



«АККРЕДИТЕУ 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 Pharmacy (Bachelor) of

Victor Babeş University of Medicine and Pharmacy Timisoara
(Romania)

with the Requirements of "IAAR STANDARDS AND GUIDELINES
FOR INTERNATIONAL ACCREDITATION OF BASIC MEDICAL
AND PHARMACEUTICAL EDUCATION OF ABROAD (Based on
WFME/AMSE Standards)"

Site Visit Dates: November 14-16, 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

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



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Timisoara city

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I LIST OF SYMBOLS AND ABBREVIATIONS

AMSE - The Association of Medical Schools in Europe;
ARACIS - Romanian Agency for Quality Assurance in Higher Education
CAIF - Cumulative Lead Author Impact Factor
CCOC - Career Counselling and Guidance Centre
CEACE - Quality Assurance Committee
CH - Swiss Confederation
DEACE - 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
EP - educational program
EU - European Union
EUA - European University Association
IAAR - Independent Agency for Accreditation and Rating;
PF - Pharmacy faculty
SAR - self-assessment report;
UMFVBT - Victor Babes University of Medicine and Pharmacy
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 “Pharmacy” (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, Timisoara, was first founded as a modest faculty, part of the initial Western University on 30th December 1944, the inauguration of the new faculty took place on 15 July 1945.

With more than 75 years of activity in the field of higher medical education, the Victor Babes University of Medicine and Pharmacy in Timisoara (UMFVBT) continues to be the strongest university of medicine and pharmacy in the western part of Romania. In the Academic Ranking of World Universities 2020 (Top Shanghai) UMFVBT ranks 401-500 worldwide and 2-3 nationally in the field of Medical Sciences in the subject of Clinical Medicine (<https://www.umft.ro/en/the-university/>). The activity of the UMFVBT team was also recognized by the Socrates Committee which in 2021 awarded the university the diploma Excellence in Quality for innovative approach in science and education, high alumni level and aspiration to the international quality standards in teaching.

Although designed according to classical, linear (helical) structures, the currently used curricula manages to ensure the main mission of the educational programs in UMFVBT. However, the introduction in most medical universities in Europe of integrated curricula, with modular structure, determines a commitment of the UMFVBT management in the direction of finding solutions for the adaptation of the current curricula. As a result of the medical education skills and knowledge gained by UMFVBT teachers during the EMEDIQUAL project, several courses with modular structure have been designed and introduced in practice and the quality of formative and summative evaluation processes has been considerably improved. Also, since 2014, there has been a continuous process of improvement of digital assessment methods and tools, with a particular emphasis on improving the way of structuring and formulating the questionnaires used in summative assessments (multiple choice questions survey – MCQ). Thus, in the period 2013-2018 teachers from all faculties of the university participated in training seminars organized by professors from Austria, UK and USA, which aimed to increase the quality and homogenization of knowledge on how to structure and formulate the content of MCQs and their proper use.

UMFVBT has three faculties, the Faculty of Medicine, the Faculty of Dental Medicine and the Faculty of Pharmacy. General number of students is 7555.

INFORMATION ON EDUCATIONAL PROGRAM PHARMACY

Educational program	Pharmacy (Romanian Language) Pharmacy (French Language)
Level / Period of study	Bachelor and master degree, 7 EQF/CEC, cycle II, field of study: Health Name of qualification and title awarded: <i>Pharmacist</i> 5 years, full-time
Subdivision (Head)	Prof. Codruța Șoica, PhD, Habil., Dean of the Faculty of Pharmacy
Main departments (heads of departments)	Department I – Assoc. prof. Laura Sbârcea, PhD Department II – Prof. Corina Danciu, PhD, Habil.
ECTS credits	300
Duration of studies (number of semesters), form of study	10 semesters, full time study
Beginning of studies (winter semester / summer semester)	Autumn semester: 20.09.2021 Spring semester: 21.02.2022
Date of the educational program introduction	1991 (Pharmacy, Romanian language) 1997 (Pharmacy, French language)

Previous accreditation (date, validity period, accreditation agency)	30.04.2020, 5 years (30.04.2025) ARACIS (Pharmacy, Romanian language) 29.06.2017, 5 years (29.06.2022) ARACIS (Pharmacy, French language)
Entry Requirements	Exam for admission Baccalaureate diploma
Further education opportunities (at the end of the program)	Residency (speciality training), master, PhD student

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

The work of the EEP was carried in accordance with the approved Program of the visit of the expert commission to UMFVBT from 14 November to 16 November 2022.

In order to coordinate the work of the EEP, on November 13, 2022, an introductory meeting was held, during which powers were distributed among the members of the commission, and the schedule of the visit was specified.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 66 representatives took part in the meetings (Table 1).

Table 1 - Information about persons who took part in meetings with the EEP IAAR:

Category	Number
Rector	1
Deputy heads	8
Heads of structural units	10
Deans and ProDeans, heads of educational programmes (EP)	11
Teaching staff (Faculty of Pharmacy)	5
Representatives of the student governance	3
Students (Faculty of Pharmacy)	5
Employers	12
Graduates	11
Total	66

During the excursion, the members of the EEP IAAR got acquainted with the state of the material and technical base, visited the educational and scientific laboratories of the departments of the Faculty of Pharmacy: laboratories and classes of pharmaceutical technology, analytical chemistry, pharmaceutical chemistry, drug analysis, clinical pharmacy.

At the meeting of the EEP IAAR with the target groups of the UMFVBT, the mechanisms for implementing the policy of the university and the specification of the data presented in the self-assessment report of the university were carried out. During the visit, laboratory classes were attended: in pharmaceutical chemistry (in French), in pharmaceutical technology (in Romanian). Laboratory classes are carried out in accordance with the syllabuses, which were provided to the commission. In scientific laboratories, classes, laboratory assistants the necessary educational and scientific equipment, the necessary chemical glassware and reagents were confirmed. In accordance with the accreditation procedure, 15 teachers (Faculty of Pharmacy) (*Annex 3*), 93 students (Faculty of Pharmacy) (*Annex 4*), were surveyed.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the university was requested and analysed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university <https://www.umft.ro/>.

Preliminary recommendations, developed by the EEP IAAR based on the results of the UMFVBT examination, were presented at a meeting with the management on November 16, 2022.

VI CONFORMITY TO THE STANDARDS OF PROGRAMME ACCREDITATION

6.1. STANDARD "MISSION AND OUTCOMES"

The Evidence

Victor Babes University of Medicine and Pharmacy (UMFVBT) carries out its activities on the basis of the Charter of the University and in accordance with the regulatory legal acts of the Republic of Romania. According to the University Charter the University aims to fulfil its **Mission** as a public authority operating in the field of education, science and culture, being at the same time responsible for generating and transferring knowledge to society by means of:

- a) incipient and continuous training of qualified and highly qualified human resources, respectively, in the field of Health, in accordance with the European and international standards and pursuant to the current and future needs of the national health system;
- b) promoting scientific research meant to guarantee the progress of medical and pharmaceutical sciences;
- c) participation in scientific and cultural development in the field of life-related sciences

In order to fulfil its mission, the University puts forth the corresponding objectives:

https://www.umft.ro/non-content/uploads/2021/04/traducere-Carta-cod-etica-UMFVBT-22.09.2020_aprobata-MEC-nr.-189_DGJCRPC_29.09.2020_EN.pdf

Also, the Mission and objectives are presented at the UMFVBT website <https://www.umft.ro/universitate/misiune-si-viziune>. The university website also presents a strategic plan for the development of the PF for 2020-2024 years https://www.umft.ro/wp-content/uploads/2021/03/plan_20strategic_20decan_20mandat_202020-2024.pdf.

According to the self-assessment report the Mission of the Pharmacy study program within the Faculty of Pharmacy is identified with that of the University and consists of promoting education and educational performance in the training of competitive graduates who can integrate into the labor market in health systems, along with reaching a level of

research activity that increases the national and international visibility of the UMFVBT Faculty of Pharmacy.

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

1. To provide quality student-centered pharmaceutical education, adapted to current national and European standards, based on the Knowledge-Abilities-Attitudes model.

2. To provide future professional value and competence to our graduates, according to the descriptors for professional and transversal competences in the European Qualifications Framework.

3. To promote basic and specialized 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.

4. To expand and improve international cooperation, through effective partnership agreements, exchanges and mobility, with interested academic institutions and companies in our country and abroad.

The mission of the Pharmacy EP was presented at the old website as part of the Dean's message http://old.umft.ro/mesajul-decanului-facultatii-de-farmacie_160 but is not presented on faculty page at UMFVBT actual website and it is not available to a wide range of stakeholders.

In the discussion of the Mission as part of the University Charter during the debate before approval, representatives of the administration, teachers and students take part as members of the elected bodies of the university. The following students are representatives of the Pharmacy program in the Senate: Sergio Liga, (IIIrd year of study), and Gheorghe Dănuți (IVth year of study) and in the Faculty Council: Sergio Liga, Gheorghe Dănuți and Victoria Căzăcuțu (IInd year of study) https://www.umft.ro/facultati/ff_facultatea-de-farmacie/ff_consiliul-facultatii-de-farmacie.

The participation of external stakeholders in the formation of the Mission is declared in the self-assessment report but is not confirmed either by documents or during interviews with the expert commission.

Institutional autonomy and academic freedom as fundamental principles of the functioning and organization of UMFVBT are formulated by the University Charter in agreement with the laws in force in Romania. According to the Charter (chapter 3) UMFVBT autonomy is expressed through organizational and functional autonomy; teaching and scientific autonomy; financial and administrative autonomy and jurisdictional autonomy.

The Faculty of Pharmacy through the Commission for strategy, reform and curricular development ensures that the educational activity adequately meets the requirements of the content and structure of the educational program. The activity of the Commission is summarized in reports and its decisions are evaluated in the Faculty Council which disposes for adequate measures. Correspondent document (report of commission Reg. No. 6775/23.03.2022) was presented to the expert commission. Administrative persons of the Faculty (Dean and Vice-dean), academic staff from pharmacy departments and students are the members of this commission. Examples of changes in the curriculum at the initiative of academic staff were presented to the commission.

The qualification of Pharmacist corresponds to the educational field ISCED 2013 F, 0916 PHARMACY, level 7 according to the National Qualifications Framework and according to the European Qualifications Framework <https://ec.europa.eu/esco/portal/search?term=pharmacist>. The study program complies with the standards of the Romanian Agency for Quality Assurance in Higher Education. The learning outcomes, expressed in terms of what the graduate should know, understand and be able to do, as well as the methods for assessing their achievements, are presented in Diploma Supplement.

Student learning outcomes at graduation of the Faculty of Pharmacy are defined by:

1. Knowledge: 1.1. Highly specialized knowledge, some of which is at the forefront of knowledge in the field of Pharmacy, forming the basis of original thinking and research in the field; 1.2. Critical awareness of knowledge in the field of Pharmacy and knowledge at the borderline between different fields with implications for Pharmacy.

2. Skills: 2.1. Specialized skills for solving research and innovation problems and situations; 2.2. Specialized skills for developing new knowledge and procedures; 2.3. Specialized skills for integrating knowledge from different fields in solving and managing situations and problems.

3. Responsibility and autonomy: 3.1. Manage and transform work and study situations that are complex, unpredictable and require new strategic approaches; 3.2. Taking responsibility for contributing to professional knowledge and practice and for refining, modifying and rectifying performance in the field.

The Pharmacy study program at UMFVBT has obtained, from the National Qualifications Authority (ANC), the validation of the Pharmacist qualification (ANC Certificate no. 4458/08.05.2019).

The University has developed and applied the University Code of Student Rights and Obligations of UMFVBT which includes the rights and obligations of students enrolled in UMFVBT. Students are partners of higher education institutions and members of the university community, with rights and obligations based on the principles set out in the National Education Law No. 1/2011 https://www.umft.ro/wp-content/uploads/2021/04/Codul-drepturilor-si-obligatiilor-studentului-in-UMFVBT_2020_HS_29.07.2020_en.pdf. UMFVBT has developed and applied the provisions of the Code of Ethics and Professional Deontology, which complements the University Charter, and compliance with its provisions is mandatory for all members of the university community. The supervision of the application of the provisions of the Code of Ethics and the sanctioning of their violation is the competence of the Ethics Commission of UMFVBT, which has developed and applies the Rules of Organization and Functioning of the Ethics Commission of UMFVBT https://www.umft.ro/wp-content/uploads/2021/04/ROF-Comisia-de-etica-a-UMFVBT-S-25.11.2020_en.pdf.

The student's summer internship and the Vth year professional internship are carried out on the basis of a Regulation to be respected by the student, the internship unit and the higher education institution <https://www.umft.ro/wp-content/uploads/2021/09/Regulament-practica-de-vara-EN-2021.pdf>. It is one of processes which can be useful for correction of learning outcomes based on a feedback of practical pharmacists. However, examples of receiving feedback and making changes to the program based on them or adjusting the formulation of learning outcomes were not presented.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed in the course of interviews with students, faculty and stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the educational activities of UMFVBT in the implementation of the speciality Pharmacy basically comply with the requirements of the standard 1 "Mission and outcomes".

The Mission, vision and values of the university are defined and communicated to all stakeholders. It is presented on the university website and in the University Charter. The Mission contains all the necessary components and summarizes the university's aspirations for high-quality training of specialists. The Mission of the EP Pharmacy is defined with the

participation of stakeholders. However, this Mission is not presented on the new university website. The commission was presented with evidence of the participation of internal (including teachers and students) stakeholders in the formulation of the mission and discussion of the content of the educational program and learning outcomes in the form of reports of the meetings, however, participation in the discussion of the mission of external stakeholders is not represented. Declared participation of stakeholders was partially confirmed during interviews with students, teachers, department heads, deans, external stakeholders and alumni.

The material base testifies to the balanced financial policy of UMFVBT in the process of providing EP Pharmacy.

Feedback from employees is not documented and it is impossible to assess its impact on improving the EP. The results of the survey were not presented to the commission.

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

1. The UMFVBT should involve all stakeholders into discussion about mission statements at the University councils (both University and Faculty of Pharmacy), to invite employers, graduates and other stakeholders for participation in the discussion, and to document the results (by May 2023).

2. The UMFVBT organize yearly conferences/workshops with internship supervisors from pharmacies and employers for adjusting the learning outcomes. Results and decision making must be documented (by September 2023 and then yearly).

Conclusions of the EEP on the criteria:

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

6.2. STANDARD «EDUCATIONAL PROGRAMME»

The Evidence

The role and functions of a Pharmacist in Romanian health care systems are described in Pharmacy Law 266 / November 7, 2008, and in the Law no. 95 / April 14, 2006 on health reform.

The Pharmacy educational program graduates receive a 7 EQF level of qualification which directly confers the right to continue their studies at postgraduate level.

Every five years, the UMFVBT and its educational programs are evaluated by ARACIS, ensuring, among other criteria, that the training provided by teaching staff adequately meets the requirements for the content and structure of the educational program. The last evaluation from ARACIS conferred to the Pharmacy educational program Granting the trust qualification with maintaining the accreditation (Decision of the Council of ARACIS 30.04.2020). The Pharmacy education program in French was also evaluated by ARACIS on 29.06.2017, being awarded with Granting the trust qualification with maintaining the accreditation. The recommendations of ARACIS experts are implemented by direct supervision of the Dean and the Faculty Council.

The use of scientific method is confirmed by the presence in the Curriculum of such disciplines as Medical Informatics, Biostatistics, Principles of Structural Design and

Molecular Docking, Drug Design. Students' scientific activity is regulated by the Regulation of scientific research activity at the UMFVBT. The scientific research of the students is guided by teachers and is completed through bachelor's papers, the training and participation of students in the realization of scientific research projects and publication of their results. Thus, articles where one of the authors is a pharmacy student were represented: Baul Bianca (*J. Therm. Anal. Calorim.*, 2 articles), Romanescu Mirabela (*Pharmaceutics*), Cristea Andreea (*Molecules, Int. J. Mol. Sci*) Gheorghisor Alexandra (*Rev.Chim.*), Jijie Robert (*Frontiers in pharmacology*), Bora Larisa (*Antibiotics*) and Liga Sergio (*Antibiotics, Nanomaterials*), Oumaima Makni (one article in resume). Also the participation of students in scientific events was presented: Ciresan Madalina, Bianca Craioveanu, Raducanu Alina, Tustean Patricia (TimMed), Szvoren Daiana, Magureanu Eliza (scientific activities in the project Center for development of practical abilities in the field of medicinal plants), Liga Sergio (German Pharm-Tox Summit), Ridiche Amalia (the 13th European Symposium on Thermal Analysis and Calorimetry), Baul Bianca (28th Symposium on Thermal Analysis and Calorimetry – Eugen Segal). Students have the opportunity to participate in scientific research during their studies, as volunteers under the umbrella of the Program “Volunteering in the Academic Development Activity” (VADA) (<https://www.umft.ro/wp-content/uploads/2022/10/Regulament-VADA-2021-28.04.2021.pdf>). During 2021/22y. among VADA student activities were following: scientific research activity in disciplines Drug analysis, Chemistry of environmental factors, Hygiene, Nutrition at Department I Pharmacy and Pharmaceutical chemistry, Toxicology and drug industry, Pharmacognosy at Department I Pharmacy (<https://www.umft.ro/category/studenti-2/vada/>). Also, students work as associated collaborators of the University Centers.

The curriculum consists of 300 ECTS credits (60 credits/year). It is in general in correspondence with traditional principles in pharmacy education. The date of the last change is declared as 2021 (in Romanian) and 2017 (in French). 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). The awarded degree is Pharmacist. The curriculum of the Pharmacy degree program is approved by the University Senate and is consistent with the profile of the pharmacist qualification, as defined in the Romanian National Qualifications Framework.

The curriculum for the Pharmacy study program comprises logically sequenced subjects, grouped by formative category into fundamental disciplines (12,7%), field disciplines (19,1%), specialized disciplines (62,7%) and complementary disciplines (5,5%) (Table 2).

Table 2. Compulsory disciplines by category in the Curriculum 2021-2026

Type of discipline	Number	Percentage (hours)
Fundamental	7	12,7
Field	13	19,1
Speciality	32	62.7
Complementary	5	5.5
Total	57	100

The following compulsory subjects are provided for in the curriculum in order to optimize the student's professional activity in relation to a patient: Medical-pharmaceutical terminology (first year), Semiology-pharmaceutical applications, Technical-medical

products, Public health and management (second year), Pharmacovigilance, Homeopathic medicines and veterinary medicines (third year), Clinical pathology, Dermatopharmacy and cosmetology (fourth year), Communication with the patient, Pharmaceutical assistance (fifth year). The curriculum includes the specialist subjects, Summer Practice (year I-IV) and Specialist Practice.

In the Summer Practicum (years I-IV) and Specialized Practicum (year V), students acquire competencies and skills in correlation with the knowledge acquired in the academic year of which this discipline is part. The Summer Internship (years I-IV) and the Specialty Internship (year V) are carried out in community/hospital pharmacies, in the student's locality of residence (years I-IV) and at the Timișoara University Centre (year V), based on the discipline sheet and an Internship Agreement on the performance of the internship in undergraduate degree programs.

Pharmacy educational program teachers use different educational strategies, namely interactive lectures, learning in small groups, problem-based learning; the curriculum provides in every year elective courses for the students, for developing individual educational pathways for students and for shaping the responsibility and ability of students to life-long learning. Discussion of implementation of these methods at departments and Faculty Council were not demonstrated and evidence of this was not obtained during the visit.

The ratio of fundamental and special disciplines, the volume of humanitarian disciplines, are correct and justified, and their list/content comply with the requirements of the Romanian standard and pharmacy education trends. In accordance with the curriculum, fundamental disciplines make up 104 ECTS credits /34,67% and are traditionally represented by blocks of chemical and biomedical disciplines; socio-humanitarian - 14 ECTS credits/4.67%; special - 122 ECTS credits /40,67%. 28 credits /9,33% were provided for internships, 3 credits / 1.0% were allocated for bachelor thesis preparation. Compulsory disciplines are presented in the Curriculum as only 10 ECTS credits for the whole period. As usually students choose 1 discipline from 4 for 1 year.

The curriculum of the 2021-2026 class comprises a total of 4916 hours. The ratio between the number of hours of lectures (1778) and practical/applicative activities (laboratories, projects, internships) (3138) is 1/1.76, i.e. lectures account for 36% of the total and practical activities for 64% (Table 3).

Table 3. The number of hours by subject category in the Curriculum 2021-2026

	DF (Fundamental discipline)		DD (disciplină de domeniu)		DS (Specialty discipline)		DC (Complementar y discipline)		Optional discipline (DO)		Total	
	Course	AA	Course	LA	Course	AA	Course	AA	Course	AA	Course	AA
Total	294	322	434	490	924	2116	56	210	70	-	1778	3138
Total												4916

AA – Applicative activities (laboratory, seminar, practice)

Summer Practice (years I-IV) and Specialized Practice (internship, year V)

The educational program is reviewed yearly. Regulation on the initiation, approval, monitoring and periodic evaluation of study program is in the base of this process (<https://www.umft.ro/wp-content/uploads/2021/04/86.-Regulament-initiere-aprobare-monitorizare-si-evaluare-periodica-a-programelor-de-studiu-S-28.10.2020.pdf>). The Faculty of Pharmacy through the Commission for strategy, reform and curricular development ensures that the educational activity adequately meets the requirements of the content and structure of the educational program. The activity of the commission is

synthesized in reports and its decisions are evaluated in the Faculty Council which asks for adequate dispositions. As stated in self-assessment report, the Dean and the Council of Faculty of Pharmacy apply a system of periodical review of the study program, regarding the learning outcomes and educational process of the Pharmacy study program and the educational requirements identified on the labor market, in consultation with internal and external stakeholders: teachers, students, graduates, representatives of the economic environment.

During the visit Expert commission was presented with documents confirming the discussion around the EP Pharmacy (extracts of Pharmacy faculty Council protocol dated by 19/05/2020, Program analysis discussion meeting, dated by 25/05/2022, which then was presented at the Council of the Faculty of Pharmacy). Due to the last document representatives from the socio-economic and professional environment were present – Mrs Farm. Daniela Firu (College of pharmacy Timis branch), Mrs. Farm spec. Ana Dreava pharmacist (pharmacy within Municipal emergency clinical Hospital Timisoara), Mrs Daniela Negot representative of the pharmacies (S.C.Gruppo Florido); from the graduates – farm. residents Adrian Craioveanu, Dana Nicolescu, Marius Mioc; from the students Sergio Liga and Gheorghe Danute; from the teaching staff – ass. prof. Laura Sbarcea, ass. prof. Roxana Ghiulai, prof. Cristina Dehelean, prof. Lavinia Vlaia, prof. Adriana Ledeti, ass. Prof Tudor Olariu and from administration of EP Pharmacy Dean – prof. Codruta Soica and Vice-dean ass. prof. Cristina Trandafirescu. At this meeting many aspects were discussed but in the document all information is very general, there are not any specific information about fixation of some deficiencies requiring correction or processes that need to be improved; or specific propositions from different stakeholders.

The changes in the Educational Plan are applied at the beginning of the next academic year, as it is illustrated in the educational plans 2020-2025 and 2021-2026. Mainly the differences consist of changes in the name of some disciplines according to ARACIS requirements, changes in the number of hours of courses and applicative activities for some disciplines, according to the ARACIS request regarding the number of hours/semester and the number of total credits/semester, introduction of novel optional courses according to ARACIS provisions, and according to teachers' proposals such the following: in the discipline of Cellular and Molecular Biology, the number of laboratory hours/week – 2 hours is changed; the discipline of Anatomy, Physiology and Pathophysiology is renamed "Human Anatomy. Human physiology. Pathophysiology", the number of hours and credits is modified as follows: semester II – 2 hours course/week, 3 hours laboratory/week, 5 credits; the discipline of Semiology – pharmaceutical applications is renamed becoming "Medical Semiology", the type of discipline – specialized (DS), the number of course hours and credits is changed: semester II – 2 hours course/week, 2 hours laboratory/week, 3 credits; in the discipline of Pharmacology, Pharmacotherapy, the number of hours were changed: semester II – 2 hours course/week, 2 hours laboratory/week, 4 credits; the optional discipline Data analysis in the precision pharmacy, is introduced in the first semester, specialized discipline (DS), 1 hour course/week, 2 credits, form of examination – colloquium.

Due to pandemic correspondent Methodology on planning, organasing and implementing the on-line educational process at UMFVBT was developed https://www.umft.ro/wp-content/uploads/2021/04/11._20metodologie_procesului_20didactic_20on-line_2c_20s_2025.11.2020_englez_c4_83.pdf

All components of the educational program are elaborated with input from student representatives, university professors and members of the Department of Accreditation and Curriculum Development (DEACE), under the supervision of leadership representatives. The quality of education is monitored by the DEACE through the activity of certain Quality Assurance Committees (CEACE) specific for each educational program

<https://www.umft.ro/deace/ceace-ff/>. DEACE consists of 15 members of which 11 are faculty members, one is an administrative professional and three are students (one from each educational program). 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. Head of Discipline is responsible for harmonization, update and implementation of the curriculum of the discipline taught in a given study program, in all series and regardless of the language of instruction. The Head of the Department is directly responsible for the curricula, by verifying the implementation, updating and harmonization of the curricula of the subjects, the Department Council may propose changes to the curricula, the Dean revises, on the proposal of the heads of subjects, the curricula of the study programs of the Faculty <https://www.umft.ro/wp-content/uploads/2021/04/traducere-ROF-UMFVBT.pdf>. The students are involved through their representative in every decision-making structure (stated below) of the university regarding the educational program. At DEACE webpage questionnaires for students and academic staff are uploaded but results of the survey were not demonstrated. Documents confirming the collection of information and its analysis were not submitted to the commission.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 2 "Educational programme".

The curriculum Pharmacy in terms of structure and content corresponds to modern trends in pharmaceutical education and the European qualification framework for a pharmacist. The revision of the curriculum is carried out yearly (last in 2021). When developing the curriculum (2021), opinions of different stakeholders were taken into account during meetings organized by Faculty members. However, information about the decision is formal and not specified. In the curriculum the scientific method is well presented. Students are involved in scientific research not only through Bachelor's theses but also through their participation in investigations at departments and scientific centers under the umbrella of the VADA Program. Some syllabuses contain information about novel educational methods. However, there were no documented discussions about their choice and how they were implemented into the educational process. Curriculum has a traditional structure, duration and content. It maintains a balance between the main and selective disciplines, fundamental, basic, socio-humanitarian and special professionally oriented disciplines. The UMFVBT has defined the processes associated with the development, monitoring and introduction of changes to the curriculum but the process of collection of negative facts or propositions from different stakeholders during study year was not proved. The commission notes that internal stakeholders are involved into the development and monitoring of the program - students, teaching staff, faculty administration through participation of their representatives in Faculty Council, CEACE and other organs but participation of graduates, external stakeholders should be increased. Evidence of discussion and implementation innovation into EP were not presented. Changes mainly were in the names of disciplines and number of credits. Practical training of students is sufficient. Different questionnaires were elaborated by DEACE for surveys of the students and teaching staff, but their results and

discussion were not demonstrated. There were not any surveys for external stakeholders – alumni and employees’ representatives.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

1. The UMFVBT should determine (at departments meetings) the teaching and learning methods could be used for different disciplines from Pharmacy EP to support students’ educational responsibility, mark them in correspondent curricula (by June 2023) and implement them into the educational process (by June 2024).

2. The UMFVBT should discuss (at departments meetings – by June 2023) and implement modern methods of adult education (CBL, TBL etc) into disciplines of Pharmacy EP (by June 2024).

3. The UMFVBT should increase participation of students in research through their inclusion as implementers in all existing university research projects (by February 2024).

4. The UMFVBT should elaborate a prospective plan for implementation of innovations into EP Pharmacy for five years (Pharmacy Faculty, by September 2023), discuss, analyze and correct it (if necessary) yearly.

5. The UMFVBT should carry out surveys for students about satisfying the program, propositions about electives, learning outcomes, etc. (by May 2023 and then yearly). The results should be posted at the university (faculty) website (by June 2023 and then yearly), discussion and decision making should be carried out at Pharmacy Faculty Council (by September 2023 and then yearly).

6. Responsible persons should collect regularly any oral, written, informal, formal, descriptive, evaluative, peer and self-assessed feedbacks from public and society as a whole, document them, discuss and make decisions at Faculty Council when discussing EP changing for the next year (April 2024).

Conclusions of the EEP on the criteria:

strong – 0,
satisfactory – 37,
suggest improvements – 5,
unsatisfactory – 0.

6.3. STANDARD “STUDENTS ASSESSMENT”

The Evidence

The principles, methods, practical aspects used for the assessment of students as well as information on the number of exams and tests used within each discipline are described, established and approved by the UMFVBT Senate through the "Regulation of students' professional activity" and published on the University website https://www.umft.ro/wp-content/uploads/2021/09/Regulament-activit.-prof.-studenti_2021_2022-EN.pdf. This regulation also includes the evaluation method and the weight of each activity in the final grade, as well as the obligation that at least 3 teachers are present at each exam.

In the Pharmacy study program curriculum 2021-2026, 68.35% of all forms of

assessment are examinations, the rest being colloquia (Table 4).

Table 4. Assessment methods in the Curriculum 2021-2026

	I Year	II Year	III Year	IV year	V year	Total
Nr. of Exams	11	13	10	11	9	54
Nr. of Colloquia	9	5	6	3	2	25
Exams percentage	55%	72.20%	62.5%	78.57%	81.81%	68.35%

Examination and assessment procedures for students 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 described in subject descriptions and syllabuses (presented to the commission). A number of credits awarded for each examination is not correlated to the number of teaching hours but to the amount of work done by the student to acquire the knowledge in question, according to the ECTS Regulation https://www.umft.ro/wp-content/uploads/2021/06/Regulament-credite-transferabile-S-28.04.2021_en.pdf. The ECTS system is used for: keeping track of students' professional results, calculating students' individual performances and their classification, transferring professional credits obtained by students as a result of attending and passing examinations in subjects included in the curriculum of other universities in the country or abroad/other faculties within UMFVBT.

An important role in the assessment of the student's level of preparation is played by formative assessment activity in the form of in-year checks and seminars. In order to ensure the objectivity and reproducibility of the examination, the subject leader ensures the publication of the assessment and marking procedures for the theoretical examination (grid, essay and/or oral) and for the practical examination (which may also include the assessment of work in progress according to the specifics of the subject).

The examination procedure is proposed by the Heads of Discipline, approved by the Department Council (elected by vote in each department) and approved by the Dean of the Faculty as stated at Regulation about methodology of examination and scoring https://www.umft.ro/wp-content/uploads/2022/08/Metodologia-de-examinare-si-notare-in-UMFVBT-S-29.06.2022-R3_EN.pdf.

All the aspects regarding the examinations of students are included in the Regulation of professional activity of students as well as the aspects regarding Extension of the schooling period, Interruption of studies, Withdrawal from studies, School abandonment (Chapter VI), and Expulsion (Chapter VII), Re-enrolment (Chapter VIII), and Performance criteria and standards for the annual reclassification of students (Chapter IX).

UMFVBT students have a right to receive explanations on marking from the teachers participating in the examination. In this regard students can review the assessed papers and to submit appeals regarding 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 results. 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.

Relationship between learning outcomes of the EP and presented assessment methods and the teaching and learning methods are relevant.

Regular assessment of students' professional preparation, stimulating students to achieve increasingly better results, and supporting students with learning difficulties and

social problems is carried out in correspondence with developed and applied Methodology on Stimulating Students with Outstanding Professional Achievement and Supporting Students with Learning Difficulties and Social Problems (https://www.umft.ro/wp-content/uploads/2021/06/Metodologie-prvind-stimularea-studen%C2%A2ilor-S-28.04.2021_en.pdf). In this regard, the faculties support individual dialogue with the student in order to identify the problems that led to the low results and depending on the causes that favored the low results and/or learning difficulties, actions will be taken to eliminate them.

Within the UMFVBT, uniform and transparent provisions are applied with regard to student assessment: all students have access to a content of the course/practical work/seminar manual of the respective subject posted on the Moodle platform; for all study subjects where there are several teaching staff, regardless of their number, there will be a unique syllabus and bibliography; the marking criteria for the theoretical exam (oral, essay, multiple-choice or mixed questions) and for the practical exam (which may also include on-the-job assessment of the student's work) are made known to all by posting it on the notice board; the weighting of marks (the mark for the theoretical examination is 50%, and for the practical examination 50%); the conclusion of the work in the subjects is carried out by examination or colloquium, according to the Syllabus; the examination may be carried out in written form, orally, as a practical test or as another way of verifying knowledge; regulations concerning the participation in the examination, the organization of the examination, the communication of marks, the methods of contesting the results and of settling appeals. According to the regulations, irrespective of the form of assessment used, the examination of all students in a subject must be uniform in terms of both difficulty and the way in which it is conducted, and the number of subjects questioned. The examination topic is set according to the lecture/practical work/seminar topic and will be unique for the same subject. Within the first two weeks of the start of the academic year, each discipline posts the subject sheet which includes the examination topics, the reference bibliography, the assessment and marking procedures and the way in which the final mark is calculated, i.e. the weighting allocated to each test in the final result. The student has the right to see the paper and receive an explanation of the marking within 24 hours of the results being announced.

The results of the exams of every semester are discussed by the Faculty Council in the beginning of a new semester, in the first meeting. Extracts from reports of the Council of Pharmacy (24.02.2022 and 07.03.2022) after the session was presented to the commission. Based on the exam results, in case of non-satisfactory results the Faculty Council may order a new examination commission (including the holder of the course/practical activity) (it was the case of the university year 2021-2022).

Relevant Methodology/Regulations have been developed for the organization and conduct of final examination of Pharmacy students (https://www.umft.ro/wp-content/uploads/2022/04/traducere-Regulament-licenta-2021-2022-S-23.02.2022_EN.pdf; <https://www.umft.ro/wp-content/uploads/2022/04/METHODOLOGY-FOR-DRAFTING-AND-DEFENDING-A-BACHELORS-THESIS-WITHIN-THE-VICTOR-BABES-UNIVERSITY-OF-MEDICINE-AND-PHARMACY-OF-TIMISOARA-30.03.2022.pdf>).

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 superposable with the specialty conferred after the university qualification. The passing average grade of the study completion examination must be at least 6.00; the passing grade on each examination must be at least 5.00, regardless of the number of examinations. The criteria of the final exam are described in the Regulation on the organization and conduct of the bachelor' degree examination for the graduates, which is renewed every year (Presented to experts). All data regarding the license exam are published on the UMFVBT website, at least 6 months before the exam (<https://www.umft.ro/en/?s=licenta>). Questions directly related to program learning

outcomes are submitted to the final exam. Examples of questions for the final exam and the description of the practical exam were presented to the commission. The results of the bachelor's exam are discussed in the Faculty Council. The legislation of Romania does not provide for the introduction of external experts to the final examination commission, however, the possibility of external evaluation and achievement of the target training results by graduates is partially reached during the final pharmacy practice, as well as the participation in the training process of part-time teachers — representatives of practical pharmacy.

Some of the graduates were enrolled in master's and doctoral programs (Table 5).

Table 5. Number of graduates were enrolled in master's and doctoral programs

Year	Master program			PhD
	FEDCP French	FEDCP Romanian	OTC drugs//	
2017/18	1	10	14	
2018/19	-	12	11	4
2019/20	2	14	10	3
2020/21	1	17	10	6
2021/22	-	13	-	5
2022/23	-			10

FEDCP - Formulation and evaluation of dermato-cosmetic products

Methodology on planning, organizing and implementing the online knowledge assessment process for the students / master's degree students / doctoral students enrolled in the academic year 2020 – 2021 at „Victor Babeş” University of medicine and pharmacy of Timișoara (https://www.umft.ro/wp-content/uploads/2021/04/metodologie_20examinare_20online_englez_c4_83_18.12.2020.pdf) was developed to assess students during the pandemic.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 3 "Students assessment".

UMFVBT principles and methods for student's evaluation are determined and published on the website in "Regulation of students' professional activity", ECTS Regulation, balance between written and oral exams is compatible, criteria of assessment and scoring are determined by Methodology of examination and scoring. Methods of assessment are traditional and adequately usable for estimation of correspondent skills, knowledge and professional value. However, according to the commission opinion, the University should pay more attention to the modern, demand-driven methods of assessment of students. Students are properly informed about the possibility to appeal the exam results. Within the framework of the current legislation in Romania, the assessment system is accessible to external experts (mainly due to the participation of external part-time workers in the educational process).

Methodology on Stimulating Students with Outstanding Professional Achievement and

Supporting Students with Learning Difficulties and Social Problems is in place. The Dean's office monitors the progress of students based on the results of passing the session, the results are discussed at a meeting of the faculty council, which includes representatives from the students.

Final attestation is carried out as defending a bachelor's thesis and passing an exam. The questions submitted for the exam make it possible to objectively assess the readiness of the graduate for practical activities.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

1. The UMFVBT should organize preparing the academic and technical staff to modern, demand-driven assessment methods (by December 2023) and implement them into the educational process from the year 2024/2025.

Conclusions of the EEP on the criteria:

strong – 0,
satisfactory – 14,
suggest improvements – 1,
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 (<https://www.umft.ro/en/admission-2021-en/>). The specific admission conditions for candidates from the European Union (EU), the European Economic Area (EEA) and the Swiss Confederation (CH) ensure equal chances for candidates from these countries with those offered to candidates from Romania or other countries <https://www.umft.ro/fr/admission-2021-fr/admission-2021-citoyens-ue/> and <https://www.umft.ro/fr/admission-2021-fr/admission-2021-citoyens-non-ue/>. The special conditions were proposed in 2022 for citizens of third countries which are the students from Ukraine <https://www.umft.ro/wp-content/uploads/2022/04/Student-mobility-from-the-Ukraine.pdf>. 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 National Centre for Recognition and Equivalence of Diplomas (CNRED www.cnred.edu.ro) of the Ministry of Education, before enrolment in the current academic year.

Tuition fee calculation is regulated by the Regulation on the amount of tuition fees and other fees within the UMFVBT <https://www.umft.ro/wp-content/uploads/2021/09/Regulament-taxe-2021-2022-EN.pdf>.

UMFVBT will provide additional support adapted to the needs of candidates with locomotor disabilities and will support their access to the institution. The Regulation on admission provides that "In order to ensure equal opportunities and effective integration into social life, UMFVBT allocates a number of special places for people with special needs / disabilities, within the approved tuition figure, respecting the tuition capacity" (art. I.3 (1). In the last five years the Pharmacy program had only one student with a certificate of disability for whom special conditions for admission were allocated (university year 2020-

2021).

The entrance exam is organized according to the legislation in force and complies with the ARACIS standards, the topics of the subjects being according to the specific study program. For the Pharmacy study program in Romanian language, the entrance exam for the 2021-2022 academic year was held in the form of a grid test of knowledge, comprising 40 questions of Botany or Biology, at choice, and 10 questions of Organic Chemistry.

It is worth mentioning that there are separate budget places for candidates belonging to the Roma minority, high school graduates from rural areas, children from disadvantaged social backgrounds. 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 recognised by the University in accordance with the provisions of the respective agreements or mobility programs. Confirmation of the existence of a policy and practice of transferring students from other organizations is the enrollment / transfer to study at the educational program Pharmacy 4 students for the period from 2017 to 2022. Transferring students were from UMF tg.Mures, University Ovidiua from Constanca. The procedure for recognizing the preliminary education is described in Regulation of professional activity of students Chapter X. Student mobility and equivalence/recognition of studies performed in other higher education institutions, in the country and abroad. https://www.umft.ro/wp-content/uploads/2021/09/Regulament-activit.-prof.-studenti_2021_2022-EN.pdf. The University also provides support on counseling related to the recognition of diplomas and the process of enrolment in different faculties abroad; candidates from other countries in order to apply to study at the University of Medicine and Pharmacy "Victor Babeş" in Timișoara in different questions.

Tuition capacity for Pharmacy educational programs is established by ARACIS following study program evaluation and it is sent to the Ministry of Education. ARACIS establish the tuition capacity every five years, in relation to the material, technical and educational potential of the faculty. Number of students in Pharmacy programs is presented at the tabl. 6.

Table 6. Number of the students in the Pharmacy programs

	2017/18		2018/19		2019/20		2020/21		2021/22	
	RO	FR	RO	FR	RO	FR	RO	FR	RO	FR
1 st year	99	32	75	29	58	9	56	20	46	46
Total	627	281	554	224	476	174	403	138	327	131

The University provides a wide range of counseling services for students. Current activities carried out in UMFVBT in the field of counseling and advising concern: Conducting regular studies and analyses on dropout, integration of graduates in the labor market, counseling and career guidance services, as well as proposing measures for their improvement; Activities on dropout reduction and analysis <https://www.umft.ro/consilmed/>; Counseling and psychological assessment, Clinical Psychology and Psychotherapy; Counseling for self-awareness and development of personal resources; Assistance in overcoming crisis situations; Assessment of interests, values, abilities, Improvement of communication and interpersonal relationships, and other activities with psycho-social specificity.

The University provides the necessary resources to provide free counseling services to its students, which are offered within a specialized center: the Career Counseling and

Guidance Centre (CCOC). This center is composed of 3 psychologists and a specialist referent. The specialist counselor provides specialized counseling to foreign students on educational issues. The identification of students in need of counseling is done either by self-referral or by guidance from teachers or deans (tutors). Participation in counseling activities at the CCOC is carried out according to well established rules, ensuring full confidentiality. The counseling and career guidance activity is addressed to: students of the institution, Romanians and foreigners who are included in mobility programs, graduates of the University, as well as employees of UMFVBT. Information about this center can be found on the UMFVBT website (<https://www.umft.ro/category/studenti-2/consiliere-studenti/>).

Within the Faculty of Pharmacy there is a Commission of Career Counseling and Guidance, made up of teaching staff and student representatives, chaired by Prof. Laura Sbârcea. The mission of the commission is to plan, organize, implement and coordinate the career counseling and guidance activities for the students of the Faculty of Pharmacy, in collaboration with the corresponding structures within UMFVBT, with representatives of the economic environment, and professional structures. Career guidance covers information, counseling and career education activities. It can be seen from the Commission Activity report examples of such collaboration. For example, on October 11, 2021, the Committee on Counseling and Career guidance together with Dona Pharmacies, represented by pharmacist Veronica Marinescu, the coordinator of Timis and Caras-Severin County, organized for the fifth-year Pharmacy students the meeting "Mentoring Program 2021 Dona Pharmacies".

The students can self-address to teachers responsible for elective courses, asking guidance, or to the above-mentioned structures. The student may choose to attend all the elective courses from the educational plan. The elective courses are mentioned in the Study contract (p. 15, art. III). The Regulation of the professional activity of students provides rules and guidance about the student's choice of an individual educational trajectory (art. 6, art. 57). In the University Code on the Rights and obligations of students (https://www.umft.ro/wp-content/uploads/2021/04/Codul-drepturilor-si-obligatiilor-studentului-in-UMFVBT_2020_HS_29.07.2020_en.pdf) art. 14 specifies that the student has the right to benefit from flexible learning paths, according to the Law no.1/2011 (art. 123 (7)); therefore the educational plan contains multiple optional courses/year. In the UMFVBT the provisions of Operational Procedure – Choice of optional and elective subjects by students are applied (was presented to commission).

Also, within the Faculty of Pharmacy there is a Commission for student issues, made up of teachers, tutors and student representatives; the president of the commission is the faculty vice-dean, Assoc. prof. Cristina Trandafirescu. The Commission is responsible for resolving students' complaints about professional activity and students' rights and obligations. In addition, we can mention that all the teachers have provided consultation hours, posted at the subject office, together with the email address of UMFVBT. The UMFVBT have a policy of student's health supporting by providing medical assistance through its specialized medical office localized in the University campus. Also, the students can address three psychologists of CCOC. Supporting students is well organized and takes into account all aspects of student life.

The University grants, under the law, to the budgeted students, with full time education, scholarships for the financial support of students with low incomes. In the University Code of students' rights and obligations, they are informed about the situations in which students benefit free of charge and about the situations in which they can benefit from discounts of fees or gratuities (art. 16). Students from disadvantaged backgrounds or those who have outstanding results in their professional, cultural or sports activity, benefit from places in the thematic camps within the limits of the budget granted for this purpose (Art. 20). Information about scholarships for Pharmacy students are provided in Table 7.

Table 7. Scholarships for the pharmacy students

	Perfomance	Merit		Merit	Social	Merit
	Number	Lei/month	Number	Lei/month	Number	Lei/month
2017/18	2	800	68	700	35	600
2018/19	-	-	63	700	38	600
2019/20	1	800	57	700	34	600
2020/21	-	-	57	700	28	600
2021/22	-	-	53	700	27	600

Procedures about granting students by different scholarships could be uploaded from the University website: Regulation regarding the granting of scholarships in the UMFVBT (https://www.umft.ro/wp-content/uploads/2022/08/REGULAMENT-BURSE-S-29.06.2022_EN.pdf), Methodology regarding the granting of scholarships by the Ministry of education from third countries, with outstanding academic and scientific results (with the exception of Romanians everywhere, Romanian citizens with permanent residence abroad and/or citizens with dual citizenship, Romanian and another state) within UMFVBT 2022-2023 https://www.umft.ro/wp-content/uploads/2022/08/Meto-burse-ME-straini-non-UE-pentru-rezultate-deosebite-S-29.06.2022_EN.pdf, Methodology regarding the granting of scholarships by the Ministry of education to citizens of Ukraine in cadrul within the UMFVBT 2022-2023 https://www.umft.ro/wp-content/uploads/2022/08/Meto-burse-Ucraina-S-29.06.2022_EN.pdf.

Pharmacy student participation in educational program development, management and modification is ensured by their representatives in the Senate, Faculty Council, and all the permanent commissions of the faculty. Students can 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 <https://www.umft.ro/liga-studentilor-farmacisti-din-timisoara-lsft/>; Timisoara Dental Students Association. The activity of the League of Pharmacy students is based on the National Education Law provisions, the Charter (art. 90) provisions, and their own Regulation. The appointment of the participating students in the representative structures of UMFVBT is done following their voting by all UMFVBT students, by direct, secret, equal and freely expressed vote of all students of the faculty.

Representativeness in the governing structures of UMFVBT, for the term 2020-2024, is implemented through Pharmacy student participation in all its governing and representative structures, as follows: in the UMFVBT Senate (Gheorghe Danuti, Sergio Liga); in the Council of the Faculty of Pharmacy (Victoria Cazacutu (IInd year), Sergio Liga (IIIrd year), Gheorghe Danuti (IVth year); in the DEACE (Gheorghe Danuti); Commission of Educational Quality Assurance of the Faculty – Gheorghe Danuti.

In the Faculty of Pharmacy, students are represented in the permanent commissions of the faculty. The permanent commissions are composed of teachers and 2 students, as follows: Alumni, Research Bioethics, Scientific Research, Career Counseling and Guidance, Scholarship, Ethics, Merit Grading Evaluation, Continuing Education and Residency, Commission for Identification of Functional Risk Areas, Student Practice, Drug Precursors and Toxic Substances, Student Affairs, Recognition of ECTS Credits, Strategy, Reform and Curriculum Development, Commission for Supervision of Teaching Activities on Online Platforms, Commission for Checking Absences https://www.umft.ro/facultati/ff_facultatea-de-farmacie/comisiile-permanente-ale-facultatii-de-farmacie/.

UMFVBT organizes the volunteer program for students "Volunteering in Academic Development Activity" (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 the organization of scientific events; professional development activities.

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 Vice-rector responsible for social-administrative issues and 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 organize 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. Thus, the Student Leagues of the three faculties organize annually, with the help of UMFVBT, the mock residency entrance exam. UMFVBT is part of the ERASMUS+ program offering students study and placement mobility in institutions abroad. Information about the financial and logistic support given by UMFVBT to the Pharmacy student league was presented during the visit.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 4 "Students".

Admission is carried out in accordance with the legislation of the Republic of Romania. Admission rules are available to all interested parties, provide for the specifics of admission of persons with special needs and for different categories of citizenships. The Commission recommends improving access conditions for students with disabilities.

The number of incoming students of the EP Pharmacy is justified by the capabilities of the university in accordance with the material base, human resources, availability of places in hostels and is agreed periodically with ARACIS. During the realization of the EP Pharmacy, conditions were created for the formation of an individual educational trajectory.

The mentoring system created at UMFVBT, which involves the best senior students, has proven itself well. This helps students both in the formation of an individual trajectory, and in adapting to study at the EP Pharmacy. UMFVBT has developed and applied the system of social and material support for students, and students are informed about it. The student organization also takes an active part in social support. The commission notes the interaction of UMFVBT with employers in terms of career planning for graduates. During the visit, the commission was provided with evidence of the participation of students in the management of the EP Pharmacy and the active work of the student league.

Strengths/best practice

Different supporting programmes for students' social, financial and personal needs, VADA program.

EEP recommendations

1. The UMFVBT should elaborate a policy which regulates the admission of students with disabilities with applicable laws and regulatory documents of the country (by July 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 provisions of the Regulation for the teaching and research vacancies in UMFVBT (Regulamentul pentru ocuparea posturilor didactice și de cercetare vacante în cadrul UMFVBT) apply to all academic staff of educational programs of UMFVBT. Vacancies and criteria for scientific, pedagogical and clinical merits of applicants also are made public at website <https://www.umft.ro/category/resurse-umane/concursuri/>. The job descriptions (P.O. regarding the preparation of individual 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

The minimum weekly teaching hours (lectures and practical activities), calculated in conventional hours, is set as follows: university professor - 7 hours, associated professor - 8 hours; lecture - 10 hours; university assistant - 11 hours, comprising seminar, laboratory, practical activities. The rest of up to 40 hours/week correspond to activities of project supervision, undergraduate work, consultations, participation in teaching committees and evaluation activities, etc., according to the Regulation on the elaboration of the state of functions at UMFVBT. 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. 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 teaching staff of educational program Pharmacy is composed of highly qualified specialists. All department directors and heads of disciplines have the scientific title of Doctor. The teaching staff of the Faculty of Pharmacy fulfils the legal requirements for filling the teaching positions in the teaching function state. The great attention during competition is paid to scientific activity, for example among minimal requirements for University lecturer for EP Pharmacy are: 6 ISI articles as lead author, 3 co-authored ISI articles, Hirshch index 4, cumulative lead author impact factor (CAIF) 6; for professor - 10 ISI articles as lead author, 5 co-authored ISI articles, Hirshch index 6, CAIF 10. The best scientists of the faculty have high Hirshch index: Dehelean Cristina Adriana (31), Soica Codruta Marinela (28), Ledeti Adriana (23), Danciu Corina (21), Ledeti Ionut (19), Coricovac Dorina (17), Moaca Alina (17), Mioc Marius (15), Pinzaru Iulia (15), Ghiulai Roxana (14). Professors Cristina Dehelean and Codruța Șoica are ARACIS expert evaluators. All Pharmacist teachers are members of professional association Colegiul Farmacistilor, as a mandatory aspect of the professional pharmacist activity.

The academic staff of the UMFVBT is actively working on the creation of manuals for

the educational process.

The completion of the specific pedagogical knowledge of medical school graduates who are employed in teaching positions is carried out within the framework of a special pedagogical training program, provided by UMFVBT in collaboration with universities authorized (West University of Timișoara) to carry out these courses (*CERTIFICAT DE ABSOLVIRE DEPARTAMENTUL PENTRU PREGATIREA PERSONALULUI DIDACTIC = Diploma for psycho-pedagogical training). Example of certificates for academic staff (Conrad I. Kristina-Maria) was demonstrated.

The recognition of academic excellence within UMFVBT is carried out in the form of awards of teaching excellence granted each year during the Days of University, according to a ranking provided by students based on the DEACE evaluation questionnaires (assoc. prof. Roxana Ghiulai). Also, under the aegis of the National Alliance of Student Organizations in Romania (ANOSR), the awarding of teaching excellence is organized by granting, based on the students' opinion, the title Professor Bologna (prof. Diana Antal, prof. Ledeti Ionut, assoc. prof. Mioc Marius, lecturer Racoviceanu Roxana). The awards of teaching excellence of Pharmacy educational program teachers were presented.

The mechanisms for evaluating the teacher activity and maintaining the capacity of teachers 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 (*Metodologia privind evaluarea anuală a performanțelor profesionale individuale ale personalului didactic auxiliar și nedidactic*), approved by the University Senate Resolution no. 196/18470/18.12.2020. DEACE/CEACE also contributes to this permanent evaluation of teaching staff. The Human Resources Directorate draws up a report on the results of the evaluation of the individual professional performances that it presents to the university management. As it results from the reports drawn up, the teachers of our faculty have obtained very good and good ratings (Report 2018, Report 2019, Report 2020, Report 2021). Also regulations about this: The methodology regarding the granting of differentiated salaries to auxiliary teaching and non-teaching staff (*Metodologia privind acordarea de salarii diferențiate personalului didactic auxiliar și nedidactic*); The regulation regarding the awarding of merit grades (*Regulamentul privind acordarea gradației de merit*); P.O. regarding the professional training of auxiliary teaching and non-teaching staff (*P.O. privind formarea profesională a personalului didactic auxiliar și nedidactic*).

For those teachers who wish professional development internships abroad are provided, financed by UMFVBT, within the limits of amounts established by its own regulations (**The Council of Administration Decision No. 33/24160/07.12.2021**). It is worth mentioning the collaboration with the University of West Timisoara concerning the psycho-pedagogical training, collaboration managed by the Didactic Vice Rectorate. Examples of professional development internships abroad, among educational program Pharmacy academic staff, financed by University were presented. The cooperation with foreign universities is carried out under the aegis of UMFVBT, which establishes cooperation that benefits all teachers. 35 ERASMUS agreements were signed for all EPs of UMFVBT.

For example, the academic staff of pharmacy EP took part in different types of academic mobility both scientific and educational (Alexandra Tejdjra Petrus, Ioana Zinuca Pavel, Valentina Oana Buda, Corina Danveu etc.). This year some teachers participated in VII SEQT Summer school "Medicinal chemistry and chemical biology in drug discovery: The pharma perspectives" held on 2022, July 19-21, in Barcelona, Spain (Roxana Racovicenu, Roxana Ghiulai, Stefana Avram). As was stated in the self-assessment report, it was financed by UMFVBT.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and

external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 5 "Academic Staff/Faculty".

The UMFVBT has a personnel policy that has been formed and brought to the attention of the interested parties, which is part of the overall quality policy. An analysis of the staffing of the EP Pharmacy confirms that the requirements for teaching staff have been formed and are being implemented according to scientific, pedagogical and professional (pharmaceutical) criteria.

A system for monitoring the progress of teaching staff has been developed, methods have been developed for material and non-material incentives for staff, including those that contribute to their professional growth as psycho-pedagogical training, participation in scientific conferences. The academic staff is motivated, has good relationships between departments and with students. High level of academic staff is confirmed by the high level of scientific publications, awards from the students.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

None for this standard

Conclusions of the EEP on the criteria:

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

6.6. STANDARD "EDUCATIONAL RESOURCES"

The Evidence

The UMFVBT has its own patrimony, which it manages according to the law. UMFVBT is financed from the funds allocated from the state budget and from its own financial resources through study fees and resources obtained from research projects. In addition, there is a UMFVBT foundation, which attracts funds through sponsorships for institutional development. For the Pharmacy educational programs, the Faculty of Pharmacy is equipped with two amphitheatres with an individual capacity of 100 seats and one lecture hall with a capacity of 60 seats, equipped with a projection system, and internet access. Also, the faculty has 3 seminar rooms and 22 laboratories for practical works. The material base is subject to a permanent process of renewal, according to the needs arising from the interaction of teaching staff with students, according to the needs of teaching and research activities, and according to the standards elaborated by ARACIS for each discipline of the study program. Every five years, the educational program is evaluated by the ARACIS agency, and the last evaluations ordered the maintenance of the accreditation of the two study Pharmacy study programs, providing that our laboratories are equipped according to the national standards. Every year, the administrative management asks the disciplines to prepare a Necessity report

of supply of teaching material (equipment and consumables), and send it to the administrative department, thus ensuring the feedback from students and teachers.

The laboratories are equipped according to ARACIS provisions. Equipment is modern and permits scientific investigations in accordance with modern trends of pharmaceutical science. Some equipment used for the educational process is in the methodological research center of UMFVBT. For technology study and research laboratories are equipped for example with Tester disaggregation of tablets, Dissolution test system with temperature control, Soxhlet extraction unit, friability tester for tablets; for analytical and pharmaceutical chemistry and drug analysis - Karl Fisher titrator, refractometers, polarimeters, UV-VIS spectrophotometers, HPLC systems, chromatographic kits; for pharmacognosy and botany - solid phase extraction with Chromabond extraction columns, Soxhlet extractor equipment 200, microscopes, microtome etc. Classes are equipped with all necessary reagents and glassware. The material base is constantly updated, some equipment was purchased in the last 2 years. Commission marked as

The university provides a safe training and a safe learning environment through The Work Safety and Health Committee (https://www.umft.ro/wp-content/uploads/2021/06/ROF_AL-COMITETULUI-DE-SECURITATE-SI-SANATATE-IN-MUNCA-S-26.05.2021.pdf). The Committee offers the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and in the use of equipment; also the teaching staff is trained for emergency situations, like fire emergencies, including during the COVID-19 pandemic. Also, the journals that proved instructing students about safety precautions and work in a chemical laboratory were demonstrated to experts.

The students have access to the University Library which provides access to printed books, as well as access to online documentation resources to all the members of the academic community, for example access to Virtual Library Elsevier. The library has also a Multimedia branch, equipped with modern computers (Think Centre) and may search for literature using two platforms: Liberty 5 and eBibliophil.

The Informatization Directorate of UMFVBT has as its main activity objective the management of the infrastructure and the information network of UMFVBT. The Informatization Directorate is composed of the IT Service and the Communication and Digital Media Service. The University provides internet access in all its buildings: Ethernet network at institutional level and wireless access on small areas (access points at the level of disciplines); IT Service is continuously developing to cover specific requirements of disciplines and study programs of UMFVBT. During the visit in some classes INTERNET connection was pure.

List of software used in UMFVBT: - Access for all teachers, students, PhD students and master students to the Microsoft Office 365 A1 package (including Office online, cloud OneDrive, Microsoft Teams) - Zoom for Education license for all subjects (149 users and 3 webinar accounts) - Moodle platform available for all teachers and all students - Elsevier Clinical Key license - Full access for the entire academic staff of UMFVBT for 3 years - Examination system computerized, on-line and on-site ClassMarker - MedCalc institutional license (Statistical analysis software) - for all students, residents and teachers of UMFVBT - IBM SPSS licenses (Statistical analysis software and mathematical modeling) - EndNote licenses (Reference Manager) - ImageJ (Medical imaging analysis software) - BioDaq (Medical signals acquisition and analysis system) - InSimu clinical cases simulation software (Online patient simulator) - available for all UMFVBT users. Also the list of software available for Pharmacy educational programs was demonstrated.

Students have the possibility to have access to an institutional email password, based on which they can access high-quality information resources National Electronic Access to the Scientific Literature of Research (ANELIS). Students have access to the electronic

platform of e-learning – The Moodle platform which represents a modern tool of learning and communication for students and teachers (<https://moodle.umft.ro/>).

The research topics of the Faculty of Pharmacy are formed under the Priority Strategic Theme Optimizing Bioavailability and The Translational Themes Pharmacotherapy and Phytotherapy, and Computer Modeling, from the research strategy of UMFVBT.

Within the Faculty of Pharmacy, there are: two advanced research centers - the Research Center for Pharmacotoxicological Evaluations (FARMTOX), the center director Prof. habil. Cristina Dehelean, and the Advanced Instrument Screening Center (AISC), the center director prof. Adriana Ledeti, and one methodological research center – The Center for Research Formulation and Drug Technology, director of the center, Professor habil. Lavinia Vlaia, (<https://www.umft.ro/en/research-centres/>). The material base of these centers is characterized by the presence of modern scientific equipment, which allows to carry out scientific research in the field of pharmacy at a high level.

Academic staff carry out scientific research as an integral part of their activity, within an individual or collective research plan, at the level of the methodological and research center of the discipline / department (Charter, art. 38) (Annex 1). For example, between 2017 and 2021, the university's teachers published 144 scientific articles in the ISI flow in areas Q1 (61 articles) and Q2 (83 articles). The scientific research activity of the students envisioned by the UMFVBT Charter is carried out under various forms, among which we can mention the scientific research guided by the teachers and which is completed through case studies, projects, bachelor's degree thesis, training and participation of students in the realization of scientific research projects

The research activity of teaching staff and students of Pharmacy educational programs was presented, for example: “Hifenat and complementary instrumental techniques of analysis, control and recovery of bioactive compounds used in hormonal therapies” (2018-2020, Ionut Ledeti, Carmen Axente, Adriana Ledeti, Valentina Buda, Denisa Circioban); “New perspectives of the mechanism of action of betulinic acid as an antimelanoma agent” (2018-2020, Dorina Coricovac); “New perspectives of chemoprevention of cutaneous cancer” (2020-2022, Pavel Ioana Zinuca); “Synthesis and evaluation of gold triazole-triterpene nanoparticles, used as active agents in malignant melanoma” (2020-2022, Mioc Marius, Adrian Voicu); “Innovative micelle-based polymeric hydrogels as yielding system for oregano essential oil: an advanced pharmaceutical approach to managing cutaneous papilloma” (2020-2023, Corina Danciu); “Innovative nanobiostructures based on bioconjugated ferrimagnetic nanoparticles with cyclodextrins to increase efficacy and reduce toxicity in sp-magnetic hyperthermia cancer therapy (2020-2022, Soica Codruta), “Rendering to the dermocosmetic market of a modern topical formulation with betulinic acid incorporated in proniosomes (2020-2022, Coricovac Dorina), “Complexity science in precision pharmacy: prediction of relevant drug interaction using analysis of complex networks” (2020-2022, Udrescu Lucretia) and others. Students are involved into scientific activity also as participation in scientific project. examples were demonstrated: students Lionela Romanescu and Baul Bianca took part in the project “Hifenat and complementary instrumental techniques of analysis, control and recovery of bioactive compounds used in hormonal therapies”. All topics are innovative and require modern equipment.

As it was stated in the self-assessment report, annually each holder of the disciplines updates the discipline sheet in accordance with the scientific progress and the scientific results with the head of the discipline being responsible for curricula upgrade; documentary evidence this was not demonstrated.

Ensuring the quality of education and research is an obligation assumed by UMFT, materialized through the efforts of the academic staff, administrative staff and students (Chapter 6 – Quality management of the UMFVBT Charter. The objectives for teaching quality are included in DEACE Regulation <https://www.umft.ro/wp->

content/uploads/2021/05/ROF-DEACE-2021-republicare-S-28.04.2021.pdf and in the strategic plan of the Dean https://www.umft.ro/wp-content/uploads/2021/03/plan_20strategic_20decan_20mandat_202020-2024.pdf.

Within UMFVBT operates the DEACE, as well as the CEACE, which work in an integrated way. DEACE is subordinated to the Vice-Rector of teaching problems, and directly subordinated to the Rector of the university. In DEACE there are one teacher (Dorina Coricovac) and one student from the Faculty of Pharmacy (Danuti Gheorghe). DEACE regularly prepares a report on the monitoring and fulfilment of quality indicators in the university, which it presents to the Council of Administration, and the Rector. The report is approved by the University Senate. The DEACE reports (2019, 2020, 2021 was demonstrated to commission) They are also presented on Website <https://www.umft.ro/deace/>. DEACE coordinates the evaluation of teachers by students, and the evaluation of activity of disciplines, by applying specific questionnaires, included in the Regulation of DEACE.

The Faculty of Pharmacy has recently renewed its membership to the European Association of Faculties of Pharmacy. This Association discusses yearly at its Conferences strategy and modern trends in Pharmacy education.

Within UMFVBT, international mobility is part of the university's key policies on ensuring international cooperation. A significant part of international mobility is student mobility through the Erasmus+ program but in EP Pharmacy it hasn't been conducted so far. Teaching and support staff also contribute to this process through teaching and training mobility in partner institutions. Although the number of participants in the Erasmus program has increased in the University in recent years, the last two years (2019-2020) have seen a drastic decrease in this number due to the restrictions imposed by the COVID-19 pandemic.

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" (QualiMED-2020), in 2019 the project was "The Victor Babes University of Medicine and Pharmacy Timisoara" a mark of success for medical education in Romania" (umft4med), 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" (TimMed4All). In addition, UMFVBT has submitted a project on internationalization, in partnership with Belgium and Serbia, entitled "Modernization of higher education through introducing internationalization at home in biomedical sciences" (BIOS-INT).

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 6 "Educational Resources".

UMFVBT has sufficient material and technical base for the implementation of the EP Pharmacy. The Commission notes research centers where academic staff and students of EP Pharmacy provide scientific investigations - the Research Center for Pharmacotoxicological Evaluations (FARMTOX), the Advanced Instrument Screening Center (AISC), The Center for Research Formulation and Drug Technology. Equipping the scientific centers with modern equipment makes it possible to conduct research in the field of pharmaceutical science at the appropriate level. There is a possibility to use this equipment also in the educational process.

During the visit, it was confirmed that students are involved in the scientific process not only as part of the bachelor theses. But facts of implementation of students'/teachers' achievements into educational process were not documented and presented. Studying is carried out at departments that have modern equipment and are equipped in accordance with the needs of pharmaceutical education. Practical training of students on the basis of pharmaceutical enterprises according to the EP is sufficient and meets modern requirements for practical training. The university has all the necessary infrastructure, which is used by the teaching staff and students of the EP Pharmacy. But many processes could be optimized using digitalization. For this University need to have electronic information system for the all processes.

The UMFVBT on the whole has a well-developed program of academic and scientific cooperation, somewhat suspended due to restrictions associated with the coronavirus pandemic. In recent years, internships, participation visits to universities in Romania and abroad in EP Pharmacy are sporadic, it should be improved. The system of expertise of education is quite well developed due to international exchanges and cooperation with professional organizations. The Faculty of Pharmacy is a member of the European Association of Faculties of Pharmacy, but there are not documents about discussion of modern trends in pharmacy education with academic staff. Also information about implementation of modern concepts of adult learning and assessment methods was not provided. In general, the system of collecting data, their documentation and discussion could be improved, stages and mandatory activities for the evaluation and development of the educational program during the academic year should be identified. In addition, the academic staff of the EP Pharmacy take part in the expertise of education in ARACIS team.

Strengths/best practice

Modern equipment for Pharmacy educational program and scientific research.

EEP recommendations

1. The UMFVBT should create an electronic Informational System of University Management where all students will be able to see their schedule, lessons, teaching staff, who will teach them, their academic results, and all materials, teachers consider to be useful for students in their learning (by July 2024).
2. The UMFVBT should yearly discuss at Pharmacy departments meetings new achievements in pharmaceutical science (results of scientific research of faculty members or that published in scientific journals) and trends in pharmacy education for implementation into educational process (correspondent curricula) (by May 2023 and then yearly).
3. The UMFVBT should identify stages and mandatory activities for the evaluation and development of the educational program during the academic year (by September 2023).
4. The UMFVBT should provide training academic staff on modern concepts of pharmacy education, theory and methods on the adult learning, and novel assessment methods (December 2023), review them at the end of the academic year (by June 2024).
5. The UMFVBT should plan the allocation of funds for the increasing of academic exchanges, participation in conferences in Romania and abroad for teachers and students.

Conclusions of the EEP on the criteria:

strong – 1,
satisfactory – 25,
suggest improvements – 4,
unsatisfactory – 0.

6.7. STANDARD "PROGRAMME EVALUATION"

The Evidence

Within UMFVBT operates the Department of Educational Evaluation and Quality Assurance (DEACE), as well as the Evaluation and Quality Assurance Committees on Faculties (CEACE), which work in an integrated way. DEACE annually evaluates the activities carried out in the university helped by the CEACE committees on faculties, elaborates a report and present it to the Administration Council and the Rector. The report is approved by the University Senate. Results of the evaluation of the EP Pharmacy were presented.

The Dean draws up at the end of each academic year a report on the state of the faculty and the study programs; based on the reports of the deans, the Rector draws up his own report <https://www.umft.ro/wp-content/uploads/2021/03/Raport-Rector-2020-24.03.2021-site-1.pdf>, which he submits to the Senate for approval. At the end of each exam session, the results acquired by the students are evaluated by the Faculty Council which, based on them, makes decisions and implements them.

The Strategy, reform and curricular development commission of the Faculty of Pharmacy aims annually at harmonizing the analytical programs with those of the specialized faculties in the country, updating and interdisciplinary correlation of the curricula. The committee's work is summarized in the reports. The curriculum of EP Pharmacy is evaluated by the Council of Faculty, which makes decisions and implements them. It was not demonstrated how information for discussion was collected, who personally gave propositions and in which they were connected.

It was declared in a self-assessment report that the graduates evaluate the quality of the educational program annually based on a questionnaire of DEACE; however, results, discussion and decision-making process based on them were not demonstrated to the commission.

Every 5 years the quality of the Pharmacy educational programs is evaluated by ARACIS which elaborates a report. It is worth mentioning that, at the last evaluation, Pharmacy educational programs were awarded with level A https://www.aracis.ro/evaluari_licenta/farmacie1-9/.

In 2021 UMFVBT was audited regarding ISO 9001: 2015 and ISO 45001:2018 standards, obtaining a preliminary favorable opinion.

The DEACE activity also aims at the internal evaluation of the teaching activity on years of study and disciplines, by assessing the educational offer, evaluating the working conditions, assessing the material endowment, the way of carrying out the didactic process. The results of this activity are summarized in the DEACE reports. In case of nonconformities notified by DEACE / CEACE, the commission may order the remedy of the situation on the spot or to record the situation in the report and present it to the faculty management / university management. The students have representatives in the Faculty of Pharmacy Council (3 students) and in the Senate (2 students). Reports were demonstrated during the visit, but it was not demonstrated how information for discussion was collected, who personally gave propositions, what nonconformities were discovered and in which they were connected.

Each year of study is under the guidance of a tutor teacher for the year. Tutor teachers of the year organize regular meetings with students, in order to guide students and to identify, solve students' problems. The tutor teachers bring to the attention of the Council of Faculty the problems discussed in order to be analysed and solved, The Commission for student affairs at the faculty level is made up of the vice-dean and the tutor teacher of the year. The examples and documents were not demonstrated. The vice-dean discusses the issues raised by the students at the meetings of the Faculty Council. The activity of the commission is summarized in biannual reports.

All regulations applicable at university level, as well as the structure of the academic year are endorsed by the Council of Administration and approved by the Senate, where representatives of students are found. This ensures transparency and expression of the students' point of view on the evaluation and scoring system and the time allocated to these activities.

At the beginning of each academic year, the students are reclassified on the budgeted places of study according to the weighted average of the previous academic year, in descending order, starting with the integralist students (Chapter IX. Performance criteria and standards for the annual reclassification of students from the Regulation of professional activity of students).

As stated in the self-assessment report data on student promotion from one year to the next and on promotion at the end of studies are analysed annually. In addition, data on dropouts are analysed and measures are taken to improve this problem. At the end of each exam session, the results obtained by the students are analysed by the Faculty Council, in order to identify the disciplines where the students obtained poor results. The teaching and evaluation methods are debated together with the course holder and the applicative works and measures are ordered accordingly. These facts were not proved by the documents.

The results of the periodical analyses and evaluations regarding the content of the discipline sheets are presented in the Reports of the Commission on Strategy and Curricular Reform.

Annually, the graduates evaluate the quality of the educational program, based on a questionnaire of DEACE (results were not presented). In the process of monitoring the pharmacy study program are involved labor market stakeholders, through the CEACE committee, which includes 1 representative and through their involvement in carrying out the internships (summer practice of I-IV years, and professional internship of V year). Practicing pharmacists maintain a permanent dialogue with the teacher responsible for the internship of the student.

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 both the "situation of each study program" and the "situation of quality assurance of activities within the university" are presented. 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.

DEACE has created the possibility to collect feedback related to clinical (practical) activities through the evaluation of educational programs by UMFVBT alumni and employers, based on the completion by them of questionnaires available on the UMFVBT website ("Evaluation questionnaire of the study program completed by alumni", respectively "Evaluation questionnaire of the study program completed by employers"). Through this method, personalized summative feedback is obtained, which, following analysis within DEACE, leads to the formulation of continuous improvements to the study programs. The questionnaires are included in the DEACE Organizational and Operational Regulations. Results of the survey were not presented to the commission.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 7 "Program Evaluation".

UMFVBT has created a system for monitoring the educational program by all interested parties - students, teaching staff, administration, graduates, external stakeholders. There are developed questionnaires for all stakeholders, discussions are held, as a result of which decisions are made to make changes to the curriculum. But any results of surveys and their analysis and discussion were not presented also as changes to EP made as results of rector/dean meetings with students and educators. In addition to teachers and students, practical pharmacy workers are also involved in these meetings. In addition, information about the achievement of the declared learning outcomes by graduates is received after the completion of the work experience. However, the submission of proposals, as a rule, is oral in nature, evidence of documenting proposals and revealed shortcomings is not presented. Results of The structures created at the university that are involved in the management of the educational program are DEACE, CEACE, Faculty Council.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

1. The UMFVBT should optimize the system for collecting, documenting and analysing data on key issues of the educational program, conduct public decision-making based on the results of monitoring (by June 2023 and then yearly)
2. The UMFVBT should define a system for providing feedback to teachers and students based on the results of a questionnaire or from other sources (meetings with rector or/and dean) of information about unfair practices or improper behavior of teachers or students with and/or legal consequences (by June 2023).
3. The UMFVBT should organize separate surveys for students, teachers, graduates, employers etc. about educational program, graduates' competencies, make it public and discuss survey results at Pharmacy Faculty Council/CEACE, make decision about necessity (if so) to improve educational programme (by June 2023 and then yearly).

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 management and administrative management. The management structures at the university level are: the Council of Administration and the Senate, with its specialized (permanent) Committees. The management functions at the university level are: the Rector, the Vice-Rectors, the Director of Council for Doctoral studies (Director of CSUD), and the General Administrative Director. The Council of Administration 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 Council of Administration are regulated by the UMFVBT Charter. Members are appointed by the Rector (vice-rectors) and selected by public competition (deans); members of the Council of Administration are validated by the Senate (except the Rector). The decisions of the Council of Administration 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 Council of Administration 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 main duties, powers and responsibilities of the Rector are presented in Regulation governing the organization and operation of UMFVBT (art. 15) <https://www.umft.ro/wp-content/uploads/2021/04/traducere-ROF-UMFVBT.pdf>. The Educational Quality Assurance Department is composed of 12 teachers from the three faculties (Medicine, Dentistry and Pharmacy). Five teachers are members of the faculty quality assurance committees.

Also, according to the University Charter, the representation of students in the management structures of the UMFVBT, for the 2020-2024 term of office, is applied as follows: In the UMFVBT Senate: 13 students; Council of the Faculty of Pharmacy: 3 students; Council of Administration one student representative, appointed by the representative student organization at UMFVBT level; Department of Educational Quality Assurance: 3 student representatives of the three faculties of UMFVBT; Among members of the quality assurance committees by faculties one student each.

The Dean represents the Faculty; the faculty is deliberately run by the Faculty Council. The faculty is executively run by the dean and by the vice-dean. The Dean acts as the Chairman of the Faculty Council. The management of the Department is provided by the Department Council, and the executive management is supplied by the Department Director. The head of the discipline is accountable to the Department Director, the Faculty Council and the Dean for the quality of the entire activity of the discipline.

The Faculty of Pharmacy has a strategic management plan 2020-2024, clearly formulated, which aims to consolidate the achievements so far, to recover the arrears, to anticipate the future for the pharmaceutical higher education system. In order to evaluate how the mission and objectives of educational programs have been achieved in accordance with the requirements, the quality of the educational act is continuously evaluated, and the conclusions of this evaluation are included annually in the Rector's Report.

UMFVBT has sufficient financial resources which are made known to the academic community (Rector's report). UMFVBT operates as an institution financed from funds allocated from the state budget, extra-budgetary revenues and from other sources according to the law. The higher education funding strategy is, under the conditions of university autonomy, one of the main instruments for implementing government policies on national education. Both funds allocated from the state budget and extra-budgetary or other sources are, according to the law, universities' own revenues. The current expenses for Pharmacy educational programs are decided by the management of UMFVBT, and are distributed in several directions – didactic, research, academic / administrative, being discussed and approved according to the current needs of each direction.

UMFVBT has an administration that complies with the legal regulations in force - clear procedures for various areas: human resources (hiring/employment, payroll, staff development, etc.), technical, procurement, purchasing, accounting, secretarial, etc. Auxiliary staff, which provides technical support in didactic and research laboratories of the Faculty of Pharmacy, consists of eight laboratory assistants, employees of UMFVBT having secondary or higher education. In the Secretariat of the Faculty are designated two secretaries for Pharmacy educational programs. The Faculty also has a secretary for each department. The auxiliary and non-teaching staff is evaluated annually, based on the Methodology for the annual evaluation of the individual professional performances of the auxiliary and non-

teaching staff within UMFVBT. The Human Resources Department will elaborate and submit to the UMFVBT management a report on the results of the evaluation of the annual individual professional performances of the auxiliary and non-teaching staff. The Directorate may propose the use of the evaluation results in order to prepare and improve the staff, to recruit the staff to carry out projects/programs, to establish and reassess the basic salary between limits, to grant bonuses.

In order to formulate the proposals concerning the collaboration strategy with the medical and pharmaceutical sector, meetings are held within the Rectorate and the Didactic Vice rectorate with the participation of all the internal stakeholders involved (deaneries, heads of discipline, DEACE, department directors, etc.) following which the educational needs regarding clinical and internship activities in all educational programs (number of students participating in internships/practicum, hours needed at discipline level, etc.) are analysed and concrete actions aimed at solving these needs are established. As a result of these discussions, UMFVBT has elaborated and applies the Regulation on the conduct of specialty internships within UMFVBT by which it establishes the general framework of organization and conduct of specialty internships of all students within the University. The teaching staff involved in the practicum activity (prof. Cordura Soica, hospital pharmacist, prof. Cristiana Dehelean, hospital pharmacist, Cristina Trandafirescu, community pharmacist, ass. prof. Mirela Voicu, lab.med.doctor, lecturer Daliana Minda, community pharmacist, ass. prof. Roxana Ghiulai, hospital pharmacist, lecturer Andrada Ifotde, med. doctor in dermatology. In order to solve the needs related to the realization of educational activities (internships, practice, etc.) within the profile centers, the Council of Faculty decided to establish a Commission for student practice, which includes two students. This commission is the connection between the student and the pharmacist under whose guidance the practice is carried out.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 8 "Management and Administration".

UMFVBT management is exercised as academic management and administrative management. The management structures at the university level are: the Council of Administration and the Senate, with its specialized (permanent) Committees. The management functions at the university level are: the Rector, the Vice-Rectors, the Director of Council for Doctoral studies (Director of CSUD), and the General Administrative Director. These governing bodies are guided in their activities by internal regulations developed in accordance with the requirements of national legislation.

The management of the faculty and EP Pharmacy on the principles of the university-wide and program Mission and Quality Policy is carried out by the Faculty Council, DEACE and CEACE. Faculty office staff, heads of departments, teaching staff, representatives of students are members of these structures. The activities of the academic management of the EP Pharmacy in terms of achieving the final learning outcomes, the tasks set and the fulfilment of the mission are evaluated on the basis of analysis and reporting, management reports and plans, analysis of the achievement of the goal and fulfilment of the tasks of the strategic plan, internal audit reports. In order to activate and optimize the management and activities of the university, taking into account the development of the industry, it is advisable

to introduce representatives of practical pharmacy into the main structures of the university and Pharmacy Faculty.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

1. The UMFVBT should invite representatives of practical pharmacy to participate in the discussion of the development of the educational program, introduce them to the collegiate bodies of the university and the faculty (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, standardized, step-by-step Plan-Do-Check-Learn-Adapt (PDCLA) process. This process was introduced by the strategic management plan dedicated to the continuous introduction of improvements in the activities within UMFVBT and was subsequently integrated into the "Regulation on the Initiation, Approval, Monitoring and Periodic Evaluation of Study Programs within UMFVBT" (RIAMEPS). The standardized process of continuous updating "is permanent, systematic, planned and involves the control of the way the activity is carried out in order to detect shortcomings in time and initiate preventive and corrective actions". In accordance with the RIAMEPS and the Regulation on "Organisation and Functioning of the DEACE within the UMFVBT" for the formulation, implementation and quality of the actions associated with each stage of this cycle are responsible "the teaching pro-rectorate, the Commission for Evaluation and Quality Assurance of Education appointed at faculty level and the coordinator of the study programs", as well as the DEACE, which is obliged to periodically check "the level of satisfaction of the employees, students, labour market representatives and other relevant organisations", "to monitor the process of applying data collection techniques and determining performance indicators", "to ensure the centralisation of data and the preparation of summary forms on the status of compliance with standards and performance indicators". One of the most extensive processes recently completed at UMFVBT, which highlights the successful use of the PDCLA cycle in the standardized introduction of functional improvements to educational programs, while at the same time representing a proof of the ability to react and ensure a true response to the demands placed on the educational environment provided at UMFVBT, is the transition to online learning following the installation of restrictions caused by the COVID-19 pandemic. This process was initiated at the beginning of 2020, following specific requests from the Romanian Government and through the introduction of measures associated with the Plan-Do-Check-Learn-Act stages, UMFVBT has managed to successfully transition all educational activities to the online environment. University initiated improvements in the processes' structure and management rules and principles aiming to match the ISO 9001/2018 and Total Quality Management requirements.

The facts set out in the self-assessment report and the documents submitted to the commission are mainly confirmed during interviews with students, faculty members and

external stakeholders.

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the educational activities of UMFVBT in the implementation of the EP Pharmacy basically comply with the requirements of standard 9 "Continuous update".

The University plans and applies processes for continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the objectives of national legislation, the requirements and expectations of stakeholders, contributing to the development of quality education based on competencies and learning outcomes. The UMFVBT has created a QMS, which plays the role of a guarant of the quality of processes and ensures confidence in the University in providing quality educational services. SWOT-analysis was done only before accreditation and is not systemic. During the visit, the identification, documentation of all non-conformities and complaints, the adoption of appropriate corrective actions with the participation of all interested parties was not demonstrated. Any documents with collection and analysis of information about modern achievements in pharmaceutical science and practice, implementing them into the educational process were not presented.

Strengths/best practice

No strengths/best practices identified for this standard

EEP recommendations

1. The UMFVBT should carry out SWOT-analysis to see the prospects for improving the educational program based on the results of the monitoring of the types of activities of the faculty and the results of monitoring the educational program, plan processes for the near and long term, including updating the content of the curriculum (by September 2023).
2. The UMFVBT should collect and analyse information about modern achievements in pharmaceutical science and practice, discuss the possibility of implementing them into the educational process at department (faculty) meetings, make changes to the curriculum or syllabi (by June 2023 and then yearly).

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

Standard "Students"

Different supporting programmes for students' social, financial and personal needs, VADA program.

Standard "Academic Staff/Faculty"

No strengths/best practices identified for this standard

Standard "Educational Resources"

Modern equipment for pharmacy educational program and scientific research.

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 "Mission and Outcomes"

1. The UMFVBT should involve all stakeholders into discussion about mission statements at the University councils (both University and Faculty of Pharmacy), to invite employers, graduates and other stakeholders for participation in the discussion, and to document the results (by May 2023).

2. The UMFVBT organize yearly conferences/workshops with internship supervisors from pharmacies and employers for adjusting the learning outcomes. Results and decision making must be documented (by September 2023 and then yearly).

Standard "Educational Programme"

1. The UMFVBT should determine (at departments meetings) the teaching and learning methods could be used for different disciplines from Pharmacy EP to support students' educational responsibility, mark them in correspondent curricula (by June 2023) and implement them into the educational process (by June 2024).

2. The UMFVBT should discuss (at departments meetings – by June 2023) and implement modern methods of adult education (CBL, TBL etc) into disciplines of Pharmacy EP (by June 2024).

3. The UMFVBT should increase participation of students in research through their inclusion as implementers in all existing university research projects (by February 2024).

4. The UMFVBT should elaborate a prospective plan for implementation of innovations into EP Pharmacy for five years (Pharmacy Faculty, by September 2023), discuss, analyze and correct it (if necessary) yearly.

5. The UMFVBT should carry out surveys for students about satisfying the program, propositions about electives, learning outcomes, etc. (by May 2023 and then yearly). The results should be posted at the university (faculty) website (by June 2023 and then yearly), discussion and decision making should be carried out at Pharmacy Faculty Council (by September 2023 and then yearly).

6. Responsible persons should collect regularly any oral, written, informal, formal, descriptive, evaluative, peer and self-assessed feedbacks from public and society as a whole, document them, discuss and make decisions at Faculty Council when discussing EP changing for the next year (April 2024).

Standard "Students Assessment"

1. The UMFVBT should organize preparing the academic and technical staff to modern, demand-driven assessment methods (by December 2023) and implement them into the educational process from the year 2024/2025.

Standard "Students"

1. The UMFVBT should elaborate a policy which regulates the admission of students with disabilities with applicable laws and regulatory documents of the country (by July 2023).

Standard "Academic Staff/Faculty"

None

Standard "Educational Resources"

1. The UMFVBT should create an electronic Informational System of University Management where all students will be able to see their schedule, lessons, teaching staff, who will teach them, their academic results, and all materials, teachers consider to be useful for students in their learning (by July 2024).

2. The UMFVBT should yearly discuss at Pharmacy departments meetings new achievements in pharmaceutical science (results of scientific research of faculty members or that published in scientific journals) and trends in pharmacy education for implementation into educational process (correspondent curricula) (by May 2023 and then yearly).

3. The UMFVBT should identify stages and mandatory activities for the evaluation and development of the educational program during the academic year (by September 2023).

4. The UMFVBT should provide training academic staff on modern concepts of pharmacy education, theory and methods on the adult learning, and novel assessment methods (December 2023), review them at the end of the academic year (by June 2024).

5. The UMFVBT should plan the allocation of funds for the increasing of academic exchanges, participation in conferences in Romania and abroad for teachers and students.

Standard "Program Evaluation"

1. The UMFVBT should optimize the system for collecting, documenting and analysing data on key issues of the educational program, conduct public decision-making based on the results of monitoring (by June 2023 and then yearly)

2. The UMFVBT should define a system for providing feedback to teachers and students based on the results of a questionnaire or from other sources (meetings with rector or/and dean) of information about unfair practices or improper behavior of teachers or students with and/or legal consequences (by June 2023).

3. The UMFVBT should organize separate surveys for students, teachers, graduates, employers etc. about educational program, graduates' competencies, make it public and discuss survey results at Pharmacy Faculty Council/CEACE, make decision about necessity (if so) to improve educational programme (by June 2023 and then yearly).

Standard "Management and Administration"

1. The UMFVBT should invite representatives of practical pharmacy to participate in the discussion of the development of the educational program, introduce them to the collegiate bodies of the university and the faculty (by September 2023).

Standard "Continuous Update"

1. The UMFVBT should carry out SWOT-analysis to see the prospects for improving the educational program based on the results of the monitoring of the types of activities of the faculty and the results of monitoring the educational program, plan processes for the near and long term, including updating the content of the curriculum (by September 2023).

2. The UMFVBT should collect and analyse information about modern achievements in pharmaceutical science and practice, discuss the possibility of implementing them into the educational process at department (faculty) meetings, make changes to the curriculum or syllabi (by June 2023 and then yearly).

IX REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATIONAL ORGANISATION

None

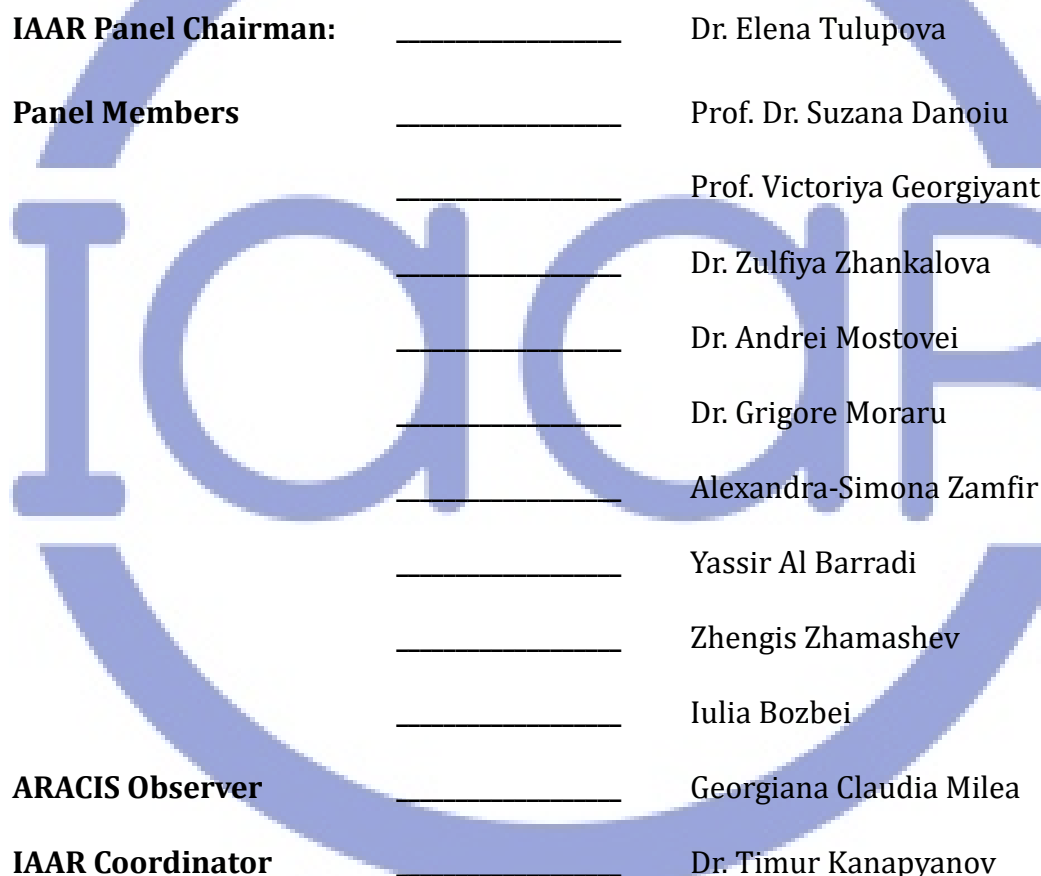
X RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

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:

7 (seven) 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 3 (three) years*.

3 (three) 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" (Pharmacy (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 fulfil 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, behavioural 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 fulfils obligations of proper behaviour towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioural 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	21	3	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.		+		
Behavioural and Social Sciences and Medical Ethics						
Medical institution of education must determine and include in the educational programme the achievements of:						
39	15	behavioural 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, behavioural, 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, behavioural 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	37	5	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	14	1
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 enrolment 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 enrolment 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 counselling 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 counselling and support.		+		
Medical institution of education should provide counselling:						
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 counselling 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, behavioural 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, behavioural 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	12	0	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	25	4
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 behaviour 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
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, behavioural, 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 enrolment, 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	171	21	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



«АККРЕДИТТЕВ ЖЕНЕ РЕЙТИНГЪТЪН
ГОУБЕЛСКО 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	<i>Appendix No.1</i>	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 Căzăcuţu - Head of League of Pharmacy Students of Timişoara</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 Pharmacy
of Victor Babeş University of Medicine and Pharmacy Timisoara, Romania*

The total amount of questionnaires: 15

1. Department: Pharmacy

2. Position:

Professor	0 - 0%
Associate professor	3 - 20%
Senior teacher	3 - 20%
Teacher	4 - 26.7%
Head of the Department	0 - 0%
Lecturer	3 - 20%
Assistant Professor	1 - 6.7%
Others	1 - 6.7%

3. Academic degree, academic rank

Honoured Worker	0 - 0%
Doctor of Science	8 - 53.3%
Candidate of Science	0 - 0%
Master	7 - 46.7%
PhD	10 - 66.7%
Professor	0 - 0%
Associate Professor	2 - 13.3%
No	0 - 0%

4. Work experience at this HEI

Less than 1 year	0	0%
1 year - 5 years	2	13.3%
Over 5 years	13	86.7%

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
5	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	13 - 86.7%	2 - 13.3%	0	0	0	0
6	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	11 - 73.3%	4 - 26.7%	0	0	0	0
7	How do you assess the opportunities provided by HEI for teacher's career development?	11 - 73.3%	4 - 26.7%	0	0	0	0
8	How do you assess the degree of academic freedom of teaching staff?	15 - 100%	0	0	0	0	0
	To what extent can teachers use their own						
8	• Teaching strategies	14 - 93.3%	1 - 6.7%	0	0	0	0
9	• Teaching methods	15 - 100%	0	0	0	0	0
10	• Educational innovations	10 - 76.9%	3 - 23.1%	0	0	0	0
11	How do you evaluate the arrangement of health care and disease prevention in HEI?	14 - 93.3%	1 - 6.7%	0	0	0	0
12	What attention does the school management pay to the educational program content?	15 - 100%	0	0	0	0	0
13	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	9 - 60%	6 - 40%	0	0	0	0
14	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	10 - 66.7%	5 - 33.3%	0	0	0	0
	Evaluate the openness and accessibility of management to:						
15	• Students	14 - 93.3%	1 - 6.7%	0	0	0	0
16	• Teaching staff	14 - 93.3%	1 - 6.7%	0	0	0	0
17	What is the level of encouragement and involvement of young specialists in the educational process?	13 - 86.7%	2 - 13.3%	0	0	0	0
18	Evaluate the opportunities for professional and personal	10 - 66.7%	5 - 33.3%	0	0	0	0

	growth created for each teacher and employee						
19	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	8 - 53.3%	7 - 46.7%	0	0	0	0
20	How the activity is organised regarding an academic mobility	6 - 40%	8 - 53.3%	1 - 6.7%	0	0	0
21	How the activity is organised regarding teaching staff's professional development:	9 - 60%	6 - 40%	0	0	0	0
22	Evaluate how HEI and its management support teaching staff's research and development undertakings	10 - 66.7%	4 - 26.7%	1 - 6.7%	0	0	0
23	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	13 - 86.7%	2 - 13.3%	0	0	0	0
24	Evaluate teaching staff's opportunity to combine teaching with scientific research	11 - 73.3%	3 - 20%	1 - 6.7%	0	0	0
25	Evaluate teaching staff's opportunity to combine teaching with practical activities	14 - 93.3%	1 - 6.7%	0	0	0	0
26	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	12 - 80%	3 - 20%	0	0	0	0
27	How do HEI management and administration take criticism?	6 - 40%	8 - 53.3%	0	0	1 - 6.7%	0
28	Evaluate how well your teaching load meets your expectations and capabilities?	14 - 93.3%	1 - 6.7%	0	0	0	0
29	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	12 - 80%	3 - 20%	0	0	0	0
30	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	11 - 73.3%	4 - 26.7%	0	0	0	0

31. Why do you work in this particular HEI?

- ✓ *Because I have a medical background I teach at disciplines with medical specificity*
- ✓ *Having a chemical degree and a master in pharmaceutical sciences, I find this institution as a highly suitable work place since it provides the opportunity to conduct interdisciplinary research and teaching activities. In addition, I have the necessary support both financial and through my peers to approach new directions of research and improved teaching methods.*
- ✓ *I like to work in*
- ✓ *Because it provides me the opportunities for personal development both in the teaching and in the research areas.*

- ✓ *I chose to work in the field of HEIs for two reasons: firstly, because of the types of activities (academic and research), and secondly, because of the opportunities for personal and professional growth.*
- ✓ *Because it offers me opportunities for personal development*
- ✓ *I like to teach*
- ✓ *Because it offers me both research and academic opportunities*
- ✓ *Being involved as a student in the research activity, I realized that I like this career and it suits me and I decided to dedicate myself to this career. Teaching has been my dream since I was a child and research has become my pleasure since I was a student.*
- ✓ *Good integration with staff*
- ✓ *It is my Alma mater*
- ✓ *I am a pharmacy graduate of this particular HEI and this institution is able to provide me the necessary resources for my personal and professional development.*
- ✓ *I feel that this particular work environment was always suited for my needs in the sense that it allowed me to both pursue a career in research and to further share all the accumulated knowledge in the hope that others might find this research path worth pursuing.*

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

Very often	Often	Sometimes	Very rarely	Never
1 -6.7%	1 -6.7%	9 -60%	0	4 - 26.7%

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

Very often	Often	Sometimes	Very rarely	Never
1 -6.7%	4 - 26.7%	10 - 66.7%	0	0

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

Questions	Often	Sometimes	Never	No answer
34.1 Lack of classrooms	0	1 - 6.7%	14 - 93.3%	0
34.2 Unbalanced teaching load by semester	0	3 - 20%	12 - 80%	0
34.3 Unavailability of necessary literature in the library	0	6 - 40%	9 - 60%	0
34.4 Overcrowding of study groups (too many students in the group)	0	2 - 13.3	13 - 86.7%	0
34.5 Inconvenient schedule	0	1 - 6.7%	14 - 93.3%	0
34.6 Inadequate facilities for classroom activities	0	2 - 13.3	13 - 86.7%	0
34.7 Lack of internet access/poor internet connection	0	2 - 13.3	13 - 86.7%	0
34.8 Students lack interest in the study	0	9 - 60%	6 - 40%	0
34.9 Late delivery of information about the events	0	2 - 13.3%	13 - 86.7%	0
34.10 Absence of teaching aids in classrooms	0	1 - 6.7%	14 - 93.3%	0
34.11 Other problems	<p><i>No other problems</i></p> <p><i>Sometimes a lack of pharmaceutical substances for student practical works due to short supplies from the supplying companies.</i></p> <p><i>There are no other problems.</i></p> <p><i>There are no other problems to mention.</i></p> <p><i>There are no other problems</i></p> <p><i>Considering that it is an institution with many employees, it generates inertia and the response to some problems is slower.</i></p> <p><i>No parking spots</i></p> <p><i>No problems at all</i></p>			

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35. 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)
35.1 HEI management's attitude towards you	12 - 80%	3 - 20%	0	0
35.2 Relationships with direct management	14 - 93.3%	1 - 6.7%	0	0
35.3 Relationships with colleagues at the department	14 - 93.3%	1 - 6.7%	0	0
35.4 Degree of participation in management decisions	9 - 60%	5 - 33.3%	0	1 - 6.7%
35.5 Relationships with students	14 - 93.3%	1 - 6.7%	0	0
35.6 Recognition of your success and achievements by administration	11 - 73,3%	3 - 20%	1 - 6.7%	0
35.7 Support for your proposals and comments	10 - 66.7%	4 - 26.7%	0	1 - 6.7%
35.8 HEI administration's activities	13 - 86.7%	1 - 6.7%	0	1 - 6.7%
35.9 Remuneration terms	10 - 66.7%	4 - 26.7%	0	1 - 6.7%
35.10 Working conditions, list and quality of services provided in HEI	13 - 86.7%	2 - 13.3%	0	0
35.11 Occupational health and safety	11 - 73,3%	4 - 26.7%	0	0
35.12 Management of changes in HEI's activities	12 - 80%	0	0	3 - 20%
35.13 Provision of a social package: recreation, sanatorium treatment, etc.	13 - 86.7%	0	0	2 - 13.3%
35.14 Arrangements for catering in HEI and its quality	2 - 13.3%	8 - 53.3%	4 - 26.7%	1 - 6.7%
35.15 Arrangements for health care and quality of medical services	10 - 66.7%	3 - 20%	0	2 - 13.3%

Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

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

Total number of questionnaires: 93

Educational Program (Specialty):

Pharmacy	100%	93
Others	0%	0

Language of your study:

Romanian	69,9%	65
English	0%	0
French	30,1%	28

Sex:

Female	87.1%	81
Male	12.9%	12

3. Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
3.1 Relations with the dean's office (school, faculty, department)	76 - 81.7%	15- 16.1%	2 - 2.2%	0- 0%	0- 0%
3.2. Accessibility of Dean's Office (school, faculty, department)	76 - 81.7%	16- 17.2%	1 - 1.1%	0- 0%	0- 0%
3.3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	73 - 78.5%	18- 19.4%	2- 2.2%	0- 0%	0- 0%
3.4. Accessibility of academic consulting	81 - 87.1%	11- 11.8%	1- 1.1%	0- 0%	0- 0%
3.5. Support with study materials in the learning process	76 - 81.7%	14- 15.1%	3- 3.2%	0- 0%	0- 0%
3.6. Accessibility of counselling on personal issues	73 - 78.5%	17- 18.3%	2- 2.2%	1- 1.1%	0- 0%
3.7. Relationships between student and teachers	79 - 84.9%	12- 12.9%	2- 2.2%	0- 0%	0- 0%
3.8. Activities of educational institution financial and administrative services	66 - 71.0%	25- 26.9%	2- 2.2%	0- 0%	0- 0%
3.9. Accessibility of medical services			4-	1-	0-

	66 - 71.0%	22- 23.7%	4.3%	1.1%	0%
3.10. Quality of medical services in HEI	64-68.8%	27- 29%	2- 2.2%	0- 0%	0- 0%
3.11. Accessibility of library resources	69 - 74.2%	23- 24.7%	0- 0%	0- 0%	1- 1.1%
3.12. Quality services provided in libraries and reading rooms	62 - 66.7%	27- 29%	4- 4.3%	0- 0%	0- 0%
3.13. Educational resources available in HEI	66 - 71%	26- 28%	1- 1.1%	0- 0%	0- 0%
3.14. Accessibility of computer classrooms	61 - 65.6%	26- 28%	5- 5.4%	1- 1.1%	0- 0%
3.15. Accessibility and quality of internet resources	65 - 69.9%	21- 22.6%	5- 5.4%	0- 0%	2- 2.2%
3.16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	74-79.6%	17- 18.3%	2- 2.2%	0- 0%	0- 0%
3.17. Classrooms, lecture halls for big groups	66 - 71%	25- 26.9%	2- 2.2%	0- 0%	0- 0%
3.18. Students' recreation rooms (if available)	67 - 72%	20- 21.5%	3- 3.2%	1- 1.1%	2- 2.2%
3.19. Clarity of procedures for taking disciplinary measures	101- 38.3%	133- 50.4%	0- 0%	0- 0%	0- 0%
3.20. Quality educational program as a whole	79 - 84.9%	13- 14%	1- 1.1%	0- 0%	0- 0%
3.21. Quality of curricula in EP	66 - 71%	23- 29%	0- 0%	0- 0%	0- 0%
3.22. Teaching methods as a whole	72- 77.4%	19- 20.4%	1- 1.1%	1- 1.1%	0- 0%
3.23. Teacher's quick response to feedback on educational process issues	77-82.8%	14- 15.1%	2- 2.2%	0- 0%	0- 0%
3.24. Quality of teaching in general	77-82.8%	15- 16.1%	1- 1.1%	0- 0%	0- 0%
3.25. Academic load/requirements to students	66 - 71%	26- 28%	1- 1.1%	0- 0%	0- 0%
3.26. Teaching staff's requirements for students	72 - 77.4%	21- 22.6%	0- 0%	0- 0%	0- 0%
3.27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	70 - 75.3%	22- 23.7%	1- 1.1%	0- 0%	0- 0%
3.28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	76 - 81.7%	16- 17.2%	1- 1.1%	0- 0%	0- 0%
3.29. Quality of examination materials (tests, examination questions and so on)			0- 0%	0- 0%	0- 0%

	78 - 83.9%	15- 16.1%	0%	0%	0%
3.30. Objectivity of evaluation of knowledge, skills and other academic achievements	75 - 80.6%	18- 19.4%	0- 0%	0- 0%	0- 0%
3.31. Available computer classrooms	58 - 62.4%	25- 26.9%	9- 9.7%	1- 1.1%	0- 0%
3.32. Available scientific laboratories	81 - 87.1%	11- 11.8%	1- 1.1%	0- 0%	0- 0%
3.33. Teacher's objectivity and fairness	78 - 83.9%	12- 12.9%	2- 2.2%	0- 0%	1- 1.1%
3.34. Informing students about courses, educational programs, and the academic degree being received	82 - 88.2%	11- 11.8%	0- 0%	0- 0%	0- 0%
3.35. Providing students with dormitory facilities	65 - 69.9%	23- 24.7%	3- 3.2%	2- 2.2%	0- 0%

4. Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
4.1. The course program was clearly presented	68- 73.1%	22- 23.7%	3- 3.2%	0- 0%	0- 0%	0- 0%
4.2. The course content is well-structured	65- 69.9%	22- 23.7%	6- 6.5%	0- 0%	0- 0%	0- 0%
4.3. The key terms are properly explained	71- 76.3%	18- 19.4%	3- 3.2%	0- 0%	0- 0%	1- 1.1%
4.4. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	68- 73.1%	21- 22.6%	3- 3.2%	0- 0%	0- 0%	1- 1.1%
4.5. The teacher uses effective teaching methods	73- 78.5%	17- 18.3%	2- 2.2%	0- 0%	0- 0%	1- 1.1%
4.6. The teacher is knowledgeable about information being taught	77- 82.8%	14- 15.1%	2- 2.2%	0- 0%	0- 0%	0- 0%
4.7. The teacher presents the material clearly	76- 81.7%	12- 12.9%	5- 5.4%	0- 0%	0- 0%	0- 0%
4.8. The teacher presents the material in an interesting manner	68- 73.1%	21- 22.6%	3- 3.2%	1-1.1%	0- 0%	0- 0%
4.9. Knowledge, skills and other academic achievements are evaluated objectively	69- 75%	22- 23.9%	1- 1.1%	0- 0%	0- 0%	0- 0%
4.10. The teacher meets your requirements and expectations regarding professional and personal development	66- 71%	24- 25.8%	3- 3.2%	0- 0%	0- 0%	0- 0%
4.11. The teacher boosts the students' activity	68- 73.1%	20- 21.5%	5- 5.4%	0- 0%	0- 0%	0- 0%
4.12. The teacher boosts the students' creative thinking	63- 67.7%	23- 24.7%	6- 6.5%	1-1.1%	0- 0%	0- 0%
4.13. Teacher's appearance and manners are adequate	73- 78.5%	20- 21.5%	0- 0%	0- 0%	0- 0%	0- 0%
4.14. The teacher demonstrates a positive attitude to students	76- 81.7%	15- 16.1%	2- 2.2%	0- 0%	0- 0%	0- 0%

4.15. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	79-84.9%	13-14%	1-1.1%	0-0%	0-0%	0-0%
4.16. Evaluation criteria the teacher uses are clear and available	75-80.6%	17-18.3%	1-1.1%	0-0%	0-0%	0-0%
4.17. The teacher evaluates students' achievements objectively	74-79.6%	18-19.4%	1-1.1%	0-0%	0-0%	0-0%
4.18. The teacher speaks the professional language	77-82.8%	13-14%	1-1.1%	2-2.2%	0-0%	0-0%
4.19. The educational organization allows for sporting and other leisure activities	68-73.1%	18-19.4%	4-4.3%	2-2.2%	0-0%	1-1.1%
4.20. Equipment and facilities for students are safe, comfortable and up-to-date	77-82.8%	13-14%	2-2.2%	0-0%	0-0%	1-1.1%
4.21. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	65-69.9%	23-24.7%	2-2.2%	0-0%	0-0%	3-3.2%
4.22. All students have equal opportunities for EP study and personal development	77-82.8%	14-15.1%	1-1.1%	0-0%	0-0%	1-1.1%

Other problems with teaching quality:

- No
- No, there are no problems. I like so much the university, the teachers and the quality of studying.
- No problems to report
- No problems
- No problems
- Nothing
- .
- I do not have
- No one
- None
- I don't have