for students' professional activity, elaboration and updating of curricula and analytical programs, application of the transferable credit system.

Coordinates the management of human resources in relation to the preparation of the staffing of teaching staff, the organization and conduct of competitions for teaching positions, the evaluation of the volume of teaching activities, teaching staff requirements and expenditure in each faculty.

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, and executively by the dean and vice-deans.

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. Its mission and objectives are clear, distinctive and specific.

At least three mandatory requirements must be met for the administration to function efficiently: quality human resources, employee motivation, clear and efficient working procedures in the areas in which staff work. For the proper conduct of business in relation to the mission and objectives of the university was developed by the Rector's decision no. 4156/18.05.2012 — the Program for development of the managerial control system.

The teaching and administrative auxiliary staff is organized in services, offices and departments according to the approved job descriptions and each employee has tasks and duties at work according to the job description and the organizing and functioning rules. Out of a total of 455 posts in the staff lists of auxiliary and administrative teaching staff, 376 posts are occupied (225 posts for auxiliary teaching staff and 151 posts for non-teaching staff), resulting in an occupancy rate of 82.63%.

Teaching and administrative assistants account for 22.5% of the total number of posts at UMFVBT.

Interaction with the medical sector is a major priority in the UMFVBT strategy. It resides in the full assumption of the mission associated with all its educational programs and the need to provide the optimal framework for the formation of knowledge, skills and attitudes specific to the competences certified by UMFVBT.

Analytical part

The university is governed by internal and external regulations. Academic budget and resource allocation UMFVBT have sufficient financial resources, which are communicated to the academic community. UMFVBT operates as an institution financed from the state budget, extra-budgetary revenues and other sources in accordance with the law. The university's revenues consist of amounts allocated from the state budget by the Ministry of Education on a contractual basis for core funding, additional funding and supplementary funding, implementation of investment objectives, funds allocated on a competitive basis for institutional development, funds allocated on a competitive basis for inclusion, scholarships and student welfare, as well as from own income, interest, donations, sponsorships and fees collected in accordance with the law. These revenues are used by the institution, under university autonomy, to achieve the goals set out in the public policy on university education and research, and consist of income from core and supplementary funding. Interaction with the health sector is one of the main priorities in UMFVBT's strategy. To address issues related to the implementation of educational activities (internships, practices, etc.) in medical centers (hospitals, clinics, specialized institutes, etc.), the UMFVBT rectorate holds meetings with the heads of hospitals and clinics in the municipalities where the educational activities of UMFVBT and its branches (Timisoara, Lugoj and Deva) are implemented, with which cooperation agreements are concluded.

The UMFVBT academic staff play a significant role in the constructive approach to the involvement of health sector organizations in the implementation of health programmes and the continuous improvement of their quality, as they carry out health insurance activities in hospitals and clinics in the localities where activities related to the educational programmes of the University (Timisoara, Lugoj and Deva) take place.

Due to the dual role of the UMFVBT staff in the partner medical centers and in the implementation of the mission of the educational programmes of the university, they communicate both with the decision makers at the level of health care providers (hospitals, clinics, etc.) and with the decision makers in the UMFVBT regarding the quality of services offered by partners and the possible needs observed during the activities in the clinical area of students and residents of UMFVBT.

But at the same time, other stakeholders are not involved, including representatives of the Ministry of Education and Health, the health care industry and the public

Strengths/best practice

There are no strengths were identified for the standard "MANAGEMENT AND ADMINISTRATION"

EEP recommendations

1. Include representatives of the Ministry of Education and Health, Practical and Public Health in the unit responsible for the educational programme (Due date - by September 2023).

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 16,
suggest improvements – 1,
unsatisfactory – 0.

6.9. STANDARD “CONTINUOUS UPDATE”

The Evidence

Updating the content of educational programs, as well as monitoring and evaluating the academic environment as a whole, is carried out in a cyclical, organized, step-by-step Plan-Do-Check-Learn-Adapt (PDCLA) process.

The first stage (the planning stage - “Plan”) of the standardized cycle of procedures dedicated to continuous updating is carried out at the level of the Prorectorate for Teaching where the existing complex needs are analyzed and together with the participation of the deaneries the activities associated with the educational programmes are planned, the ways of ensuring monitoring and introducing corrections, the needs of educational resources, the structure and methods of carrying out evaluations, as well as the calendar of all the actions established. The planning takes place following the analysis of the file of each study program “containing the basic documents of the program, elaborated at the initiation of the program and improved/updated during its operation, as a result of permanent monitoring and periodic evaluation”, including the “Internal evaluation report on the quality of educational services”.

The second “stage”, corresponding to the implementation of the action plan formulated above (stage “Do” of the PDCLA cycle) starts after its validation by the Rector of the University and approval by the Senate and the Board of Directors of UMFVBT. At this stage, an essential role in the implementation of the planned actions is played by the deans, heads of departments and coordinators of study programs who have the role of implementing the action plan established for the whole duration of an academic year.

Through the observations made on the quality of the results obtained by the beneficiaries of the educational programs and the level of satisfaction expressed by them, the program coordinators ensure the implementation of the third stage of the PDCLA cycle, that of verification (Check) of the measures introduced in order to ensure the continuous improvement of the quality of the educational programs and of the activities within UMFVBT as a whole. Thus, all educational program coordinators directly exercise their role “to monitor and periodically evaluate the (educational) program and to be promoters of the continuous improvement of the quality of the program”.

During the stage the learning from experience stage improvements to the content of the MCQ assessment tests (used both in online and onsite learning) are analyzed and formulated, possible changes needed to improve the quality of the recruitment processes of students and staff within UMFVBT, the ways of internationalization of activities, the ways of ensuring the quality of collaborations with internal and external stakeholders not directly involved in educational activities.

All proposals for changes (updates, adaptations, corrections, improvements, etc.) are included in the documents that are presented to the Senate and the Board of Directors of UMFVBT for validation and subsequent approval, these become the documents on the basis of which the transition to concrete actions for their implementation takes place (fifth stage of the PDCLA cycle — “Act” action stage). According to the RIAMEPPS, all “the corrections reported as a result of monitoring are carried out with the participation of several members of the academic community: the dean, the Commission for Evaluation and Assurance of Educational Quality appointed at Faculty level and the coordinators of the study programs”. All the changes established at the level of administrative and other structures are

implemented by decisions of the Administrative Board. The Administrative Board is also the structure that ensures the allocation of the necessary resources for the implementation of the established changes.

Following the monitoring and analysis carried out during the second semester of the academic year 2019-2020, of all the determining factors for the quality of educational activities (e.g. participation in courses, quality of learning and educational tools used, academic results, etc.), reports were made at the level of coordinators of educational programs and faculties which were analyzed within the didactic Prorectorate, with the participation of Deans and DEACE, their results being presented to the Rector of the University.

The conclusions obtained from the analysis of the reports led to the identification of some "lessons learned", whose dissemination and uptake at the level of all educational program leaders allowed the realization of the learning process (stage IV "learn") and the formulation of measures and actions aimed at improving the quality of educational activities (courses, laboratories, internships, etc.) carried out in the specific conditions of a partially or fully online learning. These measures have been analyzed, at the level of the didactic prorectorate and DEACE, and following their validation by the UMFVBT Senate, they have become operational actions (stage V, implementation of corrective and improvement measures — Act) for the academic year 2021-2022.

Analytical part

Despite the updating of the content of the educational programmes, as well as the monitoring and evaluation of the academic environment as a whole, within the cyclical, organised, step-by-step Plan-Do-Check-Learn-Adapt (PDCLA) process it should be noted that the university has no established procedure for initiating regular analysis and revision of content, outcomes/competencies, assessment and learning environment, structures and functions, to document and rectify deficiencies.

The process of updating the educational programme should be based on prospective research and analysis, as well as on the results of own research, evaluation and literature on medical education, which unfortunately has not been carried out at the university. As a result of the inspection, acquaintance with the report and other supporting information, as well as interviewing representatives of the structural unit of the university 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, which did not happen in the university. This means that the analysis was carried out due to a lack of previous experience in analyzing and monitoring the educational programme.

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. But the above was not reflected in the report due to lack of data. It should be noted that the university suffers from the development of evaluation principles 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. Improvement of the monitoring and evaluation process of the education programme.

Strengths/best practice

There are no strengths were identified for the standard "CONTINUOUS UPDATE"

EEP recommendations

1. Conduct a review of prospective and own studies to evaluate the medical education literature (Due date - by September 2023).
2. Develop assessment principles and methods and number of examinations according to learning outcomes and teaching and learning methods (Due date - by September 2023).
3. Change the recruitment and formation of academic staff in line with the changing needs of health care (Due date - by September 2023).
4. Develop a monitoring and evaluation process for the educational programme (Due date - by May 2023).

Conclusions of the EEP on the criteria:

strong - 0,
satisfactory - 11,
suggest improvements - 3,
unsatisfactory - 0.



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

Standard "Mission and Outcomes".

No strengths/best practices identified for this standard

Standard "Educational Programme".

No strengths/best practices identified for this standard

Standard "Students Assessment".

No strengths/best practices identified for this standard

"Students"

The university has an excellent student support programme to meet social, financial and personal needs, access to health care, immunisation programmes and health insurance, as well as financial assistance services in the form of financial aid, scholarships and loans.

Standard "Academic Staff/Faculty".

No strengths/best practices identified for this standard

"Educational Resources"

The university creates a learning environment for students by renovating, expanding and strengthening facilities.

Standard "Program Evaluation".

No strengths/best practices identified for this standard

Standard "Management and Administration".

No strengths/best practices identified for this standard

Standard "Continuous Update"

No strengths/best practices identified for this standard

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

Standard 1 “Mission and Outcomes”

1. EEP members recommend for the Faculty of Medicine to organize regular / on annual basis meetings with relevant stakeholders in order to collect opinions / suggestions for future updating the mission and to include such activities to the development plan of the educational programme/Faculty (Due date - by June 2023).

2. EEP members recommend for the Faculty of Medicine to collect the views of all stakeholders in order to improve the functioning of the university (Due date - by June 2023).

Standard 2 “Educational Programme”

1. EEP members recommend for the Faculty of Medicine prepare an educational programme plan that includes innovative teaching methods that stimulate, prepare and support learning (Due date - by September 2023).

2. To use methods based on modern adult education theory in the training of trainees in the medical education programme (Due date- by September 2023).

3. Include students as implementers in all existing university research projects (Due date - by February 2024).

4. EEP members recommend for the Faculty of Medicine include non-traditional, traditional or alternative practices (Due date - by June 2023).

5. Prepare a plan for innovation in the educational programme (Due date - by February 2023).

6. EEP members recommend for the Faculty of Medicine modify the academic programme based on feedback from stakeholders (Due date - by June 2023).

Standard 3 “Students Assessment”

1. EEP members recommend for the Faculty of Medicine to design their programme with a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format (Due date - by June 2023).

2. Use new assessment methods according to the needs and demands of the health system (Due date - by September 2023).

Standard 4 “Students”

1. Make a policy governing the admission of students with disabilities, taking into account the current laws and regulations of the country (Due date - by August 2023).

Standard 5 “Academical Staff/Faculty”

1. EEP members recommend for the Faculty of Medicine to organize meeting with the academic staff to introduce the academic programme as amended, as well as the general content of the academic programme and other disciplines and subject areas, in order to encourage cooperation and integration (Due date - by July 2023).

Standard 6 “Educational Recourses”

1. The IT department identify and implement policies for the effective use and evaluation of information and communication technologies in the education programme (Due date - by January 2024).

2. The IT department provide access to a network or other electronic media to all students and teachers (Due date - by January 2023).

3. EEP members recommend for the Faculty of Medicine to apply a policy of introducing students with the relation of research and education (Due date - by October 2023).

4. The unit responsible for the education program Medicine integrate educational research with research in general and ensure their interconnection (Due date - by July 2024).

5. EEP members recommend for the Faculty of Medicine continuously evaluate medical education with the help of experts from other national and international institutions (by April 2023).

6. Apply the policy governing expertise in education (Due date - June 2023).

7. Build a workforce that meets international requirements for learning methods and assessment of knowledge and skills (Due date - by November 2023).

8. The human resources department continuously develop the teaching staff by hiring internal or external experts in medical education (Due date - by September 2023).

9. EEP members recommend for the Faculty of Medicine to ensure that educational news expertise is incorporated into the educational programme development process (Due date - by July 2023).

10. The finance department provide resources for the regional and international exchange of staff (academic, administrative and teaching staff) and students (Due date - by January 2024).

11. The International Department to increase academic mobility for teachers and students (Due date - by September 2024).

Standard 7 “Programme Evaluation”

1. Establish a monitoring programme that will observe the educational process and inform the units if intervention is needed (Due date - by June 2023).

2. The unit responsible for the evaluation of the educational process to have a system that evaluates the process and products of the academic programme (Due date - by June 2023).

3. EEP members recommend for the Faculty of Medicine to involve teachers and students in the monitoring and evaluation of the educational programme (Due date - by June 2023).

4. To collect and examine feedback on the clinical practice of graduates (Due date - by June 2023).

5. Involve stakeholders in decision making by allowing them to participate in the evaluation of the educational programme through feedback (Due date - by June 2023).

Standard 8 “Management and Administration”

1. Include representatives of the Ministry of Education and Health, practical and public health in the unit responsible for the educational programme (Due date - by September 2023).

Standard 9 “Continuous Update”

1. Conduct a review of prospective and own studies to evaluate the medical education literature (Due date - by September 2023).

2. Develop assessment principles and methods and number of examinations according to learning outcomes and teaching and learning methods (Due date - by September 2023).

3. Change the recruitment and formation of academic staff in line with the changing needs of health care (Due date - by September 2023).

4. Develop a monitoring and evaluation process for the educational programme (Due date - by May 2023).

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

There is no additional recommendation on development of the educational organization.



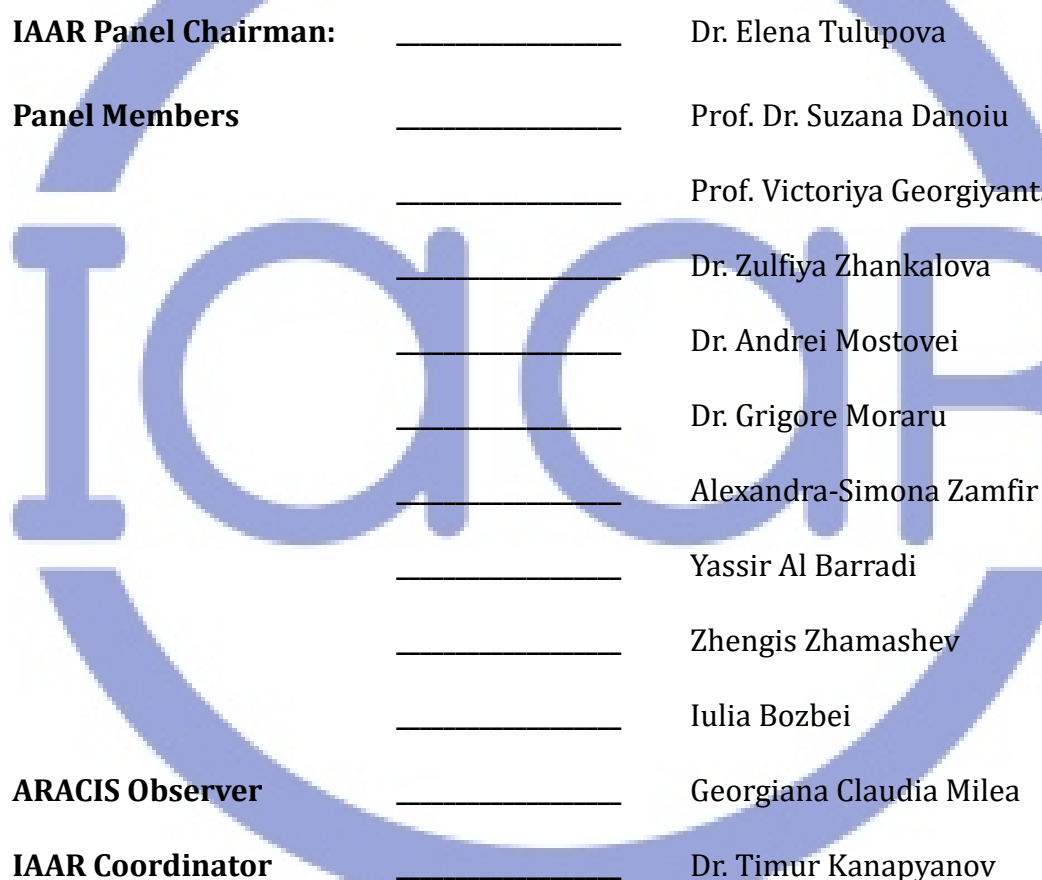
(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

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:

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

1 (one) members of the External Expert Panel agreed that the educational programme Pharmacy (Bachelor) of Victor Babeş University of Medicine and Pharmacy Timisoara can be accredited for 5 (five) 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" (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			0	22	2	0
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			0	36	6	0
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			0	13	2	0
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	0
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			0	11	1	0
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	23	6	0
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	21	3	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	16	1	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	11	3	0
GRAND TOTAL ACCORDING TO ALL STANDARDS			2	167	25	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 ȘI FARMACIE
„VICTOR BABEȘ” DIN TIMIȘOARA



«АККРЕДИТЕВ ЖЕНЕ РЕЙТИНГЪТЪН
ТОУЕЛСЪ АГЕНТИТЪН» ЕЕМ
ИУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL TO VICTOR BABEȘ 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 Sef lucr. dr. Simona Popescu - Vice-Dean Sef 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>Şef 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 Medicine
of Victor Babeş University of Medicine and Pharmacy Timisoara, Romania*

The total amount of questionnaires: 168

1. Department: Faculty of Medicine (165), Microscopic Morphology (2), Department X Surgery II (1)

2. Position:

Professor	22 – 13,1%
Assistant professor/associate professor	62 – 36,9%
Senior teacher	15 – 8,9%
Teacher	18 – 10,7%
Head of the Department	4 – 2,4%
Others	47 – 72%

3. Academic degree, academic rank

Honoured Worker	0
Doctor of Science	58 – 34,5%
Candidate of Science	3 – 1,8%
Master	6 – 3,6%
PhD	119 – 70,8%
Professor	23 – 13,7 %
Assistant professor/associate professor	43 – 25,6%
Others	15 – 9%

4. Work experience at this HEI

Less than 1 year	0	0
1 year – 5 years	33	19,6%
Over 5 years	127	75,6%
Others	8	4,8%

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?	144 – 85,7%	23 – 13,7%	1 – 0,6%	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	140 – 83,3%	28 – 16,7%	0	0	0	0
3	How do you assess the opportunities provided by HEI for teacher's career development?	137 – 81,5%	26 – 15,5%	5 – 3%	0	0	0

4	How do you assess the degree of academic freedom of teaching staff?	146 – 86,9%	21 – 12,5%	1 – 0,6%	0	0	0
	To what extent can teachers use their own						
5	• Teaching strategies	141 – 83,9%	26 – 15,5%	1 – 0,6%	0	0	0
6	• Teaching methods	147 – 87,5%	21 – 12,5%	0	0	0	0
7	• Educational innovations	134 – 79,8%	32 – 19%	2 – 1,2%	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	123 – 73,2%	40 – 23,8%	5 – 3%	0	0	0
9	What attention does the school management pay to the educational programme content?	139 – 82,7%	25 – 14,9%	4 – 2,4%	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	117 – 69,6%	48 – 28,6%	3 – 1,8%	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	120 – 71,4%	43 – 25,6%	5 – 3%	0	0	0
	Evaluate the openness and accessibility of management to:						
12	• Students	145 – 86,3%	22 – 13,1%	1 – 0,6%	0	0	0
13	• Teachers	145 – 86,3%	21 – 12,5%	2 – 1,2%	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	143 – 85,1%	19 – 11,3%	5 – 3%	1 – 0,6%	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	129 – 76,8%	33 – 19,6%	5 – 3%	1 – 0,6%	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	121 – 72%	40 – 23,8%	6 – 3,6%	1 – 0,6%	0	0
17	How the activity is organised regarding an academic mobility	113 – 67,3%	51 – 30,4%	2 – 1,2%	2 – 1,2%	0	0
18	How the activity is organised regarding teaching staff's professional development	128 – 76,2%	36 – 21,4%	3 – 1,8%	1 – 0,6%	0	0
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	135 – 80,4%	28 – 16,7%	3 – 1,8%	2 – 1,2%	0	0
20	Evaluate how HEI and its management support development of new educational	142 – 84,5%	24 – 14,3%	2 – 1,2%	0	0	0

	programmes/academic disciplines/teaching methods						
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	125 – 74,4%	39 – 23,2%	2 – 1,2%	2 – 1,2%	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	146 – 86,9%	18 – 10,7%	3 – 1,8%	1 – 0,6%	0	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	118 – 70,2%	41 – 24,4%	7 – 4,2%	1 – 0,6%	1 – 0,6%	0
24	How do HEI management and administration take criticism?	104 – 61,9%	52 – 31%	12 – 7,1%	0	0	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	124 – 73,8%	41 – 24,4%	3 – 1,8%	0	0	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	129 – 76,8%	32 – 19%	5 – 3%	2 – 1,2%	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	119 – 70,8%	43 – 25,6%	4 – 2,4%	2 – 1,2%	0	0

28. Why do you work in this particular HEI?

- ✓ *My passion is anatomy and I consider that I am very well prepared from a professional point of view, thus being able to share my knowledge with future doctors*
- ✓ *Because I was a student at this University*
- ✓ *I am working in this HEI because here my scientific and didactic expectations are fulfilled at a high grade.*
- ✓ *Because it is a good University with multicultural openness.*
- ✓ *I love Anatomy*
- ✓ *Because it offered to me the opportunities to continuous development of my professional careers*
- ✓ *Living and working in same city.*
- ✓ *Victor Babeş University of Medicine and Pharmacy is one of the leading Universities in the country. On one hand it allows me to be active in the healthcare educational system and provide meaningful knowledge to future doctors, and on the other hand I am able to further my research activities using the institution's support and guidance.*
- ✓ *In my opinion, it is an optimal place to work in.*
- ✓ *I like teaching and working with students.*
- ✓ *I Have learned here. I have evolved here.*
- ✓ *I graduated from this university and participated in various activities after graduation*
- ✓ *Because is one of the best and is continuing improving...*
- ✓ *I have opportunities to grow as a teacher and researcher*
- ✓ *I like to work with students, I believe in their high intellectual and human potential and I want to share to them all my clinical experience*
- ✓ *I like to teach students. I like this academic medium.*
- ✓ *For the opportunity to combine medical research with very specific clinical activities*
- ✓ *Because I like to teach.*
- ✓ *I work in this HEI thanks to the opportunities it offered me when I finished my specialization.*
- ✓ *best institution in the area*

- ✓ *It was the career I have chosen, and the best fit to my needs*
- ✓ *I like to share my knowledge and my experience with students for their professional training*
- ✓ *Because I love teaching*
- ✓ *For learning the young students to progress and examine patients*
- ✓ *I graduated here and after working at various universities and research centers in France and the US I decided to return to my alma mater in order to further the quality of medical education and research.*
- ✓ *I like to teach students*
- ✓ *I like*
- ✓ *I work in this particular HEI because I enjoy teaching the younger generation and giving from our knowledge and experience in the field of medicine.*
- ✓ *I really wanted to work in this department, it stimulates me to develop professionally and personally. When you work with pleasure and passion it is much better.*
- ✓ *Because I love teaching and working with students.*
- ✓ *I have far greater possibilities to access european funds and projects by working with my former mentors. Also academic teaching opportunities in western europe are scarce the demand being mainly for medical practitioners, not teachers.*
- ✓ *Because I like to share my knowledge*
- ✓ *Working in this HEI fulfil my professional (both academic and research) interests and requirements. I have the chance to perform research activities related to my points of interests.*
- ✓ *The joy of helping and supporting the young generation of doctors. An excellent team work environment.*
- ✓ *I chose this particular HEI because it provides ample opportunity to work with both students in direct teaching and conduct research in a dynamic field of science.*
- ✓ *love teaching, medical research*
- ✓ *I chose to work in this HEI because of the special academic field offered*
- ✓ *I am a graduate of this HEI which is the most important medical university in western Romania.*
- ✓ *To share my experience and knowledge*
- ✓ *Because here I can best combine my scientific work with practical experience, the students are very well prepared and interested in new experiences.*
- ✓ *I like this tipe of education and is very good for my career*
- ✓ *Because I like surgery and I have the oportunity to teach surgery to young surgeon.*
- ✓ *because I like teaching all branches of anatomy*
- ✓ *because it is the university where I graduated from the Faculty of Medicine, located in my city of residence and it is a prestigious university where I feel like in a big family.*
- ✓ *because I like to share knowledge*
- ✓ *Vocational, i like teaching students to become the best version of themselves*
- ✓ *For the academic medical research opportunities*
- ✓ *Personal development and student development, the pleasure to share the knowledge.*
- ✓ *This workplace meets my professional standards.*
- ✓ *During my studies at this HEI I have received knowledges in a manner that my passion for this career grew so I have decided to transfer my knowlegdes in the same manner in the same place.*
- ✓ *For the professionalism of the program*
- ✓ *To improve knowledge of students*
- ✓ *Because I like to work with the students*
- ✓ *Because I like to work with student*
- ✓ *Early in my career, this HEI offered me a job and significant opportunities for professional development. Mostly I am grateful to my mentor that allowed and enabled opened collaboration for research. In addition this HEI and my mentor offered infrastructure facilities in genomics that enabled the growth of practical skills in medicine and research capabilities.*
- ✓ *Because I have the privilege to pass on to my students my expertise and also to do research.*
- ✓ *I have learned, evolved in this HEI. I LOVE what I do.*
- ✓ *Do to the complexity of the speciality*
- ✓ *Because it gives me the oppotrunities to pass on the informations. It s a practical skill and it involves practical activities for students*
- ✓ *this was my way*
- ✓ *Senior teacher*

✓ *Medical art is a continuous teaching and learning profession by definition. I love teaching as much as I love learning. It came as a natural step in my career.*

✓ *I love to work here for the atmosphere, for students enthusiasm and open mind.*

✓ *It offers great opportunities for professional development.*

✓ *I graduated this faculty and I would like to be involved in the development and professional training of the future doctors.*

✓ *Because in this particular region , i consider this institution is the only one that can provide personal satisfaction in my field of work*

✓ *I love medicine, I want to develop and be part of the education of the next generation of doctors. I also consider that the institution where I work meets the needs I need to have for a good academic career*

✓ *PASSION*

✓ *I enjoy working here because it meets all my expectations and needs.*

✓ *This is the place where the two professions that define me are perfectly combined: teaching and medicine.*

✓ *I like teaching and I think I am able to teach others.*

✓ *Long term challenge and opportunity for development*

✓ *That was my dream since I was very young.*

✓ *Because i like both medicine and teaching.*

✓ *Because I like to work with young people and I want to pass on my knowledge and expertise.*

✓ *i have been working at this university since i was a student , i like working with students, i want to pass on all my clinical experience to them , it is a great pleasure and a huge satisfaction to leave a little part of my work for generations*

✓ *Because I graduated from the Faculty of Medicine in this institution, which I was extremely satisfied with and I really like both teaching and research activities the team I work with.*

✓ *Because I graduated from this University*

✓ *It matches my field of interest*

✓ *Because of the stimulation of research activity besides the teaching activity*

✓ *I am a graduate of this institution*

✓ *Due to the prospect of teaching and training the next generation of medical practitioners that I find very important.*

✓ *To be able to teach students in order that them to be able to establish a diagnosis, to establish a treatment plan, to establish prevention and prophylactic measures, to be able to perform research activities, etc*

✓ *sometimes it offers interesting challenges*

✓ *This HEI is my Alma Mater, this town is my home town, i'm also working in a Clinical Hospital in this town*

✓ *UMFT "Victor Babes" is the University I studied at in my hometown and I am very satisfied with - everything I learned there.*

✓ *I live in the area and it provides the most opportunities in my professional career, giving me the - possibility to be creative, to be in an stimulative environment, to confront my ideas with those of - the others, young or experienced, letting me to be myself, and not refrain from innovative drives. - The level achieved and the foreseen development make me confident to be sure of the future.*

✓ *Because I like to teach the students.*

✓ *Because I consider it is one of the best Medicine Universities in Romania.*

✓ *I love to teach students and to share my knowledge with them*

✓ *At the end of my medical studies, I chose to practice in my hometown and employment at the university was a chance for professional development.*

✓ *I am an graduated of this HEI which is the most respected academic institution in the West part of - Romania*

✓ *It offers me a great place for teaching and following my passion, for developing and using New teaching methods and implementing New ideas.*

✓ *I choose to work in this HEI because it is one of the universities with tradition in our country which allowed my professional development and academic evolution. At the same time, this university offers training programs adapted to modern medical requirements, as well as the students are - immediately distributed on the labor market, at the national or international level.*

✓ *I like nephrology and I like teaching.*

✓ *I like teaching , is the best institution for teaching the future doctors and working as a doctor to i can give also from my experiences*

✓ *I love teaching my job!*

✓ *It is one of the best HEI in the country and offers multiple opportunities for both teaching and research.*

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

Very often	Often	Sometimes	Very rarely	Never
62 – 36,9%	54 – 32,1%	40 – 23,8%	6 – 3,6%	6 – 3,6%

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

Very often	Often	Sometimes	Very rarely	Never
24 – 14,3%	66 – 39,3%	62 – 36,9%	14 – 8,3%	2 – 1,2%

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	9 – 5,4%	55 – 32,9%	103 – 61,7%	0
Unbalanced teaching load by semester	4 – 2,4%	37 – 22%	127 – 75,6%	0
Unavailability of necessary literature in the library	3 – 1,8%	39 – 23,2%	126 – 75%	0
Overcrowding of study groups (too many students in the group)	20 – 11,9%	65 – 38,7%	83 – 49,4%	0
Inconvenient schedule	1 – 0,6%	41 – 24,4%	126 – 75%	0
Inadequate facilities for classroom activities	7 – 4,2%	38 – 22,6%	123 – 73,2%	0
Lack of internet access/poor internet connection	4 – 2,4%	31 – 18,5%	133 – 79,2%	0
Students lack interest in the study	3 – 1,8%	101 – 60,1%	64 – 38,1%	0
Late delivery of information about the events	2 – 1,2%	26 – 15,5%	140 – 83,3%	0
Absence of teaching aids in classrooms	2 – 1,2%	24 – 14,3%	142 – 84,5%	0
Other problems	<ul style="list-style-type: none"> ✓ <i>No issues worth mentioning</i> ✓ <i>No concern raised!</i> ✓ <i>not the case</i> ✓ <i>No other than the above mentioned</i> ✓ <i>No other problems.</i> ✓ <i>No one during my activities</i> ✓ <i>Not Applicable</i> ✓ <i>i have not encountered any</i> ✓ <i>Nothing important</i> ✓ <i>There are no important other problems</i> ✓ <i>None</i> ✓ <i>N/A</i> ✓ <i>Not aplicabile</i> ✓ <i>Nothing in particular</i> ✓ <i>Too many students in one classroom and sometimes unavailable bigger classrooms.</i> ✓ <i>Students must be integrated more in the ward activities</i> ✓ <i>Inadequate hospitals for the teaching process to be even more useful</i> ✓ <i>NONE</i> ✓ <i>Parking spaces due to the location of the University.</i> ✓ <i>Lack of interdisciplinary link with art</i> 			

	<ul style="list-style-type: none"> ✓ No other problems ✓ no other problems ✓ I encountered no other problems to mention. ✓ There are no other problems ✓ No major issues. ✓ I dont have problems regarding my teaching and reserch activity. ✓ Parking space due to the location of university. ✓ No problem ✓ No issues worth mentioning. ✓ N.A. ✓ Lack of rooms for practical sessions! ✓ Foreign students encountered language difficulties when they discuss with local patients ✓ Being a surgical specialty, the same patients are sometimes difficult to be followed in a practical way by my students, regarding all the medical and surgical stept: admission, parenteral and clinical requests, surgical procedures and follow up. Because of this, I explained that we provide the information that we seek, show them the steps that we follow for medical care and the residency will teach them more. ✓ Too many students in the ward difficult to cope with during pandemic period ✓ none that i have encountered ✓ No problems to address.
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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	149 - 88,7%	18 - 10,7%	1 - 0,6%	0
Relationships with direct management	152 - 90,5%	15 - 8,9%	1 - 0,6%	1 - 3,7%
Relationships with colleagues at the department	154 - 91,7%	11 - 6,5%	3 - 1,8%	0
Degree of participation in management decisions	133 - 79,2%	30 - 17,9%	3 - 1,8%	2 - 1,2%
Relationships with students	145 - 86,3%	23 - 13,7%	0	0
Recognition of your success and achievements by administration	139 - 82,7%	26 - 15,5%	2 - 1,2%	1 - 0,6%
Support for your proposals and comments	136 - 81%	27 - 16,1%	3 - 1,8%	2 - 1,2%
HEI administration's activities	144 - 85,7%	22 - 13,1%	1 - 0,6%	1 - 0,6%

Remuneration terms	114 - 67,9%	48 - 28,6%	5 - 3%	1 - 0,6%
Working conditions, list and quality of services provided in HEI	129 - 76,8%	36 - 21,4%	3 - 1,8%	0
Occupational health and safety	153 - 91,1%	14 - 8,3%	1 - 0,6%	0
Management of changes in HEI's activities	139 - 82,7%	26 - 15,5%	2 - 1,2%	1 - 0,6%
Provision of a social package: recreation, sanatorium treatment, etc.	96 - 57,1%	47 - 28%	16 - 9,5%	9 - 5,4%
Arrangements for catering in HEI and its quality	58 - 34,5%	42 - 25%	20 - 11,9%	48 - 28,6%
Arrangements for health care and quality of medical services	127 - 76%	24 - 14,4%	4 - 2,4%	12 - 7,2%



Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

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

Total number of questionnaires: 446

Educational Program (Specialty):

Medicine	100%	446
Others	0	0

Language of your study:

Romanian	94,1%	418
English	1,6%	7
French	4,3%	19

Sex:

Female	73,5%	328
Male	26,5%	118

Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	315 – 70,6%	114 – 25,6%	11 – 2,5%	5 – 1,1%	0
2. Accessibility of Dean's Office (school, faculty, department)	300 – 67,3%	126 – 28,3%	15 – 3,4%	3 – 0,7%	2 – 0,4%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	291 – 65,2%	135 – 30,3%	13 – 2,9%	3 – 0,7%	4 – 0,9%
4. Accessibility of academic consulting	291 – 65,2%	132 – 29,6%	16 – 3,6%	3 – 0,7%	4 – 0,9%
5. Support with study materials in the learning process	289 – 64,8%	123 – 27,6%	26 – 5,8%	3 – 0,7%	5 – 1,1%
6. Accessibility of counselling on personal issues	261 – 58,5%	142 – 31,8%	28 – 6,3%	10 – 2,2%	5 -1,1%
7. Relationships between student and teachers			17 – 3,8%		2 – 0,4%

	284 – 63,8%	139 – 31,2%		3 – 0,7%	
8. Activities of educational institution financial and administrative services	256 – 57,4%	159 – 35,7%	23 – 5,2%	4 – 0,9%	4 – 0,9%
9. Accessibility of medical services	290 – 65%	133 – 29,8%	14 – 3,1%	6 – 1,3%	3 – 0,7%
10. Quality of medical services in HEI	273 – 61,2%	155 – 34,8%	15 – 3,4%	2 – 0,4%	1 – 0,2%
11. Accessibility of library resources	302 – 67,7%	108 – 24,2%	28 – 6,3%	5 – 1,1%	3 – 0,7%
12. Quality services provided in libraries and reading rooms	259 – 58,1%	134 – 30%	36 – 8,1%	9 – 2%	8 – 1,8%
13. Educational resources available in HEI	269 – 60,3%	153 – 34,3%	16 – 3,6%	5 – 1,1%	3 – 0,7%
14. Accessibility of computer classrooms	283 – 63,5%	121 – 27,1%	34 – 7,6%	4 – 0,9%	4 – 0,9%
15. Accessibility and quality of internet resources	272 – 61%	135 – 30,3%	25 – 5,6%	9 – 2%	5 – 1,1%
16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	307 – 68,8%	123 – 27,6%	13 – 2,9%	1 – 0,2%	0
17. Classrooms, lecture halls for big groups	269 – 59,9%	136 – 30,5%	22 – 4,9%	13 – 2,9%	8 – 1,8%
18. Students' recreation rooms (if available)	300 – 67,3%	101 – 22,6%	27 – 6,1%	7 – 1,6%	11 – 2,5%
19. Clarity of procedures for taking disciplinary measures	279 – 62,6%	143 – 32,1%	18 – 4%	2 – 0,4%	4 – 0,9%
20. Quality educational program as a whole	284 – 63,7%	144 – 32,3%	10 – 2,2%	5 – 1,1%	3 – 0,7%
21. Quality of curricula in EP	268 – 60,1%	155 – 34,8%	17 – 3,8%	4 – 0,9%	2 – 0,4%
22. Teaching methods as a whole	268 – 60,1%	148 – 33,2%	21 – 4,7%	4 – 0,9%	5 – 1,1%
23. Teacher's quick response to feedback on educational process issues	291 – 65,2%	125 – 28%	22 – 4,9%	6 – 1,3%	2 – 0,4%
24. Quality of teaching in general	285 – 63,9%	143 – 32,1%	10 – 2,2%	6 – 1,3%	2 – 0,4%
25. Academic load/requirements to students	270 – 60,5%	153 – 34,3%	19 – 4,3%	2 – 0,4%	2 – 0,4%

26. Teaching staff's requirements for students	270 – 60,5%	153 – 34,3%	16 – 3,6%	5 – 1,1%	2 – 0,4%
27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	274 – 61,4%	151 – 33,9%	16 – 3,6%	3 – 0,7%	2 – 0,4%
28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	304 – 68,2%	126 – 28,3%	10 – 2,2%	4 – 0,9%	2 – 0,4%
29. Quality of examination materials (tests, examination questions and so on)	272 – 61%	138 – 30,9%	24 – 5,4%	8 – 1,8%	4 – 0,9%
30. Objectivity of evaluation of knowledge, skills and other academic achievements	281 – 63%	132 – 29,6%	18 – 4%	10 – 2,2%	5 – 1,1%
31. Available computer classrooms	273 – 61,2%	123 – 27,6%	34 – 7,6%	10 – 2,2%	6 – 1,3%
32. Available scientific laboratories	297 – 66,6%	118 – 26,5%	24 – 5,4%	5 – 1,1%	2 – 0,4%
33. Teacher's objectivity and fairness	246 – 55,2%	159 – 35,7%	26 – 5,8%	8 – 1,8%	7 – 1,6%
34. Informing students about courses, educational programs, and the academic degree being received	305 – 68,4%	113 – 25,3%	20 – 4,5%	5 – 1,1%	3 – 0,7%
35. Providing students with dormitory facilities	247 – 55,4%	150 – 33,6%	34 – 7,6%	9 – 2%	6 – 1,3%

Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
36. The course program was clearly presented	271 – 60,8%	123 – 27,6%	43 – 9,6%	6 – 1,3%	2 – 0,4%	1 – 0,2%
37. The course content is well-structured	237 – 53,1%	151 – 33,9%	49 – 11%	7 – 1,6%	2 – 0,4%	0
38. The key terms are properly explained	270 – 60,5%	119 – 26,7%	41 – 9,2%	15 – 3,4%	0	0
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	264 – 59,2%	128 – 28,7%	38 – 8,5%	12 – 2,7%	3 – 0,7%	1 – 0,2%
40. The teacher uses effective teaching methods	236 – 52,9%	144 – 32,3%	49 – 11%	12 – 2,7%	4 – 0,9%	1 – 0,2%
41. The teacher is knowledgeable about information being taught	306 – 68,6%	115 – 25,8%	20 – 4,5%	3 – 0,7%	2 – 0,4%	0
42. The teacher presents the material clearly	267 – 59,9%	131 – 29,4%	40 – 9%	5 – 1,1%	3 – 0,7%	0
43. The teacher presents the material in an interesting manner	220 – 49,3%	146 – 32,7%	58 – 13%	15 – 3,4%	6 – 1,3%	1 – 0,2%
44. Knowledge, skills and other academic achievements are evaluated objectively	249 – 55,8%	138 – 30,9%	46 – 10,3%	8 – 1,8%	4 – 0,9%	1 – 0,2%

45. The teacher meets your requirements and expectations regarding professional and personal development	245 – 54,9%	134 – 30%	50 – 11,2%	12 – 2,7%	3 – 0,7%	2 – 0,4%
46. The teacher boosts the students' activity	233 – 52,2%	136 – 30,5%	46 – 10,3%	23 – 5,2%	4 – 0,9%	4 – 0,9%
47. The teacher boosts the students' creative thinking	228 – 51,1%	129 – 28,9%	52 – 11,7%	26 – 5,8%	9 – 2%	2 – 0,4%
48. Teacher's appearance and manners are adequate	306 – 68,6%	111 – 24,9%	25 – 5,6%	1 – 0,2%	2 – 0,4%	1 – 0,2%
49. The teacher demonstrates a positive attitude to students	262 – 58,7%	129 – 28,9%	45 – 10,1%	8 – 1,8%	1 – 0,2%	1 – 0,2%
50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	288 – 64,6%	124 – 27,8%	25 – 5,6%	7 – 1,6%	2 – 0,4%	0
51. Evaluation criteria the teacher uses are clear and available	264 – 59,2%	140 – 31,4%	27 – 6,1%	11 – 2,5%	4 – 0,9%	0
52. The teacher evaluates students' achievements objectively	253 – 56,7%	138 – 30,9%	37 – 8,3%	11 – 2,5%	6 – 1,3%	1 – 0,2%
53. The teacher speaks the professional language	327 – 73,3%	104 – 23,3%	13 – 2,9%	1 – 0,2%	0	0
54. The educational organization allows for sporting and other leisure activities	263 – 59%	124 – 27,8%	34 – 7,6%	19 – 4,3%	4 – 0,9%	2 – 0,4%
55. Equipment and facilities for students are safe, comfortable and up-to-date	261 – 58,5%	113 – 25,3%	49 – 11%	14 – 3,1%	9 – 2%	0
56. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	239 – 53,6%	130 – 29,1%	51 – 11,4%	16 – 3,6%	8 – 1,8%	2 – 0,4%
57. All students have equal opportunities for EP study and personal development	282 – 63,2%	113 – 25,3%	34 – 7,6%	8 – 1,8%	7 – 1,6%	2 – 0,4%

Other problems with teaching quality:

- No
- None
- No problems
- I haven't another problems
- No problem
- None
- Nothing
- So far I haven't encountered any.
- No problems related to the teaching quality, I'm happy to be a student at this University.
- I don't have.
- We would like to receive the materials from the anatomy discipline (ppt) on the moodle platform.
- Please, every one is asking for a place to eat for student !! We all have it in our country, it's not normal, no having it...
- We don't have the anatomy courses
- no other problems to complain of
- No problem everything is perfect
- Everything is perfect
- My expectations were met, everything is very well structured, it seems to be a very professional environment and I don't regret choosing this university. I have never had problems.
- None!
- Horror
- The majority of teachers are passionate and dedicated with a few exceptions of teachers that have a bad reputation for eccentricity.
- In my opinion there are no other problems related to the teaching quality
- no
- Lack of organization and coordination with NGOs where the student can enrich his/her CV.

- *Everything is ok*
- *None, all is good and well done*
- *I do not have problems*
- *Some teachers have a subjective method of grading. Some just read the PowerPoint presentations without explaining*
- *Nothing to add*
- *My anatomy teacher doesn't want to post the courses with explanatory pictures on moodle. It would be easier for us to study if she posted them.*
- *Nothing more! Thank you!*
- *Maybe a more creative teaching method would be suitable in some courses. In other courses it is fascinating and very interesting, it is a pleasure to go despite not having personal interest in the particular subject.*
- *None*
- *None. Everything is good!*
- *No problem*

