



«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 in English (Targu Mures Campus) of

“George Emil Palade” University of Medicine, Pharmacy,  
Science and Technology, Romania

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

October 20-24, 2023

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

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



**«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 in English (Targu Mures Campus) of**

***“George Emil Palade” University of Medicine, Pharmacy, Science and Technology,  
Romania***

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

**October 20-24, 2023**

**Targu Mures city**

## CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS .....	3
(II) INTRODUCTION .....	4
(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION .....	4
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE .....	5
(V) DESCRIPTION OF THE EEP VISIT .....	5
(VI) CONFORMITY TO THE STANDARDS OF PROGRAMME ACCREDITATION .....	7
<b>6.1. STANDARD "MISSION AND OUTCOMES" .....</b>	<b>7</b>
<b>6.2. STANDARD «EDUCATIONAL PROGRAMME» .....</b>	<b>10</b>
<b>6.3. STANDARD "ASSESSMENT OF STUDENTS" .....</b>	<b>11</b>
<b>6.4. STANDARD "STUDENTS" .....</b>	<b>13</b>
<b>6.5. STANDARD "ACADEMIC STAFF/FACULTY" .....</b>	<b>15</b>
<b>6.6. STANDARD "EDUCATIONAL RESOURCES" .....</b>	<b>16</b>
<b>6.7. STANDARD "PROGRAMME EVALUATION" .....</b>	<b>18</b>
<b>6.8. STANDARD "GOVERNANCE AND ADMINISTRATION" .....</b>	<b>20</b>
<b>6.9. STANDARD "CONTINUOUS RENEWAL" .....</b>	<b>21</b>
(VII) REVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD .....	23
(VIII) REVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD .....	24
RECOMMENDATIONS TO THE ACCREDITATION COUNCIL .....	26
Annex 1. Assessment table "PARAMETERS OF PROGRAMME ACCREDITATION" (Medicine in English, Targu Mures Campus) .....	27
Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION .....	41
Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS .....	50
Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS .....	56

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

**AMSE** - The Association of Medical Schools in Europe

**ECTS** - European Credit Transfer and Accumulation System

**EEP** - External Expert Panel

**EMSA** - European Medical Students Association

**EU**- European Union

**EUA**- European University Association

**IAAR** - Independent Agency for Accreditation and Rating

**HEI** - Higher Education Institution

**SAR** - Self-Assessment Report

**WFME** - World Federation for Medical Education

**ARACIS** - Romanian Agency for Quality Assurance in Higher Education

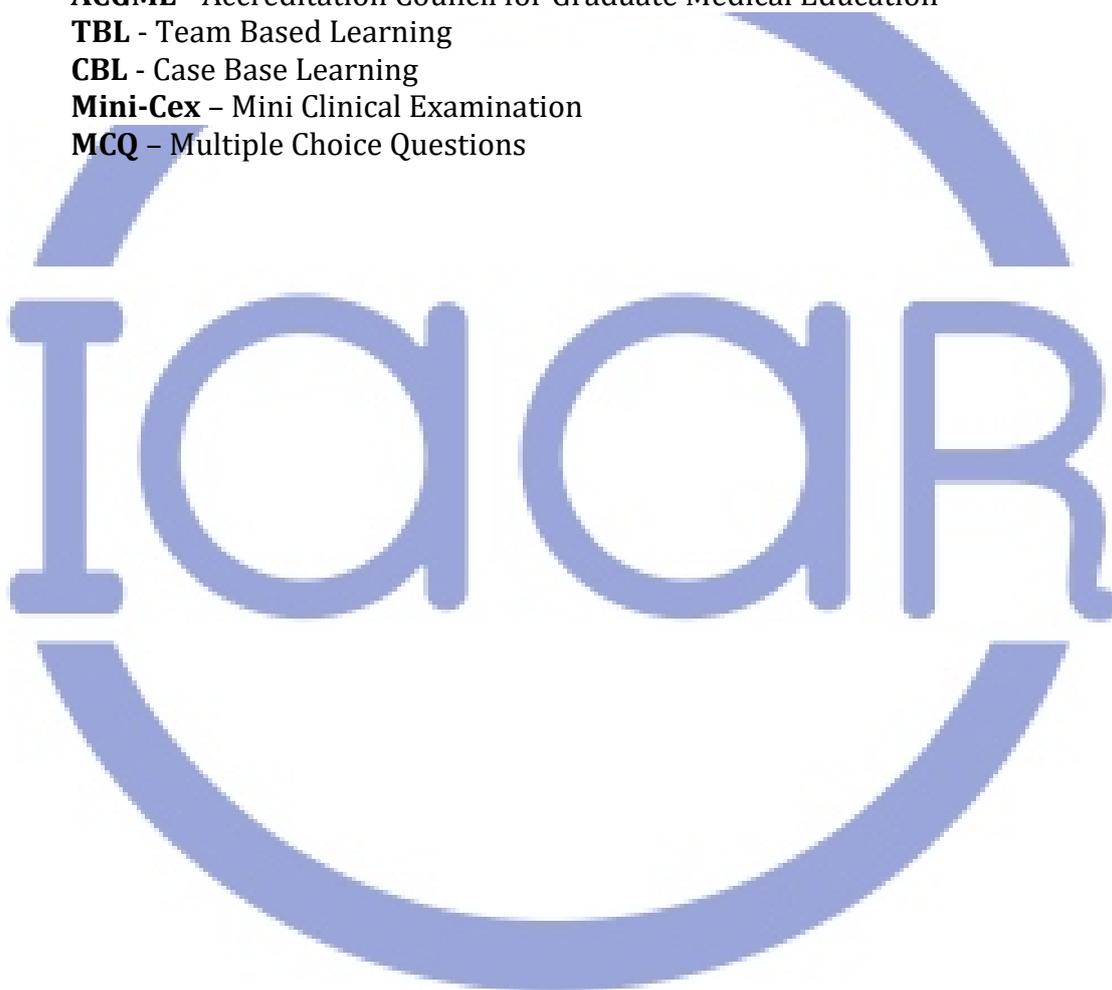
**ACGME** - Accreditation Council for Graduate Medical Education

**TBL** - Team Based Learning

**CBL** - Case Base Learning

**Mini-Cex** - Mini Clinical Examination

**MCQ** - Multiple Choice Questions



## **(II) INTRODUCTION**

In accordance with the order of the IAAR No. 135-23-OD dated 04/09/2023 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) undertook a site visit to the “George Emil Palade” University of Medicine, Pharmacy, Science and Technology (Romania) from 20 October to 24 October 2023 in the framework of international accreditation of the educational programme Medicine in English.

### **EEP composition:**

**1. IAAR Panel Chairman** – Prof. Vaiva Hendrixson, PhD, MD, Vice-Dean for Education and Strategic Partnerships, Vilnius University Faculty of Medicine (Vilnius, Lithuania);

**2. IAAR Expert** – Prof. Dr. Gundula Schulze-Tanzil, Head of the Institute of Anatomy and Cell Biology, Paracelsus Medical University, nominated by ACQUIN (Nuremberg, Germany);

**3. IAAR Expert** – Dr. Gaukhar Kurmanova, Doctor of Medical Sciences, Head of the Department of Clinical Disciplines, al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan);

**4. IAAR Employer** – Dr. Albu Daniel, Orthopedic and Sports Trauma Surgeon, Fizionova Recovery Clinic Târgu-Mureș, Transilvania Recovery Centre Cluj-Napoca, Pediatric Hospital “Luther” Sibiu, Municipal Hospital “Dr. Gheorghe Marinescu” Târnăveni (Targu Mures, Romania);

**5. IAAR Student** – Turar Dildabek, Internship Student of Asfendiyarov Kazakh National Medical University, Asia-Pacific Regional Assistant on Standing Committee on Medical Education of the International Federation of Medical Students’ Associations (IFMSA) (Republic of Kazakhstan);

**6. IAAR Student** – Seunghye Yegorova-Lee, member of the Standing Committee on Human Rights and Peace of the International Federation of Medical Students’ Associations (SCORP IFMSA), third year student of the Doctor of Medicine, Griffith University (Gold Coast, Australia);

**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**

The Targu Mures University of Medicine, Pharmacy, Science and Technology was founded in 1945 and is a public university. In 1948 it was transformed into the Targu Mures Medical and Pharmaceutical Institute, an independent institution of higher education. In 1991, the institute was given the name Targu Mures University of Medicine and Pharmacy. Finally, in 2018, as a result of the merger with Petru Maior University, it became the University of Medicine, Pharmacy, Science and Technology, as it is currently known.

As a result of this transformation, the university has become a multidisciplinary HEI, which provides education at all levels – from undergraduate to doctoral studies. Teaching is conducted in three languages: Romanian, Hungarian, and English.

The university combines 6 faculties:

- Faculty of Medicine (provides six-year curriculum. Languages of instruction: Romanian, Hungarian, and English)
- Faculty of Pharmacy (five-year curriculum. Languages of instruction: Romanian and Hungarian)
- Faculty of Dentistry (six-year curriculum. Languages of instruction: Romanian,

- Hungarian and English)
- Faculty of Engineering (Romanian)
- Faculty of Sciences and Letters (Romanian, English and French)
- Faculty of Economics and Law (Romanian and English)

In order to adapt to global health care systems, the Faculty of Medicine in English was organized. In September 2019, the university opened a branch of the Faculty of Medicine in Hamburg-Bahrenfeld, Germany. Since 2019, the Hamburg campus has been offering a 6-year study programme in human medicine, leading to the qualification of Doctor of Medicine (Medicine Doctor). Since UMCH is affiliated with a public Romanian university, admission is not dependent on school grades, unlike other German universities. Training is conducted in English. Starting from the third academic year, students undertake internships in German teaching hospitals, which are partners of the university. Proficiency in German language is required for effective communication with patients. Students can study on both campuses - in Germany and Romania.

The Faculty of Medicine in English aims to train physicians with the necessary knowledge and skills to work effectively in the European healthcare system. With two flexible study programmes provided, a successful learning model is implemented with the introduction of international experience and innovation, the use of modern technical teaching aids, extensive practice and clinical training.

During the COVID-19 pandemic, the university has made significant investments in infrastructure to provide quality medical education in the face of new challenges, in particular to provide online learning.

In 2022, the educational programme was updated. The university passed the accreditation procedure at the national level of the Romanian Agency for Quality Assurance in Higher Education (ARACIS 2022).

In recent years, the university has undergone substantial growth, marked by a significant increase in staff, and a rise in student enrollment, which was predominantly driven by an influx of international students. The material and technical infrastructure supporting the educational process has been greatly expanded and reinforced. Additionally, the university has broadened its international relations and collaborations. Notably, there has been a substantial increase in the number of educational programmes offered, with undergraduate programmes expanding from 12 to 45 and master's programmes growing from 3 to 17.

All academic buildings of the university were reconstructed in between 2022 and 2023. These include the premises for basic disciplines and teaching facilities in the partner teaching hospitals. The simulation center has been completely reconstructed and equipped. A virtual reality center for clinical skills training was established in 2023.

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

Previously the “George Emil Palade” University of Medicine, Pharmacy, Science and Technology has not passed any programme accreditation performed by the IAAR.

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

The EEP conducted their site visit from the 20<sup>th</sup> to 24<sup>th</sup> of October 2023 in a hybrid format, where experts evaluating the HEI were both in-person and online (an external expert from Kazakhstan and two experts, representative of student’s organization connected online).

In order to coordinate the work of the EEP, an orientation meeting was held, during which responsibilities were distributed among the members of the panel, the schedule of the visit was clarified, and agreement was reached on the choice of expertise methods.

To obtain objective information on assessing the activities of the university, members of the EEP used methods such as direct visual inspection (carried out by the chairman of the EEP and a national expert), interviewing leadership and administration staff, employees of various structural divisions, educators, students, graduates, and employers/social partners. The interviews were conducted offline with a connection.

Meetings of the EEP with target groups were held in accordance with the visit programme, in compliance with the established time period. The University staff ensured the presence of all stakeholders indicated in the visit programme.

In accordance with the requirements of the standards, in order to obtain objective information about the quality of the educational programme of the HEI, the development of the university and the entire infrastructure, and to clarify the content of the self-assessment report, meetings were held with the rector, vice-rectors, deans, heads of departments, with teaching staff, students, graduates, and employers. In total, 87 people took part in the meetings (Table 1).

Table 1 - Information on the number and categories of meeting participants

Category of participants	Number
Rector	1
Vice-Rector	6
Deans and deputy deans and heads of departments	4
Heads of structural divisions	12
Teachers of departments	20
Representatives of the student governance	4
Students	16
Graduates	16
Employers	8
<b>Total</b>	<b>87</b>

During a visual inspection of the university on October 21, members of the EEP observed the main academic building (lecture halls, department of anatomy, histology), the university library, research center, and sports complex. Next, the EEP members became acquainted with the clinical site at the Emergency County Hospital in Targu Mures.

An anonymous online survey of students (80 people) and teachers (40 people) was conducted to analyze satisfaction with working and learning conditions within the walls of UMFST.

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

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

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

The mission of the educational programme is articulated comprehensively, encompassing all facets of specialist formation. It extends beyond the mere acquisition of high-level medical expertise to include the holistic development and enrichment of individuals. This involves fostering critical thinking, instilling professional values, and promoting professional behavior. The mission incorporates a training strategy that consolidates both national and pan-European educational, cultural, and economic approaches. It aims to instill academic and professional values while fostering the capability to engage in scientific research using best practices in teaching and learning. Additionally, the mission emphasizes the establishment of an effective system for assessment, support, and encouragement of students.

The final learning outcomes (Learning outcomes) are formulated quite succinctly and reflect the content of training in the educational programme. They reflect all the key competencies important in shaping future doctors who work effectively within national and international healthcare systems.

Graduates of this educational programme must have sufficient professional knowledge and skills to be able to identify a disease, apply an adequate treatment plan, be able to assess the conditions for the occurrence and spread of diseases both at the individual and at the team/population level in order to prevent them; be able to relate the pathogenesis and characteristics of the course of the disease with social, economic and/or cultural conditions.

They must also be able to exercise effective management both in relation to patients, medical staff, and in relation to their own professional development and improvement. They must have the necessary communication skills both to build a trusting relationship with the patient and as part of a multidisciplinary team of specialists; be able to use information and communication resources to solve professional problems. They must actively participate in scientific research and be able to learn throughout their professional career.

The University has developed a strategic plan for the development of the educational programme, which spells out aspects such as adaptation of the educational programme to the standards of medical education, taking into account the achievements and requirements of the global educational space; focus on developing students' personal values, stimulating them to learn independently, developing critical and creative thinking; the desire for objective and fair assessment of students; development of human resources (teaching staff) and increasing the efficiency of its work; providing the necessary infrastructure for better interaction between the student and the educational structure, teachers and university management; creation of an organizational and regulatory institutional framework capable of supporting the process of improving the educational programme.

Presently, there are specific restrictions that pose challenges to the attainment of all the goals and objectives set by the university in its efforts to develop and enhance the educational programme. The current regulatory framework constrains the academic freedom of the university in selecting a teaching strategy and in making alterations to the number, names, and content of academic disciplines.

Faculty and student representatives are involved in the process of formulating the mission, goals and learning outcomes. For this purpose, the university management organizes discussion meetings during each semester with the Committee for Strategy, Reform and Curricula Development. The Faculty Council and the Internal Evaluation

Department of Study Programmes and University Curricula work to involve employers, academic and scientific experts. For example, the curriculum update, which began in 2016, was planned with the participation of experts from the universities of Vienna and Liverpool.

However, during a meeting with employers, it was noted that the stated contacts of the university management and representatives of training clinics, as well as graduates and potential employers, are not sufficient for their participation in the discussion of the university mission, learning outcomes, learning strategies, programme content and research initiatives to be considered satisfactory and adequate level. There was a desire to increase the number of such contacts and/or increase the number of opportunities for more active discussion with stakeholders.

When interviewing students, a desire was expressed for more active involvement of students in the research process, the selection of topics for scientific research and the implementation of research opportunities not only on the Targu Mures campus, but also in other research centers, particularly the option of carrying out scientific research in the Hamburg campus and clinics in Hamburg.

### ***Analytical part***

Thus, the mission, goals, results and the very content of the educational programme are formulated and contain a learning strategy based on student-centered teaching and learning methods with a well-thought-out system for achieving the necessary competence.

The learning outcomes are formulated in accordance with the recommendations of the Accreditation Council for Graduate Medical Education (ACGME) and the standards of the World Federation for Medical Education - WFME (World Federation for Medical Education) - Global Standards for Quality Improvement in Medical Education.

The mission statement, the EP itself, the competencies formulated in it, goals, and learning outcomes are available to potential consumers through the university website.

The strength is the implementation of the educational process in two countries, on two campuses in accordance with the most modern requirements for medical education, giving students a diverse, multifaceted experience of working in university clinics at various levels.

Another strength is the ability to choose electives (16 different elective disciplines at the preclinical level and 20 clinical disciplines) beginning in the students' first year of studies, to allow them to focus on their own development and eliminate gaps in their knowledge.

The university has structures (Committee for Strategy, Reform and Curricula Development, Committee for Evaluation and Quality Assurance at university level (CEACU), Quality Assurance Department (QAD) and Committee for Evaluation and Quality Assurance (CEAC)) and procedures (Regulation for drafting, approval, monitoring, and periodical evaluation for study programmes) for continuous updating and improvement of the educational programme.

The university promotes a strategy of student-centered learning based on modern theories and practices, with an emphasis on the development of practical skills, portfolio creation, development of individual abilities, and a fair examination system. The development of educational infrastructure has made it possible to make wider use of electronic educational resources. It is very important to promote integrated training in different disciplines to develop the required level of competence.

However, there are restrictions at the level of the national authorisation body and documents regulating the plan and content of educational programmes, in particular the proportion of lectures in the curriculum, which limit the development and improvement of the educational programme in accordance with the direction of development of medical educational programmes on student-oriented learning technologies.

The university has not yet adequately addressed the key aspects of organizing student research, including the coordination of student involvement in ongoing and planned research projects, facilitating partnerships with clinics and research centers for training purposes, ensuring effective communication between students and potential scientific supervisors, and providing guidance for selecting topics for student projects.

Representatives from teaching clinics should play a more active role in enhancing the educational programme and its implementation, particularly concerning research conducted by students. This collaboration benefits both the students and the university's partner clinics.

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

No strengths were identified for this standard.

### ***EEP recommendations***

1. To the management of the university: The university is advised to initiate a dialogue with the authorisation body, namely the ministry, in order to secure greater autonomy and academic freedom. This is crucial for the dynamic development of educational programmes, the adoption of innovative teaching strategies, and the successful implementation of educational initiatives. Such autonomy is essential for the university to operate more effectively within the global and European educational landscape, enabling a flexible response to the evolving needs of stakeholders and the realities of healthcare systems.

*The deadline for this initiative is set for the beginning of the next academic year (September 1, 2024).*

2. To the management of the university: It is advisable for the university to establish a mechanism to actively engage students in research activities. This should facilitate communication between potential research leaders and students who have an interest in specific research areas. The university should also develop a structured process for student involvement in ongoing or upcoming research projects, including those in teaching hospitals and other collaborating organizations. One of the suggested approaches is the creation of an information platform which would serve to provide comprehensive and detailed guidance to students on matters related to research opportunities.

*The deadline for implementing these measures is set for the beginning of the next academic year. (September 1, 2024).*

3. To the management of the university: It is recommended that the university actively engage the leadership of teaching hospitals, along with other entities within the healthcare system, and alumni in comprehensive discussions regarding the university's mission, learning outcomes, teaching strategies, programme content, and research initiatives. Various approaches and tools can be used to facilitate this collaboration. This may include organizing joint events and meetings at different levels, with involvement of students' representatives.

*These initiatives should be implemented by the beginning of the next academic year. (September 1, 2024).*

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

*Strong position - 0*

*Satisfactory - 10*

*Suggest improvements - 3*

*Unsatisfactory - 0*

## **6.2. STANDARD «EDUCATIONAL PROGRAMME»**

### ***The Evidence***

The EP curriculum contains traditional disciplines grouped into modules in 1st and 2nd year. The educational programme provides separate teaching in the subjects of anatomy, physiology, histology, and other fundamental disciplines.

Clinic placements account for approximately 200 hours total in a real-life medical environment under the supervision of faculty.

The programme does not require applicants to have first aid skills at a pre-medical level, as is required for admission to medical programmes in some other countries (in particular, in Germany, where having BLS skills is desirable and provides advantages when enrolling in medical schools). But mastering these skills is provided by the programme in the 1st year of studies. Emergency medical care skills are mastered more deeply, already at the medical level, in the discipline of Emergency Medicine in the 5th year.

Starting from the second year of studies, integrated disciplines such as Systems and Organs of the Human Body are introduced. The incorporation of integrated pathology training across various human body systems is presently considered the "gold" standard in medical education. When developing the curriculum, the authors of the educational programme (EP) placed a specific emphasis on achieving learning outcomes and encouraging students to adopt an integrated approach to learning, fostering a holistic view of the person as a subject of medical research.

The EP reflects fundamental and clinical disciplines, as well as social aspects of medicine, in a balanced proportion. The disciplines necessary to develop scientific research skills begin from the first years of studies.

Learning clinical skills follow the principle of clinical rotations in university teaching clinics. Students have the option to undertake their clinical rotations in two countries, Romania and Germany, to gain more practical experiences.

The study of these issues is provided for in the EP within the framework of disciplines such as public health (information about the organization of medical systems, organization and health legislation), followed by a more in-depth study (obviously the issues of medical errors and patient safety) forensic medicine during the 6th year of studies.

### ***Analytical part***

A large selection and variety of electives is a strength of the EP. Among the electives there is "Research Methodology" to enhance research skills, and "Advanced medical simulation" to develop practice skills. The discipline "Case-based pathology" is aimed to develop clinical reasoning - this discipline should be taught using PBL, however PBL is used only by some teachers and on some topics in Cardiology and Nephrology.

The teaching strategy employs active learning methods, specifically Case-Based Learning (CBLs) and Team-Based Learning (TBL). The utilization of CBL was showcased through participation in lectures and classes, as well as through interviews with teachers and students. The university also provided examples of cases and questions as didactic material for classes. Furthermore, instead of medical simulations or Mini-Cex, case-based assessments of clinical skills are administered in senior courses.

However, the use of TBL was limited due to the large proportion of lectures in the curriculum, which is regulated by the authorized body. It is widely known that the use of active learning methods, such as CBL and TBL, and especially PBL requires more training time and a different organization of the class schedule adapted for these methods (for example, lectures are built into the fabric of classes and/or are held after students have analyzed the topic as a consolidation and updating of the material). A survey and study of

the presented materials showed that PBL is practically not used in the educational process - there are examples of the implementation of this method by some teachers.

However, all teachers have undergone or will be undergoing training in these teaching methods (within the programme “New methods of teaching and evaluation in medico pharmaceutical disciplines” conducted by the Medical-pharmaceutical teacher training center (CPPMF). Therefore, active implementation of these methods is a possibility.

Simulation training technologies have been widely implemented, facilitated by the presence of the Simulation and Practical Skills Center and the Virtual Reality Center at the university. The recent reconstruction and upgrade of these facilities in 2022-23 suggest that active training at these centers may not have commenced yet. However, the university has well-defined plans to integrate simulation technologies, particularly virtual reality, across all courses of study in the educational process.

To develop scientific research skills, in addition to disciplines that teach methodology, the university has research infrastructure, including 10 research laboratories, 9 research centers, and the Experimental Station, Biobank. To support students’ scientific activity, a student organization, the Junior Researcher Academy (JRA) has been established.

To ensure compliance with the ethical principles of scientific research in medicine, the Ethics Committee operates, which conducts an examination of planned research.

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

No strengths were identified for this standard.

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

1. To leaders and coordinators of the educational programme: Incorporate topics related to medical law, such as patient rights, physician responsibilities, principles of information confidentiality, and fundamental legal principles of the healthcare system, into the curriculum during the first or second year, prior to the commencement of clinical training. An example of an appropriate course for this integration is “Patient-Doctor Communications”. *Deadline: September 1 2024.*

2. To leaders and coordinators of the educational programme: Additionally, the university should expand the adoption of active learning and teaching methods. Team-Based Learning (TBL) proves effective when applied to an entire discipline rather than individual topics. While Case-Based Learning (CBL) is already actively incorporated into the curriculum, Problem-Based Learning (PBL) offers increased opportunities for cultivating clinical thinking and clinical reasoning. *Deadline: September 1, 2025.*

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

*Strong position – 0*

*Satisfactory – 28*

*Suggest improvements – 0*

*Unsatisfactory – 0*

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

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

A general description of the forms and methods of assessment is given - formative and summative assessment. For current assessment, assessment methods are used that are organically included in the active learning methods used, as well as bedside assessment and portfolio assessment.

A written exam, as well as MCQ testing and short cases are used as a summative

assessment method. In addition, students must complete and defend a research paper - the bachelor's thesis. The university presented examples of control and measurement equipment. It is worth noting the relative simplicity of some of the tasks, especially given that students have access (provided by the university) to a range of electronic online resources such as Osmosis and Clinical Key for Students, which provide more complex self-assessment tasks.

Each student has the opportunity to take the exams three times. The entire process of assessing knowledge is fully and clearly regulated by a series of documents, both external and internal - all procedures are regulated from the rules of academic parity, the procedure for conducting and evaluating midterm and final controls, and the appeal procedure.

The university also has a support system for students who show low academic achievements to improve their knowledge and skills through individual counseling and support from advisers. There is also a system of supporting successful students: annual nominations for awards on University Days, provision of special scholarships and discounts on tuition (up to 20%), Erasmus scholarships; scientific and logistic support (including financial funding opportunities) for participation in national and international events; inclusion of exceptionally performing students in research groups alongside professors; the possibility of publishing scientific research results in the university journal *Acta Medica Marisiensis*; priorities in providing vacation vouchers; priorities in the allocation of space in dormitories.

It is very important that the university uses all methods of validation and examination of the quality of examination tasks based on the use of relevant psychometric techniques and electronic examination platforms. The quality of test tasks is checked by assessing their complexity, discriminativeness and relevance.

Great emphasis is placed on maintaining academic integrity and ethical teaching. Attention is also paid to a fair, adequate assessment procedure taking into account individual characteristics (learning styles) and the special needs of students.

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 behavior 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.

Simulation and Practical Skills Center and the Virtual Reality Center are used in practical exams for testing students in basic maneuvers and advanced scenario in the following disciplines: Surgical/Medical Semiology, General Surgery, Internal Medicine, Pediatrics, Cardiology, Intensive Care, Urology, Obstetrics-Gynecology, Psychiatry. The Virtual Reality Center was inaugurated just in May 2023, and the methodology of the integration in teaching and assessment is in process at this moment, but the prospects for its use are impressive.

### ***Analytical part***

The university does not use a system that allows the use of an assessment method that is fully consistent with the formulated learning outcome for each specific discipline in the corresponding course of study in accordance with the concept of transforming professional knowledge into professional skills. The university has a very well-equipped simulation center, which is used to assess the development of practical skills on simulators in a simulation environment quite widely. There are no restrictions to introducing a mini-clinical exam in senior years, medical simulations (including team simulations) for emergency care skills, and the use of virtual reality for the development of clinical skills and for the examination process. There are also no methods used to evaluate students' work in the clinic

that assess not only knowledge and skills, but also behavior and attitudes (for example, 360° assessment).

All this makes it difficult to assess the impact of assessment results on the learning process. Since TBL and PBL are not widely used in the educational process, there is no definition of students' learning styles according to Kolb, self-assessment and mutual assessment are not used or little used. Accordingly, there is no adaptation of the assessment system to learning styles using a variety of assessment methods in one exam to enable students to fully reveal their educational achievements and the degree of mastery of the necessary knowledge and skills, clinical thinking. Also, to a small extent, team training, mutual learning, and the formation of responsibility for one's own learning are used.

At the same time, the university has all the capabilities, resources and necessary infrastructure for the wider implementation of relevant assessment methods, including the possibility of digitalizing this process (the possibility of creating digital online platforms for systematizing and organizing the entire assessment process with all the variety of methods).

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

No strengths were identified for this standard.

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

1. To leaders and coordinators of the educational programme: It is advisable to incorporate the MiniCex method for assessing clinical practical skills, in addition to the OSCE methodology and medical simulation using standardized patients, virtual simulation – primarily in senior courses – and work-based assessment for summative evaluation. The selection of assessment methods should encompass a diverse range, tailored to the specific learning outcomes and competencies under examination. It is crucial to consider the varied cognitive abilities and learning styles of students to ensure fairness, reliability, and appropriateness in the assessment process.

*Deadline: beginning of the next academic year. (September 1, 2024).*

2. To leaders and coordinators of the educational programme: Implement methodologies for assessing professional behavior and attitudes starting from the early years of training at all levels aligning with the specific learning outcomes in each discipline, particularly in clinical settings. To achieve this, incorporate peer assessment, self-assessment, and 360-degree assessment tools, along with work-based assessment for clinical subjects. These assessment methods may involve external examiners, such as professionals from clinics and teaching hospitals.

The deadline for the implementation of these assessment methods is set for the beginning of the next academic year. (September 1, 2024).

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

*Strong position - 0*

*Satisfactory - 8*

*Suggest improvements - 2*

*Unsatisfactory - 0*

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

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

The university has a clear and well-thought-out procedure and requirements for enrolling students in an educational programme. The university conducts entrance exams in the main disciplines to select the most prepared applicants.

The website of the university and its branch in Hamburg contains all the necessary information for applicants with a description of all possible options. The university applies an assessment procedure through interviews of all applicants for training.

For effective learning, the university accepts a maximum of 150 students for the EP Medicine. The groups are made taking into account the realistic educational resources: groups of max. 25 students in the practice work of complementary subjects; groups of max. 15 students for the practice work of fundamental subjects, and groups of max. 10 students for clinical internships.

The university has several student organizations that help and support students during their studies. The university has a well-thought-out system of supporting students through a number of material and non-material incentives: provision of dormitories and information about the possibilities of living in private apartments, an academic mobility system with benefits for students with high academic achievements. For successful students there is also a system of discounts on tuition (up to 20%). The tuition fees are reasonable when considering the facilities provided and the quality of training.

One of the ways to motivate students is the academic mobility system within the framework of Erasmus programmes. In 2020: 18 placement mobilities and 22 study mobilities (5 for non-EU students); 2021: 24 placement mobilities and 13 study mobilities (3 for non-EU students); 2022: 26 placement mobilities and 12 study mobilities (6 for non-EU students). Outstanding academic achievement is rewarded with increased research opportunities through Junior Research Academy grants.

The university also has student organizations, including the Junior Research Academy. Students may be elected into the collegial bodies of the university such as the Ethics Committee, Committee for Quality Assurance or Committee for Student's Problems. Representatives of student organizations actively participate in the formation and development of the EP, which was confirmed during a conversation with them. Ethical and moral aspects of student behavior are regulated in The Code of Ethics and Professional Conduct, in the development of which student organizations took part.

To provide timely feedback from students, anonymous surveys are regularly conducted. However, a survey of students revealed that not all students are satisfied with the feedback from the university administration and the heads of the educational programme. A desire was expressed for closer cooperation on issues of modifying the content of the EP, the assessment system, and teaching methods.

### ***Analytical part***

Based on the documents provided and the findings from the EEC visit, the university has established a policy for admitting and enrolling students, including foreign citizens, to the educational programme (EP). This policy aligns with the university's mission, emphasizing inclusivity for applicants with special needs. The admission process for applicants involves two stages: an early preliminary admission phase for planning the upcoming academic year and the main admission period from July to September, just before the commencement of the academic year. During the admission process, the applicant's dossier undergoes assessment and testing in core subjects, as well as evaluation of language skills (proficiency in the language of instruction).

The implementation of the EP is carried out on the basis of the principle of equality, for the admission and training of students on different campuses, providing equal opportunities for both study and research.

As evidenced by the provided documents and interview results, the number of students admitted corresponds to the material and technical capabilities of the university and human resources (staff of teachers). Although it is possible, the size of the groups could be reduced both in fundamental (to 12-15) and clinical disciplines (to 5-6).

The university has a system of counseling and support for students, including various forms of social, psychological and financial support, and a tutoring institute, which is still in its formation stage, but is undoubtedly a good direction for development (Tutorial regulation). The high satisfaction of students with the support provided by the University is confirmed by the results of interviews and questionnaires conducted during the EEC visit.

Students have student organizations where they have the opportunity to participate in decision-making regarding their education and the management and implementation of the EP, however a lack of student involvement was noted. In this matter, the university has the opportunity to realize the full potential of the student community. University Senate includes 25% elected students' representatives.

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

A fair, objective admission procedure, which allows, on the one hand, to select the best candidates, on the other hand, to provide ample opportunities for admission to the medical education programme.

A system of support and counseling for students, which on the one hand helps to motivate successful students both in professional development and in research competence. As well as a support system for students with low results (below 6.00) in order to improve their academic achievements.

### ***EEP recommendations***

No recommendations for this standard

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

*Strong position - 3*

*Satisfactory - 13*

*Suggest improvements - 0*

*Unsatisfactory - 0*

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

### ***The Evidence***

The University has developed and applies a faculty recruitment policy aimed at selecting the most competent specialists - medical educators who harmoniously combine teaching, scientific, and clinical activities. The teaching staff have a fairly high level of education.

The University pays sufficient attention and creates conditions for the professional development of teaching staff both in pedagogical competencies and in specialized ones.

All teaching staff activities include 5 areas of work. Firstly, there is educational and methodological work, which accounts for at least 20% of time and resources. Research work (from 25% for a teacher to 30% for a professor and associate professor) is well encouraged and supported both by the presence of the necessary infrastructure (research laboratories, research centers, scientific grants, various information resources and databases), and organizational financial support (assistance with publications, participation in conferences, international cooperation). It is very important that the university provides support to the teaching staff in terms of recognition at the national and international level, evaluation of the expert and organizational work of the teaching staff. The educational work of teaching staff takes an adequate share of time, giving the opportunity to pay due attention to other

activities. It is important that the university highlights the management function of teaching staff, also assessing this aspect of academic activity.

To develop the career path of faculty members, the university encourages advanced training courses at foreign institutions. To obtain the title of teacher, it is mandatory to have completed a minimum of a 3-month continuous internship at an institute in the profile of the position or three cumulative months of study abroad. This training is supported financially by the university.

A very important aspect of the support and development of teaching staff are the Erasmus programmes. The funding received in 2022 through the Erasmus Project amounted to €3,221,725. Most of these funds were allocated for student mobility. But only in 2022 there were 77 outgoing mobilities, of which 25 short teaching and 52 training mobilities.

### ***Analytical part***

The university has developed and implemented a policy for the development of teaching staff that defines the required experience, criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, scientific activities and specialist qualifications, their responsibility, and the duties of employees, which is confirmed by the internal regulations of the university.

According to the documents provided and the results of interviews and questionnaires, the university is implementing a policy for developing teaching staff, increasing their professional competence, and creating good conditions for scientific work.

The university provides teachers with ample opportunities through Erasmus programmes. Satisfaction of teaching staff with working conditions, professional career opportunities, and the degree of participation in improving the educational programme was confirmed both in interviews and in questionnaires.

Therefore, the university's policies and practices regarding academic staffing meet the requirements of the standard.

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

No strengths were identified for this standard.

### ***EEP recommendations***

No recommendations for this standard.

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

*Strong position - 0*

*Satisfactory - 8*

*Suggest improvements - 0*

*Unsatisfactory - 0*

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

### ***The Evidence***

The university has sufficient resources to provide an educational environment: academic buildings, laboratories, equipment, access to electronic resources and IT support, and a simulation center.

The Elsevier electronic educational resources that the university uses in the learning process are the most effective - ClinicalKey Student and Complete Anatomy.

The university has sufficient financial resources to develop the material and technical

support of the educational process; a significant amount is spent annually for these purposes. In the past two years, the material and technical infrastructure has been significantly expanded.

The educational process at fundamental departments is provided with equipment and specialized laboratories. The educational process at clinical departments is provided with clinical infrastructure sufficient in quantity and specialization.

The safety of the learning process is ensured by modern infrastructure on campus, compliance with safety regulations and sanitary and epidemiological requirements.

The university has an AIS and a distance learning system with several platforms: UMS (University Management System): a central application for managing the schooling of all university students; Blackboard LMS Platform (Learning Management System) - license for 10,000 users (teachers, students); The professional e-learning platform Blackboard Learning replaced the Microsoft Teams platform initially applied in 2019/2020, by transferring information; Microsoft 365 A3 Platform: This platform offers the University access to the complete Office 365 A3 suite (Word, Excel, PowerPoint, Outlook, OneNote, Publisher, Access, Teams) and to the services related to productivity servers: Exchange Online, SharePoint Online, Microsoft Teams; MATLAB and Simulink Campus-Wide License: Starting in 2020, teachers, students and researchers at the university have access to the solutions offered by MathWorks.

Teachers and students have access to relevant healthcare information by accessing the following databases: ScienceDirect Freedom Collection, Elsevier (access and current archives): SpringerLink Journals, Springer: Clarivate Analytics (Web of Science, Journal Citation Report, Derwent Innovations Report, PROQUEST Central, Scopus, Wiley Journals, Nature Ovid-LWW Premier Journal Collection Plus.

The university is actively involved in the process of professional training, development and international exchange through Erasmus programmes.

For scientific research of teaching staff and students there are 9 research centers, 10 laboratories, the Experimental Station, Biobank. The results of scientific research of teaching staff are introduced and used in the educational process, including during elective disciplines.

For clinical training, the university has partner clinics:

1. Mures Emergency Clinical County Hospital – clinical complex with 1089 beds
2. Mures County Clinical Hospital – 13 locations with a total of 1140 beds
3. Institute of Cardiovascular Diseases and Transplant 210 beds;

The capabilities of these hospitals provide all the necessary contacts for students with patients with a wide variety of pathologies at different levels of medical care from out-patient to highly specialized.

A significant advantage of the university is the simulation center, which was reconstructed and re-equipped in 2022-23. Currently it occupies 4 floors of 797 m<sup>2</sup>, 4 simulation rooms, 8 rooms for OSCE, lecture hall, 2 debriefing rooms, 23 types of simulators for basic skills (examples -heart/lung auscultation, injections, drainage, urinary catheterization etc.); advanced simulator HPS (Human Patient Simulator) with scenarios for 30 pathologies and 76 drugs; advanced pediatric simulator SimBaby-Laerdal; simulation software – LearningSpace (CAE Healthcare); advanced virtual simulators for: endoscopy (bronchoscopy), obstetrics simulation and fetal resuscitation, ultrasonography, and catheters.

The simulation Center is used both for training and in the practical exams for testing students in basic maneuvers and advanced scenario in the following disciplines: Surgical/Medical Semiology, General Surgery, Internal Medicine, Pediatrics, Cardiology, Intensive Care, Urology, Obstetrics-Gynecology, Psychiatry.

The organization of the Virtual Reality Center in May 2023 opens up ample

opportunities for the formation of a higher level of realistic medical simulation modeling, training and assessment of students.

### ***Analytical part***

The university has sufficient resources to provide an educational environment: teaching hospitals, educational buildings, laboratories, equipment, access to electronic resources and IT support, a simulation center and Virtual Reality Center.

Students are provided with accommodation, food, and access to medical care.

The university has sufficient financial resources to develop the material and technical support of the educational process; a significant amount is spent annually for these purposes.

The educational process at fundamental departments is provided with equipment and specialized laboratories. There are research laboratories and resource centers.

The university is well equipped with a wide variety of electronic educational resources and platforms for teaching and for organizing and monitoring the educational process. The university library is well stocked with educational and scientific materials and provides access to international evidence-based medicine databases.

The university works closely with universities in other countries, primarily European ones, to implement academic mobility programmes.

The opening of a campus in Hamburg opens up a whole range of new opportunities for development and is a strength of this EP.

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

The university's desire to develop the material and technical infrastructure for the development and modernization of educational programmes, the creation of excellent conditions for learning and teaching: the presence of two campuses, equipment of educational buildings, working conditions for teachers, learning resources for students, a well-equipped simulation center with virtual reality, conditions for implementation Research work is the strength of this EP.

### ***EEP recommendations***

No recommendations for this standard.

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

*Strong position - 2*

*Satisfactory - 12*

*Suggest improvements - 0*

*Unsatisfactory - 0*

## **6.7. STANDARD "PROGRAMME EVALUATION"**

### ***The Evidence***

The University has the necessary regulations and prescribed procedures to ensure a relevant assessment of the EP. All aspects of monitoring and improving EP are regulated by the work of several structures - Committee for Strategy, reform and Curricula Development and communicated to the higher boards of the University (Faculty Council, CEIPSCU, Administration Board). All procedures are approved by the University Senate, in which there is representation of students and teachers.

The strategic plan for the development of the EP includes all the important directions for the development and modernization of the EP; it also includes the development of tools

and an organizational and regulatory institutional framework capable of supporting the process of improving the educational programme.

The teaching staff and student representatives are involved in the process of discussing and evaluating the EP. For this purpose, the university management organizes discussion meetings during each semester, Committee for Strategy, reform and Curricula Development. To involve employers, academic and scientific experts, the Faculty Council and the Internal Evaluation Department of Study Programmes and University Curricula work. Foreign academic experts are also involved in assessing the EP: the revision of the curriculum, which began in 2016, was planned with the participation of experts from the universities of Vienna and Liverpool.

However, employers noted that their participation in discussions of the university's mission, learning outcomes, teaching strategies, programme content and research initiatives could not be considered satisfactory, and a recommendation was made for university management to ensure greater participation of representatives of teaching clinics, as well as graduates and potential employers in the process discussions.

When interviewing students, a desire was expressed for more active involvement of students in the process of improving the educational programme.

### ***Analytical part***

The university has a system for ensuring the quality of the educational programme through surveys of students and teachers (internal) and through accreditation of EP (external). Descriptions and necessary regulatory documents are given that reflect the evaluation process and regulations, procedures, as well as structures and collegial bodies involved in this process.

Internal monitoring includes procedures for analyzing student achievements and a number of questionnaires to obtain feedback from students, teaching staff, employers, applicants, etc. They are not integrated into the AIS system in compliance with confidentiality and transparency rules.

In the quality assurance system, much attention is paid to the academic integrity of all participants in the educational process.

However, the university does not effectively utilise opportunities to improve various aspects of the educational process, content, structure of educational programmes, teaching strategies and assessment. These problems are associated with restrictions on the academic freedom of the university and its opportunities for more active transformations in accordance with modern approaches in medical education.

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

No strengths were identified for this standard.

### ***EEP recommendations***

To the management of the university: Establish a comprehensive system for collecting and analyzing feedback from both teachers and students. Ensure widespread dissemination and discussion of the results with all stakeholders to enhance transparency and refine various aspects of the educational process, including programme modifications, content adjustments, and advancements in teaching and assessment strategies. The system of surveys and interviews can be seamlessly integrated into an automated university management system.

*Deadline: beginning of the next academic year. (September 1, 2024).*

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

*Strong position - 0*  
*Satisfactory - 7*  
*Suggest improvements - 2*  
*Unsatisfactory - 0*

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

### ***The Evidence***

The work of the university and its educational activities are regulated by the National Law on Education and regulations in the Romanian education system.

As a result of the merger of the University of Medicine and Pharmacy with "Petru Maior" University in Targu Mures, new opportunities have been created for development as part of a multidisciplinary university with large resources. The creation of the FMLE in 2019 was due to an increase in the intake of international students and the creation of a campus in Hamburg. The opening of the Hamburg campus was a strategic breakthrough in the development of the Faculty of Medicine. The organizational structure of the faculty includes the office of the dean and two departments. Organizational chart of FMLE and consists of the University Senate, the Administrative Board, the Faculty Councils, the Faculty Working Committees, the Department Councils.

The highest decision-making body is the Senate. The Administrative Board ensures the operative management of the university and is composed of: Rector, Vice-Rectors, Deans of the faculties, the general administrative director and the student representative, structure which can be seen in the Regulation of Organization and Functioning of the Administrative Board of University.

The operational management of the faculty is carried out by the working committees: Committee for Strategy, Reform and Curriculum Development; Committee for Continuing Education and Residency; Committee for Evaluation and Quality Assurance; Committee for Counseling and Career Guidance; Committee for Scientific Research; Committee for ECTS recognition; Committee for Students Problems. These bodies include both teachers and student representatives. The Hamburg campus is managed by a director.

The development of the faculty is ensured by financial independence, which allows all financial resources to be spent on ensuring the activities of the faculty and the development of its assets. Almost half of the financial receipts from students (in the form of tuition fees) goes to the teaching staff wage fund.

The University incorporates the Quality Management System (QMS) which is established, documented, implemented, maintained, and continuously improved in accordance with the requirements of the ISO 9001:2015 standard. It has been certified in our institution since 2013 and is described in the Quality Assurance Manual, the Quality assurance code, and is reflected in the last Quality Management System Evaluation-2022.

The University has signed collaboration agreements as Clinical Education Collaboration Contracts with all public hospitals in the city of Targu Mures: County Emergency Clinical Hospital of Targu Mures, County Clinical Hospital, and Emergency Institute for Cardiovascular and Transplant Diseases. The university has more than 140 agreements with other educational organizations in European countries.

The public is informed through the university website and through the publication of the Annual Brochure in Romanian and English.

### ***Analytical part***

The description of the standard contains management structures, their functions and procedures, as well as mechanisms and procedures that ensure the participation of teachers, students, employers, and the public in the process of managing the educational process and implementation of the educational programme.

The structure, controls, functional resources and management and decision-making processes are described. Student self-government and the quality assurance system are described. A description of that is given how the university informs the public and interested stakeholders through the reports of the rector and dean, as well as through the university website and other media resources.

The procedure for developing, improving and approving the EP and its management is described, as well as the procedure for conducting an external audit.

However, as noted earlier, the involvement of stakeholders in the evaluation process of an educational programme requires reconsideration.

***Strengths/best practice***

No strengths were identified for this standard.

***EEP recommendations***

No recommendations for this standard.

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

*Strong position 0*

*Satisfactory - 13*

*Suggest improvements - 0*

*Unsatisfactory - 0*

**6.9. STANDARD "CONTINUOUS RENEWAL"**

***The Evidence***

The University and Faculty of Medicine has all the necessary tools for constant renewal and improvement through a quality management system, a system for providing and receiving feedback through a large number of committees (elected bodies), which were described above.

The university has developed a Strategy for the Development of the Educational Programme, as well as a Plan of measurements for improving the educational process within FMLE. The updated version of this document contains a description of the stages of improvement based on a comprehensive analysis of surveys of students and teachers. A crucial aspect for planning improvements is analyzing the results of final exams and receiving feedback from graduates, implementing their employment or further training in residency and doctoral programmes. Furthermore, when planning innovations, the recommendations of external audits are taken into account. For example, ARACIS recommendation after the evaluation visit from May 2022.

***Analytical part***

Based on the results of the analysis of materials provided by the University and made freely available, as well as interviews with employees and students, the University widely uses various channels for receiving feedback from various stakeholders in order to improve all aspects of the EP. One opportunity for innovation is to study best practices from national and foreign universities. This approach is successfully implemented, for example, in the field

of introducing simulation teaching methods. However, a somewhat less developed area is the implementation of best practices in active teaching and assessment methods, especially skills and behavior assessment.

The university makes efforts to implement scientific results in the EP and recognizes the importance of students' research work, which is reflected in strategic documents. In this direction, the university has potential for development and improvement. The potential of student research in learning and assessment requires further analysis and development.

***Strengths/best practice***

No strengths were identified for this standard.

***EEP recommendations***

No recommendations for this standard.

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

*Strong position 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"**

A fair, objective admission procedure, which allows, on the one hand, to select the best candidates, on the other hand, to provide ample opportunities for admission to the medical education programme.

A system of support and counseling for students, which on the one hand helps to motivate successful students both in professional development and in research competence. As well as a support system for students with low results (below 6.00) in order to improve their academic achievements.

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

No strengths were identified for this standard.

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

The university's desire to develop the material and technical infrastructure for the development and modernization of educational programmes, the creation of excellent conditions for learning and teaching: the presence of two campuses, equipment of educational buildings, working conditions for teachers, learning resources for students, a well-equipped simulation center with virtual reality, conditions for implementation research work is the strength of this EP.

### **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"**

1. To the management of the university: The university is advised to initiate a dialogue with the authorized body, namely the ministry, in order to secure greater autonomy and academic freedom. This is crucial for the dynamic development of educational programmes, to adopt innovative teaching strategies, and the successful implementation of educational initiatives. Such autonomy is essential for the university to operate more effectively within the global and European educational landscape, enabling a flexible response to the evolving needs of stakeholders and the realities of healthcare systems.

*The deadline for this initiative is set for the beginning of the next academic year (September 1, 2024).*

2. To the management of the university: It is advisable for the university to establish a mechanism to actively engage students in research activities. This should facilitate communication between potential research leaders and students who have an interest in specific research areas. The university should also develop a structured process for student involvement in ongoing or upcoming research projects, including those in teaching hospitals and other collaborating organizations. One of the suggested approaches is the creation of an information platform which would serve to provide comprehensive and detailed guidance to students on matters related to research opportunities.

*The deadline for implementing these measures is set for the beginning of the next academic year. (September 1, 2024).*

3. To the management of the university: It is recommended that the university actively engage the leadership of teaching hospitals, along with other entities within the healthcare system, and alumni in comprehensive discussions regarding the university's mission, learning outcomes, teaching strategies, programme content, and research initiatives. Various approaches and tools can be used to facilitate this collaboration. This may include organizing joint events and meetings at different levels, with involvement of students' representatives.

*These initiatives should be implemented by the beginning of the next academic year. (September 1, 2024).*

### **Standard "EDUCATIONAL PROGRAMME"**

1. To leaders and coordinators of the educational programme: The university is advised to incorporate topics related to medical law, such as patient rights, physician responsibilities, principles of information confidentiality, and fundamental legal principles of the healthcare system, into the curriculum during the first or second year, prior to the commencement of clinical training. An example of an appropriate course for this integration is "Patient-Doctor Communications". *Deadline: September 1, 2024.*

2. To leaders and coordinators of the educational programme. Additionally, the university should expand the adoption of active learning and teaching methods. Team-Based Learning (TBL) proves effective when applied to an entire discipline rather than individual topics. While Case-Based Learning (CBL) is already actively incorporated into the curriculum, Problem-Based Learning (PBL) offers increased opportunities for cultivating clinical thinking and clinical reasoning. *Deadline: September 1 2025*

### **Standard “ASSESSMENT OF STUDENTS”**

1. To leaders and coordinators of the educational programme: It is advisable to incorporate the MiniCex method for assessing clinical practical skills, in addition to the OSCE methodology and medical simulation using standardized patients, virtual simulation – primarily in senior courses – and work-based assessment for summative evaluation. The selection of assessment methods should encompass a diverse range, tailored to the specific learning outcomes and competencies under examination. It is crucial to consider the varied cognitive abilities and learning styles of students to ensure fairness, reliability, and appropriateness in the assessment process.

*Deadline: beginning of the next academic year. (September 1, 2024).*

2. To leaders and coordinators of the educational programme: Implement methodologies for assessing professional behavior and attitudes starting from the early years of training at all levels aligning with the specific learning outcomes in each discipline, particularly in clinical settings. To achieve this, incorporate peer assessment, self-assessment, and 360-degree assessment tools, along with work-based assessment for clinical subjects. These assessment methods may involve external examiners, such as professionals from clinics and teaching hospitals.

*The deadline for the implementation of these assessment methods is set for the beginning of the next academic year. (September 1, 2024).*

### **Standard “STUDENTS”**

There are no recommendations for this standard.

### **Standard “ACADEMIC STAFF/FACULTY”**

There are no recommendations for this standard.

### **Standard “EDUCATIONAL RESOURCES”**

There are no recommendations for this standard.

### **Standard “PROGRAMME EVALUATION”**

To the management of the university: Establish a comprehensive system for collecting and analyzing feedback from both teachers and students. Ensure widespread dissemination and discussion of the results with all stakeholders to enhance transparency and refine various aspects of the educational process, including programme modifications, content adjustments, and advancements in teaching and assessment strategies. The system of surveys and interviews can be seamlessly integrated into an automated university management system.

*Deadline: beginning of the next academic year. (September 1, 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 External Expert Panel have unanimously agreed that the Medicine in English programme at the Targu Mures Campus is recommended for accreditation for a period of 5 years.

*(Voting results of the External Expert Panel: in favor - 6, against - 0).*



**Annex 1. Assessment table "PARAMETERS OF PROGRAMME ACCREDITATION" (Medicine in English, Targu Mures Campus)**

№ p/p	№ sub/p	№ 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, behavioral and social sciences, aspects of global health and reflects the main international health issues		+		
<b>1.2 Institutional Autonomy and Academic Freedom</b>							
<b>The organisation of education must:</b>							
4	4	1.2.1.	have institutional autonomy in order to develop and implement a quality assurance policy, for which the administration and teachers are responsible, especially with regard to the development of the educational 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			+	
<b>Total by Standard</b>				<b>0</b>	<b>10</b>	<b>3</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 instill in students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine		+		
19	6	2.2.2.	include the results of modern scientific research in the EP		+		
<b>2.3 Basic Biomedical Sciences</b>							
<b>The organisation of education must:</b>							
20	7	2.3.1.	identify and include in the EP the achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and application in practice of clinical scientific knowledge		+		
21	8	2.3.2.	change the educational 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. Behavioral, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence</b>							
<b>The organisation of education must:</b>							
22	9	2.4.1.	identify and include achievements in behavioral sciences, social sciences, medical/pharmaceutical ethics and jurisprudence in the EP		+		
23	10	2.4.2.	change the EP, taking into account the achievements of behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including modern scientific, technological and medical and pharmaceutical developments, current and expected needs of society and the health system; changing demographic and cultural context		+		
<b>2.5. Medical/Pharmaceutical Sciences and Skills</b>							

<b>The organisation of education must:</b>							
24	11	2.5.1.	identify and include in the EP the achievements of clinical/pharmaceutical sciences to ensure that students upon completion of training have acquired sufficient knowledge, clinical and professional skills to take appropriate responsibility in subsequent professional activities		+		
25	12	2.5.2.	ensure that students spend a sufficient part of the 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: <ul style="list-style-type: none"> <li>- in terms of examination and/or treatment of the patient under supervision in appropriate clinical conditions;</li> <li>- in the procedures of sanitary and epidemiological supervision in terms of inspection and/or inspection of the object under supervision, which is carried out in the relevant production bases (centers of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport, disinfection organisations and medical facilities);</li> <li>- in terms of advising the patient on the rational use of medicines, which is carried out in appropriate production conditions</li> </ul>		+		

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, behavioral, social and clinical/profile disciplines		+		
32	19	2.6.2.	envisage horizontal integration of related sciences and disciplines		+		
33	20	2.6.3.	envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioral and social sciences		+		
34	21	2.6.4.	provide an opportunity for elective content (electives) and determine the balance between the mandatory and elective part of the EP		+		
35	22	2.6.5.	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice, occupational medicine, including aspects of the impact of the environment and man-made production loads, the social situation on the health of the population		+		
<b>2.7. 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		+		
<b>Total by Standard</b>				<b>0</b>	<b>28</b>	<b>0</b>	<b>0</b>
<b>3. STANDARD "ASSESSMENT OF STUDENTS"</b>							
<b>3.1. Assessment Methods</b>							
<b>The organisation of education must:</b>							
42	1	3.1.1.	define and approve the principles, methods and practices used to evaluate students, including including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes		+		
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behavior			+	
44	3	3.1.3.	use a wide range of assessment methods and formats depending on their "utility assessment", including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format			+	
45	4	3.1.4.	ensure that the evaluation process and methods are open (accessible) for examination by external experts		+		
46	5	3.1.5.	ensure that assessment methods and results avoid conflicts of interest and uses a system of appealing the results of students' assessment		+		
47	6	3.1.6.	ensure the openness of the evaluation procedure and its results, to inform students about the criteria and evaluation procedures used		+		
48	7	3.1.7.	provide for the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involve external examiners		+		
<b>3.2. The Relationship between Assessment and Learning</b>							
<b>The organisation of education must:</b>							
49	8	3.2.1.	use evaluation principles, methods and practices that are comparable with the intended educational outcomes and methods of teaching and learning, guarantee the achievement of the planned learning outcomes, facilitate the training of students, provide an appropriate balance of formative and final assessment for the		+		

			direction of learning and decision-making about academic performance				
50	9	3.2.2.	envisage opportunity to adjust the number and nature of exams to encourage both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, specific, constructive and fair feedback to students based on the assessment results		+		
<b>Total by Standard</b>				<b>0</b>	<b>8</b>	<b>2</b>	<b>0</b>
<b>4. STANDARD "STUDENTS"</b>							
<b>4.1. Admission and Selection Policy</b>							
<b>The organisation of education must:</b>							
52	1	4.1.1.	define and implement an admission policy based on the principles of objectivity and including a clear statement about the selection process of students		+		
53	2	4.1.2.	have a policy and implement the practice of admitting persons with disabilities		+		
54	3	4.1.3.	have a policy and implement the practice of transferring students from other educational institutions, including foreign ones		+		
55	4	4.1.4.	establish a link between the selection and the mission of the educational organisation, the educational 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. Counseling and Supporting Students</b>							
<b>The organisation of education must:</b>							

60	9	4.3.1.	have a system of academic counseling of students		+		
61	10	4.3.2.	offer students a support programme aimed at social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support		+		
62	11	4.3.3.	have a feedback system with students to assess the conditions and organisation of the educational process		+		
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and diploma supplement (transcript)		+		
64	13	4.3.5.	take into account the needs of different groups of students and provide an opportunity for the formation of an individual educational trajectory	+			
65	14	4.3.6.	provide academic counseling, which is based on monitoring the student's progress and includes issues of professional orientation and career planning	+			
<b>4.4. Representation of Students</b>							
<b>The organisation of education must:</b>							
66	15	4.4.1.	develop and implement a policy of representation of students and their proper participation in the definition of the mission, development, management and evaluation of the educational 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		+		
<b>Total by Standard</b>				<b>3</b>	<b>13</b>	<b>0</b>	<b>0</b>
<b>5. STANDARD "ACADEMIC STAFF/FACULTY"</b>							
<b>5.1. Selection and Recruitment Policy</b>							
<b>The educational organisation must develop and implement a personnel selection and recruitment policy that:</b>							
68	1	5.1.1.	determines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP, including the proper ratio between teachers of medical, non-medical, pharmaceutical profiles, full-time or part-time teachers, as well as the balance between academic and non-academic staff		+		
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the relationship between teaching, research and "service" functions		+		

70	3	5.1.3.	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical, hygienic, pharmaceutical sciences		+		
71	4	5.1.4.	in the selection and recruitment policy, envisages an opportunity to take into account such criteria and features as attitude to the mission and economic opportunities of the educational organisation, as well as significant features of the region		+		
<b>5.2. Employee Activity and Development Policy</b>							
<b>The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:</b>							
72	5	5.2.1.	maintaining a balance of opportunities between teaching, research and "service" functions, ensuring recognition of worthy academic activities with appropriate emphasis on teaching, research and professional qualifications		+		
73	6	5.2.2.	provision of sufficient knowledge by individual employees of the entire educational 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		+		
<b>Total by Standard</b>				<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, which include:</li> </ul>		+		

			• 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		+		
<b>Total by Standard</b>				<b>2</b>	<b>12</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>							
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the educational programme and learning outcomes, progress and academic performance of students		+		
91	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		+		
92	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>							
93	4	7.2.1.	systematically conduct, analyse and respond to feedback from teachers and students		+		
94	5	7.2.2.	use the feedback results to improve the educational programme		+		
<b>7.3. Educational Achievements of Students</b>							
<b>The organisation of education must:</b>							
95	6	7.3.1.	analyse the progress of students and graduates in accordance with the mission and expected learning outcomes, the		+		

			training programme and the availability of resources				
96	7	7.3.2.	analyse the progress of students and graduates taking into account the conditions of their previous education, the level of preparation for admission to the university; use the results of the analysis to interact with the structural unit responsible for the selection of students, the development of an educational programme, counseling students		+		
<b>7.4. Stakeholder Engagement</b>							
<b>The organisation of education must:</b>							
97	8	7.4.1.	involve key stakeholders in the monitoring and evaluation of the educational programme			+	
98	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			+	
<b>Total by Standard</b>				<b>0</b>	<b>7</b>	<b>2</b>	<b>0</b>
<b>8. STANDARD "GOVERNANCE AND ADMINISTRATION"</b>							
<b>8.1. Governance</b>							
<b>The organisation of education must:</b>							
99	1	8.1.1.	define structural units and their functions, including relationships within the university		+		
100	2	8.1.2.	define committees in the management structure, their responsible composition, reflecting the representation of the main and other stakeholders, ensuring transparency of the work of management bodies and their decisions		+		
<b>8.2. Academic Leadership</b>							
<b>The organisation of education must:</b>							
101	3	8.2.1.	describe the responsibilities of the academic leadership in defining and managing the educational programme		+		
102	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>							
103	5	8.3.1.	have a clear distribution of responsibility and authority to provide resources for the educational programme, including a dedicated educational budget		+		
104	6	8.3.2.	allocate the resources necessary for the implementation of the EP and allocate		+		

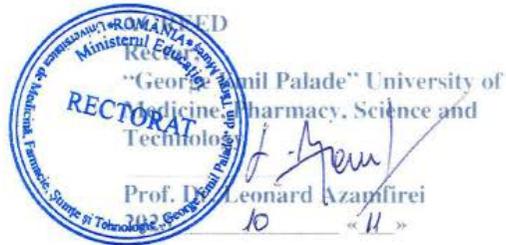
			educational resources in accordance with their needs				
105	7	8.3.3.	provide for the ability to have the right to independently allocate resources, including remuneration of teachers who properly achieve the planned learning outcomes; when allocating resources, take into account scientific achievements 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>							
106	8	8.4.1.	have administrative and professional staff to implement the educational programme and related activities, ensure proper management and allocation of resources		+		
107	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>							
108	10	8.5.1.	carry out constructive interaction with the healthcare system and sectors of society and government related to health, including foreign		+		
109	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>							
110	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		+		
111	13	8.6.2.	publish objective information on employment and demand for graduates on the official website		+		
<b>Total by Standard</b>				<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>							
112	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		+		

113	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>							
114	3	9.1.3.	adaptation of mission statement to the scientific, socio-economic and cultural development of the society		+		
115	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		+		
116	5	9.1.5.	adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant		+		
117	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		+		
118	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		+		
119	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		+		
120	9	9.1.9.	adaptation of academic staff recruitment and development policy according to changing needs		+		
121	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				
122	11	9.1.11.	refinement of the process of programme monitoring and evaluation		+		
123	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		+		
<b>Total by Standard</b>				<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL ACCORDING TO ALL STANDARDS</b>				<b>5</b>	<b>111</b>	<b>7</b>	<b>0</b>



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



### PROGRAMME OF THE SITE VISIT OF THE IAAR EXTERNAL EXPERT PANEL TO GEORGE EMIL PALADE UNIVERSITY OF MEDICINE, PHARMACY, SCIENCE AND TECHNOLOGY OF TÂRGU MUREȘ

(International Programme Accreditation of  
the Medicine in English (Targu Mures, Romania) and Medicine in English (Hamburg, Germany))

Dates of the Site Visit: October 20-24, 2023

Date and Time (Targu Mures local time, GMT+3)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
<b>October 16, 2023</b>			
15.00-17.00	Preliminary meeting of EEP (distribution of responsibilities, discussion of key issues and the site visit programme)	IAAR External Experts	<a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>Day 1, October 20, 2023 - Targu Mures Campus, Romania</b>			
09.00-09.30	EEP work (discussion of organisational issues with experts)	IAAR External Experts	Room no. 128, 1 <sup>st</sup> floor, UMFST main building <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	Prof. Leonard Azamfirei, MD, PHD - Rector	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <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> <ul style="list-style-type: none"> <li>• Prof. Oana Mărginean – Vice-Rector for clinical teaching and postgraduate training</li> <li>• Prof. Claudia Bănescu – Vice-Rector for research and innovation</li> <li>• Prof. Călin Enăchescu – Vice-Rector for organizational development and informatization</li> <li>• Assoc. Prof. Daniela Ștefănescu – Vice-Rector for economic-financial</li> </ul>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

		<p><i>management and the relationship with the socio-economic environment</i></p> <ul style="list-style-type: none"> <li>• <i>Prof. Elod Nagy - Vice-Rector for social and student issues, and Hungarian language education</i></li> <li>• <i>Prof. Rodica Bălașa – Director of Doctoral School</i></li> </ul>	
<b>11.00-11.15</b>	Break	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building
<b>11.15-12.00</b>	Meeting with heads of structural units	<p><i>Representatives of:</i></p> <ul style="list-style-type: none"> <li>• <i>Quality Assurance Department</i></li> <li>• <i>UMFST Legal Department</i></li> <li>• <i>Financial Accounting Service</i></li> <li>• <i>Human Resources Department</i></li> <li>• <i>International Relations Department</i></li> <li>• <i>Department of European Projects and Research</i></li> <li>• <i>Department for Counseling, Professional Guidance, and Student Information</i></li> <li>• <i>UMFST Library</i></li> </ul> <p><i>(Appendix No. 1)</i></p>	<p>Administration Board Room, 1<sup>st</sup> floor UMFST main building <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, Directors of Faculty Departments	<ul style="list-style-type: none"> <li>• <i>Assoc. Prof. Simona Mureșan – Dean, Faculty of Medicine in English</i></li> <li>• <i>Prof. Simona Gurzu – Vice-Dean, Faculty of Medicine in English</i></li> <li>• <i>Prof. Amelia Tero-Vescan, Director UMFST-UMCH branch (Vice-Dean)</i></li> <li>• <i>Prof. Man Adrian – Director of ME1 Department</i></li> </ul>	<p>Administration Board Room, 1<sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837</p>
<b>13.00-14.00</b>	<b>Lunch Break</b>	<i>IAAR External Experts</i>	
<b>14.00-14.15</b>	EEP work	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building
<b>14.15-15.15</b>	Meeting with teaching staff of Targu Mures Campus Programme	<i>List of teachers (Appendix No. 2)</i>	<p>Administration Board Room, 1<sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a></p>

			Conference ID: 717 239 5837
15.15-16.15	Questionnaire survey of teachers (in parallel)	<i>Teaching staff of Targu Mures Campus Programme (Appendix No 3)</i>	The survey link is sent to the teacher's e-mail personally
15.15-15.45	Meeting with the representatives of the student governance	<ul style="list-style-type: none"> <li>• <i>Bălan Maria-Antonia, 6th year, Senator Student</i></li> <li>• <i>Lechsner Patrick, 6th year, Senator Student</i></li> <li>• <i>Titus Ribaudo, representative of 2<sup>nd</sup> year students</i></li> <li>• <i>Diana Blaga, Member of Faculty Council, representative of 3<sup>rd</sup> year students</i></li> </ul>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.45-16.30	Meeting with students	<i>Students of the Medicine in English (Targu Mures, Romania) (Appendix No. 4)</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <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)	<i>Students of the Medicine in English (Targu Mures, Romania) (Appendix No. 5)</i>	The survey link is sent to the student's e-mail personally
16.30-16.40	Break	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building
16.40 - 17.20	Meeting with employers	<i>Representatives of medical, clinical institutions, managers of industrial enterprises and organizations (Appendix No. 6)</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
17.20-18.00	Meeting with graduates	<i>Graduates (Appendix No. 7)</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.00-18.30	EOP work (discussion of the results and summary of the Day 1 outcomes)	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
18.30-19.30	<i>Dinner</i>	<i>IAAR External Experts</i>	
<b>Day 2, October 21, 2023 - Targu Mures Campus, Romania</b>			

<b>09.00-09.15</b>	EEP work (discussion of organisational issues with experts)	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>09.15-11.00</b>	Visual inspection of the Targu Mures Campus	<i>Visit to: Teaching facilities from UMFST main building (Lecture Room 225, Anatomy Department, Histology Department) UMFST Library UMFST Research Center UMFST sport facilities</i>	On-site visit
<b>11.00-11.15</b>	Break	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building
<b>11.15-13.00</b>	Visits to professional internship venues, branches of departments (clinical sites, educational and clinical centers)	<i>Visit to the Emergency County Hospital, Tg. Mures  (Details - Appendix No. 8)</i>	On-site visit
<b>13.00-14.00</b>	<b>Lunch Break</b>	<i>IAAR External Experts</i>	
<b>14.00-15.30</b>	Working with the documentation (documents must be uploaded to the cloud in advance) and attending classes according to the schedule (Appendix 9) <i>(The representatives of the HEI might be invited for some clarifications)</i>	<i>IAAR External Experts</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>15.30-16.20</b>	EEP work, discussion of the assessment parameters, development of recommendations, collective discussion and preparation of a preliminary outcomes, voting <i>(recording is in progress)</i>	<i>IAAR External Experts</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>16.20-16.30</b>	Break	<i>IAAR External Experts</i>	Room no. 128, 1 <sup>st</sup> floor, UMFST main building

<b>16.30-17.00</b>	Preparation by the EEP chair of information on the results of the external evaluation	<i>IAAR External Experts</i>	(individual Chair's offline work)
<b>17.00-17.30</b>	Final meeting of the EEP with the institution's management	<i>Heads of the higher education institution and structural units</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>17.30-18.00</b>	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report for the programme Medicine in Targu Mures Campus	<i>IAAR External Experts</i>	Administration Board Room, 1 <sup>st</sup> floor UMFST main building <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>18.00-19.00</b>	<i>Dinner</i>	<i>IAAR External Experts</i>	
<b>Day 3, October 22, 2023 – Trip of the Team Responsible for Programme in Hamburg to Germany</b>			
<b>Day 4, October 23, 2023 – Hamburg Campus, Germany</b>			
<b>Date and Time (Hamburg local time, GMT+2)</b>	<b>EEP Work with Target Groups</b>	<b>Full Name and Position of Target Group Members</b>	<b>Venue</b>
<b>09.00-09.30</b>	EEP work, discussion	<i>IAAR External Experts</i>	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>09.30-10.45</b>	Meeting with the Dean's office of UMFST-UMCH	<i>Assoc. Prof. Simona Mureşan, MD, PhD Prof. Amelia Tero-vescan, PhD</i>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>10.45-11.30</b>	Meeting with the Medical Director of UMFST-UMCH	<i>Hon.-Prof. Dr. Med. Dirk Jentschura</i>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

11.30-11.50	Break	IAAR External Experts	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH
11.50-12.50	Meeting with the Campus Administration of UMFST-UMCH	Hon.- Prof. Dirk U. Nauman – Managing Director UMFST-UMCH campus Appendix No.10	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
13.00-14.00	<b>Lunch Break</b>	IAAR External Experts	
14.00-14.45	Meeting with the representatives of the student governance of UMFST-UMCH	Members of UMCH Student Council: <ul style="list-style-type: none"> <li>• Lucas Glaser, 2nd year representative</li> <li>• Baraneh Salama, 3rd year representative</li> <li>• Greta Fugazza, 4th year representative</li> <li>• Philipp Richter 5th year representative</li> <li>• Philipp Witte, 5th year representative</li> </ul>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
14.45-15.45	Meeting with students of UMFST-UMCH	Students of the Medicine in English (Hamburg, Germany) (Appendix No. 11)	Room R.1. 10, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
15.45-16.45	Questionnaire survey of students of UMFST-UMCH (in parallel)	Students of the Medicine in English (Hamburg, Romania) (Appendix No. 12)	The survey link is sent to the student's e-mail personally
15.45-16.00	Break	IAAR External Experts	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH
16.00-17.30	Visual inspection of UMFST-UMCH	Tour of the campus – Auditorium, Laboratories type A, B, C, D, seminar rooms, self-study spaces, Lounge Area	
17.30-18.00	EEP work (discussion of the results and summary of the Day 1 outcomes at UMFST-UMCH)	IAAR External Experts	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
09.00-18.00	Visits to professional internship venues, branches of departments (clinical sites, educational and clinical centers) (in parallel)	Visit to an UMFST partner hospital – Delme Klinikum Delmenhorst	On-site visit
18.00-19.00	Dinner	IAAR External Experts	
<b>Day 5, October 24, 2023 – Hamburg Campus, Germany</b>			
09.00-09.30	EEP work (discussion of	IAAR External Experts	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor,

	organizational issues with experts)		UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>09.30-10.30</b>	Meeting with teaching staff of Hamburg Campus Programme	<i>List of teachers (Appendix No. 13)</i>	Room R 2.05, 2 <sup>nd</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>10.30-11.00</b>	Questionnaire survey of teachers (in parallel)	<i>Teaching staff of Hamburg Campus Programme (Appendix No.14)</i>	The survey link is sent to the teacher's e-mail personally
<b>11.00-11.10</b>	Break	<i>IAAR External Experts</i>	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH
<b>11.10-12.10</b>	Attending classes according to the schedule	<i>IAAR External Experts</i>	All classes are on-site; visits according with the timetables
<b>12.10-13.00</b>	Meeting with the representatives of the hospitals-future employers	<i>Representatives from:</i> <ul style="list-style-type: none"> <li>• <i>Delme Klinikum Delmenhorst</i></li> <li>• <i>Ev. Kreiskrankenhaus Mettmann</i></li> <li>• <i>Diakonissen-Stiftungskrankenhaus Speyer</i></li> <li>• <i>St. Josef Krankenhaus Moers</i></li> <li>• <i>Elisabeth Krankenhaus in Essen</i></li> <li>• <i>Medizinisches Zentrum Bad Lippspringe</i></li> </ul> <i>(Appendix No. 15)</i>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>13.00-14.00</b>	<b>Lunch Break</b>	<i>IAAR External Experts</i>	
<b>14.00-15.30</b>	Working with the documentation (documents must be uploaded to the cloud in advance) <i>(The representatives of the HEI might be invited for some clarifications)</i>	<i>IAAR External Experts</i>	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837

<b>15.30-16.20</b>	EEP work, discussion of the assessment parameters, development of recommendations, collective discussion and preparation of a preliminary outcomes, voting ( <i>recording is in progress</i> )	<i>IAAR External Experts</i>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>16.20-16.30</b>	Break	<i>IAAR External Experts</i>	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH
<b>16.30-17.00</b>	Preparation by the EEP chair of information on the results of the external evaluation	<i>IAAR External Experts</i>	(individual Chair's offline work)
<b>17.00-17.30</b>	Final meeting of the EEP with the UMFST-UMCH's management	<i>Heads of the higher education institution and structural units</i>	Conference Room – Elbchaussee, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>17.30-18.00</b>	EEP work, discussion of the results of the quality assessment, agreeing on the issues of the formation of the final review report for the programme Medicine in Hamburg Campus	<i>IAAR External Experts</i>	Conference Room – Landungsbrücken, 4 <sup>th</sup> floor, UMCH <a href="https://us02web.zoom.us/j/7172395837">https://us02web.zoom.us/j/7172395837</a> Conference ID: 717 239 5837
<b>18.00-19.00</b>	<b>Dinner</b>	<i>IAAR External Experts</i>	

**Abbreviations**

EEP – *External Experts Panel*

EP – *Educational Programme*

HEI – *the Higher Education Institution*

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

*Questionnaire Survey for the Teaching Staff of Faculty of Medicine  
of "George Emil Palade" University of Medicine, Pharmacy, Science and Technology*

The total amount of questionnaires: 40

### **1. Department: Medicine**

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

Professor	3 – 7,5%
Assistant professor/associate professor	7 – 17,5%
Senior teacher	8 – 20%
Teacher	8 – 20%
Head of the Department	5 – 12,5%
Others	9-22,5%

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

Honoured Worker	0
Doctor of Science	9 – 22,5%
Candidate of Science	1- 2,5%
Master	7 – 17,5%
PhD	23 – 57,5%
Professor	2 – 5 %
Assistant professor/associate professor	5-12,5%
Others	6 – 15%

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

Less than 1 year	2	5%
1 year – 5 years	19	47,5%
Over 5 years	19	47,5%
Others	0	0

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	25-62,5%	15 – 37,5%	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	30-75%	9 – 22,5%	1-2,5%	0	0	0
3	How do you assess the opportunities provided by HEI	29-72,5%	10-25%	1-2,5%	0	0	0

	for teacher's career development?						
4	How do you assess the degree of academic freedom of teaching staff?	31-79,5%	6-15,4%	2-5,1%	0	0	0
	<b>To what extent can teachers use their own</b>						
5	• Teaching strategies	34-85%	6-15%	0	0	0	0
6	• Teaching methods	34-85%	6-15%	0	0	0	0
7	• Educational innovations	31-77,5%	9-22,5%	0	0	0	0
8	How do you evaluate the arrangement of health care and disease prevention in HEI?	25-62,5%	15-37,5%	0	0	0	0
9	What attention does the school management pay to the educational programme content?	30-75%	10-25%	0	0	0	0
10	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	35-87,5%	5-12,5%	0	0	0	0
11	Evaluate the level of the conditions created that take into account the needs of different groups of learners?	25-62,5%	14-35%	1-2,5%	0	0	0
	<b>Evaluate the openness and accessibility of management to:</b>						
12	• Students	28-70%	11-27,5%	1-2,5%	0	0	0
13	• Teachers	33-82,5%	5-12,5%	2-5%	0	0	0
14	What is the level of encouragement and involvement of young specialists in the educational process?	29-72,5%	10-25%	1-2,5%	0	0	0
15	Evaluate the opportunities for professional and personal growth created for each teacher and employee	27-62,5%	12-30%	1-2,5%	0	0	0
16	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	28-70%	12-30%	0	0	0	0
17	How the activity is organised regarding an academic mobility	28-70%	11-27,5%	1-2,5%	0	0	0
18	How the activity is organised regarding teaching staff's professional development	26-65%	14-35%	0	0	0	0
19	Evaluate how HEI and its management support teaching staff's research and development undertakings	28-70%	11-27,5%	1-2,5%	0	0	0
20	Evaluate how HEI and its management support development of new	29-72,5%	11-27,5%	0	0	0	0

	educational programmes/academic disciplines/teaching methods						
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	26-65%	13-32,5%	1-2,5%	0	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	25-62,5%	15-37,5%	0	0	0	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	24-60%	13-32,5%	3-7,5%	0	0	0
24	How do HEI management and administration take criticism?	19-47,5%	17-42,5%	3-7,5%	0	1-2,5%	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	25-62,5%	14-35%	0	0	1-2,5%	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	26-65%	12-30%	2-5%	0	0	0
27	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	25-62,5%	13-32,5%	1-2,5%	1-2,5%	0	0

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

✓ *I am from Targu-Mures and it was my dream to work at this university since I was in highschool. So I accepted the opportunity to work at this university and build a carrier as a teacher, as well as a researcher. The university offers me many possibilities to develop my skills in a large array or domains.*

✓ *It fullfils my needs and expectations. It offers me the possibity to remain in touch with the latest achievements.*

✓ *Good environment. Open to innovations.*

✓ *To be able to promote Romanian medical education to foreign students*

✓ *It develops my skills and mantains me up to date regarding my practice*

✓ *Experience, passionate, money*

✓ *Posibility for personal development*

✓ *I consider this HEI to be of great value, a place where an optimal integration of multidisciplinary teaching and knowledge evaluation is constantly improved, where research is actively stimulated, and where logical, medical problem-solving thinking is developed for students/future doctors.*

✓ *When you combine practicing medicine with teaching the art of medicine to many individuals younger than yourself, you are automatically anchored into novelty. The fast pace of academic development allows and pushes us to be the best in our fields. Plus, being surrounded by curious minds acts like a catalyst for one's educational performance.*

✓ *This particular HEI it is a dynamic work environment that promotes the continuous education of their trainers, encouraging research activities in the same time.*

- ✓ *I work in this HEI because it is one of the best in the country, it provides very good opportunities of development, it has a good potential for research, the staff is open to new ideas and it provides a good teaching environment.*
- ✓ *I wanted to pursue a academic career*
- ✓ *Because I enjoy it and it offers me great opportunities.*
- ✓ *For research opportunities and to help my younger colleagues how to prepare themselves for their future career.*
- ✓ *It has a vision towards the future in many aspects*
- ✓ *I like working with students and I am aware of the importance of transmitting useful and relevant information for their further development. I also appreciate the opportunities offered to me for the development of my career, not least the stability offered by a dynamic academic environment*
- ✓ *I like working with students, to give them the necessary information for their professional development. I also appreciate the opportunities offered to me regarding the development of my career, not least the stability provided by a dynamic academic environment.*
- ✓ *Appropriate environment. Open to progress and innovation*
- ✓ *It provides a very good opportunity to engage in meaningful work and build on my professional strenghts, along with the development of domain-specific and translational skills.*
- ✓ *Desire to share knowledge*
- ✓ *Because it offers the possibility to teach my favorite specialty in a good academic environment*
- ✓ *Because I consider the english medical faculty is the best compeared to the others from our university*
- ✓ *Because it gives us the opportunity to develop my didactic career while also enabling me to conduct scientific research and allowing me to mutually share my knowledge with the students.*
- ✓ *Keeps me updated in my field, love to teach, it doesn't get boring, just tiring sometimes.*
- ✓ *To be a part of a great academic community focused on individual and collective growth*
- ✓ *Because I can communicate with students. And i Like the theme we teach*

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

Very often	Often	Sometimes	Very rarely	Never
8-20%	15-37,5%	14-35%	0	3-7,5%

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

Very often	Often	Sometimes	Very rarely	Never
5-12,5%	16-40%	15-37,5%	3-7,5%	1-2,5%

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	0	7-17,5%	33-82,5%	0
Unbalanced teaching load by semester	3-7,5%	16-40%	21-52,5%	0
Unavailability of necessary literature in the library	0	4-10%	36-90%	0
Overcrowding of study groups (too many students in the group)	4-10%	13-32,5%	23-57,5%	0
Inconvenient schedule	1 - 2,5%	14-35%	25-62,5%	0

Inadequate facilities for classroom activities	1-2,5%	11-27,5%	28-70%	0
Lack of internet access/poor internet connection	0	7-17,5%	33-82,5%	0
Students lack interest in the study	2-5%	25-62,5%	13-32,5%	0
Late delivery of information about the events	2 – 5%	6-15%	32-80%	0
Absence of teaching aids in classrooms	0	7-17,5%	33-82,5%	0
Other problems	<ul style="list-style-type: none"> <li>✓ <i>it is not the case</i></li> <li>✓ <i>No other problems</i></li> <li>✓ <i>Too many students/available staff</i></li> <li>✓ <i>N/A</i></li> <li>✓ <i>No issues</i></li> <li>✓ <i>No other problems</i></li> <li>✓ <i>-</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)
HEI management's attitude towards you	28-70%	12-30%	0	0
Relationships with direct management	34-85%	6-15%	0	0
Relationships with colleagues at the department	35-87,5%	5-12,5%	0	0
Degree of participation in management decisions	24-60%	14-35%	0	2-5%
Relationships with students	32-80%	8-20%	0	0
Recognition of your success and achievements by administration	28-70%	11-27,5%	0	1-2,5%
Support for your proposals and comments	28-71,8%	9-23,1%	1-2,5%	1-2,5%
HEI administration's activities	32-80%	6-15%	0	2-5%
Remuneration terms	17-42,5%	21-52,5%	2-5%	0
Working conditions, list and quality of services provided in HEI	30-75%	10-25%	0	0
Occupational health and safety	33-82,5%	7-17,5%	0	0
Management of changes in HEI's activities	31-77,5%	7-17,5%	0	2-5%
Provision of a social package: recreation, sanatorium treatment, etc.	21-52,5%	13-32,5%	1-2,5%	5-12,5

Arrangements for catering in HEI and its quality	19-47,5%	14-35%	3-7,5%	4-10%
Arrangements for health care and quality of medical services	30-76,9%	7-17,9%	0	2-5,1%



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

### *Questionnaire for Students of Medicine of "George Emil Palade" University of Medicine, Pharmacy, Science and Technology*

**Total number of questionnaires: 80**

**Educational Programme:**

Medicine	100%	80
Others	0	0

**Language of your study:**

Romanian	0	0%
English	80	100%
French	0	0%

**Sex:**

Female	56,3%	45
Male	43,8%	35

**Evaluate how satisfied you are with:**

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	35 – 43,8%	40 – 50%	4 – 5%	1 – 1,2%	0
2. Accessibility of Dean's Office (school, faculty, department)	38 – 47,5%	37 – 46,3%	2 – 2,5%	2 – 2,5%	1 – 1,2%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	31 – 38,8%	38 – 47,5%	8 – 10%	1 – 1,2%	2 – 2,5%
4. Accessibility of academic consulting	38 – 47,5%	31 – 38,8%	9 – 11,3%	1 – 1,2%	1 – 1,2%
5. Support with study materials in the learning process	38 – 47,5%	32 – 40%	7 – 8,8%	3 – 3,7%	0
6. Accessibility of counselling on personal issues	33 – 41,3%	32 – 40%	11 – 13,7%	3 – 3,7%	1 – 1,2%
7. Relationships between student and teachers	40 – 50%	38 – 47,5%	2 – 2,5%	0	0

8. Activities of educational institution financial and administrative services	31 – 38,8%	38 – 47,5%	9 – 11,3%	1 – 1,2%	1 – 1,2%
9. Accessibility of medical services	59 – 73,8%	19 – 23,8%	1 – 1,2%	0	1 – 1,2%
10. Quality of medical services in HEI	42 – 52,5%	34 – 42,5%	3 – 3,7%	1 – 1,2%	0
11. Accessibility of library resources	48 – 60%	29 – 36,2%	1 – 1,2%	2 – 2,5%	0
12. Quality services provided in libraries and reading rooms	47 – 58,8%	29 – 36,2%	4 – 5%	0	0
13. Educational resources available in HEI	45 – 56,3%	32 – 40%	3 – 3,7%	0	0
14. Accessibility of computer classrooms	38 – 47,5%	31 – 38,8%	10 – 12,5%	1 – 1,2%	0
15. Accessibility and quality of internet resources	51 – 63,7%	26 – 32,5%	3 – 3,7%	0	0
16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	30 – 37,5%	39 – 48,8%	5 – 6,3%	5 – 6,3%	1-1,2%
17. Classrooms, lecture halls for big groups	60 – 75%	20 – 25%	0	0	0
18. Students' recreation rooms (if available)	20 – 25%	36 – 45%	17 – 21,3%	5 – 6,3%	2 – 2,5%
19. Clarity of procedures for taking disciplinary measures	34 – 42,5%	35 – 43,8%	10 – 12,5%	1 – 1,2%	0
20. Quality educational program as a whole	49 – 61,3%	29 – 36,3%	2 – 2,5%	0	0
21. Quality of curricula in EP	44 – 55%	33 – 41,3%	2 – 2,5%	1 – 1,2%	0
22. Teaching methods as a whole	35 – 43,8%	36 – 45%	9 – 11,3%	0	0
23. Teacher's quick response to feedback on educational process issues	32 – 40%	35 – 43,8%	7 – 8,8%	5 – 6,3%	1-1,2%
24. Quality of teaching in general	37 – 46,3%	39 – 48,7%	3 – 3,7%	1 – 1,2%	0
25. Academic load/requirements to students	32 – 40%	39 – 48,7%	8 – 10%	1 – 1,2%	0
26. Teaching staff's requirements for students	38 – 47,5%	35 – 43,8%	5 – 6,3%	1 – 1,2%	1-1,2%
27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	34 – 42,5%	37 – 46,3%	9 – 11,3%	0	0

28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	41-51,2%	31-38,7%	7-8,8%	1-1,2%	0
29. Quality of examination materials (tests, examination questions and so on)	34-42,5%	38-47,5%	6-7,5%	2-2,5%	0
30. Objectivity of evaluation of knowledge, skills and other academic achievements	46-57,5%	29-36,3%	2-2,5%	2-2,5%	1-1,2%
31. Available computer classrooms	35-43,8%	37-46,3%	7-8,8%	1-1,2%	0
32. Available scientific laboratories	48-60%	22-27,5%	9-11,3%	1-1,2%	0
33. Teacher's objectivity and fairness	36-45%	39-48,8%	3-3,7%	1-1,2%	1-1,2%
34. Informing students about courses, educational programs, and the academic degree being received	42-52,5%	27-33,8%	8-10%	1-1,2%	2-2,5%
35. Providing students with dormitory facilities	14-17,5%	30-37,5%	16-20%	7-8,8%	13-16,2%

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

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
36. The course program was clearly presented	43-53,8%	25-31,3%	10-12,5%	1-1,2%	0	1-1,2%
37. The course content is well-structured	30-37,5%	32-40%	16-20%	1-1,2%	0	1-1,2%
38. The key terms are properly explained	43-53,8%	23-28,7%	11-13,7%	1-1,2%	0	2-2,5%
39. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	38-47,5%	27-33,8%	11-13,7%	3-3,7%	1-1,2%	0
40. The teacher uses effective teaching methods	28-35%	28-35%	19-23,8%	3-3,7%	2-2,5%	0
41. The teacher is knowledgeable about information being taught	54-67,5%	24-30%	2-2,5%	0	0	0
42. The teacher presents the material clearly	34-42,5%	28-35%	16-20%	2-2,5%	0	0
43. The teacher presents the material in an interesting manner	21-26,3%	28-35%	21-26,2%	9-11,3%	1-1,2%	0
44. Knowledge, skills and other academic achievements are evaluated objectively	39-48,8%	35-43,8%	5-6,3%	1-1,2%	0	0
45. The teacher meets your requirements and expectations regarding professional and personal development	38-47,5%	26-32,5%	14-17,5%	1-1,2%	1-1,2%	0
46. The teacher boosts the students' activity	25-31,3%	36-45%	14-17,5%	3-3,7%	2-2,5%	0
47. The teacher boosts the students' creative thinking	29-36,3%	26-32,5%	13-16,2%	8-10%	4-5%	0
48. Teacher's appearance and manners are adequate	50-62,5%	25-31,3%	3-3,7%	1-1,2%	1-1,2%	0
49. The teacher demonstrates a positive attitude to students	38-47,5%	30-37,5%	8-10%	4-5%	0	0

50. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	43-53,8%	28-35%	4-5%	3-3,7%	2 – 2,5%	0
51. Evaluation criteria the teacher uses are clear and available	35-43,8%	30-37,5%	10-12,5%	3-3,7%	1-1,2%	1-1,2%
52. The teacher evaluates students' achievements objectively	43-53,8%	31-38,8%	6-7,5%	0	0	0
53. The teacher speaks the professional language	50-62,5%	21-26,2%	8-10%	1 – 1,2%	0	0
54. The educational organization allows for sporting and other leisure activities	46-57,5%	22-27,5%	9-11,3%	2-2,5%	0	1-1,2%
55. Equipment and facilities for students are safe, comfortable and up-to-date	48-60%	21-26,3%	9-11,3%	0	2-2,5%	0
56. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	44-55%	22-27,5%	10-12,5%	3-3,7%	1-1,2%	0
57. All students have equal opportunities for EP study and personal development	50-62,5%	23-28,7%	5-6,3%	0	2-2,5%	0

#### Other problems with teaching quality:

- ✓ Null
- ✓ *Great variability between development of the individual specialities*
- ✓ *Lectures are way too long*
- ✓ *Some teachers are on a planned shift while courses and will be absent for some long time in order to fulfill patients needs. The groups are too big for students to attend those activities and will be waiting outside or in a different room.*
- ✓ *Condensed dry information and more practical work integrated into theoretical lectures*
- ✓ *No*
- ✓ *The teaching language (English) is poor in many departments and not on an educational, academic level. This causes confusion and unnecessary problems throughout the course. The dean herself is unapproachable. She is hard to reach and often not willing to work with or properly listen to the students ideas, wishes or problems.*
- ✓ *No problems*
- ✓ *High levels of stress and burnout among educators can impact their ability to deliver quality instruction.*
- ✓ *Didactical education of the teachers presentation could be improved*
- ✓ *Teaching Quality is as a whole very good* 👍
- ✓ *Sometimes bigger gaps between lectures and corresponding PA's*
- ✓ *The university is fully renovated, so the equipment and other things are very nice and up to date. For the English section, 3rd year, I can say that i definitely have nice teachers. But i must also say, that there is a huge problem with the didactic methods of the staff. The deans office invented the rule "50% attendance at lectures". I think a lot of students would like to come to the lectures if they would be presented in an interesting and engaging manner, instead of forcing students to come to the lecture when the slides are literally just read one by one. Also copy and paste power points out of books is not very useful. In practical exams a lot of students pass even though there is a clear lack of knowledge regarding the topics, but many teachers don't even care. Some professors (esp in 1st year, certain department) show racist, misogynistic humiliating behavior which a lot of students had to experience. There were students who complained and tried to talk to the teacher, but then their examination was mot treated objectively.*