



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

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

Educational Programme Medicine of

the “Iuliu Hațieganu” University of Medicine and Pharmacy Cluj-  
Napoca, Romania

with the Requirements of “IAAR STANDARDS AND GUIDELINES  
FOR INTERNATIONAL ACCREDITATION OF BASIC MEDICAL  
AND PHARMACEUTICAL EDUCATION PROGRAMMES (Based on  
WFME/ AMSE/ ESG)”

May 20-22, 2024

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

**Addressed to the IAAR  
Accreditation Council**



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**May 20-22, 2024**

**Cluj-Napoca city**

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

<b>AMSE</b>	The Association of Medical Schools in Europe
<b>CEQA</b>	Commission for Evaluation and Quality Assurance
<b>CEQAI</b>	The Institutional Commission for Evaluation and Quality Assurance
<b>CEQAF/m</b>	The Faculties' / Master Commissions for Evaluation and Quality Assurance
<b>CESR</b>	Commission for the Ethics of Scientific Research
<b>CEDU</b>	Commission for Ethics and Deontology of the University
<b>CEPD</b>	The Code of Ethics and Professional Deontology
<b>CieH</b>	Centre for Innovation and e-Health
<b>CDS</b>	Council for Doctoral Studies
<b>CME</b>	Continuing Medical Education
<b>CoARA</b>	Coalition for Advancing Research Assessment
<b>COR</b>	Classification of Occupations in Romania
<b>CPD</b>	Continuing Professional Development
<b>DGSR</b>	Department of Grants and Scientific Research
<b>Directive 2005/36/CE</b>	Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications
<b>ECFMG</b>	ECFMG
<b>EHEA</b>	European Higher Education Area
<b>EQF</b>	European Qualifications Framework
<b>EMSA</b>	European Medical Students Association
<b>EP</b>	Education programme
<b>ESCO</b>	European Classification of Skills, Competences, Qualifications and Occupations
<b>EU</b>	European Union
<b>EUA</b>	European University Association
<b>GD</b>	Government Decision
<b>GEP</b>	Gender Equality Plan
<b>GSG</b>	General Secretariat of the Government
<b>HR</b>	Human Resources
<b>IAAR</b>	The Independent Agency for Accreditation and Rating

<b>IAS</b>	International Accreditation Standards
<b>IDF</b>	Institutional Development Fund
<b>IMCS</b>	Internal managerial control system
<b>IODUS</b>	Institution organizing doctoral university studies
<b>IR</b>	Internal Regulations of UMPH IH
<b>MMI</b>	Medical-Military Institute
<b>NEL</b>	National Education Law no. 1/2011, with subsequent amendments and completions
<b>HEL</b>	Higher Education Law no. 199/2023, with subsequent amendments and completions
<b>NQF</b>	National Qualifications Framework
<b>ME</b>	Ministry of Education
<b>RAQAHE</b>	ARACIS – Romanian Agency for Quality Assurance in Higher Education
<b>RAR</b>	Rector’s Annual Report / <b>ARR</b> Annual Report of the Rector
<b>RDI</b>	Research development innovation
<b>RIAMEPS</b>	Regulation on the initiation, approval, monitoring and evaluation of the study programmes
<b>RNCIS</b>	National Register of Higher Education Qualifications
<b>ROO</b>	Regulation for organization and operation in UMPH IH
<b>RPAS</b>	Regulation on the professional activity of students
<b>RMP</b>	Rector’s Management Plan/ Management Plan of the Rector
<b>SAR</b>	Self-assessment report
<b>SCIM</b>	Internal system for managerial control
<b>SES</b>	Student Entrepreneurship Society
<b>SPID</b>	Strategic Plan for Institutional Development 2024 - 2029
<b>sqm</b>	square meters
<b>OSM</b>	Medical Students Organisation
<b>UCEPD</b>	University’s Code of Ethics and Professional Deontology
<b>UEFISCDI</b>	Executive Agency for Higher Education, Research, Development and Innovation Funding
<b>UMPIH</b>	“Iuliu Hațieganu” University of Medicine and Pharmacy Cluj-Napoca
<b>WFME</b>	World Federation for Medical Education

## **(II) INTRODUCTION**

In accordance with the order of the IAAR No. 74-24-OD dated 15/02/2024 and “IAAR Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)” (No. 150-22-OD dated December 21, 2022) an external expert panel (EEP) accomplished a site visit to the “Iuliu Hațieganu” University of Medicine and Pharmacy Cluj-Napoca (Romania) from 20 May to 22 May 2024 in the framework of international accreditation of the educational programme Medicine.

### **EEP composition:**

**1. IAAR Panel Chairman** – Prof. Vaiva Hendrixson, PhD, MD, Institute of Biomedical Sciences, Faculty of Medicine, Vilnius University (Vilnius, Lithuania);

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

**3. IAAR Expert** – Prof. Ioana-Monica Mozos, MD, PhD, Department of Functional Sciences, Discipline of Pathophysiology, Center for Translational Research and Systems Medicine, “Victor Babes” University of Medicine and Pharmacy of Timisoara, nominated by ARACIS (Timișoara, Romania);

**4. IAAR Employer** – Prof. Ovidiu Simion Cotoi, Head of the Pathological Anatomy Department at Mures County Clinical Hospital, nominated by ARACIS (Târgu Mureș, Romania);

**5. IAAR Student** – Gabriela Oancea, Medical Student of George Emil Palade University of Medicine, Pharmacy, Science and Technology of Târgu Mureș, nominated by ARACIS (Târgu Mureș, Romania);

**6. IAAR Coordinator** – Akbota Islam, IAAR Project Manager for International Cooperation (Astana city, Republic of Kazakhstan);

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

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

In October 1948, the Institute of Medicine and Pharmacy (I.M.F.) in Cluj was established under Resolution No. 236 by the Ministry of Public Education. This significant milestone marked the culmination of three centuries of evolution, leading to the founding of the Faculty of General Medicine, Hygiene, Paediatrics, Dentistry, and Pharmacy within the institution. In 1990, the Institute became the University of Medicine and Pharmacy, and in 1993, it took the name of its first dean, becoming the UMPIH.

The "Iuliu Hațieganu" University of Medicine and Pharmacy Cluj-Napoca (hereinafter referred to as UMPIH) offers 15 bachelor study programmes, twenty master's programmes, a doctoral school in the biomedical sciences field with specializations in medicine, dentistry, and pharmacy, all specializations for residency in the current classified list of the Romanian Ministry of Health, and a variety of other post-university courses. The structure of UMPIH is constant and includes following faculties: Medicine, Dentistry, and Pharmacy. Currently, 7357 undergraduate students, master's students, and doctoral students, along with 2251 residents, are enrolled in their study programmes; the academic staff consists of 885 teachers.

The Faculty of Medicine constitutes the main pillar in achieving the University's strategic objectives. The FM currently offers 7 programmes in which 5358 students are enrolled: Medicine in Romanian, French, and English languages, General Medical Assistance (organized in Cluj-Napoca and in Baia Mare), Balneo-Physiokinetotherapy, Rehabilitation, and Radiology and Imaging. Additionally, the FM offers 14 master's, doctoral, and residency programmes.

The University underwent national institutional periodic external evaluations in 2009, 2014, and 2021, conducted by ARACIS (ARACIS: institutional, bachelor programmes, master's domains, Doctoral school).

#### **Requisites:**

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Website: <https://umfcluj.ro/>

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

Previously the "Iuliu Hațieganu" University of Medicine and Pharmacy Cluj-Napoca has not passed any programme accreditation performed by the IAAR.

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

The work of the External Expert Panel (EEP) was carried out based on the approved Visit Programme of the expert commission for specialized accreditation of the educational programme Medicine at Iuliu Hațieganu University of Medicine and Pharmacy Cluj-Napoca from May 20 to May 22, 2024.

## Visit Objectives and Methods

The main objectives of the EEP were to obtain objective information about the quality of educational programmes and the entire infrastructure of the university, and to clarify the content of self-assessment reports. The EEP utilized several assessment methods, including:

1. Interviews and Meetings: Meetings were held with various stakeholders, including the rector, vice-rectors, heads of structural units, dean, pro-deans, heads of departments, teaching staff, representatives of student governance, students, graduates, and employers. A total of 125 representatives took part in the meetings. Meetings with target groups were conducted according to the visit programme and within the established time frame. The university staff ensured the presence of all stakeholders as indicated in the visit programme.

**Table 1 - Information about employees and students who took part in meetings with the IAAR EEC:**

Category of participants	Number
Rector	1
Vice-rectors	6
Heads of structural units	14
Dean and vice-deans	6
Heads of departments	11
Teaching staff	25
Representatives of student governance	11
Students	26
Graduates	14 (7 offline, 7 online)
Employers	11
<b>Total</b>	<b>125</b>

2. Documentation Review: Reviewing supporting documentation and self-evaluation reports provided by the university.

3. Direct Observation: Performing visual inspections of university facilities, including lecture and seminar halls, laboratories, clinical training bases, and research centres.

## Implementation of the EEP Visit Programme

To coordinate the EEP's work, an orientation meeting was held 1 day before the visit. Responsibilities were distributed among the panel members, and the schedule of the visit was clarified.

In addition to scheduled meetings, the IAAR team visually inspected facilities to assess the infrastructure of the university and the Faculty of Medicine:

The first day involved a thorough visual inspection of the faculty facilities:

*Centre for Practical Skills and Simulation in Medicine* for practising 3<sup>rd</sup> and 6<sup>th</sup> year students, which was established in 2011. It is the 1st Centre in Romania of its kind. The Centre consists of 2 floors. EEP observed on in this Centre: Manikins used by postgraduate students and residents; Facilities for 3<sup>rd</sup>-year students; Cabinet equipped for surgery and



other medical procedures such as scalp and gynaecology, with bandaging and nursing skills monitored; Areas for muscular and rectal inspections, catheterization, and emergency station; Six operating rooms fully equipped, including anaesthesiology setups; Simulations for various anaesthesiology types and endoscopy; Gynaecology simulation and endoscopy room; VR simulations for residents, funded by the EU.

Experts also inspected the following facilities: Pharmacology discipline; Research laboratory for thesis students; Genomic Research Centre; Histology cabinet and Amphitheatre.

On the second day, visual inspections focused on visiting professional internship venues, branches of departments (clinical sites, educational and clinical centres). Detailed information about each venue is provided below:

*Spitalul Clinic Judetean de Urgenta* where the students of the Discipline of Infectious Diseases and Surgery pass their internships. During the visit the EEP observed amphitheatre used for seminars and clinical practice as well as Patient rooms used for bedside teaching.

*Clinical Radiologica* where the students of the Discipline of Radiology pass their internships. During the visit there EEP witnessed the seminar with 5th-year students as well as inspected two seminar cabinets.

EEP also visited *Clinica Gynaecology* and UMF's MedFuture Research Centre for Advanced Medicine.

Along with the interviews and visual site checks, an anonymous online survey of students (629 participants) and teachers (64 participants) was conducted to analyse satisfaction with working and learning conditions at UMF.

On the final day of the visit, the IAAR team completed their analysis and met again with the Rector, Vice-Rectors, and Deans to discuss their observations, noting both strong and weak points of the university.

The IAAR visit programme terms were respected, and tasks were completed. Meetings included administrative and teaching staff, beneficiaries, and stakeholders, as per the lists from the visit programme annexes.

During the EEP visit, the panel had the opportunity to get acquainted with the state-of-the-art facilities and observe the high-quality resources available for medical education. The visual inspections and interactions with faculty and students provided substantial evidence of the institution's commitment to maintaining and improving its educational standards. Recommendations for further enhancement of the study programmes were discussed with the university management, ensuring a collaborative approach to continuous improvement.

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

### 6.1. STANDARD "MISSION AND OUTCOMES"

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

The self-evaluation report provides a comprehensive overview of the mission, objectives, and strategic plans of the University of Medicine and Pharmacy of Iuliu Hațieganu in Cluj (UMPIH) and its Faculty of Medicine (FM). It outlines the institution's commitment to advancing medical education, research, and community service while adhering to European humanistic values.

The mission of UMPIH, as stated in the University Charter, emphasises the development and promotion of knowledge and values through education, research, and community services. This multifaceted mission focuses on integrating graduates into healthcare services to meet societal needs. It stresses critical thinking, responsibility, and engagement in a knowledge-based society, responding to the challenges posed by globalisation.

According to the University Charter, the mission is formulated as follows:

*The UMPIH mission is to develop and promote the knowledge and values of European humanism through three main components: education, research, and community services. The University provides undergraduate, specialty, and continuous training for those integrating into healthcare services to meet societal needs. Training is conducted in the spirit of critical thinking, responsibility, respect for values, and engagement in promoting a knowledge-based society, with flexibility and creativity toward the challenges brought by globalisation. The University carries out and promotes basic and applied research, considering the requirements of a progress-based society, for the public good and with respect for professional ethics. The University participates in community development and modernisation through healthcare services, knowledge transfer, technological innovation, proposals to optimise institutional practices, and more.*

The mission, vision, and values are publicly available in all languages of instruction on the university website [here](#).

The self-evaluation report details specific objectives such as:

- Initial and continuous medical and pharmaceutical training
- Scientific research for medical progress
- National and international dissemination of scientific results
- Promotion and protection of public health
- National and international cooperation
- Ensuring graduates' integration and professional success

These objectives align with Romanian legal standards and the European Higher Education Area, emphasising the institution's dedication to producing competent healthcare professionals who can adapt to global health challenges.

In February, the University Rector appointed the current Dean of the Medical Faculty for the 2024-2029 term, following approval by the Faculty Council, based on a management plan that reaffirms the faculty's mission. The current mission of the Medical Faculty is to

*form healthcare professionals who possess the competencies, knowledge, and skills for successful integration into national and international health systems and who, throughout their lives, will commit themselves to the service and progress of society.*

Strategic plans for the 2024-2029 period have been developed and approved by the University Senate and the Faculty Council, ensuring that the missions and objectives guide all activities within the university and faculty. The plans are publicly available [here](#) and are regularly updated based on feedback and evaluation.

The self-evaluation report outlines the expected learning outcomes for medical students, closely tied to the course content and practical activities. These outcomes ensure that graduates possess the necessary competencies, skills, and attitudes to practice medicine effectively. The university places a strong emphasis on lifelong learning, professional development, and the continuous improvement of knowledge and skills.

UMPIH operates with a high degree of institutional autonomy and academic freedom, guided by the University Charter [here](#). The university's budget is managed to support education, research, and institutional development.

The self-evaluation report highlights the involvement of students, academic staff, and external stakeholders in formulating the university's mission and learning outcomes. Feedback mechanisms, such as semester evaluations and quality assurance processes, ensure that the educational programmes remain relevant and effective.

The university maintains high standards of professionalism and ethics, with codes of conduct for students and staff. These documents are available on the university's website, and new students are oriented towards these values during their induction. The institution aims to foster a safe and respectful academic environment based on trust and mutual respect.

UMPIH is dedicated to advancing research in biomedical, clinical, pharmaceutical, behavioural, and social sciences. The university boasts state-of-the-art research laboratories equipped with the latest technology and advanced equipment. These facilities provide unparalleled opportunities for conducting extensive research projects. Researchers engage in both fundamental research, aimed at expanding our understanding of basic scientific principles, and applied research, focused on practical applications and solutions to real-world problems.

UMPIH regularly conducts surveys of students and academic staff to assess their satisfaction with the educational process. Additionally, surveys of graduates are planned to evaluate various aspects crucial for the successful implementation of the programme and the achievement of the goals and objectives outlined by the educational programme and the University's mission.

### ***Analytical part***

During the site visit and interviews, it was confirmed that the UMPIH mission was developed with the active participation of the university leadership and administration. It is published on the university website and is accessible to all interested parties.

The educational programmes implemented by the University during the accreditation period align with the University's mission, goals, and desired outcomes. These programmes aim to equip students with both general and specialised competencies necessary for their professional medical careers. The procedures for assessing final learning outcomes are

outlined in the Educational and Professional Programme of Higher Education, as well as in the self-assessment report. The University has provided supporting documentation that demonstrates the active integration of both the mission and learning objectives with the participation of most stakeholders.

Interviews and personal conversations revealed that the administration, faculty, and students, including student organisations, show considerable interest in the development and progress of the university. During a meeting with management, including those responsible for quality management, it was confirmed that surveys of both students and teaching staff are conducted systematically every semester. Feedback from these surveys is carefully considered, and proposed changes are incorporated into the educational programme as much as possible. This information was corroborated during meetings with students and faculty, and relevant evidence was also presented. However, during the meeting with graduates/alumni, it was revealed that they have minimal or no participation in the programme review process. This issue was discussed during the meeting with the management, who noted that maintaining constant communication with alumni is challenging due to the lack of information about their subsequent employment.

During the visit, it was confirmed—both by the self-evaluation report and through conversations with university representatives—that the content of the educational programmes, learning tasks, and learning outcomes are actively reviewed and updated to meet the requirements of employers and the labour market. It should be noted that many employers participated, and all confirmed that their opinions and needs are actively considered by the university to enhance the educational programmes.

During the interviews, it also became evident that students and academic staff are deeply interested in actively participating in the enhancement of university life, educational programmes, and the overarching mission. Despite this clear interest, their actual involvement is currently below expectations. The interviews revealed that many stakeholders (students, alumni, staff) are not as familiar with the university's mission and vision as they should be.

To address this, it is crucial for university management to ensure and encourage their engagement. Establishing structured and regular opportunities for participation can significantly improve their involvement. Additionally, improving communication channels is essential. Creating and maintaining effective two-way communication and feedback loops with alumni will foster a more inclusive and collaborative university environment. By prioritising these efforts, the university can better align its community with its mission and vision, ultimately leading to a more vibrant and cohesive academic environment.

The University has a well-defined policy governing conduct and ethics. Both the Code of Ethics and the Student Code of Conduct are publicly accessible documents available on the university website [here](#).

During the site visit, it was confirmed that the university possesses outstanding, advanced, and modern research institutes and facilities (e.g., the Research Centre for Functional Genomics, Biomedicine and Translational Medicine; MedFUTURE – The Research Centre for Advanced Medicine). These provide ideal conditions for the implementation of educational, research, and scientific projects for both students and academic staff. Meetings and interviews with the university administration, academic staff, and students clearly demonstrated the university's strong support for enhancing scientific

research skills and productivity. The laboratories support a wide range of disciplines, fostering interdisciplinary collaboration and innovation. With access to such resources, students and faculty are well-positioned to make significant contributions to their fields, pushing the boundaries of knowledge and technology. Additionally, these labs offer a conducive environment for training the next generation of scientists and researchers, ensuring they are well-prepared for future challenges and opportunities in their respective careers.

***Strengths/best practice***

No strengths were revealed in this standard

***EEP recommendations***

To the leadership of the university: It is recommended to involve a broader range of stakeholders, including graduates, alumni, academic staff, and others, in the process of formulating the mission and vision. The deadline for implementing is set by the beginning of the next academic year (October 1, 2024)

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

Strong -0

Satisfactory – 13

Suggest improvements – 0

Unsatisfactory -0

**6.2. STANDARD “EDUCATIONAL PROGRAMME”**

***The Evidence***

The undergraduate study programme in Medicine, offered in Romanian, English, and French, aligns with European Directive 2005/36/EC, Romanian law, and ARACIS requirements, ensuring it meets both national and international standards for medical education. The degree structure allows graduates to enrol directly in doctoral studies, indicating compliance with higher education cycles in the European Doctors' Community. The programme provides a detailed curriculum, including ECTS credits, discipline records, and allocated hours, ensuring a comprehensive educational framework. Forms of learning and teaching include lectures, seminars, practical laboratory work, clinical practice, research activities, and independent work. Teaching methods are detailed in the discipline curriculum. Various assessment types are included, with the main formats being semester evaluations, examinations, and colloquiums.

The programme promotes equality and inclusivity in line with the Bologna process and the university charter, ensuring that all students are treated equally regardless of gender, ethnicity, religion, sexual orientation, or socio-economic status. Continuous professional development for faculty, including workshops by experts like Professor Richard Maerz, supports high-quality education.

*The Centre for Practical Skills and Simulation* and the introduction of virtual patients demonstrate a commitment to providing advanced educational resources. The use of electronic platforms, personal web pages, and online resources enhances the learning

experience and aligns with contemporary educational practices.

The educational programme in Medicine at UMPIH addresses the WFME standard on the scientific method through various initiatives and courses designed to embed scientific thinking and research skills into the curriculum. The programme includes compulsory courses such as Medical Informatics and Biostatistics (3 ECTS) and Medical Research Methodology (3 ECTS), covering fundamental aspects of scientific research and data interpretation.

Key principles of evidence-based medicine are integrated into the curriculum, specifically within Medical Research Methodology, Clinical Pharmacology, and Epidemiology, ensuring that students are trained to critically appraise medical literature and apply research findings to clinical practice. Additionally, during the final two years, students are required to prepare a graduation thesis, allocating 160 hours and 4 ECTS credits to research activities. This hands-on research project allows students to apply scientific methods and conduct personal research.

The graduation thesis is evaluated by a scientific coordinator and publicly presented, with the presentation comprising 50% of the graduation grade. Courses like "*Brief Methodological Guide for the Graduation Thesis*" and "*Critical Appraisal of Medical Scientific Literature*" are elective options that further develop students' research skills. Students are actively involved in research projects, scientific circles, conferences, and congresses, often winning awards, which helps them develop practical research skills and engage with the scientific community.

Since 2011, the University offers every two years 20 scholarships of 2000 euros each to finance innovative ideas from students. These scholarships are awarded based on a competition evaluated by a specialised committee appointed by the Rector. Students are required to publish their findings, promoting scholarly output. The publication of a "Guide for Good Research Practices" in three languages and its availability online demonstrate the university's commitment to promoting high standards in research.

The study plan includes core biomedical subjects in the first three years, such as *General Anatomy and Embryology, Biochemistry, Biophysics, Cell and Molecular Biology, Physiology, Histology, Clinical Microbiology, Medical Genetics, Pharmacology, Physiopathology, Immunology, Epidemiology, Hygiene, etc.*

The programme also includes courses in behavioural and social sciences and medical ethics, covering *Medical Bioethics, Medical Psychology, Medical Communication, History of Medicine, Behavioural Sciences, and Medical Sociology*. Students study Modern Languages (medical English, French, German) throughout the programme. Legal aspects such as Malpractice and Medical Law are covered, along with Medical Deontology in the final stages.

Elective courses explore topics like Ethics and Non-Discrimination of Vulnerable Populations, Advanced Communication Skills, Psycho-Somatic Medicine, and Academic Integrity and Ethics. List of elective courses are provided as follows:

I Year: - Introduction to experimental surgery, Advanced communication skills.

- Introduction to experimental surgery, Healthy living in the prevention and control of chronic non-communicable diseases.

II Year:- Drugs and Addictions, The Use of Stem Cells in Cellular Therapy and Tissue Engineering.

III Year- Neurological Examination in Medical Emergencies, Aesthetic Surgery

IV Year: - Basic techniques in general surgery, Psychosomatic medicine.

V Year: -Ultrasonography in medical and surgical Emergencies, Brief Methodological Guide for the Thesis.

VI Year: - Techniques and Manoeuvres in Obstetrics and Gynaecology, Medico-legal Aspects of intrafamilial Violence.

From the third year, the programme includes clinical disciplines and skills, such as *Internal Medicine, Paediatrics, Nephrology, Haematology, Surgery, Radiology, and Emergency Medicine*. Clinical training takes place in simulation labs, hospitals, and primary care facilities, with clinical specialisation disciplines comprising 70.86% of the curriculum. Each discipline includes course hours and practical clinical clerkships (internships). Students can select elective courses each semester, including topics like experimental surgery, healthy living, drugs and addictions, stem cells, neurological examination, aesthetic surgery, and more.

According to the self-evaluation report, programme management at UMPIH is ensured through several steps, particularly the approval process. The initiation and approval of study programmes involve decisions by the Faculty Council and the University Senate, following National Education Law no.199/2023 and the University Charter. The syllabus is proposed by the disciplines, approved by the Department Council, and further reviewed by the Committee for Curricular Development and Assessment, the Medical Faculty Council, and the University Senate. Five committees are involved in the continuous monitoring and improvement of study programmes:

- Committee for Didactic Activity and Human Resources Development
- Committee for Quality Assessment and Assurance
- Committee for Financial Resources Management, Regulation, and Relations with Students
- Committee for International Foreign Language Programmes and International Relations

The Curriculum Office focuses on developing and modernising the Medical Faculty syllabus to meet current educational needs, organising meetings with department heads and discipline chiefs to define and achieve intended educational outcomes.

### ***Analytical part***

The presented programme, in terms of its teaching model and methods, represents a traditional, linear medical educational programme. This is contrary to the claims made in the report, which suggests a more integrated approach. Vertical integration involves combining core and clinical subjects into a unified system or syndrome curriculum. Horizontal integration merges related courses within a core or clinical aspect, primarily centring around a system. This approach not only provides students with static knowledge but also develops flexible clinical thinking. An integrated or semi-integrated programme creates a curriculum that helps students develop critical thinking and identify paths to self-development.

Horizontal integration aims to consolidate core disciplines, topics, and subjects to facilitate holistic learning, thereby enriching the educational experience through interconnections. For instance, teaching fundamental subjects concurrently as a single

entity, such as integrating anatomical structure, physiological processes, and histological-cytological characteristics into a horizontally integrated module titled "Structure of the Human Body."

Vertical integration, on the other hand, merges basic and clinical sciences, blurring the traditional boundaries between pre-clinical and clinical subjects to provide students with a comprehensive understanding. This method ensures that students can apply theoretical knowledge to clinical scenarios from an early stage in their education.

Crucially, integration should extend beyond subjects to encompass the assessment system as a whole. Traditional assessment methods prescribed by the existing educational programme, such as oral exams and multiple-choice question (MCQ) tests, are insufficient for evaluating integrated subjects. The entire assessment system and criteria must be revised to align with the standards and requirements of the WFME to effectively monitor and ensure the quality of the educational process.

Problem-based learning is mandatory in the 1<sup>st</sup> year of the curriculum (see Appendix Curriculum), being initially introduced more than 10 years ago. For PBL students are split into small groups, as in clinical disciplines, even if according to ARACIS standards small groups are not mandatory, as PBL is not a bed-side activity. These small groups involve a significant higher cost in terms of teachers needed to cover learning activities. In October 2023, Professor Richard Maerz held team-based learning workshops for teachers in the EPs, the evaluation of implementing TBL in learning activities being underway.

The implementation of the Objective Structured Clinical Examination (OSCE) in the medical education curriculum at UMF Cluj is a proactive step towards ensuring comprehensive educational outcomes. A workshop conducted in October 2018 equipped teachers with the necessary skills to administer OSCEs effectively. Additionally, the creation of OSCE workbooks serves as a valuable educational resource, aiding students in familiarising themselves with this examination format. The practical exam in stations (OSCE), introduced in key disciplines like *Basic Practical Skills*, *Surgical Semiology*, *Cardiology*, *Gastroenterology*, *General Surgery*, *Orthopaedics*, and *Paediatrics*, enhances the assessment of clinical skills and competencies. Furthermore, the decision to incorporate OSCEs into the graduation exam for Nurses demonstrates a commitment to maintaining high standards in academic assessment. Despite disruptions caused by the COVID pandemic, this strategic approach to assessment highlights UMF Cluj's dedication to preparing students for professional practice with proficiency in both knowledge and practical skills.

However, it should be noted that OSCE should not be used solely as a practical skills assessment tool and restricted only to clinical subjects. Successful examples demonstrate its efficacy in educational contexts as well. Moreover, it is desirable and recommended that OSCE stations and simulation centres be utilised for practical training right from the outset. Clearly, there is a need for continuous and systematic training of teachers and academic staff in modern teaching methods, encompassing not only OSCE but also the Objective Structured Teaching Encounter (OSTE), Case-Based Learning, and relevant assessment methods as appropriate. Modern, state-of-the-art teaching and assessment methods are integral to integrated medical education. While demanding in terms of effort and resources, they are indispensable for equipping medical professionals with a modern, broad vision, versatile practical skills, and critical thinking abilities.



Finally, the list of elective courses offered is very limited and only partially covers modern requirements. During interviews, it was revealed that academic staff and graduates are less involved in the process of developing the educational programme. Teachers typically receive ready-made syllabi, allowing them some academic freedom to make changes. However, they are often guided predominantly by the provided curriculum, and teaching/assessment methods. Given that university leadership, faculty, and student staff are willing to engage in multifaceted collaborations, initiatives to improve the programme should not only be top-down but also bottom-up, with external stakeholders (alumni, employers, healthcare providers, policymakers) actively participating in this process.

***Strengths/best practice***

No strengths were revealed in this standard

***EEP recommendations***

1. To leaders and coordinators of Educational Programme (EP): The integration of the curriculum should be enhanced. Moving from a subject-based to a system-based curriculum with horizontal integration, including humanities and social sciences, would be beneficial. Incorporating soft skills throughout the modules, not just in a separate module, and ensuring vertical and spiral integration from healthy to sick individuals, would provide a holistic approach.

The deadline for implementing these measures is set for the beginning of the academic year 2027 (October 1, 2027)

2. To leaders and the coordinators of EP: It is recommended to increase the number of Electives in the curriculum, preferably from the early years of study including the subjects of traditional and/ or alternative medicines.

Deadline by October 1, 2024

3. To leaders and coordinators of EP: The university must ensure that the EP committee responsible for overseeing the EP comprises representatives from various stakeholders, including faculty members, students, as well as representatives from clinical and industrial sectors, graduates, and healthcare professionals actively engaged in the curriculum development process.

Deadline: October 1, 2024

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

Strong -0

Satisfactory – 27

Suggest improvements – 1

Unsatisfactory -0

**6.3. STANDARD “ASSESSMENT OF STUDENTS”**

***The Evidence***

Student assessment is regulated through the Regulation on organisation and functioning of teaching activities at the bachelor level, in accordance with the legislation

the University Charter and posted on the university website <https://cdn.umfcluj.ro/uploads/2022/09/UMF-Cluj-Regulament-didactic-EN.pdf>

Student examination and assessment procedures are focused on learning outcomes and announced to students in advance and in detail.

All the evaluations and the examinations during the 6 years of studies are quantified by grades or by ratings (passed/failed). Grades are awarded from 1 to 10; the maximum grade is 10, and the minimum grade required to promote the exam is 5. In order to pass a discipline, the student must be awarded the minimum grade for both the practical exam and the theoretical exam. Grades less than 5 imply repeating the exam in a future session, for the test that was not passed.

A student has 3 possibilities to pass one exam. Re-examinations for passing the failed exams take place in the two re-examination sessions. The exam has to be passed in at maximum 2 years from the first presentation.

Students' activity is evaluated during the semester and in the examination session.

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

Students are required to have at least 70% attendance in theory courses and 100% attendance in practical lessons. Absences accumulated by students from practical work can be recovered up to 20%, during the periods established by each discipline. Students are obliged to retake practical lessons in a given subject in full, in the following semester, in case of exceeding the number of allowed absences.

The student assessment consists of theoretical and practical examinations for each studied subject. The theoretical assessment consists of multiple-choice questions and usually weighs a higher percentage to the final grade than the practical examinations. The practical examination is performed in the presence of more than one examiner. The student must obtain a minimum mark of 5 in both the practical and theoretical exams in order to pass the exam.

The practical exam consists of an oral exam, the students being evaluated by 3 different assistant professors.

Students may sit a maximum of 2 re-examinations per academic year. The first two exam appearances are free of charge, and for the third examination, the student will pay a fee set by the University Senate.

### ***Analytical part***

Students have the right to receive feedback on the mark from the teachers participating in the examination. In this regard students can consult the graded papers and can make an appeal against the examination result.

Team-Based-Learning, Case-Based-Learning and Problem-Based-Learning are not widely used as learning methods and assessment strategies, and there is no evidence of tailoring the assessment in accordance with the different learning styles of students. Some of the students and teaching staff were familiar with OSCE, but this method is only implemented from the fourth year of studies.

Regrettably, the assessment method that closely mirrors real clinical practice, such as MiniCex, is not employed in evaluating students in clinical disciplines. Additionally, specific methods for assessing professional behaviour and attitudes are not implemented. In

interviews, instructors noted their efforts to appraise students' professional skills, including communication, yet this isn't fully reflected in the current assessment system.

There is a need to ensure both formative and summative assessment in the learning process, as well as the contribution of the assessment methods to measure the learning outcomes. Selecting the most relevant methods, according to the different needs and learning styles of students, is crucial for ensuring high quality of education. In order to improve the educational process, the university should take into consideration a vast analysis of their current assessment methods and start introducing new ones.

During our meeting with the students, they stated that, on demand, they receive feedback based on the assessment results. We would like to emphasise the relevance of real time feedback, that is as important as after exam feedback. Our advice is focused on educators to proactively give feedback to students on every occasion, not only at their request.

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

No strengths were identified within the standard "Assessment of students".

### ***EEP recommendations***

1. To the management: We highlight the importance of professional training aimed for the teaching staff in order for the aforementioned methods to be implemented. Date: starting October 2024.

2. To the educators: Since there was observed a lack of formative assessment, recommendation is to put an emphasis on continuous evaluation of the student, as well as proactivity in giving real-time feedback to students, which is as important as post-exam feedback, and should be a core part of the learning process, not just provided upon request. Date: October 2024.

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

strong: 0

satisfactory: 10

suggest improvements: 0

unsatisfactory: 0

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

### ***The Evidence***

The university has clear and transparent admission procedures for all the lines of study (English: [Methodology of admission 2024 international candidates Iuliu Hatieganu UMP Cluj Napoca](#), Romanian: [REGULAMENT DE ORGANIZARE ȘI DESFĂȘURARE A CONCURSULUI DE ADMITERE ÎN CICLUL DE STUDII UNIVERSITARE DE LICENȚĂ](#), French: [Methodologie d'admission 2024 candidats internationaux UMP Iuliu Hatieganu Cluj-Napoca](#)). These are updated and published 6 months before the application on the official admission website (<https://admissions.umfcluj.ro/>).

Both Romanian and foreign candidates are eligible to enrol in study programmes

offered by "Iuliu Hațieganu" UMP of Cluj-Napoca, as long as they adhere to the internal organisation's principles of equal opportunity based on standards of professional competence and moral integrity. For enrolment in study programme Medicine in Romanian, the candidates must pass a written entrance examination in Romanian language and the places offered to candidates are filled in descending order of the average obtained in the exam. For enrolment in study programmes Medicine in English or French, the admission is based on evaluation of application files containing proof of the applicants' academic performance and personal achievements.

The Faculty Council determines the enrolment figure (number of spots) for each study programme based on the ARACIS-approved enrolment capacity. After evaluating the school and the study programme, ARACIS determines the tuition capacity and sends it to the Ministry of Education. Periodically, ARACIS conducts assessments to make sure that the institution's capacity to supply the infrastructure, personnel, and materials required to carry out the students' education process and the maximum number of students it can accept are in line.

Students at UMPIH benefit from a vast range of support programmes. Students can receive the following types of scholarships: performance scholarship "Meritul Olimpic" (The Olympic Merit), scholarships for scientific performance, merit-based scholarship as well as need-based scholarships. From UMPIH funds, every year, 4% of the international students, who study in the English and French study programmes receive a scholarship, which consists of half of the fee for one year. The university also offers lodging in the university dormitories, with affordable prices. The university also sponsors the cost of meals in the student cafeteria. A 2 course meal costs 2 Eur for all students, while 400 meals per day are offered for free to students with low-income families.

Students also receive support for research activities. There are various scientific circles trying to involve students in research projects. The University also has a programme established to offer every 2 years 20 scholarships, 2000 euro each, to finance the research ideas coming from students. Although there is this evidence of a collaborative method between students and professors for research, a system is needed for how students can approach teachers and administration. Both a list of topics and the option for students to propose their own topic should be available. A systematic approach could improve communication with students about choosing topics for their master's theses.

[The Centre for Psychological Counselling and Career Guidance](#) organises activities aimed for qualified support in defining the life and career trajectory, in the process of optimising academic performance, but also support and assistance in the crucial step towards the labour market. Individual and group counselling are available for students for free, offered by the three psychologists who work in this centre. Special activities are destined to international students to facilitate their integration into a new environment. In addition, the faculty edits a freshman' guide in Romanian, English and French language, containing useful information, both general and related to academic activities. The Infoutil application is free of charge and offers information about location of academic spaces, how to get there (using Google maps), about students' organisations and about the schedule. There are several active students' organisations at UMPIH: OSM (Organisation of Medical Students – Romanian), EMSA (English Medical Student Association) and CMC (Corporation Médecine Cluj). They organise student conferences and congresses in which professors and

teachers take part as lecturers, but aside from these activities, they also have numerous volunteering projects focused on public health, sex education, national and international exchange projects.

The students are represented in the consultative, decision-making and executive structures of the University according to the national law. Students are represented in the Senate of the University, the Board of Directors (Administration Council), the Councils of the Faculty, the Dormitory committees and in internal University committees. The students themselves organise their own elections, having the opportunity to participate in decision making regarding their education.

### ***Analytical part***

The university has invested a lot in support systems for students. The financial support offered to students from low-income families is substantial and the psychological support is available and easy to reach for every student.

The possibilities offered by the university for students in terms of flexibility are scarce. In case of special situations, according to the Regulation for the organisation and conduct of undergraduate teaching and learning activities, students can interrupt, at their own request, their studies for a duration required by the student. The total duration of interruption cannot be longer than 2 years accumulated. Support systems should be implemented for students as interruption of studies should not be the only option.

During the visit, discussions with both students and educators revealed that students usually receive topics for their final thesis by proactively approaching potential supervisors or department heads themselves. While this demonstrates student initiative, it also highlights a need for a more systematic approach in assigning thesis topics. Teachers should be more proactive in offering a range of thesis topics, ensuring that students have multiple options to choose from. This could include a structured process where educators regularly update a list of available topics based on current research interests and industry needs. Furthermore, students should be encouraged to propose their own topics of interest, fostering a collaborative environment where their academic passions can align with institutional expertise. By implementing a more organised system, could be ensured that all students have equal access to diverse and relevant thesis topics, ultimately enhancing the quality of their academic experience and research outcomes.

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

The university is an example of good practice when it comes to support programmes. The prices at the student cafeteria are the lowest in the country (around 2€/meal). Students with social needs benefit, apart from the scholarship, from free meals at the student cafeteria, as well as free dormitories. The campus includes three dormitories destined for this objective.

The counselling centre is very active and present in the students' lives, regularly organising activities aimed for improving communication, raising awareness about burnout and mental health in general. The centre provides group sessions as well as individual sessions for students in need. Students can also benefit from their help in matters of career orientation.

### ***EEP recommendations***

1. To the management: Although there is this evidence of a collaborative method between students and professors for research, a system is needed for how students can approach teachers and administration. Both a list of topics and the option for students to propose their own topic should be available. A systematic approach could improve communication with students about choosing topics for their master's theses. Date: October 2026

2. To the management: Support systems should be implemented for students when interruption of studies seems to be the only option. There is a need for flexibility for students choosing their own personalised study trajectory. Date: October 2027

### ***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 members of the teaching staff of "Iuliu Hațieganu" UMP of Cluj-Napoca acquire their position in compliance with the legal conditions for filling teaching positions, considering the national legislation and regulations of the competition of the university, by public competition. The number of teaching positions and didactic degrees are contained and described in the function state. Each position is loaded 40 hours / week, with teaching, research and service hours, according to the law of education and the status of the teaching staff. Of these 40 hours, a number of hours are frontal teaching hours - these are called the teaching component (norma didactica): 8 conventional hours for professors, 9 conventional hours for associate professor (conferentiar), 11 conventional hours for lecturers and 12 conventional hours for assistants. The rest of hours, up to 40/week, are dedicated to preparation of didactic activity, scientific activities, tutorship activity, office hours for students, participation in professional committees, clinical internship activities; seminars, practical works; guidance in the preparation of the graduation theses; supervision in the preparation of master course dissertations; guidance in the preparation of doctoral theses; other teaching; practical or scientific research related activities, included in the curricula; evaluation activities; professional advice, guidance in student scientific circles; participation in committees and councils for the benefit of the education. A teacher can supplementarily cover the equivalent of two teaching positions (a total of 3 – 1 regular and 2 extra) didactic hours and get paid by hour for these.

Teaching workloads are quantified in conventional hours, as follows: 1h of a lecture is considered as 2 conventional hours, while one hour of practical activities (clinical internship, practical work or seminars) correspond to one conventional hour. For teaching in a foreign language, the teaching activities and seminars may multiply by a

supplementary coefficient of 1.25 for practical activities and 2.5 for lectures. The responsibilities related to the teaching position (number of hours, type of activity) are mentioned in the job description sheet and in the function chart.

The loading instructions for each didactic position are elaborated at university level by the Educational Vice-Rector's Office (Prorectorat didactic), considering the Law of Higher Education no. 199/2023 and the human resources strategy of both the university and faculty.

In assessing the number of positions in the function charts, the number of students, respectively the study groups, the curriculum and the teaching position workload are considered. The ratio between the number of teachers and the number of enrolled students is 1/5 within the EP Medicine, in accordance with ARACIS requirements.

The vacant positions for competition are discussed and proposed by the department council, analysed and approved in the Faculty Council, and then approved by the Senate, according to regulations of the university. The contest consists of the assessment of professional qualities, teaching and scientific qualities of the candidates by a Contest Committee whose composition is proposed by the Department Council, and approved by the Dean, by the Faculty Council, by the Senate and by the Rector. There are minimal national standards for associated professors and full professors, stipulated by the Ministry of Education (Ministry of Education Order 6129/2016 – academic criteria for promotion), published in the Official Monitor of Romania. As a contest probe, the candidates have to give a public lecture in which they present their best professional and scientific achievement along with a personal development plan. For the positions of university professor, habilitation is necessary, beginning with 2018. The positions of university assistant are occupied based on a work contract with unlimited duration in case of candidates holding the PhD title and with limited duration of 5 years, for PhD students. For vacant positions, also external staff can be employed, according to legal provisions as associated staff of the faculty and applicants have to fulfil the same legal and academic requests as internal staff (PhD, publications, professional qualifications). The applicant requests are analysed and approved in the Faculty Council and in the Senate and they sign a contract with the university. Within the next 3 years after being hired, a teacher must follow a pedagogical training course.

Monitoring of the activity of the teaching staff is enabled by the Quality Assurance Department, through assessment of teaching staff by students, per reviews of teaching, scientific research and administration activities, assessment performed by the hierarchic superior and self-assessment of teaching professionals performed annually within each department. Poorly evaluated teachers have improved their scores after participating in faculty development activities. Teacher exchanges can also increase professional quality of the teachers, especially within ERASMUS, ERASMUS Plus and NEUROTECH+ Projects. Currently, the University is implementing an institutional development project, CNFIS-FDI-2024-F-0481 "C4-Consolidating the culture of quality within the UMPIH" that aims to further digitalise internal evaluation processes through the development of a module to collect and store peer evaluation data on the internal platform.

The academic merits are acknowledged starting with the academic year 2010-2011, considering clear and quantifiable criteria, allowing supplementary wages and merit gradations, in accordance with the provisions of the Framework Law of Unitary Wage

no.28412010 and of the National Education Law 1/2011 art. 311(1). In order to reward exceptional teachers, the Board of Faculty, in accordance with the criteria of the University, has elaborated the criteria of conferring the Annual Prizes of the Medical Faculty, for basic sciences and medical disciplines, as well as covering travel expenses required for participation in national and international scientific events and research scholarships.

### ***Analytical part***

The number of teaching positions and didactic degrees are described in the function state. The requirements for the qualifications and employment of teachers are regulated by the national legislation, considering professional, teaching and scientific qualities. The load for each position is 40 hours / week, with teaching, research and service hours, according to the law of education and the status of the teaching staff.

The university has a staff promotion and monitoring policy implemented through several regulations.

The university monitors, acknowledges and motivates academic merit, providing economic opportunities, such as supplemental wages and merit gradations, prizes, research scholarships and travel grants. The teaching performances are monitored by the students, hierarchic superior and self-assessment of teaching professionals performed annually within each department. Solutions are provided for poorly evaluated teachers, in order to achieve their mission and learning outcomes.

There is a low occupancy rate, especially in preclinical disciplines, which generates an inadequate ratio between the number of teachers and the number of students and which sometimes forces teachers to carry out additional teaching activity on an hourly basis at the expense of research or professional activity.

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

No strengths were identified within the standard "Academic Staff/Faculty".

### ***EEP recommendations***

To the management: A recruiting system to attract and retain academic staff, without overloading them with teaching hours, should be improved. Discussions with stakeholders at the governmental level may be necessary. Date: October 2026

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

strong: 0

satisfactory: 8

suggest improvements: 0

unsatisfactory: 0

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

### ***The Evidence***

The university has its own patrimony, consisting of teaching and research physical facilities, to carry out a quality education process, in accordance with the curricula and the



number of students. The Faculty of Medicine uses lecture halls, laboratory rooms, laboratories for information technology facilities, 1 Centre for Experimental Medicine and Practical Skills, 2 centres of excellence and 10 research centres accredited by CNCSIS (National Council of Scientific Research in Higher Education), a library, a sport hall with sport court as teaching facilities.

The capacity of the teaching spaces for the Medicine study programme meets ARACIS standards. Basic and advanced surgical techniques, minimally invasive surgery techniques, microsurgery, ultrasonography, endoscopy, airway management, obstetrics, clinical examination, trauma, basic life support, advanced life support, intensive care, anaesthesia, nursing and wound care are taught in the Centre for Experimental Medicine and Practical Skills. Other clinical training facilities offered by the Faculty of Medicine, are performed in hospitals, ambulatory services, primary care offices and laboratories, according to institutional collaboration agreements (<https://cdn.umfcluj.ro/uploads/2024/03/Contracte-de-colaborare-2023-2024.pdf>).

Auditoriums are furnished with the necessary equipment, including projector, projection screen, internet access and adequate furniture. Spaces for practical activities are arranged according to the specific standards and norms in medical teaching, for all the disciplines in the curriculum plan that require laboratory activities, considering the norms of the Romanian Agency for Quality Assurance in Higher Education (ARACIS). Equipment and devices are modern and enable the fulfilment of the objectives for each discipline. All clinical activities are supervised by teachers of the Faculty. In clinical disciplines, a student group, supervised by one teacher, consists of 9 students. In family Medicine, 2-3 students are distributed in one general practitioner office.

The educational resources undergo a continuous process of renewal, considering the needs of the students, teaching staff and research activities.

UEFISCDI, ranked UMPIH among the universities of advanced research and education, having the right to organise Bachelor, Masters' and Doctoral studies. Up-to date research facilities are included within the Centre for Functional Genomics, Biomedicine and Translational Medicine (<https://umfcluj.ro/cercetare/centrul-cercetare-genomica/>) and the high performance research centre in the field of advanced medicine MedFUTURE – The Research Centre for Advanced Medicine (<https://medfuture.ro/>), which promotes the development and application of new technologies in the field of molecular and functional imaging, proteomics, metabolomics and advanced experimental medicine for personalised therapies, as well as clinical studies for pharmacogenomics and pharmaco-proteomics. There are other 10 research centres running at present within the university, established by the decision of the university's Senate (<https://umfcluj.ro/cercetare/centre-cercetare-facultati/>).

The “Iuliu Hațieganu” Publishing House, is acknowledged by CNCSIS (National Council for Scientific Research in Higher Education) and is a member of The Committee for Publication Ethics (<https://umfcluj.ro/universitate/despre-noi/facilitati/editura/>). The University network grants access to many digital online resources - books, journals, databases. Some database subscriptions are purchased through the national consortium ANELIS+. Teachers in all disciplines use email services to communicate with students. UMPIH Cluj-Napoca uses the anti-plagiarism software called: Sistemantiplagiat.ro, recognised at national level, for graduation as well as the doctoral thesis.

Students are involved in research activities within the scientific research circles, as part of their degree thesis under the guidance of a professor or through co-optation by professors in national or international research projects.

Quality of education and research is assessed by evaluation of each teacher performed by students, peer evaluation, hierarchic evaluation and self-evaluation, according to the procedures and the assessment grids approved by the University (<https://umfcluj.ro/universitate/prorectorate/prorectorat-asigurare-calitate-relatii-internationale/asigureka-calitatii-universitate/evaluarea-semestriala-activitatii-didactice-catre-studentii-nivel-licenta/>).

Teachers must follow a pedagogical training course within the next 3 years after being hired. In order to improve teaching activity, UMPIH organised several postgraduate lectures focused on teaching and assessment methods. Student and staff exchanges with universities from 12 European and emergent countries were possible through the Erasmus+ programme, NEUROTECH+ EU project and Agencie Universitaire de la Francophonie.

UMPIH provides its students with several social, cultural and sports facilities, including dormitories, two recently renovated Student's restaurants located near the teaching facilities and a park in the hostel area (<https://umfcluj.ro/studenti/facilitati/>).

Training of students in occupational safety and health and emergency situations is performed for both lecture and clinical training and laboratory work. For the teaching staff and the rest of the staff of the teaching organisation, this is performed through regular training carried out by the head of each workplace, according to the themes developed at the beginning of each calendar year. Alarm-evacuation exercises are also carried out in the event of fire, with practical examples of how to use fire extinguishers.

UMPIH developed and implemented a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies, to supervise the compliance to the principles of ethics in scientific researches conducted on human subjects and research animals (<https://umfcluj.ro/en/university/scientific-prorectorate/scientific-research-ethics-committee/>).

### ***Analytical part***

According to statutory and analytical documents and oral evidence, UMPIH has the necessary logistic, human, and financial resources for the implementation of quality educational activities, as well as increasing international reputation, attractiveness, and visibility.

There are several mechanisms enabling an update of the material and technical base and ensuring their compliance with modern technologies in training. Internationalisation is enabled by staff and student exchanges, as well as involvement in international research projects and dissemination of research results. Teachers have identified the types, categories, and degrees of complexity of practical skills required for student training in accordance with the training objectives and have selected appropriate bases (clinics, polyclinics, family medicine centers, hospitals) according to the level of responsibility expected from the students. Teachers monitor and ensure that the objectives of the educational programme are fulfilled, and that students achieve the expected learning outcomes using standardised and real patients. UMPIH provides students with adequate

access to institutions offering assistance in a wide range of general and specialised practice conditions. Modern and high-quality information resources are provided to support the educational programme. Sources of information and resources required by students within the educational programme are stated within discipline sheets. UMPIH uses research activities and scientific achievements in the field of medicine and pharmacy as the basis for the educational programme. The relationship between scientific research and education is considered in teaching, encouraging students to participate in medical scientific research. UMPIH demonstrates the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education. The University promotes the participation of teachers and students in academic mobility programmes at home and abroad and allocates appropriate resources for these purposes.

Despite the robust framework and resources already in place, there is a noticeable gap in the systematic development of faculty skills specifically related to medical education, particularly in the areas of teaching and student evaluation. While UMPIH has mechanisms to support the overall quality of education, targeted professional development opportunities for faculty members can further enhance their ability to deliver high-quality education and accurately assess student performance.

By increasing the training opportunities for teaching and student evaluation, the Faculty of Medicine can ensure that faculty members are well-equipped with the latest pedagogical techniques and assessment methods. This will not only improve the overall educational experience for students but also align the faculty's skills with international standards, thereby strengthening UMPIH's international reputation and attractiveness. Enhanced faculty development in these areas will also support continuous improvement and innovation in the educational programmes offered.

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

The main strength identified within the provided analysis is related to implementing a policy strengthening the relationship between scientific research and education, considering the information on the research base and priority areas in the field of scientific research.

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

To the management: Related to faculty development on medical education, the EEP recommends for the Faculty of Medicine to increase the training opportunities for teaching and student evaluation. Deadline: by October 2025.

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

strong: 1

satisfactory: 13

suggest improvements: 0

unsatisfactory: 0

## 6.7. STANDARD "PROGRAMME EVALUATION"

### ***The Evidence***

UMPIH has developed a "360 degrees" academic evaluation system that uses multiple sources of feedback collected from a variety of stakeholders at distinct levels and set up specialised internal structures for the quality assurance of healthcare training that constantly monitor, restructure and update the curriculum. There is an Institutional Committee for Quality Assurance (CEACi), responsible for implementing the QA policy in collaboration with the technical support of the Quality Assurance Department (DAC) (<https://cdn.umfcluj.ro/uploads/2024/03/Rectors-Statement-on-the-Quality-Policy.pdf>, <https://cdn.umfcluj.ro/uploads/2024/03/Regulations-for-the-organisation-and-functioning-of-the-quality-assurance-department.pdf>, <https://umfcluj.ro/universitate/prorectorat/prorectorat-asigurarea-calitate-relatii-internationale/asigurarea-calitatii-universitate/>).

The Committee for Teaching and Human resources Development and the Council of Faculty, evaluate curriculum plans, syllabuses, intended learning outcomes and disciplines contents on an annual basis. The Dean and the Vice-Deans, the Faculty' Committees, the Curricular Office, student representatives, representatives of resident doctors and of employers are also involved in the periodic evaluation of EPs (<https://cdn.umfcluj.ro/uploads/2024/03/Policy-for-the-initiation-approval-monitoring-and-periodic-evaluation-of-study-programmes-UMF.pdf>). The Committee for Curricular Development and Assessment and the Curriculum Office manages the development of the curriculum and its adaptation to renewing educational requirements and standards, implementing curricular changes when needed.

On a biannual basis, the Faculty Council analyses students' progress and addresses students' concerns and reports ([https://cdn.umfcluj.ro/uploads/2024/03/Raport-evaluare-programe-de-licenta-2022-2023.pdf?gl=1\\*8wf372\\*ga\\*MTY0MTcyMDcxOC4xNzE1NTM5NDM2\\*gaNXHP48ZE2N\\*MTcxNjg4MTY4NS43LjEuMTcxNjg4MTkwNC4wLjAuMA..](https://cdn.umfcluj.ro/uploads/2024/03/Raport-evaluare-programe-de-licenta-2022-2023.pdf?gl=1*8wf372*ga*MTY0MTcyMDcxOC4xNzE1NTM5NDM2*gaNXHP48ZE2N*MTcxNjg4MTY4NS43LjEuMTcxNjg4MTkwNC4wLjAuMA..)). During an academic year, semester evaluations involve evaluation of teaching (takes place towards the end of the semester), whilst the evaluation of examination is scheduled after exams finish. The feedback is available to each member of the teaching staff at the end of the academic year, constituting a source of data for improvement. Data collected from the students and graduates for the study and evaluation of the educational programme are related to teaching on students' understanding, interesting contents, quality of information, connection between theory and practice, online teaching, stimulating teaching for students, amount of material taught during a course adequate, as well as the relation teaching staff-students, fairness, additional help provided, transparency and objectivity of examination, student involvement in academic activities, organisation of activities in teams, student support for getting the best results, didactic materials, laboratory equipment, references, acquired competences, domain knowledge, persuasive argumentation, analytical thinking, translation into practice and communication ([https://cdn.umfcluj.ro/uploads/2024/03/Chestionar-absolventi-LICENTA\\_eng.pdf](https://cdn.umfcluj.ro/uploads/2024/03/Chestionar-absolventi-LICENTA_eng.pdf), <https://cdn.umfcluj.ro/uploads/2024/03/Report-on-semester-evaluation-of-teaching-and-examination-2019-2020-en.pdf>, [27](https://cdn.umfcluj.ro/uploads/2024/03/Report-on-</a></p></div><div data-bbox=)

[semester-evaluation-of-teaching-and-examination-2020-2021-en.pdf](https://cdn.umfcluj.ro/uploads/2024/03/Report-on-semester-evaluation-of-teaching-and-examination-2020-2021-en.pdf),  
<https://cdn.umfcluj.ro/uploads/2024/03/Report-on-semester-evaluation-of-teaching-and-examination-2021-2022-en.pdf>).

Through these evaluations, UMPIH ensures that educational programmes correspond to the training needs on the labour market in the field of Health. The main mechanism used to identify problems is the response to the questionnaires. These results are formally analysed by faculty at different levels: individual, discipline, department and in the course of Faculty Councils in order to identify and further implement best measures to tackle deficiencies and provide students with best educational experiences.

In addition, comprehensive assessments of educational programmes are conducted on the occasions of external national and international evaluations processes. The Romanian Agency for Quality Assurance in Higher Education (ARACIS) conducts periodic assessments of study programmes (every 5 years). The latest ARACIS evaluation for the study programme Medicine in Romanian language took place in 2020, in 2021 the English and in 2022 the French study programmes, all three EPs having their accreditation maintained.

In UMPIH, the activity of the academic community members complies with the principles of moral and ethics met in the University's Code of Ethics and Deontology. According to the Ethics Committee and Discipline Committees of the Senate and of the Faculty Council, there have been cases of teachers and/or students that disobeyed the principles of academic ethics and plagiarised. As a consequence, for the last 10 years, all students' graduation (license) and all PhD theses are checked using an anti-plagiarism software. In addition, all publications printed in the university's own publishing house are also tested in respect to plagiarism.

UMPIH has constantly undertaken activities meant to set quality and quantity benchmarks in comparison with other universities from Romania in order to assess and monitor quality of its EPs. The Department of Quality Assurance implemented a project entitled "Quality Standards and Performance Indicators for Higher Education in the Field of Health Sciences" in partnership with the Romanian Agency for Quality Assurance in Higher Education (ARACIS), and the other Universities of Medicine and Pharmacy in Romania. This project contributed to the development of new quality standards and performance indicators specific to higher education in the field of Health Sciences.

UMPIH analyses the progress and achievements of students and graduates in alignment with the institution's mission and the expected learning outcomes, providing feedback to the committees responsible for student selection, curriculum planning, and student counselling. Analysis of the examination scores, pass and failure rates, time spent by students in areas of special interest are done twice per year by the Committee for Curricular Development and Assessment of the Faculty of Medicine. The analyses and students representative's observations are discussed in the Faculty Council and plans of measures are established (<https://cdn.umfcluj.ro/uploads/2024/03/Plan-of-measures-to-improve-teaching-and-examination-Faculty-of-Medicine-2022-en.pdf>). For the past 5 years, the labour market insertion rate is over 98%, evidence of the high quality of EPs offered by UMPIH.

Another department that analyses the students' pathway is the UMPIH Alumni, a department created in 2017 (<https://alumni.umfcluj.com/>). UMPIH Alumni aims to

increase the involvement of UMPIH graduates in university activities after they end their studies, generating communication, involvement and interactivity of members and providing a continuous flow of information on events and actions of the university.

The activity in UMPIH is based on a partnership between teaching staff, students attending undergraduate and postgraduate education and stakeholders, with the sole aim to train national and international competitive professionals. UMPIH has a bidirectional collaboration with stakeholders. All relevant stakeholders have access to results of lectures and programme evaluation and they can give feedback on the curriculum and performance of graduates, considering that they are members in all committees of the Faculty. On the other hand, all county and city hospitals in the region (Transylvania) require involvement of the Faculty of Medicine in their staff selection, members of the university Senate are members in the Councils of Administration in clinical hospitals in Cluj, and members of the faculty work as physicians in the healthcare sector.

### ***Analytical part***

There is evidence for the implementation of the standard criteria considering statutory and analytical documents, the self-assessment report, survey results, and interview results.

A quality-driven culture was identified within the University, involving the teaching staff and students. There are independent structures that monitor data on the implementation of the programme, the development of learning outcomes, and ensure that the identified problems are presented to the appropriate body. The responsibility for the implementation of the quality assurance system is distributed among the administration, academic staff, and auxiliary educational staff. Quality assurance goals and methods are publicly available on the UMPIH website.

The evaluation of EP and the educational environment is carried out every semester, and the results of the surveys of teaching staff and students are taken into account in the assessment and revision of the EP. Student and graduate survey feedback is collected and analyzed by the faculty. The results are available to each member of the teaching staff to improve the educational programme.

UMPIH has a bidirectional collaboration with stakeholders, enabling their feedback on the curriculum and performance of graduates, and staff selection in hospitals of the region.

While UMPIH demonstrates a strong quality-driven culture and effective mechanisms for feedback and quality assurance, there is room for improvement in its alumni network, particularly for international graduates. Strengthening this network can provide valuable insights and foster continuous improvement in educational programmes. An improved alumni network would allow the university to maintain ongoing communication with its graduates, facilitating the collection of feedback on their professional experiences and the relevance of their education to their careers. This feedback is crucial for informing curriculum updates and ensuring that the educational programmes remain aligned with the evolving needs of the global healthcare sector. By proactively collaborating with alumni, UMPIH can leverage their experiences and insights in decision-making processes, thereby enhancing the quality and relevance of its educational offerings. Collecting contact information of graduates, with their permission, upon graduation would ensure that the

university can maintain an active and engaged alumni network. An enhanced alumni network will not only strengthen the university's ties with its graduates but also provide a continuous feedback loop that supports the ongoing improvement of educational programmes and maintains UMPIH's competitiveness and reputation in the international arena.

***Strengths/best practice***

No strengths/best practices were identified in the analysis.

***EEP recommendations***

To the management: An alumni network, especially for international graduates, could be improved. The university should proactively collaborate with its alumni via this network, seek feedback, and include it in decision-making. Contact information of the graduates, with their permission, could be collected upon graduation in order to keep in touch with them. Date: Starting October 2024.

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

strong: 0

satisfactory: 9

suggest improvements: 0

unsatisfactory: 0

**6.8. STANDARD "GOVERNANCE AND ADMINISTRATION"**

***Evidence***

The UMPIH University Charter outlines principles for teaching, research, and administration, emphasising cooperation, ethics, and quality assurance. UMPIH's management structure includes the University Senate, Administration Council (Management Board), Faculty Councils, Faculty Council Offices, and Department Councils. Key roles are held by the Rector, Vice-Rector, Deans, Vice-Deans, Department Directors, Heads of Discipline, and Heads of the Scientific Research Department. The University Senate, comprising elected teaching staff and students, is the primary governance body overseeing academic matters. It enforces compliance with its decisions, the University Charter, and regulations through specialised commissions.

The Administration Council handles operational management, consisting of the Rector, five Vice-Rectors, Deans, the General Administrative Director, and a student representative. Each Vice-Rector oversees specific areas such as teaching, academic development, research, postgraduate studies, quality assurance, and international relations. These leaders implement the strategic plan and set goals, with all decisions publicly accessible on the university website. The Faculty of Medicine has 11 departments, each led by a Department Council and Director. The Faculty Council, including 25% student representatives, is chaired by the Dean, who, along with Vice-Deans and Directors, implements council decisions and coordinates educational activities. The Charter mandates

transparent electoral procedures for the Rector, University Senate, and Faculty Councils. Elections involve direct, secret, and universal voting. Tenured staff and students are proportionally represented in university structures. Decisions are shared via the university's website and email. In 2023, elections under new regulations confirmed administrative structures and positions, validated by the University Senate and Ministry of National Education. All roles are filled by qualified individuals, with credentials available online.

UMPIH's Charter guides teaching, research, and administrative activities. The Dean, aided by five Vice-Deans, oversees strategic management and aligns faculty activities with the university's development strategy. Vice-Deans manage educational activities, quality assurance, research, academic development, and international student affairs. Departments, managed by Councils and Directors, align their objectives with faculty goals, evaluate teaching staff, advise on student assessments, propose curriculum changes, and plan resource acquisitions. The Dean's office sets annual targets and operational plans, approved by the Faculty Council and posted on the university website. The Faculty Council has five committees focused on academic and human resources, research, quality assurance, financial management, and international cooperation. These committees, composed of teachers and students, are coordinated by faculty leadership. The chief administrator manages faculty administration, supported by a jurist and chief secretary. The Dean annually evaluates Vice-Deans and Directors, while the Rector evaluates the Dean, with reports presented to the Faculty Council and published online.

UMPIH, a public higher education institution, finances its operations through state funds, extra-budgetary revenues, and various other sources. The Economic Director oversees financial activities, ensuring alignment with the university's financial policy, which aims to secure resources for education and research while identifying new revenue streams. The university's budget includes income from tuition fees, research, economic activities, and non-refundable funds. Budget allocation considers student diversity, educational programme structures, and the institution's educational and research goals. UMPIH maintains a comprehensive annual budget approved by the Senate, adhering to legal and non-profit requirements. Financial management is computerised, facilitating efficient report generation and transparency. Each department and faculty manage their own budgets to ensure the necessary resources for educational activities. Personnel expenses follow higher education legislation and university Senate decisions, with internal and external audits ensuring compliance and accountability. Budget execution reports are publicly available, and the Senate oversees the financial balance. The administrative sector operates under strict legal and procedural guidelines, with ISO certification ensuring quality control. The General Administrative Director coordinates administrative departments, ensuring effective use of resources and compliance with employee safety and rights legislation. The Human Resources Service manages staff recruitment and development through transparent processes. Administrative staff receive ongoing training to enhance professional skills, particularly in communication and digitalisation.

UMPIH has invested in the digitalisation of administrative processes, compatible with the European Higher Education Area standards. The EMSYS system supports various administrative functions, and the university provides platforms for managing student



activities and quality assurance processes digitally. These efforts aim to improve efficiency and maintain high standards in educational and administrative operations.

UMPIH demonstrates a robust interaction with the health sector, crucial for the clinical training of its students. Clinical training is conducted in both the institution's facilities and local healthcare establishments under formal collaboration agreements. These premises comply with all relevant technical, safety, and sanitary standards. Students can choose from various hospitals nationwide for their practical training, reflecting the institution's extensive network of partnerships. Faculty members, who often hold significant positions in the health sector, including hospital leadership roles, reinforce this connection. Many faculty members also serve on hospital management boards and participate in specialised commissions of the Ministry of Health and the Ministry of Education. This dual role enhances the integration of academic and practical training.

Student and employer cooperation are formalised through representation in university governance and regular consultations. The GOODWORK and NEXTMED projects exemplify this interaction, involving comprehensive surveys and consultations to align graduates' skills with labour market needs. These projects have led to the development of training sessions and best practice guides to enhance employability.

UMPIH ensures transparency and accessibility of information through its website and various printed materials. The Public Relations, Image, Marketing, and Protocol Department facilitates public access to information. Detailed information about study programmes, admission processes, curricula, and scholarships are available online in multiple languages. The university also provides preparatory courses, simulation exams, and webinars for prospective students, particularly international candidates. An online application platform and a virtual assistant named Ana assist candidates during application sessions. Faculty information, study guides, and career prospects are extensively detailed on the website. UMPIH also publishes information about teaching, research, and administrative vacancies, ensuring comprehensive communication with the public and prospective students. This approach underscores the university's commitment to transparency and engagement with its stakeholders.

### ***Analytical part***

The governance structure of UMPIH is meticulously defined, ensuring clarity in roles and relationships. Structural units and their functions are clearly delineated, promoting an organised and efficient educational environment. The institution incorporates various committees within its management framework, ensuring representation from key stakeholders, including students, faculty, and external partners. This structure not only fosters transparency in decision-making but also enhances the inclusiveness of the management process.

<https://umfcluj.ro/universitate/info-public/documente/organigrama/>

<https://umfcluj.ro/universitate/structuri-conducere/consiliul-administratie/>

<https://umfcluj.ro/universitate/structuri-conducere/senat/>

UMPIH's academic leadership is pivotal in defining and managing its educational programmes. The responsibilities of academic leaders are well-documented, focusing on curriculum development, programme management, and achieving educational outcomes. Regular evaluations of academic leadership are conducted to ensure alignment with the

university's mission and expected learning outcomes. This periodic review process enables continuous improvement and accountability in academic leadership.

UMPIH demonstrates a robust system for educational budget and resource allocation, crucial for supporting its educational programmes. The Economic Director oversees financial activities, ensuring a clear distribution of responsibility and authority. The institution maintains an annual budget aligned with its financial policy, focusing on education and research objectives. Resources are allocated based on the needs of various educational programmes, ensuring efficient provision of necessary resources. The ability to independently allocate resources, including teacher remuneration, is emphasised, considering scientific achievements and public health needs. The Senate's Finance and Budget Committee oversees financial management, ensuring adherence to legal requirements and transparent reporting.

The administrative framework at UMPIH is designed to support the implementation of educational programmes and related activities efficiently. The General Administrative Director ensures the proper operation of administrative departments, integrating their activities to achieve strategic goals. The Human Resources Service manages staff recruitment, organisation, and remuneration, ensuring compliance with legal provisions. The institution's commitment to continuous professional development for administrative staff, including training in communication, project management, and financial control, enhances overall administrative efficiency. <https://umfcluj.ro/universitate/administratie/directia-resurse-umane/serviciul-resurse-umane/>, <https://umfcluj.ro/universitate/administratie/director-general-administrativ/>

UMPIH maintains constructive interaction with the healthcare sector, vital for clinical training and academic excellence. The university has formal agreements with hospitals and healthcare facilities for student training, ensuring compliance with technical, safety, and sanitary standards. Faculty members often hold significant positions in the health sector, facilitating seamless integration of academic and practical training. Collaboration extends to participation in hospital management boards and specialised commissions of health and education ministries.

UMPIH ensures transparency and accessibility of information through its comprehensive public information strategy. Detailed information about study programmes, curricula, and admission processes is available on the university website in multiple languages. The Public Relations Department facilitates public access to this information, ensuring clear communication with prospective students and the general public. Regular updates on educational performance, employment opportunities, and career prospects are published online. The institution's commitment to transparency is further demonstrated by the publication of teaching, research, and administrative vacancies on its website, providing a complete picture of the university's offerings and achievements.

***Strengths/best practice***

No strengths were identified within this standard.

***EOP recommendations***

No recommendations were developed within this standard.

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

strong: 0

satisfactory: 13

suggest improvements: 0

unsatisfactory: 0

**6.9. STANDARD “CONTINUOUS RENEWAL”**

***Evidence***

The Quality Policy at UMPIH is aimed at fostering a culture of excellence throughout its academic community. Quality criteria are established for each university function, ensuring compliance with legislative requirements and the university charter. The Department of Quality Assurance (QAD) develops annual operational plans to outline objectives, deadlines, and responsibilities, involving all organisational structures, teaching staff, and students in quality assurance processes.

UMPIH has dedicated quality management structures like the Vice-rector’s Office for Quality Assurance and International Relations and the Quality Assurance Department. Additionally, a committee for academic assessment and quality assurance was established under the University Senate's supervision. Actions taken for quality assurance and their outcomes are documented in the university's annual reports. The educational programmes offered by UMPIH are meticulously designed to meet both cognitive and professional needs, aligned with labour market requirements and professional qualifications. The Medicine educational programme complies with European directives, ensuring graduates' recognition and the right to practice within the European Economic Area. The Diplomas and Transcripts Office manages graduation documents issuance in compliance with internal procedures and relevant legislation. Continuous refinement of competencies and skills is ensured through strategic projects, such as the development of qualifications systems in higher education. Educational outcomes are regularly updated to align with societal, scientific, and cultural developments. Periodic external evaluations by national and international bodies ensure the quality of educational programmes. The Medicine programmes have undergone evaluations by various international bodies, including CIDMEF and AMSE, receiving accolades for educational quality and international recognition.

The Faculty of Medicine of UMPIH prioritises continuous quality improvement and innovation in its educational programmes. The Committee for Quality Assessment and Assurance conducts regular assessments and reviews of educational programmes, with active participation from faculty members and representatives of quality assurance structures. National and international events facilitate the exchange of best practices, contributing to programme benchmarking and restructuring. Professional exchanges with medical faculties and universities worldwide, including EU member states, the US, and Canada, enrich the renewal process of educational programmes. Participation in conferences and collaborations with renowned medical schools ensure exposure to the latest teaching methodologies and educational trends. Access to medical education journals further supports faculty development and teaching methodology updates.

UMPIH's engagement with the European University Association (EUA) and participation in thematic peer groups and meetings contribute to the enhancement of learning and teaching practices. Collaborative efforts focus on identifying recommendations and exchanging good practices in various aspects of learning and teaching. Educational programmes at UMPIH undergo continuous renewal to align with emerging fields and societal needs. Projects like GOODWORK and NEXTMED aim to support graduates' competitiveness in the labour market. New subjects and teaching methodologies, including problem-based learning and early patient contact, enhance the curriculum.

Faculty development initiatives include workshops and courses to improve teaching skills, with a focus on pedagogy, assessment methods, and educational innovations. The faculty also recruits high-performing students through standardised admission exams and promotes diversity and inclusion in student recruitment. The quality assurance system at UMPIH continuously evolves to enhance data reliability and stakeholder consultation. Revised student feedback procedures and increased dissemination activities have led to higher participation rates in evaluation processes. Additionally, a new evaluation process measures students' awareness and satisfaction with university facilities and support services. As UMPIH aligns its quality assessment and assurance commission with the latest provisions of higher education laws, it emphasises stakeholder involvement, including employers, faculty unions, students, and alumni, to ensure educational programmes meet the needs of key stakeholders effectively.

### ***Analytical part***

The Quality Policy of the UMPIH reflects its commitment to excellence and continuous improvement across its academic community. Integrating with the standards for continuous renewal in medical education, UMPIH ensures that its educational programmes remain dynamic, relevant, and aligned with societal needs. (<https://umfcluj.ro/universitate/prorectorat/prorectorat-asigurare-calitate-relatii-internationale/asigurarea-calitatii-universitate/evaluarea-programelor-studiu-catre-absolventi/>). UMPIH initiates regular reviews and updates of its educational programmes, rectifying documented deficiencies and allocating resources for continuous renewal. (<https://cdn.umfcluj.ro/uploads/2024/03/Raport-evaluare-programe-de-licenta-2022-2023.pdf>) The Department of Quality Assurance (QAD) plays a pivotal role in drafting annual operational plans, outlining objectives, deadlines, and responsibilities for quality assurance processes. (<https://umfcluj.ro/universitate/prorectorat/prorectorat-asigurare-calitate-relatii-internationale/asigurarea-calitatii-universitate/>). The process of renewal at UMPIH is based on prospective studies, self-assessment results, and analyses in healthcare fields. This ensures that programme updates are informed by current trends and emerging needs in medical and pharmaceutical education. UMPIH adapts its mission statement to scientific, socio-economic, and cultural developments, reflecting its commitment to societal progress and relevance. Educational outcomes at UMPIH are modified to meet the documented needs of the environment graduates will enter, including clinical skills and public health training. (<https://umfcluj.ro/universitate/prorectorat/prorectorat-asigurare-calitate-relatii-internationale/departament-asigurare-calitate/>) The curriculum and instructional

methods at UMPIH are continuously adapted to ensure relevance and appropriateness, incorporating new knowledge and discarding outdated methods. Assessment principles and methods are developed according to changes in educational outcomes and instructional methods, ensuring alignment with programme objectives. Policies for student and staff recruitment are adapted to changing expectations and circumstances, ensuring alignment with programme requirements and societal needs. (<https://umfcluj.ro/universitate/prorectorate/prorectorat-didactic/regulament-ocupare-posturi-didactice/>) Educational resources are regularly updated to meet changing needs, including student intake, academic staff profile, and programme requirements. UMPIH continuously refines the process of programme monitoring and evaluation to ensure effectiveness and relevance. The organisational structure and governance at UMPIH evolve to cope with changing circumstances and stakeholder needs, ensuring effective management and accountability. UMPIH's commitment to continuous renewal and quality improvement ensures that its educational programmes remain at the forefront of medical education, meeting the evolving needs of students, society, and healthcare systems. Through proactive measures and stakeholder engagement, UMPIH continues to uphold its standards of excellence.

***Strengths/best practice***

No strengths were identified within this standard.

***EEP recommendations***

No recommendations were developed within this standard.

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

strong: 0

satisfactory: 12

suggest improvements: 0

unsatisfactory: 0

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

### **STANDARD "MISSION AND OUTCOMES"**

No strengths were identified for this standard.

### **STANDARD "EDUCATIONAL PROGRAMME"**

No strengths were identified for this standard.

### **STANDARD "ASSESSMENT OF STUDENTS"**

No strengths were identified for this standard.

### **STANDARD "STUDENTS"**

The university is an example of good practice when it comes to support programmes. The prices at the student cafeteria are the lowest in the country (around 2€/meal). Students with social needs benefit, apart from the scholarship, from free meals at the student cafeteria, as well as free dormitories. The campus includes three dormitories destined for this objective.

The counselling centre is very active and present in the students' lives, regularly organising activities aimed for improving communication, raising awareness about burnout and mental health in general. The centre provides group sessions as well as individual sessions for students in need. Students can also benefit from their help in matters of career orientation.

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

No strengths were identified for this standard.

### **STANDARD "EDUCATIONAL RESOURCES"**

The main strength identified within the provided analysis is related to implementing a policy strengthening the relationship between scientific research and education, considering the information on the research base and priority areas in the field of scientific research.

### **STANDARD "PROGRAMME EVALUATION"**

No strengths were identified for this standard.

### **STANDARD "GOVERNANCE AND ADMINISTRATION"**

No strengths were identified for this standard.

### **STANDARD "CONTINUOUS RENEWAL"**

No strengths were identified for this standard.

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

### **STANDARD "MISSION AND OUTCOMES"**

To the leadership of the university: It is recommended to involve a broader range of stakeholders, including graduates, alumni, academic staff, and others, in the process of formulating the mission and vision.

The deadline for implementing is set by the beginning of the next academic year (October 1, 2024)

### **STANDARD "EDUCATIONAL PROGRAMME"**

1. To leaders and coordinators of Educational Programme (EP): The integration of the curriculum should be enhanced. Moving from a subject-based to a system-based curriculum with horizontal integration, including humanities and social sciences, would be beneficial. Incorporating soft skills throughout the modules, not just in a separate module, and ensuring vertical and spiral integration from healthy to sick individuals, would provide a holistic approach. It is recommended to expand the level of the integration to ensure more horizontal and vertical integration to consider the best worldwide practices.

Deadline: by October, 2027

2. To leaders and the coordinators of EP: It is recommended to increase the number of Electives in the curriculum, preferably from the early years of study including the subjects of traditional and/ or alternative medicines.

Deadline: by October, 2024

3. To leaders and coordinators of EP: The university must ensure that the EPO committee responsible for overseeing the EP comprises representatives from various stakeholders, including faculty members, students, as well as representatives from clinical and industrial sectors, graduates, and healthcare professionals actively engaged in the curriculum development learning process.

Deadline: October, 2024

### **STANDARD "ASSESSMENT OF STUDENTS"**

1. To the management: We highlight the importance of professional training aimed for the teaching staff in order for the aforementioned methods to be implemented.

Deadline: starting October, 2024.

2. To the educators: Since there was observed a lack of formative assessment, recommendation is to put an emphasis on continuous evaluation of the student, as well as proactivity in giving real-time feedback to students, which is as important as post-exam feedback, and should be a core part of the learning process, not just provided upon request.

Deadline: October, 2024.

### **STANDARD "STUDENTS"**

1. To the management: Although there is this evidence of a collaborative method between students and professors for research, a system is needed for how students can

approach teachers and administration. Both a list of topics and the option for students to propose their own topic should be available. A systematic approach could improve communication with students about choosing topics for their master's theses.

Deadline: October 2026

2. To the management: Support systems should be implemented for students when interruption of studies seems to be the only option. There is a need for flexibility for students choosing their own personalised study trajectory.

Deadline: October 2027

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

To the management: A recruiting system to attract and retain academic staff, without overloading them with teaching hours, should be improved. Discussions with stakeholders at the governmental level may be necessary.

Deadline: October 2026

#### **STANDARD "EDUCATIONAL RESOURCES"**

To the management: Related to faculty development on medical education, the EEP recommends for the Faculty of Medicine to increase the training opportunities for teaching and student evaluation.

Deadline: by October 2025.

#### **STANDARD "PROGRAMME EVALUATION"**

To the management: An alumni network, especially for international graduates, could be improved. The university should proactively collaborate with its alumni via this network, seek feedback, and include it in decision-making. Contact information of the graduates, with their permission, could be collected upon graduation in order to keep in touch with them.

Deadline: Starting October 2024.

#### **STANDARD "GOVERNANCE AND ADMINISTRATION"**

There are no recommendations for this standard.

#### **STANDARD "CONTINUOUS RENEWAL"**

There are no recommendations for this standard.



## RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

*The members of the EEP agreed unanimously that the study programme Medicine is recommended for accreditation for a period of 5 years;*



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

Nº p/p	Nº sub/p	Nº crit.	ASSESSMENT CRITERIA	Assessment Indicators			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
<b>1. STANDARD "MISSION AND OUTCOMES"</b>							
<b>1.1 Mission Definition</b>							
<b>The organisation of education must:</b>							
1	1	1.1.1.	define the mission of the EP and bring it to the attention of stakeholders and the health sector		+		
2	2	1.1.2.	in its mission to reflect the goals and educational strategy that allow to prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate basis for a further career in any field of healthcare, including all types of practice, administrative medicine and scientific research in healthcare; able to perform the role and functions of a specialist in accordance with the established requirements of the healthcare sector; prepared for postgraduate education and committed to lifelong learning		+		
3	3	1.1.3.	ensure that the mission includes research achievements in the field of biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health and reflects the main international health issues		+		
<b>1.2 Institutional Autonomy and Academic Freedom</b>							
<b>The organisation of education must:</b>							
4	4	1.2.1.	have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational programme and the allocation of resources necessary for the implementation of the educational programme		+		
5	5	1.2.2.	provide academic freedom for employees and students to implement an educational programme and use the results of new research to improve the study of specific disciplines/issues without expanding the EP		+		
<b>1.3 Learning Outcomes</b>							
<b>The organisation of education must:</b>							
6	6	1.3.1.	determine the expected learning outcomes that students should achieve upon completion of training in relation to		+		

			achievements at the basic level in terms of knowledge, skills and professional relationships; the appropriate basis for a future career in any field of the healthcare industry; future roles in the healthcare sector; subsequent postgraduate training; lifelong learning commitments; the health needs of society, the needs of health care systems and other aspects of social responsibility				
7	7	1.3.2.	ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives		+		
8	8	1.3.3.	publish expected learning outcomes of the EP		+		
9	9	1.3.4.	identify and coordinate the linkage of learning outcomes required upon completion with those required in postgraduate studies		+		
10	10	1.3.5.	provide for the possibility of students to participate in research in the relevant field of health		+		
11	11	1.3.6.	pay attention to intended learning outcomes related to global health		+		
<b>1.4 Participation in the Formulation of Mission and Learning Outcomes</b>							
<b>The organisation of education must:</b>							
12	12	1.4.1.	ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes		+		
13	13	1.4.2.	ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders		+		
<i>Total by Standard</i>				<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>2. STANDARD "EDUCATIONAL PROGRAMME"</b>							
<b>2.1 Educational Programme Model and Teaching Methods</b>							
<b>The organisation of education must:</b>							
14	1	2.1.1.	define the EP specifications, including a statement of expected learning outcomes, a curriculum based on a modular or spiral structure, the qualification obtained as a result of mastering the programme		+		
15	2	2.1.2.	use teaching and learning methods that stimulate, prepare and support students to take responsibility for the learning process		+		
16	3	2.1.3.	ensure that the EP is implemented in accordance with the principles of equality		+		
17	4	2.1.4.	develop learners' lifelong learning abilities		+		
<b>2.2. Scientific Method</b>							
<b>The organisation of education must:</b>							
18	5	2.2.1.	throughout the training programme, to instil in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine		+		
19	6	2.2.2.	include the results of modern scientific research in the EP		+		
<b>2.3 Basic Biomedical Sciences</b>							
<b>The organisation of education must:</b>							

20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge		+		
21	8	2.3.2.	change the educational programme, taking into account the achievements of biomedical sciences, reflecting scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the healthcare system		+		
<b>2.4. Behavioural, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence</b>							
<b>The organisation of education must:</b>							
22	9	2.4.1.	identify and include achievements in behavioural sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP		+		
23	10	2.4.2.	change the EP, taking into account the achievements of behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context		+		
<b>2.5. Medical/Pharmaceutical Sciences and Skills</b>							
<b>The organisation of education must:</b>							
24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities		+		
25	12	2.5.2.	ensure that students spend a sufficient part of the programme in planned contacts with patients, consumers of services in appropriate clinical/industrial conditions and gain experience in health promotion and disease prevention		+		
26	13	2.5.3.	determine the amount of time allocated to the study of the main clinical/specialised disciplines		+		
27	14	2.5.4.	organise training with appropriate attention to the safety of the learning environment and patients, including monitoring of the actions performed by the student in the conditions of clinical/industrial bases		+		
28	15	2.5.5.	change the EP, taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the health system		+		
29	16	2.5.6.	ensure that each student has early contact with real patients, consumers of services, including his gradual participation in the provision of services and including responsibility: - in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions; - in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the		+		

			object under supervision, which is carried out in the relevant production bases (centres of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical facilities); - in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions				
30	17	2.5.7.	structure the various components of training in clinical, hygienic skills for monitoring environmental and industrial factors and other production skills in accordance with a specific stage of the training programme		+		
<b>2.6. Structure of the Educational Programme, Content and Duration</b>							
<b>The organisation of education must:</b>							
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including compliance with the appropriate ratio between basic biomedical, behavioural, social and clinical/profile disciplines		+		
32	19	2.6.2.	envisage horizontal integration of related sciences and disciplines		+		
33	20	2.6.3.	envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioural and social sciences		+		
34	21	2.6.4.	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP			+	
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population		+		
<b>2.7. Programme Management</b>							
<b>The organisation of education must:</b>							
36	23	2.7.1.	define procedures for the development, approval and revision of the EP		+		
37	24	2.7.2.	identify a committee under the management of academic leadership responsible for planning and implementing the EP to ensure the achievement of expected learning outcomes		+		
38	25	2.7.3.	ensure the representation of teachers, students, representatives from other interested parties, including representatives from clinical, industrial bases, graduates of EO, healthcare professionals involved in the learning process in the composition of the EO committee responsible for EP		+		
39	26	2.7.4.	through the committee responsible for the EP to plan and implement innovations in the EP		+		
<b>2.8. Communication with Medical/Pharmaceutical Practice and Healthcare System</b>							
<b>The organisation of education must:</b>							
40	27	2.8.1.	ensure continuity between the EP and the subsequent stages of professional training or practical activity, which the student will begin at the end of training		+		
41	28	2.8.2.	take into account the specifics of the conditions in which		+		

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

			foreign ones				
55	4	4.1.4.	establish a link between the selection and the mission of the educational organisation, the educational programme and the desired quality of graduates; periodically review the admission policy		+		
56	5	4.1.5.	use the system of appeal of decisions on admission of students		+		
<b>4.2. Recruitment of Students</b>							
<b>The organisation of education must:</b>							
57	6	4.2.1.	determine the number of accepted students in accordance with the possibilities of the organisation of education at all stages of the educational programme		+		
58	7	4.2.2.	periodically regulate the number and contingent of accepted students, taking into account the opinions of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole		+		
59	8	4.2.3.	envisage opportunity to periodically review the number and nature of accepted students in consultation with other stakeholders and regulate in order to meet the health needs of the population and society as a whole		+		
<b>4.3. Counselling and Supporting Students</b>							
<b>The organisation of education must:</b>							
60	9	4.3.1.	have a system of academic counselling of students		+		
61	10	4.3.2.	offer students a support programme aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counselling and support	+			
62	11	4.3.3.	have a feedback system with students to assess the conditions and organisation of the educational process		+		
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+		
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory			+	
65	14	4.3.6.	provide academic counselling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning		+		
<b>4.4. Representation of Students</b>							
<b>The organisation of education must:</b>							
66	15	4.4.1.	develop and implement a policy of representation of students and their proper participation in the definition of the mission, development, management and evaluation of the educational programme and other issues related to students		+		
67	16	4.4.2.	envisage an opportunity to encourage and provide assistance and support to student activities and student organisations		+		
<i>Total by Standard</i>				<b>1</b>	<b>14</b>	<b>1</b>	<b>0</b>
<b>5. STANDARD "ACADEMIC STAFF/FACULTY"</b>							
<b>5.1. Selection and Recruitment Policy</b>							
<b>The educational organisation must develop and implement a personnel selection and recruitment</b>							

policy that:							
68	1	5.1.1.	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioural and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff		+ R		
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions		+		
70	3	5.1.3.	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioural and social sciences and clinical, hygienic, pharmaceutical sciences		+		
71	4	5.1.4.	in the selection and recruitment policy, envisages an opportunity to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organisation, as well as significant features of the region		+		
<b>5.2. Employee Activity and Development Policy</b>							
<b>The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:</b>							
72	5	5.2.1.	maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications		+		
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational programme, as well as training and advanced training of teachers, their development and evaluation		+		
74	7	5.2.3.	taking into account the ratio of "teacher-student" depending on the various components of the educational programme		+		
75	8	5.2.4.	a staff career development		+		
<i>Total by Standard</i>				<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>6. STANDARD "EDUCATIONAL RESOURCES"</b>							
<b>6.1. Material and Technical Base</b>							
<b>The organisation of education must:</b>							
76	1	6.1.1.	have sufficient material and technical base to ensure adequate implementation of the educational programme, as well as create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	improve the learning environment by regularly updating and expanding the material and technical base to comply with changes in educational practice		+		
<b>6.2. Resources for Practical Training</b>							
<b>The organisation of education must:</b>							
78	3	6.2.1.	provide the necessary resources to provide students with appropriate clinical/practical experience, including: <ul style="list-style-type: none"> <li>• quality and categories of patients/consumers of services</li> <li>• the number and categories of clinical/production bases,</li> </ul>		+		



			which include: • observation of the practice of students				
79	4	6.2.2.	evaluate, adapt and improve the conditions of clinical/practical training to meet the needs of the population		+		
<b>6.3. Information Technology</b>							
<b>The organisation of education must:</b>							
80	5	6.3.1.	develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies		+		
81	6	6.3.2.	provide access to websites or other electronic media		+		
82	7	6.3.3.	envisage an opportunity to provide teachers' and students' access to relevant patient data and healthcare information systems using existing and relevant new information and communication technologies for self-study, access to information, patient databases and work with healthcare information systems		+		
<b>6.4. Medical/Pharmacy Research and Scientific Achievements</b>							
<b>The organisation of education must:</b>							
83	8	6.4.1.	use research activities and scientific achievements in the field of medicine, pharmacy as the basis for an educational programme		+		
84	9	6.4.2.	formulate and implement a policy that promotes the strengthening of the relationship between scientific research and education; provide information on the research base and priority areas in the field of scientific research of the organisation of education		+		
85	10	6.4.3.	envisage that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students for and participation in scientific research in the field of health		+		
<b>6.5. Expertise in the Field of Education</b>							
<b>The organisation of education must:</b>							
86	11	6.5.1.	have access to the educational expertise of the processes, practices and problems of medical and pharmaceutical education with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels; develop and implement the policy of expertise in the development, implementation and evaluation of the educational programme, the development of teaching methods and evaluation		+		
87	12	6.5.2.	demonstrate evidence of the use of internal or external educational expertise in the development of personnel, taking into account current experience in medical/pharmaceutical education and promoting the interests of personnel in conducting research in education		+		
<b>6.6. Exchange in the Field of Education</b>							
<b>The organisation of education must:</b>							
88	13	6.6.1.	formulate and implement a policy on national and international cooperation with other educational organisations, including the mobility of staff and students, as well as the transfer of educational credits		+		
89	14	6.6.2.	promote the participation of teachers and students in		+		

			academic mobility programmes at home and abroad and allocate appropriate resources for these purposes				
<i>Total by Standard</i>				<b>1</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>7. STANDARD "PROGRAMME EVALUATION"</b>							
<b>7.1. Monitoring and Evaluation Mechanisms of the Programme</b>							
<b>The organisation of education must:</b>							
<b>90</b>	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and academic performance of students		+		
<b>91</b>	2	7.1.2.	develop and apply an educational programme evaluation mechanism that reviews the programme, its main components, students' academic performance, identifies and solves problems, ensures that the relevant evaluation results affect the EP		+		
<b>92</b>	3	7.1.3.	periodically evaluate the programme, comprehensively considering the educational process, components of the educational programme, expected learning outcomes and social responsibility		+		
<b>7.2. Feedback from the Teacher and the Student</b>							
<b>The organisation of education must:</b>							
<b>93</b>	4	7.2.1.	systematically conduct, analyse and respond to feedback from teachers and students		+		
<b>94</b>	5	7.2.2.	use the feedback results to improve the educational programme		+		
<b>7.3. Educational Achievements of Students</b>							
<b>The organisation of education must:</b>							
<b>95</b>	6	7.3.1.	analyse the progress of students and graduates in accordance with the mission and expected learning outcomes, the training programme and the availability of resources		+		
<b>96</b>	7	7.3.2.	analyse the progress of students and graduates taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational programme, counselling students		+		
<b>7.4. Stakeholder Engagement</b>							
<b>The organisation of education must:</b>							
<b>97</b>	8	7.4.1.	involve key stakeholders in the monitoring and evaluation of the educational programme		+		
<b>98</b>	9	7.4.2.	provide interested parties with access to the results of the evaluation of the programme, collect and study feedback from them on practical activities of the graduates and feedback about the educational programme		+		
<i>Total by Standard</i>				<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>8. STANDARD "GOVERNANCE AND ADMINISTRATION"</b>							
<b>8.1. Governance</b>							
<b>The organisation of education must:</b>							
<b>99</b>	1	8.1.1.	define structural units and their functions, including relationships within the university		+		
<b>100</b>	2	8.1.2.	define committees in the management structure, their responsible composition, reflecting the representation of		+		

			the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions				
<b>8.2. Academic Leadership</b>							
<b>The organisation of education must:</b>							
<b>101</b>	3	8.2.1.	describe the responsibilities of the academic leadership in defining and managing the educational programme		+		
<b>102</b>	4	8.2.2.	periodically evaluate academic leadership in relation to achieving its mission and expected learning outcomes		+		
<b>8.3. Educational Budget and Resource Allocation</b>							
<b>The organisation of education must:</b>							
<b>103</b>	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational programme, including a dedicated educational budget		+		
<b>104</b>	6	8.3.2.	allocate the resources necessary for the implementation of the EP and allocate educational resources in accordance with their needs		+		
<b>105</b>	7	8.3.3.	provide for the ability to have the right to independently allocate resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements in the field of health and public health problems and their needs		+		
<b>8.4. Administrative Staff and Management</b>							
<b>The organisation of education must:</b>							
<b>106</b>	8	8.4.1.	have administrative and professional staff to implement the educational programme and related activities, ensure proper management and allocation of resources		+		
<b>107</b>	9	8.4.2.	ensure the participation of all departments of the educational organisation in the processes and procedures of the internal quality assurance system		+		
<b>8.5. Interaction with the Health Sector</b>							
<b>The organisation of education must:</b>							
<b>108</b>	10	8.5.1.	carry out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign		+		
<b>109</b>	11	8.5.2.	give an official status to cooperation, including the involvement of employees and students, with partners in the health sector		+		
<b>8.6. Informing the Public</b>							
<b>The organisation of education must:</b>							
<b>110</b>	12	8.6.1.	publish complete and reliable information about the educational programme and its achievements on the official website of the educational organisation and in the media		+		
<b>111</b>	13	8.6.2.	publish objective information on employment and demand for graduates on the official website		+		
<i>Total by Standard</i>				<b>0</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>9. STANDARD "CONTINUOUS RENEWAL"</b>							
<b>The organisation of education must:</b>							
<b>112</b>	1	9.1.1.	as a dynamic and socially accountable institution initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme, rectify documented deficiencies, allocate resources for		+		

			continuous renewal				
11 3	2	9.1.2.	base the process of renewal on prospective studies and analyses in the field of health care and the results of self-study, assessment and literature on medical/pharmaceutical education		+		
<b>The organisation of education must ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives, provide an opportunity to address the following issues in its process of renewal:</b>							
11 4	3	9.1.3.	adaptation of mission statement to the scientific, socio-economic and cultural development of the society		+		
11 5	4	9.1.4.	modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter. The modification includes clinical skills, public health training and involvement in patient care appropriate to responsibilities encountered upon graduation		+		
11 6	5	9.1.5.	adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant		+		
11 7	6	9.1.6.	adjustment of curricular elements and their relationships in keeping with developments in the basic biomedical, clinical, behavioural and social sciences, hygienic, pharmaceutical sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded		+		
11 8	7	9.1.7.	development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods		+		
11 9	8	9.1.8.	adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational programme		+		
12 0	9	9.1.9.	adaptation of academic staff recruitment and development policy according to changing needs		+		
12 1	10	9.1.10.	updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational programme		+		
12 2	11	9.1.11.	refinement of the process of programme monitoring and evaluation		+		
12 3	12	9.1.12.	development of the organisational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders		+		
<i>Total by Standard</i>				0	12	0	0
<b>GRAND TOTAL ACCORDING TO ALL STANDARDS</b>				2	119	2	0

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

AGREED  
Rector,  
Iuliu Hațieganu University of Medicine and Pharmacy,  
Cluj-Napoca



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



### PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL TO IULIU HAȚIEGANU UNIVERSITY OF MEDICINE AND PHARMACY

(International Accreditation of the Medicine Programmes – Romanian, English, French)

Dates of the Site Visit: May 20-22, 2024

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Date and Time (Cluj-Napoca local time, GMT+3)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
<b>May 19, 2024</b>			
15.00-17.00	Preliminary meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme)	IAAR External Experts	tbc <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.00-19.00	Dinner	IAAR External Experts	
<b>Day 1, May 20, 2024</b>			
09.00-09.30	EEP work (discussion of organisational issues with experts)	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.30 -10.10	Meeting with the head of the university	<b>Rector UMPIH</b> – Professor Anca Dana Buzoianu	Victor Babes street, No 8 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
10.10-11.00	Meeting with deputy heads of the university	<b>Vice-Rectors:</b> Professor Carmen Mihaela Băciuț - Didactic Activities Professor Radu Oprean- Quality Assurance and International Relations Professor Mihaela Băciuț - Scientific Activity Professor Nicolae Crișan - Residency and Post-University Studies, ambulatory and hospital activity Professor Sorin Man - Academic Development and University Administration	Victor Babes street, No 8 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

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<b>11.00-11.15</b>	Break		
<b>11.15-12.00</b>	Meeting with heads of structural units	<p><i>Mrs. Valeria Meseşan - Head Secretary of the University of Medicine and Pharmacy</i>  <i>Professor Radu Oprean, Mrs. Simona Ciotlăuș - Department for Quality Assurance of UMPIH</i>  <i>Professor Dan Mihu – Ethics Committee</i>  <i>Professor Cosmin Caraiani, Mrs. Cornelia Iacob- International Students Department</i>  <i>Lecturer Ștefan Vesa - Department of Research, Development and Innovation of UMPIH</i>  <i>Assoc. Prof. Codruta Popescu - Head of Psychological Counselling and Career Orientation</i>  <i>Dr. Valentin Mudura - General administrative director of UMPIH</i>  <i>Mrs. Gina Riti - Head of Human Resources</i>  <i>Mrs. Loredana Szakacs - Head of the Legal Service</i>  <i>Mr. eng. Sorin Jucan - Head of Department of Information Systems and Digital Communications</i>  <i>Mrs. Cristina Ungur - Head of UMPIH Library</i>  <i>Mrs. Adriana Roșu - Head of Erasmus+ Office</i></p> <p>Appendix No.1 (heads of structural divisions who participate and ensure the implementation of accrediting EP, auxiliary structural divisions)</p>	<p>Louis Pasteur street, No 4</p> <p><a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a>          Conference ID: 717 239 5837</p>
<b>12.00-12.50</b>	Meeting with Deans and Pro-Dean of Faculty of Medicine	<p><i>Dean - Professor Șoimița Mihaela Suci</i>  <b>Vice-Deans:</b>  <i>Professor Olga Hilda Orășan - Evaluation and quality assurance</i>  <i>Professor Simona Valeria Clichici - Scientific Activity</i>  <i>Associate professor Corina Bocean – Didactic activities</i>  <i>Associate professor Armand Răjnovăanu- Management, Academic Development and student</i></p>	<p>Louis Pasteur street, No 4</p> <p><a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a>          Conference ID: 717 239 5837</p>

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		<p><i>affairs</i>  <i>Associate professor Călin Homorodean – International relations and International students</i></p>	
<b>13.00-14.00</b>	Lunch Break	IAAR External Experts	
<b>14.00-14.15</b>	EEP work	IAAR External Experts	Louis Pasteur street, No 4
<b>14.15-15.00</b>	Meeting with Heads of department	<p><i>Department 1 - Morpho-functional sciences Prof. dr. Adriana Filip</i>  <i>Department 2 - Molecular Sciences Prof. Dr. Alexandra Crăciun</i>  <i>Department 3 - Community Medicine Prof. Dr. Dana Manuela Sirbu</i>  <i>Department 4 - Internal Medicine Prof. Dr. Adriana Albu</i>  <i>Department 5 - Medical Specialties Prof. Dr. Mihaela Lușe</i>  <i>Department 6 - Surgery Prof. Dr. Călin Ionescu</i>  <i>Department 7 - Surgical Specialties Prof. Dr. Monica Platon</i>  <i>Department 8 - Mother and Child Prof. Dr. Doru Dicușescu</i>  <i>Department 9 - Neurosciences Prof. Dr. Fior Dafin Mureșanu</i>  <i>Department 10 - Oncology Prof. Dr. Călin Căinaș</i>  <i>Department 11 - Medical Education Prof. Dr. Tudor Cătălin Drugan</i></p>	<p>Louis Pasteur street, No 4</p> <p><a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a>          Conference ID: 717 239 5837</p>
<b>15.00-15.15</b>	Break		
<b>15.15-15.45</b>	Meeting with the representatives of the student governance	<p><i>Lazar Vlad-Andrei – President of Medical Student Organization</i>  <i>Theo Chopard-Vilhem - President of CMC (Corporation Médicale Cluj)</i>  <i>Giulio Prudenzano - President of EMSA (English Medical Student Association)</i>  <i>Students - Council of the Faculty of Medicine</i>  <i>Simian Maria Cristina –year II representative (elected by students)</i>  <i>Răzniceanu Vlad - year III representative (elected by students)</i>  <i>Pintilie Sebastian Romeo – Academic Vicepresident</i></p>	<p>Louis Pasteur street, No 4</p> <p><a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a>          Conference ID: 717 239 5837</p>

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		<p>of Medical Student Organization          Popa Robert – Internal Relations Vicepresident of Medical Student Organization          Cuc George Daniel – representative of VIth year (elected by students)          Amarie Darius Ștefan – representative of EMSA in Faculty Council and Senate          Vasiliu Ștefan – representative of CMC in the Faculty Council and Senate          Cepoi Maria Magdalena – representative of Vth year (elected by students)</p>	
15.45-16.30	Meeting with students	Students of the Medicine (Appendix No. 2) – about 20-25	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
16.30-17.30	Questionnaire survey of students (in parallel)	Students of the Medicine (representation 15-20%) (Appendix No. 3 with personal e-mails)	The survey link is sent to the student's e-mail personally
16.30-18.00	<p>Visual inspection of the Faculty</p> <p>* please prepare short video with voice acting or text (description of objects) for online participants</p>	<p>Pharmacology Discipline - Associate Professor Corina Bocșan          Histology Discipline - Professor Sergiu Șuşman          Practical Skills and Simulation Center - Associate Professor Răzvan Ciortea          Amfiteatrul Manta, Amfiteatrul Preda, Amfiteatrul Iuliu Moldovan – Mrs. Ioana Vasiliu          Genomic Research Center – Ștefan Strilciuc, MPh, PhD          Library - Mrs. Cristina Ungur</p>	
18.00-18.30	EEP work (discussion of the results and summary of the Day 1 outcomes)	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.30-19.30	Dinner	IAAR External Experts	
<b>Day 2, May 21, 2024</b>			

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09.00-09.15	EEP work (discussion of organisational issues with experts)	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.15-10.15	Meeting with teaching staff	List of teachers (Appendix No. 4) – about 20-25	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
10.15-11.15	Questionnaire survey of teachers (in parallel)	Teaching staff (representation 15-20%) (Appendix No 5 with personal e-mails)	The survey link is sent to the teacher's e-mail personally
10.15-10.30	Break		
10.30-11.30	Meeting with employers	Representatives of medical, clinical institutions, managers of industrial enterprises and organisations (Appendix No. 6) – about 10-15	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
11.30-13.30	Visits to professional internship venues, branches of departments (clinical sites, educational and clinical centers)	<p>Professional internship venues, Full name of the representative (Appendix No. 7)</p> <p>Discipline of Infectious Diseases          Discipline of Cardiology (Recuperare Hospital)          Discipline of Surgery I          Discipline of Radiology          Discipline of Gynecology I          Research Center MEDFUTURE</p>	On-Site
13.30-14.30	Lunch Break	IAAR External Experts	
14.30-16.30	Working with the documentation (documents must be uploaded to the cloud in advance on the request) and attending classes according to the schedule (Appendix 8, with links to classes in case of	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

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	online lessons) (The representatives of the HEI might be invited for some clarifications)		
16.30-17.20	Meeting with graduates	Graduates (Appendix No. 9) – about 10-15	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
16.20-16.30	Break		
17.30-18.30	EEP work, discussion of the assessment parameters, development of recommendations, collective discussion and summary of the Day 2 outcomes (recording is in progress)	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
19.00-20.00	Dinner	IAAR External Experts	
<b>Day 3, May 22, 2024</b>			
09.00-09.30	EEP work, discussion	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.30-10.45	Back up meeting	Representatives of the school and the educational programme may be invited in case of additional questions <b>Dean</b> - Professor Șoimița Mihaela Suci <b>Vice-Deans:</b> Professor Olga Hilda Orășan - Evaluation and quality assurance Professor Simona Valeria Clichici - Scientific Activity Associate professor Corina Bocean – Didactic activities Associate professor Armand Răjnovanu-	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

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		Management, Academic Development and student affairs Associate professor Călin Homorodean – International relations and International students	
10.45-12.45	EEP work, discussion of the assessment parameters, development of recommendations, collective discussion and preparation of a preliminary outcomes (recording is in progress)	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
13.00-14.30	Lunch Break	IAAR External Experts	
14.30-15.30	EEP work, discussion of the preliminary results, voting	IAAR External Experts	Louis Pasteur street, No 4 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.30-16.20	Preparation by the EEP Chair of information on the results of the external evaluation	IAAR External Experts	Louis Pasteur street, No 4
16.20-16.30	Break		
17.00-17.30	Final meeting of the EEP with the university's management	<b>Rector UMPIH</b> – Professor Anca Dana Buzoianu <b>Vice-Rectors:</b> Professor Carmen Mișu - Didactic Activities Professor Radu Oprean- Quality Assurance and International Relations Professor Mihaela Băciuț - Scientific Activity Professor Nicolae Crișan - Residency and Post-University Studies, ambulatory and hospital activity Professor Sorin Man - Academic Development and University Administration <b>Dean</b> - Professor Șoimița Mihaela Suci <b>Vice-Dean for Evaluation and Quality Assurance</b> - Professor Olga Orășan	Victor Babes street, No 8 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

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17.30-18.00	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report	IAAR External Experts	Victor Babes street, No 8 <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.00-19.00	<i>Dinner</i>	IAAR External Experts	

**Abbreviations**

EEP – External Experts Panel

EP – Educational Programme

HEI – the Higher Education Institution



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

The total amount of questionnaires: 64

### 1. Department:

Faculty of Medicine	63 (98,4%)
Molecular Sciences	1 (1,6%)

### 2. Position:

Professor	8 (12,5%)
Assistant professor/associate professor	25 (39,1%)
Senior teacher	12 (18,8%)
Teacher	12 (18,8%)
Senior lecturer	1 (1,6%)
Lecturer	2 (3,1%)
Head of the Department	1 (1,6%)
Others	3 (4,7%)

### 3. Academic degree, academic rank

Honoured Worker	0
Doctor of Science	19 (29,7%)
Candidate of Science	0
Master	2 (3,1%)
PhD	39 (60,9%)
Professor	8 (12,5%)
Assistant professor/associate professor	25 (39,1%)
Others	4 (6,25%)

### 4. Work experience at this HEI

Less than 1 year	0	0
1 year – 5 years	11	17,2%
Over 5 years	51	79,7%
Others	2	3,2%

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational programme meet your scientific and professional interests and requirements?	50 (78,1%)	14 (21,9%)	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	43 (67,2%)	18 (28,1%)	3 (4,7%)	0	0	0
3	How do you assess the opportunities provided by HEI	42 (65,6%)	17 (26,6%)	5 (7,8%)	0	0	0

	for teacher's career development?						
4	How do you assess the degree of academic freedom of teaching staff?	51 (79,7%)	11 (17,2%)	2 (3,1%)	0	0	0
	<b>To what extent can teachers use their own</b>						
5	• Teaching strategies	45 (70,3%)	18 (28,1%)	1 (1,6%)	0	0	0
6	• Teaching methods	49 (76,6%)	13 (20,3%)	2 (3,1%)	0	0	0
7	• Educational innovations	45 (70,3%)	19 (29,7%)	0	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	41 (64,1%)	21 (32,8%)	1 (1,6%)	0	1 (1,6%)	0
9	What attention does the school management pay to the educational programme content?	47 (73,4%)	12 (18,8%)	5 (7,8%)	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	49 (76,6%)	14 (21,9%)	1 (1,6%)	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	38 (59,4%)	26 (40,6%)	0	0	0	0
	<b>Evaluate the openness and accessibility of management to:</b>						
12	• Students	46 (71,9%)	17 (26,6%)	1 (1,6%)	0	0	0
13	• Teachers	46 (71,9%)	15 (23,4%)	3 (4,7%)	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	44 (68,8%)	16 (25%)	3 (4,7%)	1 (1,6%)	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	37 (57,8%)	24 (37,5%)	3 (4,7%)	0	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	38 (59,4%)	19 (29,7%)	7 (10,9%)	0	0	0
17	How the activity is organised regarding an academic mobility	37 (57,8%)	22 (34,4%)	5 (7,8%)	0	0	0
18	How the activity is organised regarding teaching staff's	37 (57,8%)	24 (37,5%)	3 (4,7%)	0	0	0

	professional development						
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	35 (54,7%)	22 (34,4%)	5 (7,8%)	2 (3,1%)	0	0
20	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	43 (67,2%)	18 (28,8%)	3 (4,7%)	0	0	0
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	37 (57,8%)	21 (32,8%)	5 (7,8%)	1 (1,6%)	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	46 (71,9%)	14 (21,9%)	4 (6,3%)	0	0	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	35 (54,7%)	27 (42,2%)	2 (3,1%)	0	0	0
24	How do HEI management and administration take criticism?	29 (45,3%)	26 (40,6%)	5 (7,8%)	3 (4,7%)	1 (1,6%)	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	42 (65,6%)	21 (32,8%)	1 (1,6%)	0	0	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	32 (50%)	28 (43,8%)	4 (6,3%)	0	0	0
27	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	38 (59,4%)	22 (34,4%)	4 (6,3%)	0	0	0

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

✓ *It's one of the best in the country and offered me the chance to become a member of the staff based on my undergraduate performance in research.*

✓ *It was an opportunity at the time of my graduation as a former student of this HEI and because I am a part of the local community. Being born and raised here I want to contribute to its development, according to my expertise*

✓ *Passion*

✓ *The place where I graduated and found a way to learn both medicine and teaching students*

✓ *I enjoy teaching*

- ✓ I like to work there.
- ✓ I choose to work here because I can combine medical and teaching skills.
- ✓ I like teaching very much. There are opportunities to grow professionally
- ✓ Because that's what I want and I like to do.
- ✓ the opportunity to stay in this city
- ✓ Because I like my job
- ✓ Best Medical University in Romania
- ✓ I try to do more for my specialty - training, a research nucleus, to attract young students
- ✓ Family medicine is very comprehensible
- ✓ I like teaching and working with students and this HEI provides me with all I need in this regard
- ✓ It's one of the best Medicine Universities in Romania
- ✓ It is my specialty
- ✓ It is a place where I can use and improve my skills.
- ✓ I graduated here from this University and as a student, it met all my needs and expectations of all kind.

*I like teaching and I have good teaching skills and I desired a teaching career beside the medical career. When I chose to work at Iuliu Hatieganu University of Medicine and Pharmacy as a teacher, I was sure that the thus university would give me an excellent environment and conditions to be able to provide a high-standard teaching process.*

*✓ I highly appreciate the opportunity to work with international students and the high variety of teaching programs.*

*✓ Because it is a friendly work group willing to help each other.*

*✓ It is located in my hometown my family is here, it fulfils my needs for a combined academic and research career and medical practice.*

*✓ Because it aligns with my values and my interests and the salary is higher than in another university*

*✓ vision development, change of strategies, integration in the international education system, high quality courses, management, research*

*✓ High quality of staff, excellent prestige and recognition both nationally and internationally.*

*✓ I love interacting with students, seeing them grow and develop their skills, and learning from each other.*

*✓ Good career conditions.*

*✓ My passion is teaching*

*✓ For many reasons. Among them, because I was offered the opportunity to.*

*✓ I like to work with med students.*

*✓ Highly recognized HEI*

*✓ is the best in the country*

*✓ very good results of the graduates which represent the best feedback of the quality of our work*

*✓ high educational offer*

*✓ Because I like to teach and to work with students*

*✓ High quality education*

*✓ Well*

*✓ I enjoy what I teach, especially having provided by the University with equipment's I need for teaching; I enjoy working with capable students (since the University has a good reputation, there is competition entering it, and the quality of students is very good); I enjoy doing research with colleagues that are good professionals, and working with them is fulfilling; and there is a good feeling to be associated with a university that is appreciated, both in my country and outside.*

*✓ Every time I explain something to my students, I feel I understand it better. Their questions help me see what I need to study more.*

*✓ like teaching*

*✓ like research*

*✓ offers a sense of progression*

*✓ it is very instructive and interesting*

*✓ Because I love to teach*

*✓ I like to be involved in teaching and this is the only opportunity*

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

Very often	Often	Sometimes	Very rarely	Never
15 (23,4%)	25 (39,1%)	17 (26,6%)	1 (1,6%)	6 (9,4%)

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

Very often	Often	Sometimes	Very rarely	Never
7 (10,9%)	13 (20,3%)	30 (46,9%)	11 (17,2%)	3 (4,7%)

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	2 (3,1%)	20 (31,3%)	42 (65,6%)	0
Unbalanced teaching load by semester	5 (7,8%)	22 (34,4%)	37 (57,8%)	0
Unavailability of necessary literature in the library	0	16 (25%)	48 (75%)	0
Overcrowding of study groups (too many students in the group)	10 (15,6%)	32 (50%)	22 (34,4%)	0
Inconvenient schedule	0	35 (54,7%)	29 (45,3%)	0
Inadequate facilities for classroom activities	2 (3,2%)	21 (33,3%)	40 (63,5%)	0
Lack of internet access/poor internet connection	4 (6,3%)	19 (29,7%)	41 (64,1%)	0
Students lack interest in the study	3 (4,7%)	48 (75%)	13 (20,3%)	0
Late delivery of information about the events	1 (1,6%)	25 (39,1%)	38 (59,4%)	0
Absence of teaching aids in classrooms	4 (6,3%)	12 (18,8%)	48 (75%)	0
Other problems	<ul style="list-style-type: none"> <li>✓ None</li> <li>✓ <i>Delays in solving the requests for fixing problems in teaching facilities.</i></li> <li>✓ <i>no additional issues</i></li> <li>✓ <i>None so far</i></li> <li>✓ <i>no</i></li> <li>✓ <i>It seems absurd to me that even though I have already taken the exam for a fixed-term university assistant position, we are required to take the exam and go through the competition process again when transitioning to a permanent position, despite having completed my PhD in the meantime.</i></li> <li>✓ <i>This situation feels unreasonable because one would expect that completing a PhD would demonstrate a significant increase in qualifications and expertise, thereby eliminating the need for another examination. Having already proven my competence once, and further enhancing my academic credentials with a PhD, it seems redundant and unnecessary to undergo the entire examination and competition process again.</i></li> <li>✓ <i>Lack of support personnel (Secretary)</i></li> <li>✓ <i>nu e cazul</i></li> <li>✓ <i>nothing</i></li> <li>✓ <i>N/A</i></li> <li>✓ <i>None</i></li> <li>✓ <i>No issues</i></li> <li>✓ <i>No other issues</i></li> <li>✓ <i>no other issues</i></li> <li>✓ <i>NO</i></li> <li>✓ <i>No</i></li> </ul>			

**32. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:**

Questions	Fully satisfied (1)	Partially satisfied (2)	Unsatisfied (3)	Unsure (4)
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HEI management's attitude towards you	44 (68,8%)	20 (31,3%)	0	0
Relationships with direct management	54 (84,4%)	9 (14,1%)	1 (1,6%)	0
Relationships with colleagues at the department	45 (70,3%)	19 (29,7%)	0	0
Degree of participation in management decisions	34 (53,1%)	22 (34,4%)	6 (9,4%)	2 (3,1%)
Relationships with students	51 (79,7%)	12 (18,8%)	1 (1,6%)	0
Recognition of your success and achievements by administration	43 (67,2%)	19 (29,7%)	2 (3,1%)	0
Support for your proposals and comments	42 (66,7%)	17 (27%)	3 (4,8%)	1 (1,6%)
HEI administration's activities	46 (71,9%)	17 (26,6%)	1 (1,6%)	0
Remuneration terms	29 (45,3%)	32 (50%)	3 (4,7%)	0
Working conditions, list and quality of services provided in HEI	39 (60,9%)	24 (37,5%)	1 (1,6%)	0
Occupational health and safety	50 (78,1%)	12 (18,8%)	1 (1,6%)	1 (1,6%)
Management of changes in HEI's activities	43 (67,2%)	19 (29,7%)	0	2 (3,1%)
Provision of a social package: recreation, sanatorium treatment, etc.	26 (40,6%)	18 (28,1%)	12 (18,8%)	8 (12,5%)
Arrangements for catering in HEI and its quality	36 (56,3%)	14 (21,9%)	8 (12,5%)	6 (9,4%)
Arrangements for health care and quality of medical services	41 (64,1%)	15 (23,4%)	4 (6,3%)	4 (6,3%)

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

Total number of questionnaires: 629

### Educational Programme (Specialty):

Medicine	100%	629
Others	0	0

### Language of your study:

Romanian	544	86,5%
English	61	9,7%
French	24	3,8%

### Sex:

Female	67,4%	424
Male	32,6%	205

### Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	301 (47,9%)	268 (42,6%)	36 (5,7%)	14 (2,2%)	10 (1,6%)
2. Accessibility of Dean's Office (school, faculty, department)	304 (48,3%)	261 (41,5%)	44 (7%)	17 (2,7%)	3 (0,5%)
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	307 (48,8%)	252 (40,1%)	50 (7,9%)	11 (1,7%)	9 (1,4%)
4. Accessibility of academic consulting	312 (49,6%)	242 (38,5%)	51 (8,1%)	17 (2,7%)	7 (1,1%)
5. Support with study materials in the learning process	356 (56,6%)	209 (33,2%)	47 (7,5%)	12 (1,9%)	5 (0,8%)
6. Accessibility of counselling on personal issues	271 (43,1%)	235 (37,4%)	83 (13,2%)	20 (3,2%)	20 (3,2%)
7. Relationships between student and teachers	275 (43,9%)	313 (50%)	25 (4%)	11 (1,8%)	2 (0,3%)



8. Activities of educational institution financial and administrative services	288 (45,8%)	259 (41,2%)	62 (9,9%)	11 (1,7%)	9 (1,4%)
9. Accessibility of medical services	432 (68,7%)	173 (27,5%)	20 (3,2%)	4 (0,6%)	0
10. Quality of medical services in HEI	356 (56,6%)	242 (38,5%)	2 (3,8%)	5 (0,8%)	2 (0,3%)
11. Accessibility of library resources	472 (75%)	137 (21,8%)	14 (2,2%)	6 (1%)	0
12. Quality services provided in libraries and reading rooms	433 (68,8%)	176 (28%)	15 (2,4%)	5 (0,8%)	0
13. Educational resources available in HEI	367 (58,3%)	231 (36,7%)	26 (4,1%)	0	4 (0,6%)
14. Accessibility of computer classrooms	288 (45,8%)	226 (35,9%)	74 (11,8%)	31 (4,9%)	10 (1,6%)
15. Accessibility and quality of internet resources	301 (47,9%)	221 (35,1%)	68 (10,8%)	29 (4,6%)	10 (1,6%)
16. Information content of the web site of an educational institution, as a whole, and of faculties (schools), in particular	350 (55,6%)	212 (33,7%)	46 (7,3%)	14 (2,2%)	7 (1,1%)
17. Classrooms, lecture halls for big groups	295 (46,9%)	248 (39,4%)	64 (10,2%)	14 (2,2%)	8 (1,3%)
18. Students' recreation rooms (if available)	159 (25,3%)	186 (29,6%)	144 (22,9%)	70 (11,1%)	70 (11,1%)
19. Clarity of procedures for taking disciplinary measures	279 (44,4%)	250 (39,7%)	75 (11,9%)	14 (2,2%)	11 (1,7%)
20. Quality educational program as a whole	314 (49,9%)	281 (44,7%)	29 (4,6%)	2 (0,3%)	3 (0,5%)
21. Quality of curricula in EP	283 (45%)	290 (46,1%)	47 (7,5%)	6 (1%)	3 (0,5%)
22. Teaching methods as a whole	236 (37,5%)	301 (47,9%)	77 (12,2%)	11 (1,7%)	4 (0,6%)
23. Teacher's quick response to feedback on educational process issues	266 (42,3%)	258 (41%)	82 (13%)	16 (2,5%)	7 (1,1%)
24. Quality of teaching in general	281 (44,7%)	295 (46,9%)	44 (7%)	5 (0,8%)	4 (0,6%)
25. Academic load/requirements to students	249 (39,6%)	285 (45,3%)	69 (11%)	21 (3,3%)	5 (0,8%)
26. Teaching staff's requirements for students	264 (42%)	295 (46,9%)	52 (8,3%)	12 (1,9%)	6 (1%)
27. Informational support and explanation of the HEI entrance requirements and educational programme (specialty) strategy before entering HEI	324 (51,5%)	241 (38,3%)	50 (7,9%)	8 (1,3%)	6 (1%)

28. Information on requirements necessary to be met to complete this educational programme (specialty) successfully	357 (56,8%)	225 (35,8%)	39 (6,2%)	4 (0,6%)	4 (0,6%)
29. Quality of examination materials (tests, examination questions and so on)	253 (40,2%)	296 (47,1%)	60 (9,5%)	12 (1,9%)	8 (1,3%)
30. Objectivity of evaluation of knowledge, skills and other academic achievements	264 (42%)	263 (41,8%)	75 (11,9%)	19 (3%)	8 (1,3%)
31. Available computer classrooms	248 (39,4%)	230 (36,6%)	98 (15,6%)	36 (5,7%)	17 (2,7%)
32. Available scientific laboratories	289 (45,9%)	222 (35,3%)	89 (14,1%)	17 (2,7%)	12 (1,9%)
33. Teacher's objectivity and fairness	258 (41%)	283 (45%)	65 (10,3%)	15 (2,4%)	8 (1,3%)
34. Informing students about courses, educational programmes, and the academic degree being received	361 (57,4%)	208 (33,1%)	48 (7,6%)	8 (1,3%)	4 (0,6%)
35. Providing students with dormitory facilities	426 (67,7%)	165 (26,2%)	27 (4,3%)	6 (1%)	5 (0,8%)

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

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
36. The course programme was clearly presented	304 (48,3%)	221 (35,1%)	89 (14,1%)	13 (2,1%)	1 (0,2%)	1 (0,2%)
37. The course content is well structured	212 (33,7%)	228 (36,2%)	149 (23,7%)	33 (5,2%)	6 (1%)	1 (0,2%)
38. The key terms are properly explained	287 (45,6%)	212 (33,7%)	110 (17,5%)	16 (2,5%)	3 (0,5%)	1 (0,2%)
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	262 (41,7%)	213 (33,9%)	115 (18,3%)	24 (3,8%)	14 (2,2%)	1 (0,2%)
40. The teacher uses effective teaching methods	195 (31%)	226 (35,9%)	162 (25,8%)	35 (5,6%)	9 (1,4%)	2 (0,3%)
41. The teacher is knowledgeable about information being taught	345 (54,8%)	230 (36,6%)	43 (6,8%)	6 (1%)	2 (0,3%)	3 (0,5%)
42. The teacher presents the material clearly	230 (36,6%)	239 (38%)	135 (21,5%)	21 (3,3%)	2 (0,3%)	2 (0,3%)
43. The teacher presents the material in an interesting manner	176 (28%)	193 (30,7%)	181 (28,8%)	62 (9,9%)	14 (3,2%)	3 (0,5%)
44. Knowledge, skills and other academic achievements are evaluated objectively	246 (39,2%)	240 (38,2%)	109 (17,4%)	23 (3,7%)	8 (1,3%)	2 (0,3%)

45. The teacher meets your requirements and expectations regarding professional and personal development	229 (36,4%)	231 (36,7%)	128 (20,3%)	34 (5,4%)	5 (0,8%)	2 (0,3%)
46. The teacher boosts the students' activity	207 (32,9%)	209 (33,2%)	143 (22,7%)	54 (8,6%)	10 (1,6%)	6 (1%)
47. The teacher boosts the students' creative thinking	180 (28,6%)	166 (26,4%)	180 (28,6%)	76 (12,1%)	23 (3,7%)	4 (0,6%)
48. Teacher's appearance and manners are adequate	384 (61%)	185 (29,4%)	50 (7,9%)	7 (1,1%)	2 (0,3%)	1 (0,2%)
49. The teacher demonstrates a positive attitude to students	270 (42,9%)	215 (34,2%)	125 (19,9%)	15 (2,4%)	1 (0,2%)	3 (0,5%)
50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	335 (53,3%)	225 (35,8%)	57 (9,1%)	7 (1,1%)	4 (0,6%)	1 (0,2%)
51. Evaluation criteria the teacher uses are clear and available	267 (42,4%)	243 (38,6%)	88 (14%)	24 (3,8%)	4 (0,6%)	3 (0,5%)
52. The teacher evaluates students' achievements objectively	265 (42,1%)	245 (39%)	88 (14%)	26 (4,1%)	3 (0,5%)	2 (0,3%)
53. The teacher speaks the professional language	423 (67,2%)	182 (28,9%)	19 (3%)	2 (0,3%)	1 (0,2%)	2 (0,3%)
54. The educational organization allows for sporting and other leisure activities	319 (50,7%)	180 (28,6%)	90 (14,3%)	23 (3,7%)	15 (2,4%)	2 (0,3%)
55. Equipment and facilities for students are safe, comfortable and up to date	253 (40,2%)	220 (35%)	105 (16,7%)	37 (5,9%)	12 (1,9%)	2 (0,3%)
56. The library is well equipped and has a sufficient collection of scientific, educational and methodological literature	394 (62,6%)	176 (28%)	38 (6%)	12 (1,9%)	1 (0,2%)	8 (1,3%)
57. All students have equal opportunities for EP study and personal development	322 (51,2%)	196 (31,2%)	76 (12,1%)	25 (4%)	5 (0,8%)	5 (0,8%)

**Other problems with teaching quality:**

✓ *None*

✓ *No*

✓ *I would advise teachers to find more interesting and captivating ways of teaching a lecture. They have all the tools they need and are very knowledgeable, well-rounded individuals but are often restricted due to old curriculum and certain things they are imposed.*

✓ *The difference between groups in labs (Lucrari Practice) is sometimes too big. Some are amazing and some are poor and I do not think that is fair or reasonable, especially because if the administration was aware of this, they would at least rotate the teachers.*

✓ *Technology is not used adequately in many situations. Lots of information appear on slides that are presented and the teaching rhythm does not consider student's thinking capacity when new information is presented.*

✓ *PPT presentation is the only way of teaching courses, in many situations with no benefits for students; thus, it should be tried other interactive methods are offered by technology.*

✓ *Content load is not adequate in some cases, teachers do not emphasize relevant content.*

✓ *I believe that there is a big discrepancy between series, given that some students have to cover more material for an exam and some others can pass even though they did not receive the passing grade. It is*

paramount that the university board takes note and makes sure that every student is held to the same standard, treated equally and tested objectively.

✓ It is very dependent on what Teacher you get and what you do on your own to achieve the necessary Knowledge

✓ It is to be said the faculty greatly developed in the span of a few years towards a better education and accessibility (classrooms have been renovated, the equipment changed and teachers got access to continuous betterment of their knowledge and techniques). Yes, there is still space for progress but the administrative are keen on it and things are getting along at a reasonable pace.

✓ outdated course materials

✓ I think that if you are willing to work hard and do your best, you have all the necessary materials to do so and have an amazing academic experience. Also, if any of us want to do something extra, our teachers will help us and provide everything we need, but the starting point needs to be our curiosity/interest.

✓ I am happy with the way we have our exams, but more detailed feedback would be great especially after our practical exams.

✓ The evaluation process and the materials are very different from one series to another (from the same year), for example the first and second series are sometimes treated better than the third and fourth (in Romanian section)

✓ Some classes have the same topic presented entirely different.

✓ Practical classes in hospitals are just discussions in the hallway, not single practical acts are taught (blood work, EKG, etc ...)

✓ More practice

✓ There are a few problems I would like to bring up:

○ there are plenty of classes where the amount of information and details is excessive and goes far beyond what is important in a future career

○ there are no classes where we have essays as a form of evaluation, just exams even though it will be much more helpful for us to choose a topic related to the subject that we are interested in, rather than learning by heart thousands of pages

○ The week with the practical exams is a really hard one, having 5-6 exams and courses to attend

○ Not having the choice to keep the better mark when going for re-evaluation and having to redo the practical exam although you passed the first time, are also things that I believe need another abordation

✓ Absolutement inadmissible que nous devions nous fournir en matériel médical et de protection (masque, botosei, surblouse, etc...). Décanat impoli envers les étudiants, discussions stériles sauf avec les délégués

✓ No internet facilities on the campus and even no phone network in some of them. Bothering if you want to complete/check some notion and work from the university. As well, no official lunch break and we have to move across the city. No recreation/break room or other in-space to stay during winter it's bothering and cold to stay outside

✓ The duration of the lectures is too long and it is hard to pay attention for 2-3 hours, I would suggest shorter lectures where only the key points of the material is presented, which should encourage more individual study. Also, I would suggest that the right answers to the exam questions are revealed, so that students can understand which subjects they should study more.

✓ Library are not open the weekend

✓ It's difficult to generally answer those questions since subjects differ in quality, with some being near perfect and others being of super low quality

✓ Some of the books that we study from are very old, not updated and we don't have all of our classrooms well equipped and that sometimes becomes a problem when it comes to presentations and so on.

✓ None. I have a really great overall opinion about my study programme in Medicine.

✓ Our university has the best teaching staff in the country. 95% of the teaching body is incredibly enthusiastic and passionate about their job, being incredibly open in interacting with students and including them in their scientific activity, which is particularly rare in Romania. Some of the material is not completely up to date, but the teaching staff in most cases points this out and teaches us the right information.

✓ Everything is good but there is always room for improvement

✓ no problems at all!

✓ We had around 14-15 seminars in just 8 weeks last semester, it was so much that we couldn't even think straight. This semester has less seminars but still, so much theory to learn and we are so stressed (and this

is coming from a student who has really good grades. I don't think UMFH evaluates the students correctly, every subject is hard, especially the ones really important and some assistants mess our grades just for fun. Sometimes the final exam is so hard and when we ask the teachers why make such a hard exam, their answer is "well somebody must fail this topic so the faculty gets some money". We need a stimulus to learn so much and that might be the scholarship and everyone is a traitor here, everybody resembles a snake, it's so hard

✓ We need more scholarships if that's possible. And our dormitory is awful, it's a small space shared with other people (1,2 or even 3 other students). I feel like we need a singular dormitory for people who love sitting separately.

✓ Very important to note that it is very difficult to evaluate all the subjects/teachers through this form. The answers vary significantly depending on the department that is evaluated

✓ Teaching quality varies quite a lot from a subject to another. Some courses are too dense and teachers only copy and paste the information from a book to a PowerPoint presentation, sometimes without even working on the aspect of the presentations. On the other hand, other teachers do quite a great job at teaching. I think it really depends on the individual's ability to teach, rather than organising-related issues.

✓ It feels like some teachers just don't know how to teach, how to grab your attention and how to make you actually learn something by the end of the course. Some of them just read from the slides, read in a monotonous voice and you just can't pay attention. Some courses feel like a waste of time.

✓ Also, I'm not sure if the quantity of the subjects we need to study is enough. Sometimes it feels like it's just too much and we have no time to actually think and understand what we are taught. If you try to learn logically, as we are encouraged, you will fall behind. That's how it feels like.

✓ However, it's not all bad. This university also has some of the best and passionate teachers I've ever met. Even though it's hard, it feels like we're still learning something. And laboratories are usually good and we really do something.

✓ Another problem might be related not to the teaching process per se, but with the grading. Sometimes we receive the grade after quite a lot of time after the exam.

✓ The curriculum is really heavy and sometimes you lose the important things in the volume. Maybe focusing on the essentials, a little more

✓ We are using old books for some specialties, out-dated. Or just power-point presentations - that are low on information.

✓ And for some specialties there is no clear bibliography for exams. Some teachers tell us one book, another one tells us that the power-point is the bibliography.

✓ No other problems.

✓ no organised material, no practical activities whatsoever, no chances for extracurricular learning opportunities

✓ The attitude of some teachers is very disrespectful, but others are actually nice with the students.

✓ Some lectures are not being kept up-to-date with the latest information in medicine

✓ There are a few problems. One would be that some exams are not due to a lack of knowledge, but due to a teacher that feels like failing you, which I find terribly unfair. Some teachers seem to have no idea what they are teaching. The curriculum is outdated, the equipment is the same. Most laboratories in the first 2 years are so outdated that in the medical field these techniques have not been used in years (decades, some of them). The dissection of the bodies is sometimes extremely poor and everyone knows who and why and yet nothing gets done. It is really difficult to understand the requirements for the social scholarship, for example. Some exams are incredibly chaotic and, unfortunately, you do not know what to prepare because they ask questions not found in the official bibliography.

✓ No problems

✓ Not much

✓ No other problems

✓ In the lab the teachers are busy doing something else instead of teaching their group which results in students standing around and waiting on the hallway long hours. The quality and quantity of the labs depend very much on the personal initiative of the assistants.

✓ The oral lab exams are very subjective, sometimes every lab assistant does their own kind of exam with their own group which results in passing the exams by students with very little knowledge and not comparable grades.

- ✓ *The material available and required to read are the books written by the professors which are not reflecting a gold standard of educational material.*
- ✓ *The schedule is changed many times at the beginning of each module.*
- ✓ *The students of the French section were notified that when completing this evaluation to keep in mind that their diploma depends on the result of this evaluation.*
- ✓ *We have wonderful teachers, who truly encourage students to achieve their goals and help them during the process*
- ✓ *I wish we had more interactive classes. I wish teachers could sit with us and discuss freely, and not weigh us with the fear of saying something stupid. I wish our grades would not be so important. I wish I could always study for myself and not to satisfy one teacher (I am talking about a particular case, one person because most of my teachers have really been mentors for me)*
- ✓ *More Practical activity in the labs would be better, not everywhere it's done. Paediatrics, Rheumatology and the 4th year teacher made us mostly "work" which was more helpful for us as students to learn. Because we learn by doing mostly. Thanks!*

