



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
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 Institutional Assessment of Compliance of

Victor Babeş University of Medicine and Pharmacy Timisoara (Romania)

with the Requirements of “IAAR Standards and Guidelines for
International Accreditation of Foreign Medical Educational Organisation
(Based on WFME/AMSE Standards)”

Site Visit Dates: November 14-16, 2022

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Panel

**Addressed to the IAAR
Accreditation Council**



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

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

(II) INTRODUCTION

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

EEP composition:

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

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

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

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

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

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

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

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

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

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

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

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

(III) INTRODUCTION OF THE ORGANISATION OF EDUCATION

The Victor Babes University of Medicine and Pharmacy in Timisoara (UMFVBT) has existed for more than 75 years ago (founded in 1945 by Royal decree, signed by Dr. Dumitru Bagdasar, Health Minister).

The “Victor Babeș” University of Medicine and Pharmacy, Timisoara has three faculties, which in turn have several sub-specialisations: the Faculty of Medicine (Medicine, Registered nurses, Balneo-physio-kinetotherapy and recuperation, Radiology and imaging, Nutrition and Dietetics), the Faculty of Dental Medicine (Dental Medicine, Dental Technique, Registered nurses in dentistry), the Faculty of Pharmacy (Pharmacy, Pharmaceutical assistants).

The “Victor Babeș” University of Medicine and Pharmacy, Timisoara has several student hostels, providing accommodation for all our students, first-year students included. The university has its own library, an IT study centre, a department of computer sciences and two laboratories of medical informatics. Currently, according to the Bologna regulations, at the level of UMFVBT there are 10 Master programs, 7 at the Faculty of Medicine, 2 at the Faculty of Pharmacy, 1 at the Faculty of Dental Medicine. Within the current accreditation, the University presents study programs in Medicine (in Romanian language, French language and in English language), Dental Medicine (in Romanian language and English language) as well as Pharmacy (in Romanian language and in French language).

The current educational programs at UMFVBT are being developed in accordance with the National Law of Education (No. 1/2011), nevertheless respecting the university's autonomy. The internal procedure regarding the development and management of the current educational programs at UMFVBT was approved by the Administration Council (No. 25/13197/28.09.2020) and the University Senate (No. 126/15705/28.10.2020).

In the Academic Ranking of World Universities 2020 (Top Shanghai) UMFVBT ranks 401-500 worldwide and 2-3 nationally in the field of Medical Sciences in the subject of Clinical Medicine (<https://www.umft.ro/en/the-university/>).

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

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

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

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

(V) DESCRIPTION OF THE EEP VISIT

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

The sequence of the 3-day visit is detailed in the Programme of the visit, which can be found in the documentation of the accreditation center and in the annex to this report. In order to coordinate the work of the EEP, on November 13, 2022, an introductory meeting was held, during which powers were distributed among the members of the commission, and the schedule of the visit was specified.

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

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

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

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

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

Experts revealed a high percentage of graduates' employment and their demand by medical organizations from all regions of Romania and abroad. The experts received

answers about the programme of professional development of teachers, financing of this training, availability of certification of teachers on teaching methods. On the same day, the experts reviewed the materials on the admission and selection of teachers.

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

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

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

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

(VI) CONFORMITY TO THE STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. STANDARD "MISSION AND OUTCOMES"

The Evidence

Victor Babes University of Medicine and Pharmacy (UMFVBT) carries out its activities on the basis of the Charter of the University and in accordance with the regulatory legal acts of the Republic of Romania.

The Mission of UMFVBT is clearly, concisely and explicitly defined and is communicated to all its stakeholders through the University Charter, posted on a main page of the University's website, together with the strategic objectives and principles of organization and operation of the University, which together contribute to the

implementation of the mission content: In order to fulfil its mission, the University puts forth the corresponding objectives: <https://www.umft.ro/universitate/misiune-si-viziune>

The university website also presents a strategic plan for the development of the PF for 2020-2024 years https://www.umft.ro/wp-content/uploads/2021/03/plan_20strategic_20decan_20mandat_202020-2024.pdf.

The Mission and objectives, principles of organization and functioning of the University community are set out in the University Charter https://www.umft.ro/non-content/uploads/2021/04/traducere-Carta-cod-etica-UMFVBT-22.09.2020_aprobata-MEC-nr.-189_DGJCRPC_29.09.2020_EN.pdf.

The Mission of UMFVBT is regularly communicated both through the Rector's message addressed to the students and teaching staff of UMFVBT at the beginning of each new academic year and during the various educational events (conferences, courses and international seminars) or during the regular debates on the use and quality of the educational programs within the University. The participation of external stakeholders in the formation of the Mission is declared in the self-assessment report but is not confirmed either by documents or during interviews with the expert commission.

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

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

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

To promote basic and clinical scientific research, encouraging practical applications in the understanding and use of research results, in order to rank our university in the A category of excellence.

To expand and improve international cooperation, through effective partnership agreements, exchanges and mobility, with interested academic institutions and companies in the EU.

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

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

Since 2020, representatives of the category "other external stakeholders" (e.g., medical personalities, representatives of public or private medical organizations) participate together with students in meetings organized periodically, under the auspices of the Business Advisory Council, during which issues related to practical ways to improve the educational programs in UMFVBT in order to increase the professional success rate of the university graduates.

UMFVBT guarantees freedom of thought and creative action, "academic freedom of teaching, auxiliary teaching and research staff, as well as students' freedoms", as components of the "principle of academic freedom". Institutional autonomy and academic freedom as fundamental principles of the functioning and organization of UMFVBT are formulated by the University Charter in agreement with the laws in force in Romania. According to the Charter (chapter 3) UMFVBT autonomy is expressed through organizational and functional autonomy; teaching and scientific autonomy; financial and administrative autonomy and

jurisdictional autonomy.

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

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

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

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

Analytical part

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEC experts confirm that the UMFVBT as institution basically complies with the requirements of the standard 1 "Mission and outcomes".

The Mission, vision and values of the university are defined and communicated to all stakeholders. It is presented on the university website and in the University Charter. The Mission contains all the necessary components and summarizes the university's aspirations for high-quality training of specialists. The commission was presented with evidence of the participation of internal (including teachers and students) stakeholders in the formulation of the mission and discussion of the content of the educational program and learning outcomes in the form of reports of the meetings, however, participation in the discussion of the mission of external stakeholders is not represented. Declared participation of stakeholders was partially confirmed during interviews with students, teachers, department heads, deans, external stakeholders and alumni.

The self-assessment report details how the students, academic staff, administrative and managerial staff are involved in the development of the mission of the university. This is supported by annexes and the website of the university. However, no direct involvement of stakeholders in the Mission of the university was found by the members of the external expert commission. For example, feedback from employers is not documented and it is impossible to assess its impact on improving the EP, in particular, on reformulation of learning outcomes. The results of the survey were not presented to the commission.

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

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

It should also be noted that the role of the Ministries of Education and Health is limited to issuing regulations and regulating the number of students enrolled at the university. But their participation in the development of the Mission of the university is not reflected as well as the role of the various medical associations and communities.

All the more so, there is no confirmation that the stated mission is based on the views and suggestions of all relevant stakeholders. The university should therefore make every effort to work along these lines.

The material base testifies to the balanced financial policy of UMFVBT in the process of providing existing educational programmes.

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

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

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 21,

suggest improvements – 3,

unsatisfactory – 0.

6.2. STANDARD "ACADEMIC PROGRAMME"

The Evidence

The undergraduate study programmes at UMFVBT are organized in accordance with the Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of the regulated professional qualifications at EU level, the Romanian Legislation (the National Law of Education No. 1/2011), and with the requirements of the Romanian Agency for Quality Assurance in Higher Education (ARACIS).

The University provides the following educational programmes: Medicine (Romanian, English, French) – 6 years, Dental Medicine (in Romanian, English) – 6 years, Pharmacy (Romanian, French). The awarded degree is Medical Doctor, Doctor in Dental Medicine respectively Pharmacist.

The educational programmes were established taking into account the national accreditation requirements, as well as those of the European Community, and the WHO, based upon the correspondence between the results of learning, research and qualifications, and include the minimal mandatory European curriculum for medical studies

The educational programmes aim to provide essential knowledge for each study domain through a student-centered type of education.

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

The educational programmes are evaluated and updated permanently. The proposals provided by faculty members and students are discussed at the Faculty Council meetings and approved by the University Senate during the 4th week of June, according to current methodology and legislation. The curriculum is updated every year with regard solely to elective courses and the changes are approved before the beginning of the academic year.

All disciplines comprised in the educational programmes have their own analytical discipline files (Syllabus) containing the objectives, basic contents and topics covered, the temporal distribution of lectures, practical activities, the evaluation methods, the bibliography, discipline category (fundamental, related to the field, specialisation, complementary), type of discipline (compulsory, elective or noncompulsory), and the course coordinator (name, university degree, scientific title). Each discipline publishes on the notice board important information regarding the curriculum covered, learning materials available, methods of evaluation and methods of teaching used during lectures and practical works or clinical training.

According to each discipline's specificities, UMFVBT uses a variety of educational methods in the realisation of their study programmes such as: lecture-based learning, case-based learning, problem-based learning, simulation, teaching / learning in small groups, bedside teaching, clinical demonstrations, and specialised clinical training.

The disciplines in the curriculum are grouped in a logical sequence ensuring that students acquire the skills needed to complete the subjects according to the years of study. Thus, in the first years of study the student covers fundamental and domain topics, and in the following years they specialize in the profession by covering the specialty disciplines. UMFVBT students can choose directed subjects (participation in one of them per year is compulsory) or elective subjects.

The university year consists of two semesters of 14 weeks each. For the educational program in Medicine, the curricula consist of 360 ECTS credits uniformly distributed over 6 years of study (60 credits/year), totaling 5686 hours of theoretical and practical educational activities. For the educational program Dental Medicine, the curricula consist of 360 ECTS credits uniformly distributed over 6 years of study (60 credits/year), totaling 5658 hours of theoretical and practical educational activities. For the educational program in Pharmacy, the curricula consist of 300 ECTS credits uniformly distributed over 5 years of study (60 credits/year), totaling 4916 hours of theoretical and practical educational activities.

The students learn the basic principles of scientific research and data interpretation. All educational programmes of the university include the compulsory course of Methods of Scientific Research, which includes the principles & methods of scientific research as well as elements of analytical and critical thinking. Also, the curricula include the compulsory courses Medical Informatics and Biostatistics.

During the last two years of study, the students prepare their undergraduate / dissertation thesis, having thus the possibility to put into practice the methods of scientific thinking and research. For the activities involved in the preparation of the undergraduate / dissertation thesis there is a specific number of hours allocated in the curriculum, as well as ECTS credits, in the last year of study (the academic programs include the compulsory discipline Preparation of the bachelor thesis). The undergraduate / dissertation thesis is the result of individual research carried out within a certain specialisation chosen by each student, according to the personal development programme. Also, students have the opportunity to actively participate in scientific research and update/deepen their knowledge in a particular field of interest by joining research groups in both preclinical and clinical years. These opportunities are particularly available, in particular, in Dentistry and some medical disciplines.

For all the clinical disciplines, the practical part of assessment takes place at the patient's bed and is a requirement for taking the practical and written exam. In order to ensure that each student has access to patient work, the teaching plan and timetable are designed so that student groups have a maximum of 7-8 students/group in the clinical disciplines, under the strict supervision of the designated teachers. Also, as part of the clinical training is the specialised summer clinical practice training, carried out in hospitals, non-clinical medical practices or pharmacies.

Upon graduating the final licensing examination, the corresponding degree is awarded to each graduate, guaranteeing that the graduates have achieved certain objectives of education in accordance with the national and the European Community regulations.

Students have also the opportunity to participate in several types of mobility/exchanges. National and international exchanges between partner universities include participation of the students in research mobility, especially during summer practical activity. Scientific grants for students based on interuniversity partnerships and agreements are available under the umbrella of the Erasmus and IFMSA programs.

The graduates can choose to continue their education in residency programmes, masters and Ph.D. programmes, as well as through postgraduate courses, in various forms of Continuous Medical Education.

The Questionnaire Survey for the medicine students revealed that 90% of responders are satisfied with the quality educational programme as a whole; 93,3% are satisfied with the teaching methods as a whole; 94,9% are satisfied with the quality of curricula in EP. Also 96,5% consider the information on requirements necessary to be met to complete this educational programme (specialty) successfully is provided sufficiently.

Analytical part

The development of the educational program of the UMFVBT is carried out in

accordance with national and European legislation, as well as with the University's local legislation and regulations. The teaching staff of the departments are involved in the institutional development, as well as the representatives of students and employers, also all the interested parties, considering the final learning outcomes, which aim to train a highly qualified employee, in accordance with market requirements. According to the data, many of the stakeholders are faculty members of the university. The educational programme dynamically develops depending on the new needs of society, the development of health care, demographic, and cultural conditions.

The educational programmes of students include the teaching of basic, biosocial, fundamental, and clinical subjects through an integrated model of educational programs. When examining the documentation and in particular the syllabuses and work curricula, the experts found a lack of teaching of non-traditional, traditional or alternative practices in the educational process. The above was also confirmed during the interviews of teaching staff and trainees, where the question about the use of non-traditional approaches in the diagnosis and treatment of pathology in the educational process was not answered. Also, the existing EPs do not provide sufficient number of elective subjects especially for EP Medicine.

At the same time, it should be noted that regular evaluation and feedback are not developed at a sufficient level in the university, which is confirmed during interviews with students, employers, and graduates.

According to results of the survey and interview among students, majority of students are satisfied with the quality educational programmes, the teaching methods as well as the general quality of curricula in EPs.

Based on the analysis of the evidence provided, at the UMFVBT the requirements set out in the standard "Academic programme" are met.

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

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

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

4. The UMFVBT through the structures responsible for the EPs should elaborate a prospective plan for implementation of innovations into EPs for five years (by September 2023), discuss, analyze and correct it (if necessary) yearly, in particular, in widening the spectrum of elective subjects available.

5. The UMFVBT should include non-traditional, traditional or alternative practices into the EP provided by the Faculty of Medicine (by September 2023).

6. The UMFVBT should carry out surveys for students about satisfying the EPs, propositions about electives, learning outcomes, etc. (by May 2023 and then yearly). The results should be posted at the university and faculties' websites (by June 2023 and then yearly), discussion and decision making should be carried out at University and Faculty Councils (by September 2023 and then yearly).

7. Responsible persons should collect regularly any oral, written, informal, formal,

descriptive, evaluative, peer and self-assessed feedbacks from public and society as a whole, document them, discuss and make decision at faculty Council when discussing EPs changing for the next year (by April 2024).

Conclusions of the EEP on the criteria:

strong – 0,
satisfactory – 33,
suggest improvements – 9,
unsatisfactory – 0.

6.3.STANDARD “STUDENTS ASSESSMENT”

The Evidence

In “Victor Babes” University of Medicine and Pharmacy Timisoara the principles, methods and practices available for the assessment of students are defined, approved by the Senate of the institution and published on the website (Regulation of professional activity of students, Methodology on the examination and grading of students).

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

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

The number of examinations associated with each academic year in the Medicine, Dental Medicine and Pharmacy programmes is shown in Table 1.

Table 1

Forms of examination

Medicine							
	Year I	Year II	Year III	Year IV	Year V	Year VI	Total
Nr. Exams	9	11	11	10	11	11	63
Total no. of verification forms	17	18	14	13	14	16	92
Percentage of exams	52.9%	61.1%	78.5%	76.9%	78.5%	68.75%	68.5%
Dental Medicine							
	Year I	Year II	Year III	Year IV	Year V	Year VI	Total
Nr. Exams	10	11	9	10	9	8	57
Nr. total verification forms	17	20	16	19	20	14	106
Percentage exams	58,8%	55 %	56,2 %	52,6%	45 %	57,14%	53,7%
Pharmacy							

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

The heads of each discipline are responsible for displaying on the notice board the marking criteria for the theoretical examination (multiple-choice test, written material, or mixed) and for the practical examination (which may also include the evaluation of the activity during the semester according to the specifics of the discipline) according to the Regulation on the organisation and conduct of the professional activity of bachelor's degree students.

Every examination is done by a committee consisting of 3 members of the teaching staff and all the topics for the examinations are discussed in the discipline.

Within the institution, uniform and transparent provisions are applied with regard to student assessment:

- all students have access to the content of the course/practical work/seminar manual of the respective subject by posting it on the Moodle platform;
- for all study subjects there will be a unique syllabus and bibliography, regardless of the number of teaching staff;
- the grading method for the theoretical exam (oral, essay, multiple choice or mixed questions) and for the practical exam (which may also include on-the-job assessment of the student's work) are made known to all by posting on the notice board;
- the weighting of marks (the mark for the theoretical examination is 50%, and for the practical examination 50%);
- the conclusion of the work in the subjects is carried out by examination or colloquium, according to the Syllabus;
- the examination may be carried out in written form, orally, as a practical test or as another way of verifying knowledge;
- regulations concerning the participation in the examination, the organization of the examination, the communication of marks, the methods of contesting the results and of settling appeals.

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

Considering that the professional path of the graduates involves participation and passing the residency exam, for a better preparation of the students in this regard, the topics and bibliography contained in the course files are constantly updated and completed with the topics and bibliography of the residency exam.

The final exam, the bachelor's degree, is considered a summative exam, which, by its form, certifies the assimilation of theoretical and practical skills acquired during the university course, being superposable with the specialty conferred after the university qualification. The minimum pass mark for the written examination and the dissertation is 6. The overall grade point average is the arithmetic average of the grade point averages obtained in each year of study, on the basis of which a classification of graduates is made. This average and the corresponding position are recorded in the Diploma Supplement.

Analytical part

Based on the EEP observations as well as provided documentation, students are

assessed throughout the academic year; this evaluation is different according to the specifics of each discipline. Thus, in some disciplines (especially preclinical ones) assessment tests are carried out during the semester, while in other disciplines (especially clinical ones) assessment is carried out through direct interaction during clinical placements at the bedside and during case presentations.

There are disciplines that have requirements for practical/clinical activity that students must meet before promoting to the next academic year.

During the meetings with the students, the Commission have seen that they were not fully familiarized with the procedure of appealing the grades. The Methodology on the examination and grading of students within the university states that the practical examination may not be challenged. In the same time, none of the internal procedures states who is in charge to reevaluate the assessment of students in case of an appeal.

It has been demonstrated sufficiently that the undergraduate studies are complete with the final examination, which evaluates the theoretical knowledge together with the practical skills. The institution offers the possibility of specialization after completion of undergraduate studies through residency studies, completion of basic training through master studies and doctoral studies, respectively the opportunity to gain complementary skills and develop basic knowledge and skills through participation in various postgraduate courses.

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

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

2. The UMFVBT university should diversify and innovate the learning and teaching methods with a focus on combination of validity, reliability, impact on learning, acceptability and effectiveness while being centered on students' needs and transparent opportunities to appeal (by June 2023).

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 13,

suggest improvements – 2,

unsatisfactory – 0.

6.4. STANDARD "STUDENTS"

The Evidence

The UMFVBT has clear and transparent application and admission procedures in place for all its faculties. These are updated at least months before the implementation date and published on the website (<https://www.umft.ro/en/admission-2021-en/>). The specific admission conditions for candidates from the European Union (EU), the European Economic Area (EEA) and the Swiss Confederation (CH) ensure equal chances for candidates from these countries with those offered to candidates from Romania or other countries

<https://www.umft.ro/fr/admission-2021-fr/admission-2021-citoyens-ue/> and <https://www.umft.ro/fr/admission-2021-fr/admission-2021-citoyens-non-ue/>. The special conditions were proposed in 2022 for citizens of third countries which are the students from Ukraine <https://www.umft.ro/wp-content/uploads/2022/04/Student-mobility-from-the-Ukraine.pdf>. The enrolment of candidates from EU, EEA and CH countries is conditional upon obtaining the Adeverência/Atestat of equivalence and recognition of the high school graduation diploma issued by the National Centre for Recognition and Equivalence of Diplomas (CNRED www.cnred.edu.ro) of the Ministry of Education, before enrolment in the current academic year. The admission contest is coordinated and approved by the Admission Commissions of the Faculty of Medicine, Faculty of Dental Medicine and Faculty of Pharmacy, established by decision of the Rector. The places offered to candidates are filled in descending order of the average obtained in the competition.

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

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

UMFVBT will provide additional support adapted to the needs of candidates with locomotor disabilities and will support their access to the institution. The Regulation on admission provides that "In order to ensure equal opportunities and effective integration into social life, UMFVBT allocates a number of special places for people with special needs / disabilities, within the approved tuition figure, respecting the tuition capacity" (art. I.3 (1). In the last five years the Pharmacy program had only one student with a certificate of disability for whom special conditions for admission were allocated (university year 2020-2021).

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

It is worth mentioning that there are separate budget places for candidates belonging to the Roma minority, high school graduates from rural areas, children from disadvantaged social backgrounds. Within UMFVBT, students who have studied at a foreign university may apply for recognition of periods of study abroad. Study periods carried out on the basis of agreements concluded between accredited higher education institutions in Romania and accredited higher education institutions abroad or international programs are recognised by the University in accordance with the provisions of the respective agreements or mobility programs. Confirmation of the existence of a policy and practice of transferring students from other organizations is the enrollment / transfer to study at the educational program Pharmacy 4 students for the period from 2017 to 2022. Transferring students were from UMF tg.Mures, University Ovidiua from Constanca. The procedure for recognizing the

preliminary education is described in Regulation of professional activity of students Chapter X. Student mobility and equivalence/recognition of studies performed in other higher education institutions, in the country and abroad. https://www.umft.ro/wp-content/uploads/2021/09/Regulament-activit.-prof.-studenti_2021_2022-EN.pdf. The University also provides support on counseling related to the recognition of diplomas and the process of enrolment in different faculties abroad; candidates from other countries in order to apply to study at the University of Medicine and Pharmacy "Victor Babeş" in Timișoara in different questions.

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

The university organises the volunteering program for students "Volunteering in Academic Development Activity" (VADA) in order to provide the legal framework for students' participation in the following types of activities: tutoring activities in practical work/sessions/seminars within the didactic process, scientific research activities, activities for organizing scientific events and professional development activities.

In the UMFVBT students are represented in the consultative, decision-making and executive structures of the University, according to the provisions of the National Education Law no. 1/2011, the University's Charter and the Code of Student Rights and Obligations. Currently, there are three representative student organizations: the Society of Medical Students Timisoara, the League of Pharmacy Students of Timisoara and Timisoara Dental Students Association.

To the same extent, UMFVBT supports students in providing material and logistical support for their activities. Thus, in UMFVBT there is a Council for extra-curricular student activities, subordinated to the Vice-rector responsible for social-administrative issues and which provides the necessary framework-support for the organization of all extra-curricular activities of students: scientific, cultural and/or sports. Students are also supported to organize annual meetings and conferences of student organizations from Europe and beyond, where students participate in professional training sessions, scientific presentations and develop international collaborative contacts. Thus, the Student Leagues of the three faculties organize annually, with the help of UMFVBT, the mock residency entrance exam. UMFVBT is part of the ERASMUS+ program offering students study and placement mobility in institutions abroad. Information about the financial and logistic support given by UMFVBT to the Pharmacy student league was presented during the visit.

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

Analytical part

According to provided evidence it is possible to conclude that the university has a transparent internal policy for the admission of students, which is in line with the national laws and is published on the website with at least 6 months before the process. Each Faculty has a special Commission in charge with organizing the admission process.

The institution recognizes academic mobility as a right of students to have their transferable credits acquired, according to the law and academic mobility is carried out in compliance with the legal provisions on tuition capacity and funding of higher education.

Despite the existing infrastructure for study of students with disabilities, the internal documents do not include practices of admitting students with disabilities in the university.

The university has a Counselling and Career Orientation Centre with an important activity that can be reflected in the services offered to 4517 Romanian and international students in three years. The Centre and its staff offer a wide range of counselling services for students, which are carried out according to well established rules, ensuring in the same time full confidentiality. Thus, it can be confirmed that the University has well-elaborated system of student support and counselling in different areas.

Students are represented in all consulting and executive structures of the university. At the same time, there are three student organisations that develop various activities in the university. Thus, students are considered partners of the university and equal members of the university community.

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

Strengths/best practice

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

EEP recommendations

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

Conclusions of the EEP on the criteria:

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

6.5. STANDARD "ACADEMIC STAFF/FACULTY"

The Evidence

At the UMFVBT there are clear and transparent regulations for the recruitment of teaching, research, and administrative staff, which promote equal opportunities and recognition according to qualifications and experience.

According to the Law of National Education, all teaching positions in UMFVBT are occupied exclusively by competition. The contest respects the right to equal opportunities for all candidates, regardless of gender, nationality, or religion. The legal requirements for candidates are specified in the Law on public education No. 1/2011, in the Framework Methodology for Competitions for Vacancies in Teaching and Research Positions in Higher Education, and in the University Charter.

According to the requirements, candidates must have the scientific title of Doctor (PhD) and those applying for teaching positions, as part of the selection procedure, must give a

public lecture at which they present their professional and scientific achievements, as well as a plan for the development of their university career.

Evaluation of professional achievements is performed by the hierarchical superior, by students, colleagues and by self-assessment.

UMFVBT pays particular attention to the improvement of the specific pedagogical knowledge of the teaching staff and provides special training programs for pedagogical staff in collaboration with authorized universities (like the West University of Timisoara).

The state of functions is created annually, according to the teaching plan and the number of series and groups of students in each study program. This staff list includes positions occupied by the academic staff of UMFVBT and vacant positions. The teaching staff has a work schedule of 40 hours/week (working week means 5 day) composed of teaching activity and other activities according to the job description (scientific research, preparing lectures, student's consultations, etc.). The minimum teaching hours (lectures and practical activity), calculated in conventional hours, is set as follows: university professor – 7 hours, associated professor – 8 hours, lecturer – 10 hours, university assistant – 11 hours.

The UMFVBT determines the optimal ratio between the number of teaching staff and the total number of enrolled students, in order to ensure optimal educational and research processes, as recommended by ARACIS.

According to the state of functions, and discussions with the management structures of the University, the current general teacher:student ratio is 1/6, in 2021-2022 was 1/7,66.

In order to provide a system of motivation, and to encourage the development of individual professional performances "Victor Babeş" University of Medicine and Pharmacy Timisoara, perform an annual evaluation of the individual professional performance of the teaching staff. The Methodology is developed by Human Resource Directorate, is endorsed by the Senate, and is applied uniformly, and nondiscriminatory. The results of the assessment are used also in order to elaborate the strategy for continuous training of personnel.

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

In accordance with the policies for assessing the professional achievements of the teaching staff and based on assessments received by the teaching and research staff of the university, differentiated salaries of the teaching staff are established by increasing the base salary. For example, The Decision of Administrative Board from 07.12.2021 approved the granting of differentiated salaries, at the rate of 30% of the basic salary during the year 2022 for the teaching and nonteaching auxiliary staff, according to the recommendation reports drawn up by the superior hierarchical heads.

Over the past 3 years, the University has developed a permanent policy of recruiting new teachers and promoting those who already exist in higher positions, based on academic performance. The university organized two sessions of didactic competitions per year, which had visible results in the didactic and research process.

For those teachers who wish professional development internships abroad are provided, financed by UMFVBT, within the limits of amounts established by its own regulations (The Council of Administration Decision No. 33/24160/07.12.2021). It is worth mentioning the collaboration with the University of West Timisoara concerning the psychopedagogical training, collaboration managed by the Didactic Vice Rectorate. Examples of professional development internships abroad, among educational program Pharmacy

academic staff, financed by University were presented. The cooperation with foreign universities is carried out under the aegis of UMFVBT, which establishes cooperation that benefits all teachers. 35 ERASMUS agreements were signed for all EPs of UMFBT.

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

Analytical part

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

A system for monitoring the progress of teaching staff has been developed, methods have been developed for material and non-material incentives for staff, including those that contribute to their professional growth as psycho-pedagogical training, participation in scientific conferences. The academic staff is motivated, has good relationships between departments and with students. High level of academic staff is confirmed by the high level of scientific publications, awards from the students. However, as it is observed from interview of the teaching staff there is not always a clear understanding concerning the use of research in teaching and learning (except student participation in ongoing research projects).

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

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

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

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

There is a plan for staff development within the departments. At the same time, knowledge of the educational curriculum of the students is of utmost importance. The availability of this knowledge among the teaching staff should be guaranteed by the university. During the interviews with professors as well as with students, having studied a number of documents, the experts concluded that the lack of knowledge of the educational programme by the university staff consists of a lack of knowledge of teaching and assessment methods and formats including using research in teaching and learning as well as availability of different components of education including teaching of traditional and alternative medicine.

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

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

2. The UMFVBT should develop and implement mechanisms of wider inclusion of research into teaching and learning and to train the teaching staff accordingly (by June 2023).

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 10,

suggest improvements – 2,

unsatisfactory – 0.

6.6. STANDARD “EDUCATIONAL RESOURCES”

The Evidence

“Victor Babeş” University of Medicine and Pharmacy Timisoara has the necessary assets to carry out a quality education process, in accordance with the curricula and the number of students. This material base is subject to a permanent process of renewal, according to the needs arising from the interaction with students, but also according to the needs of teaching and research activities. The University’s material base ensures the standards of a quality instructional-educational process.

The UMFVBT property, dedicated to educational, research and student accommodation activities, is composed of 7 buildings with educational spaces owned by the institution, spaces in hospitals or rented (11 lecture halls, 14 classrooms and 11 laboratories for practical work), 7 dormitories owned by the institution and 1 rented dormitory. Centrally, the educational activity takes place in 22 lecture halls, 37 classrooms and 252 laboratories and practical rooms. The UMFVBT property totals 33. 124 sq.m of spaces for educational or related processes and 36.829 sq.m of spaces for accommodation, distributed in 916 dormitory rooms.

The rooms designed for educational activities are equipped accordingly with projector, projection screen, internet access and suitable furniture. The spaces for training activities are equipped according to the standards and norms specific to medical education, for all the disciplines in the curriculum that require laboratory activities and with the Romanian Agency for Quality Assurance in Higher Education (ARACIS) norms. The number of seats in all educational spaces is correlated with the size of the student groups, according to the norms of the Romanian Ministry of National Education.

University provides the necessary resources for students to acquire adequate clinical experience, including an adequate number and categories of clinical sites (clinics, outpatient services, including primary health care) health centers, and other institutions rendering medical care services to the population, and clinical skills centers or laboratories in sufficient number and category of patients, that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines; observation of students' clinical practice.

For study programs Medicine and Dental Medicine, through collaboration contracts with hospitals in Timisoara, an adequate number of medical centers (clinics and hospitals) is ensured, necessary to ensure the deepest possible learning of all forms of training in the

clinical field, as well as to obtain performance in the practical skills acquired during the training. In addition, at UMFVBT there is also a skills center where students are trained in the practical skills discipline.

At all the hospitals there are 1-2 classrooms for lectures, and at each clinical department there are 1-2 classrooms for clinical practice. The clinical rotations are hosted in the patient's wards, under the close supervision of the academic staff.

These hospitals operate according to the legislation in force, and the material basis is provided by both the Ministry of Health and the UMFVBT. In this way, the teaching activity can be ensured in adequate conditions. For example, the clinical disciplines Orthopedics and Traumatology, Clinical Skills are carried out at the Dr. V. Popescu Military Emergency Clinical Hospital; Internal illnesses, Surgical illnesses (for Dental Medicine Faculty) at Railway Clinical Hospital Timisoara; Forensic medicine at Institute of Forensic Medicine; Infectious diseases, Pneumology at Clinical Hospital of Infectious Diseases and Pneumology; Cardiology, Cardiovascular surgery, Echocardiography at Institute of Cardiovascular Diseases; Surgery, Urology, Orthopedics and Traumatology, Diabetes and metabolic disease, Rheumatology, Cardiology, Intensive Care, Nephrology, Gastroenterology, Endocrinology, Neurology, Neurosurgery, Microsurgery, Plastic surgery, Pediatrics, Obstetrics and Gynecology, Psychiatry at Timisoara County Emergency Clinical Hospital; Oncology and surgical oncology at Oncohelp Association, and so on.

The didactic assistance is provided by teachers with medical training in the discipline taught, and the hospital wards where the didactic activity is carried out are also in accordance with the analytical program of the discipline taught, so that the students are familiarized and instructed in relation to all the diseases taught in the curriculum. The didactic activity is carried out permanently under the guidance of a teacher who provides specific guidance.

At the study program Pharmacy, The Summer Internship (years I-IV) and the Specialty Internship (year V) are carried out in community/hospital pharmacies, in the student's locality of residence (years I-IV) and at the Timisoara University Centre (year V), based on the subject sheet and a Framework Agreement on the performance of the internship in undergraduate degree programs. The framework agreement is concluded between UMFVBT, the health unit where the internship is carried out and the student intern. The framework agreement establishes the framework in which the internship is organized and carried out to consolidate theoretical knowledge and to train skills to apply them in accordance with the specialization for which he/she is training. The traineeship is carried out by the trainee with a view to acquiring the professional competences listed in the traineeship portfolio, which is an integral part of the framework agreement.

UMFVBT has implemented a policy that aims at the effective use and evaluation of the relevant information and communication technologies in the academic programme. UMFVBT provides free internet access through professional services provided by a specialized IT department. Through its activity, the department ensures: administration and security of central communication nodes and coordination of the administration of communication servers in the faculties/departments, and campus of UMFVBT; reliable access to Internet services and applications based on them, for all UMFVBT teachers, students, and staff; various functionalities (server and application administration) for software currently used in the administration.

The provision of IT services necessary for personal study is carried out through the UMFT eBook platform, and broadcasts on the TeleUniversitatea Timisoara TV channel, as well as through the optimization, maintenance, and monitoring of its own online platforms: Facebook, Instagram, LinkedIn, YouTube. The University offers for the students an e-learning platform with free access (<http://emedical.umft.ro/elearning/moodle-umft>) where the students can find specific materials for the disciplines they study in the current

year. During the pandemic period, UMFVBT used online platforms for teaching (e.g., zoom) and assessment (class marker).

University provides a strong academic climate and culture centered on research. Currently there are 10 Centers for Advanced Research, and 39 Methodological and Research Centers in the University, all financially supported by the university, and where undergraduate students, master and PhD students are affiliated as collaborators. Moreover, the University values the dissemination of research results, the number of ISI publications has steadily increased since 2017 to date, because for the last 2 years the University has financially supported all the faculty publications (differentially, according to their Impact Factor). For instance, in 2019, 431 ISI indexed articles were published, and in 2021, 508 ISI indexed articles were published, of which 107 (21%) were in the quartile (Q1).

The financial support provided by the University stimulates teaching staff and students to participate in international scientific events.

Romanian medical universities get together biannually, in work meetings within the Rector's National Council, where current tendencies in Romanian education system are approached. Also, the Deans of the Medical Universities meet biannually, and discuss how to adapt curricula to a common framework, approach study programmes and labor market insertion.

ARACIS is the only national quality assurance agency in higher education in Romania. According to the national rules, the quality of the activity within UMFVBT is monitored and evaluated by ARACIS, which, every 5 years, elaborates, based on the findings of the evaluation visit, an evaluation report and awards a rating to UMFVBT. It is worth mentioning that, at the last evaluation, UMFVBT obtained a high grade of confidence.

The internal structural unit that is responsible for the verification of teaching, research and student evaluation activities is the Department of Educational Quality Assessment and Assurance of UMFVBT (DEACE). This department was established by the Senate Resolution no. 9/2240 of 22.03.2012. It carries out its activities based on current legislation.

DEACE as the structural unit responsible for evaluation, verification and quality assurance in medical university education in UMFVB Timisoara is composed of several members, appointed by the University Senate. The Rector coordinates the DEACE at university level and submits evaluation reports to the Administrative Board and the Senate. Another aspect is the internal public audit activity through the Internal Public Audit Department, directly under the Rector of the university. The Internal Public Audit Department carries out a functionally independent and objective activity, providing assurance and advice to management on the proper management of public revenues and expenditures, helping UMFVBT to achieve its objectives. The internal public audit activity is carried out based on multi-year plans (3 years) and annual plans, approved by the university management and endorsed by the Internal Audit Service of the Ministry of National Education. In 2021 UMFVBT was also audited regarding ISO 9001: 2015 and ISO 45001:2018 standards, obtaining a preliminary favorable opinion.

Within UMFVBT, international mobility is part of the university's key policies on ensuring international cooperation. The University has established cooperation with national and international educational and research centers which permit staff and students outgoing and incoming mobility programmes. A significant part of international mobility is student mobility through the Erasmus program. Although the number of participants in the Erasmus program has increased in the university in recent years, the last two years (2019-2020) have seen a drastic decrease in this number due to the restrictions imposed by the COVID 19 pandemic. There are currently 30 framework agreements concluded at central level and 35 bilateral Erasmus agreements (eg. Technische Universitat Munchen, Universite de la Mediterranee Aix Marseille II - Asssistance Publique Hopitaux de Marseille, University from Szeged, Ungaria, Novi-Sad University Iugoslavia, Universita degli Studi di Verona,

"Nicolae Testemitanu" State University of Medicine and Pharmacy Chisinau, and so on). The establishment of Development Directorates within the Vice-Rectorat for International Relations, focusing on distinct geographical areas, aims at significantly increasing inter-university agreements and finding new cooperation partners.

Reciprocal transfer of educational credits is also carried out with maximum efficiency under the Erasmus Plus program. UMFVBT, as a partner in a significant number of Erasmus Plus projects, provides the necessary support for the realization of all mobilities and teaching/administrative staff exchanges initiated within them (both as a beneficiary and as a provider).

Analytical part

The University of Medicine and Pharmacy "Victor Babes" in Timisoara is a regional landmark in higher medical education, being an institution of tradition and sustained results over time. Within UMFVBT there are three faculties: the Faculty of Medicine, the Faculty of Dental Medicine, and the Faculty of Pharmacy. UMFVBT is an Organizing Institution of Master, and Doctoral Studies.

UMFVBT is an economically and financially stable institution, with significant prospects for future development.

In order to ensure the material base from a financial point of view, UMFVBT has income from the state budget, but it is also self-financing through study fees, and resources obtained from research projects. In addition, there is a UMFVBT foundation, which attracts funds through sponsorships for institutional development.

The UMFVBT provides a safe environment for employees, students, patients, and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and in the use of equipment. The staff are continuously re-trained in occupational safety by the department representatives who ensure the updating of the regulations in force, including during the COVID-19 pandemic.

University provides the necessary resources for students to acquire adequate clinical experience, including an adequate number and categories of clinical sites (clinics, outpatient services, including primary health care) health centers, and other institutions rendering medical care services to the population, and clinical skills centers or laboratories in sufficient number and category of patients, that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines; observation of students' clinical practice.

The university has both a long-term and a short-/medium-term research development strategy, which includes goals, resources to achieve and means of using research outputs. But there is no research in the field of education at the University, and consequently no provision for the use of research in the educational process. University determine and implement a policy on the inspection reviews in the field of education in developing teaching methods and assessing knowledge and skills. However, due to the lack of educational research, there is also no interaction and relationship between educational research and scientific research. The structural unit that is responsible for the inspection of teaching, research and student assessment activities is the Department of Education Evaluation and Quality Assurance at UMFVBT (DEACE). But here, too, examination is not carried out at the proper level. There is no examination at all stages of the work of the educational programme. It has been established by experts that partly at some stages it is carried out. But in general, there is no unified understanding of expertise, all links of educational programme are not connected in a single chain. Therefore, it is difficult to draw conclusions on the improvement of the educational programme. The university does not conduct reviews that examine the processes, practices and problems of medical education and could involve doctors with

experience in medical education research, psychologists and sociologists in education, or involve experts from other national and international institutions. In particular, hiring international or national experts in medical education as an approach for the improvement of EPs was not demonstrated.

UMFVBT provides opportunities for teachers and students to use information and communication technologies for self-study; access to information; healthcare jobs. All the university subunits have free access to internet.

The development of research facilities permitted the University to be one of the best in country, and there is a continuous concern to be listed in the international rankings.

The University has established cooperation with national and international educational and research centers which permit staff and students outgoing and incoming mobility programmes.

The financial support provided by the University stimulates teaching staff and students to participate in international scientific events.

Thus, based on the results of the analysis of the documentation and observation during the visit to the educational organization, EEC experts confirm that the educational activities of UMFVBT comply with the requirements of the standard 6 "Educational resources".

Strengths/best practice

The University makes great efforts, and there is a very good involvement from the university management and local actors to find, and provide financial and human resources in order to improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in the learning practice.

EEP recommendations

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

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

3. The unit responsible for development of educational programmes should apply a policy which regulates the expertise in the field of education (by June 2023).

4. The unit responsible for Human Resources should have a proper formation of the staff which meet the international requirements in teaching methods and assessing knowledge and skills. The potential policy is expected to be effective (by November 2023).

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

6. The unit responsible for Human Resources should make sure to incorporate the new expertise in education into the process of educational programme development (by July 2023).

Conclusions of the EEP on the criteria:

strong - 1,

satisfactory - 23,

suggest improvements - 6,

unsatisfactory - 0.

6.7. STANDARD "PROGRAMME EVALUATION"

The Evidence

The internal evaluation of each study program is carried out annually, at the end of each academic year, by the coordinator of the study program, supported by the Educational Quality Assurance and Evaluation Commission, appointed at faculty level, based on monitoring.

The results of the annual internal evaluation of each study program are organized in an Annual Evaluation Report of the study program, drawn up by the program coordinator and submitted to the Dean of the faculty, who summarizes the information and conclusions in the Annual Report on Quality Assurance in the Faculty, which is reviewed and approved by the Faculty Council. Subsequently, they are evaluated by Department of Educational Assessment and Quality Assurance (DEACE) and are also presented in the annual report of this department.

The periodic external evaluation of the university study programs is based on their internal evaluation, carried out according to ARACIS regulations.

DEACE is obliged to distribute semester feedback sheets to be completed by students anonymously. These sheets are completed online or in hard copy at the end of semester 1 and/or 2, as well as upon graduation. Teacher evaluation forms follow performance and professional integrity criteria. The analysis of the results of these teacher evaluation sheets is the responsibility of the DEACE. At the end of each session, the DEACE draws up a summary report of the evaluation of the teachers by the students and informs the teaching pro-rector and the rector of the university about the result of the feedback. If necessary, teachers who are generally evaluated negatively by students are submitted to the DEACE, which proposes solutions to improve the score on the criteria undervalued by students.

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

The involvement of students in the monitoring and evaluation of educational programs is achieved through direct and direct dialogue with the teaching staff in charge (dean) of the year and students' participation in the decision-making (Senate and Administrative Council) and executive (DEACE) structures of the institution.

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

Thus, through periodical evaluations, the information obtained by the directors of specialized departments (technical, administrative, human resources, etc) is transmitted to DEACE where it is analyzed and summarized, followed by the formulation of proposals for proactive actions which are put into practice following their endorsement by the Administrative Board.

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

Analytical part

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

The institution has a procedure available to collect feedback from students regarding the educational process. Nevertheless, during the meetings the panel has found out that students have to complete the feedback on-site, at the final lecture before the exams. Therefore, the feedback offered by students does not include their opinions on the final assessment and might not be completely objective or transparent since it is provided in front of their teachers. At the same time, interpreting data from a large number of hard copies of feedback might lead to misinterpretation of the results.

The students do not offer periodic feedback on the services available to them through the university. Having this into consideration, it is difficult for the panel to appreciate how the university uses the feedback results from the students in order to improve the academic programme.

The students are represented in each committee and structure from the university according to the national laws.

Every year, the Rector of the university presents in front of the Senate the annual report which contains the internal and external evaluation reviews of the study programs and then it is published on the website.

Based on the results of the analysis of the documentation and observation during the visit to the educational organization, EEP experts confirm that the UMFVBT complies with the requirements of the standard 7 "Program Evaluation".

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

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

3. The UMFVBT should organize separate surveys for students, teachers, graduates, employers etc. about educational programmes, graduates competencies, make it public and discuss survey results at on the level of the University and Faculty Councils/CEACE, make decision about necessity (if so) to improve Educational programme (by June 2023 and then yearly).

Conclusions of the EEP on the criteria:

strong – 0,

satisfactory – 20,

suggest improvements – 4,

unsatisfactory – 0.

6.8. STANDARD “MANAGEMENT AND ADMINISTRATION”

The Evidence

UMFVBT management is exercised as academic management and administrative management. The management structures at the university level are: the Council of Administration and the Senate, with its specialized (permanent) Committees. The management functions at the university level are: the Rector, the Vice-Rectors, the Director of Council for Doctoral studies (Director of CSUD), and the General Administrative Director. The Council of Administration is chaired by the Rector, ensures the operational management of the university and implements the decisions of the University Senate. The Administrative Board operates on the basis of its own regulations. The composition, main duties, powers and responsibilities of the Council of Administration are regulated by the UMFVBT Charter. Members are appointed by the Rector (vice-rectors) and selected by public competition (deans); members of the Council of Administration are validated by the Senate (except the Rector). The decisions of the Council of Administration are enforceable for the Councils of the Faculties and the Councils of the Departments, for the administrative and economic services of the UMFVBT and for the students. The Council of Administration is obliged to establish the responsibilities of the subordinate staff and to submit the results of each subordinate structure for annual approval.

The Senate is composed of 75% teaching and research staff and 25% student representatives, all members being elected by universal, direct and secret ballot. The Senate guarantees academic freedom and university autonomy, represents the university community and is the highest decision-making and deliberating body at university level.

The main duties, powers and responsibilities of the Rector are presented in Regulation governing the organization and operation of UMFVBT (art. 15) <https://www.umft.ro/wp-content/uploads/2021/04/traducere-ROF-UMFVBT.pdf>. The Educational Quality Assurance Department is composed of 12 teachers from the three faculties (Medicine, Dentistry and Pharmacy). Five teachers are members of the faculty quality assurance committees.

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

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

UMFVBT has sufficient financial resources which are made known to the academic community (Rector's report). UMFVBT operates as an institution financed from funds allocated from the state budget, extra-budgetary revenues and from other sources according to the law. The higher education funding strategy is, under the conditions of university autonomy, one of the main instruments for implementing government policies on national

education. Both funds allocated from the state budget and extra-budgetary or other sources are, according to the law, universities' own revenues.

UMFVBT has an administration that complies with the legal regulations in force - clear procedures for various areas: human resources (hiring/employment, payroll, staff development, etc.), technical, procurement, purchasing, accounting, secretarial, etc. Auxiliary staff, which provides technical support in didactic and research laboratories of the Faculty of Pharmacy, consists of eight laboratory assistants, employees of UMFVBT having secondary or higher education. In the Secretariat of the Faculty are designated two secretaries for Pharmacy educational programs. The Faculty also has a secretary for each department. The auxiliary and non-teaching staff is evaluated annually, based on the Methodology for the annual evaluation of the individual professional performances of the auxiliary and non-teaching staff within UMFVBT. The Human Resources Department will elaborate and submit to the UMFVBT management a report on the results of the evaluation of the annual individual professional performances of the auxiliary and non-teaching staff. The Directorate may propose the use of the evaluation results in order to prepare and improve the staff, to recruit the staff to carry out projects/programs, to establish and reassess the basic salary between limits, to grant bonuses.

In order to formulate the proposals concerning the collaboration strategy with the medical and pharmaceutical sector, meetings are held within the Rectorate and the Didactic Vice rectorate with the participation of all the internal stakeholders involved (deaneries, heads of discipline, DEACE, department directors, etc.) following which the educational needs regarding clinical and internship activities in all educational programs (number of students participating in internships/practicum, hours needed at discipline level, etc.) are analyzed and concrete actions aimed at solving these needs are established. As a result of these discussions, UMFVBT has elaborated and applies the Regulation on the conduct of specialty internships within UMFVBT by which it establishes the general framework of organization and conduct of specialty internships of all students within the University. In order to solve the needs related to the realization of educational activities (internships, practice, etc.) within the profile centers, the Council of Faculty decided to establish a Commission for student practice, which includes two students. This commission is the connection between the student and the pharmacist under whose guidance the practice is carried out.

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

Analytical part

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

medical centers (hospitals, clinics, specialized institutes, etc.), the UMFVBT rectorate holds meetings with the heads of hospitals and clinics in the municipalities where the educational activities of UMFVBT and its branches (Timisoara, Lugă and Deva) are implemented, with which cooperation agreements are concluded.

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

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

However, other important stakeholders are not involved in the discussion of the development of the educational programme provided by the University, including the health care industry and the public.

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the UMFVBT complies with the requirements of standard 8 "Management and administration".

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

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

Conclusions of the EEP on the criteria:

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

6.9. STANDARD "CONTINUOUS UPDATE"

The Evidence

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

The first stage (the planning stage - "Plan") of the standardized cycle of procedures dedicated to continuous updating is carried out at the level of the Prorectorate for Teaching where the existing complex needs are analyzed and together with the participation of the deaneries the activities associated with the educational programmes are planned, the ways of ensuring monitoring and introducing corrections, the needs of educational resources, the structure and methods of carrying out evaluations, as well as the calendar of all the actions established. The planning takes place following the analysis of the file of each study program "containing the basic documents of the program, elaborated at the initiation of the program

and improved/updated during its operation, as a result of permanent monitoring and periodic evaluation”, including the “Internal evaluation report on the quality of educational services”.

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

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

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

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

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

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

Analytical part

The University plans and applies processes for continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the objectives of national legislation, the requirements and expectations of stakeholders, contributing to the development of quality education based on competencies and learning outcomes. The UMFVBT has created a QMS, which plays the role of a guarant of the quality of processes and ensures confidence in the University in providing quality educational services.

However, during the visit, the identification, documentation of all non-conformities and complaints, the adoption of appropriate corrective actions with the participation of all interested parties was not demonstrated to the EEP.

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

As a result of the inspection, acquaintance with the report and other supporting information, as well as interviewing representatives of the structural unit of the university revealed that the process of renewal and restructuring the EPs is not carried out at the sufficient level. In particular, prospective research and analysis, as well as on the results of own research, evaluation and literature on medical education is missing.

Qualitative proper analysis and monitoring of the educational program will lead to a revision of its policies and practices in accordance with previous experience, current activities and future prospects, which did not happen in the university. This means that the analysis was carried out due to a lack of previous experience in analyzing and monitoring the educational programme.

Besides, with a continuous analysis of the available literature and the experience of other educational institutions the model of the educational program and methodological approaches could be adapted to ensure their relevance and correspondence, as well as consideration of modern theories in education, methodology of adult education, principles of active learning. But the above was not reflected in the report due to lack of data. It should be noted that the university suffers from the development of evaluation principles in accordance with changes in the learning outcomes and teaching and learning methods. No policy on recruitment and formation of academic staff in line with changing needs is reflected. Improvement of the monitoring and evaluation process of the education programme.

Based on the results of the analysis of the documentation and during the visit to the educational organization, EEP experts confirm that the UMFVBT complies with requirements of the standard 9 "Continuous update".

Strengths/best practice

No strengths/best practices identified for this standard.

EEP recommendations

1. The UMFVBT should carry out a SWOT analysis to see the prospects for improving the educational programmes based on the results of the monitoring of the types of activities and the results of monitoring the educational program, to plan processes for short- and long term, to include updates into the content of curricula (by September 2023).
2. The UMFVBT should collect and analyze information about modern achievements in

medical and pharmaceutical science and practice, to discuss the possibility of implementing them into the educational process at department (faculty) meetings, make changes to the curricula or syllabi (by June 2023 and then yearly).

3. Develop assessment principles and methods and number of examinations according to learning outcomes and teaching and learning methods (by September 2023).

4. The UMFVBT should implement changes into the internal documents related to the recruitment and formation of academic staff in line with the changing needs of health care (by September 2023).

5. The UMFVBT through the unit responsible for the development of the educational programme to start procedures of evaluation of the content and results of Eps provided and to correct deficiencies found (by September 2023).

6. The UMFVBT should develop a monitoring and evaluation process for the educational programmes provided (by May 2023).

Conclusions of the EEP on the criteria:

strong - 0,

satisfactory -8,

suggest improvements - 6,

unsatisfactory - 0.



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

A list of strengths / best practices for all standards is provided.

Standard "Mission and Outcomes".

No strengths/best practices identified for this standard

Standard "Educational Programme".

No strengths/best practices identified for this standard

Standard "Students Assessment".

No strengths/best practices identified for this standard

Standard "Students"

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

Standard "Academic Staff/Faculty".

No strengths/best practices identified for this standard

Standard "Educational Resources"

The University makes great efforts, and there is a very good involvement from the university management and local actors to find, and provide financial and human resources in order to improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in the learning practice.

Standard "Program Evaluation".

No strengths/best practices identified for this standard

Standard "Management and Administration".

No strengths/best practices identified for this standard

Standard "Continuous Update"

No strengths/best practices identified for this standard

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

List of EEP recommendations on all standards related to the implementation of the criteria

Standard 1 “Mission and Outcomes”

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

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

Standard 2 “Educational Programme”

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

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

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

4. The UMFVBT through the structures responsible for the EPs should elaborate a prospective plan for implementation of innovations into EPs for five years (by September 2023), discuss, analyze and correct it (if necessary) yearly, in particular, in widening the spectrum of elective subjects available.

5. The UMFVBT should include non-traditional, traditional or alternative practices into the EP provided by the Faculty of Medicine (by September 2023).

6. The UMFVBT should carry out surveys for students about satisfying the EPs, propositions about electives, learning outcomes, etc. (by May 2023 and then yearly). The results should be posted at the university and faculties’ websites (by June 2023 and then yearly), discussion and decision making should be carried out at University and Faculty Councils (by September 2023 and then yearly).

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

Standard 3 “Students Assessment”

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

2. The UMFVBT university should diversify and innovate the learning and teaching methods with a focus on combination of validity, reliability, impact on learning, acceptability and effectiveness while being centered on students’ needs and transparent opportunities to appeal (by June 2023).

Standard 4 “Students”

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

Standard 5 “Academical Staff/Faculty”

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

2. The UMFVBT should develop and implement mechanisms of wider inclusion of research into teaching and learning and to train the teaching staff accordingly (by June 2023).

Standard 6 “Educational Resources”

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

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

3. The unit responsible for development of educational programmes should apply a policy which regulates the expertise in the field of education (by June 2023).

4. The unit responsible for Human Resources should have a proper formation of the staff which meet the international requirements in teaching methods and assessing knowledge and skills. The potential policy is expected to be effective (by November 2023).

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

6. The unit responsible for Human Resources should make sure to incorporate the new expertise in education into the process of educational programme development (by July 2023).

Standard 7 “Programme Evaluation”

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

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

3. The UMFVBT should organize separate surveys for students, teachers, graduates, employers etc. about educational programmes, graduates competencies, make it public and discuss survey results at on the level of the University and Faculty Councils/CEACE, make decision about necessity (if so) to improve Educational programme (by June 2023 and then yearly).

Standard 8 “Management and Administration”

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

Standard 9 “Continuous Update”

1. The UMFVBT should carry out a SWOT analysis to see the prospects for improving the educational programmes based on the results of the monitoring of the types of activities and the results of monitoring the educational program, to plan processes for short- and long term, to include updates into the content of curricula (by September 2023).

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

3. Develop assessment principles and methods and number of examinations according to learning outcomes and teaching and learning methods (by September 2023).

4. The UMFVBT should implement changes into the internal documents related to the recruitment and formation of academic staff in line with the changing needs of health care (by September 2023).

5. The UMFVBT through the unit responsible for the development of the educational programme to start procedures of evaluation of the content and results of Eps provided and to correct deficiencies found (by September 2023).

6. The UMFVBT should develop a monitoring and evaluation process for the educational programmes provided (by May 2023).

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

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

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

The members of the EEP agreed by consensus that the *Victor Babeş University of Medicine and Pharmacy Timisoara (Romania)* is recommended for institutional accreditation for a period of 3 years*.

The voting was organized by Zoom platform and results were as follows: *all 10 (ten) members of the External Expert Panel voted for 3 years*

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

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

Annex 1. Assessment table "PARAMETERS OF INSTITUTIONAL ACCREDITATION"

No.	Sub No.	ASSESSMENT CRITERIA	Assessment Indicators			
			Strong	Satisfactory	Expected improvements	Unsatisfactory
Standard "MISSION AND OUTCOMES"						
Definition of the Mission						
1	1	The medical institution of education must define its mission and communicate it to stakeholders and the health sector.		+		
The mission statement must contain goals and an educational strategy to train a competent doctor at the level of basic medical education:						
2	2	with an appropriate basis for further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	able to fulfill the role and function of a doctor in compliance with the healthcare sector requirements		+		
4	4	prepared for postgraduate education		+		
5	5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning from own practice and recognised activities in the <i>CPD / CME</i>		+		
6	6	Medical institution of education should ensure that the stated mission covers advances in medical research in the biomedical, clinical, behavioral and social sciences.		+		
7	7	Medical institution of education should ensure that the stated mission covers aspects of global health and reflects major international health issues		+		
Participation in Drafting the Mission Statement						
8	8	Medical institution of education must ensure that the key stakeholders are involved in development of the mission statement.			+	
9	9	Medical institution of education should ensure that the stated mission is based on the opinions / suggestions of other relevant stakeholders.			+	
Institutional Autonomy and Academic Freedom						
Medical institution of education must have institutional autonomy for the development and implementation of policies for which the administration and faculty are responsible for:						
10	10	development and design of the academic programme;		+		
11	11	use of allocated resources required for the implementation of the academic programme.		+		
Medical institution of education should guarantee academic freedom to its employees and students:						

12	12	in relation to the current academic programme, which will allow to rely on different points of view in the description and analysis of medicine related issues;		+		
13	13	in the offered possibility to use the new research outcomes to improve the study of specific disciplines/issues without expanding the academic programme.		+		
Final Learning Outcomes						
The medical institution of education must determine the expected learning outcomes that students should manifest upon completion, regarding:						
14	14	their achievements at a basic level in terms of knowledge, skills and abilities;		+		
15	15	an appropriate basis for a future career in any medical area;		+		
16	16	their future roles in the health sector;		+		
17	17	student's subsequent postgraduate training;		+		
18	18	student's commitment to lifelong learning;		+		
19	19	health and sanitary needs, healthcare system needs and other aspects of social responsibility.		+		
20	20	Medical institution of education must ensure that the student fulfills obligations of proper behavior towards doctors, teachers, patients and their relatives in accordance with the appropriate behavioral norms.		+		
21	21	Medical institution of education should determine and coordinate the connection of the final learning outcomes, required on completion, with those required in post-graduate education;		+		
22	22	Medical institution of education should determine the results of students' involvement in conducting medical research;		+		
23	23	Medical institution of education should pay attention to the outcomes related to global health.		+		
24	24	Medical institution of education should plan to use the assessment results of graduates' competencies as a feedback tool to improve the academic programme.			+	
Total by Standard			0	21	3	0
Standard "ACADEMIC PROGRAMME"						
Academic Programme Model and Teaching Methods						
25	1	The medical institution of education must define an academic programme, including an integrated model based on disciplines, systems of bodies, clinical problems and diseases, a model based on a modular or spiral design.		+		
26	2	The medical institution of education must determine the teaching and learning methods that encourage, prepare and support students in taking responsibility for their learning process.			+	
27	3	The medical institution of education must ensure that the academic programme develops students' lifelong learning abilities.		+		
28	4	Medical institution of education must ensure that the academic programme is implemented in accordance with the principles of equality.		+		
29	5	Medical institution of education should use teaching and learning methods based on the modern theory of adult education.			+	
Scientific Method						
Throughout the entire programme of study, the medical institution of education must teach students:						
30	6	principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7	scientific research methods in medicine;		+		

32	8	evidence-based medicine, which requires the appropriate competence of teachers and will be a compulsory part of the academic programme.		+		
33	9	Medical institution of education should include in the academic programme the elements of scientific research for the formation of scientific thinking and the application of scientific research methods.		+		
34	10	Medical institution of education should promote the involvement of students in conducting or participating in research projects.			+	
Basic Biomedical Sciences						
Medical institution of education must define and include in the academic programme:						
35	11	achievements of <i>basic biomedical sciences</i> to develop students' understanding of scientific knowledge;		+		
36	12	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
Medical institution of education should in the academic programme adjust and introduce new achievements of biomedical sciences for:						
37	13	scientific, technological and clinical developments;		+		
38	14	current and expected needs of the society and the health care system.		+		
Behavioral and Social Sciences and Medical Ethics						
Medical institution of education must determine and include in the academic programme the achievements of:						
39	15	<i>behavioral sciences</i> ;		+		
40	16	<i>social sciences</i> ;		+		
41	17	<i>medical ethics</i> ;		+		
42	18	<i>medical jurisprudence</i> , which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socioeconomic, demographic and cultural conditions, causes, distribution and consequences of medical health problems, as well as knowledge about the national health system and patient rights, which will facilitate the analysis of public health problems, effective communication, clinical decision making and ethical practice.		+		
The medical institution of education should adjust and introduce new achievements in the behavioral and social sciences and also medical ethics for:						
43	19	scientific, technological and clinical developments;		+		
44	20	current and expected needs of the society and the health care system.		+		
45	21	changing demographic and cultural conditions.		+		
Clinical Sciences and Skills						
The medical institution of education must in the academic programme define and implement the achievements of clinical sciences and ensure that students:						
46	22	acquire sufficient knowledge, clinical and professional skills to assume appropriate responsibilities, including activities related to health promotion, disease prevention and patient care;		+		
47	23	conduct a reasonable part (one third) of the programme in planned contacts with patients, supposing the review of the goal, its appropriate quantity and sufficiency for training in the relevant clinical bases;		+		
48	24	carry out work on health promotion and prevention.		+		
49	25	Medical institution of education must allocate a certain amount of time for training of the main clinical disciplines, including internal medicine, surgery, psychiatry, general practice (family medicine), obstetrics and gynecology, pediatrics.		+		

50	26	The medical institution of education must organise clinical training with appropriate attention to patient safety, including monitoring the activities performed by the student in a clinical setting.		+		
The medical institution of education should adjust and introduce new clinical science achievements in the academic programme for:						
51	27	scientific, technological and clinical developments;		+		
52	28	current and expected needs of the society and the health care system.		+		
53	29	Medical institution of education should ensure that each student has early contact with real patients, including his gradual participation in assisting patients, envisaging the responsibility for inspection and/or treating a patient under supervision, which is carried out in appropriate clinical bases.		+		
54	30	The medical institution of education should structure the various components of clinical skills in accordance with the specific stage of the training programme.		+		
Structure of the Academic Programme, Content and Duration						
55	31	The medical institution of education must describe the content, scope and sequence of courses and other elements of the academic programme in order to ensure that an appropriate proportion is maintained between the basic biomedical, behavioral, social and clinical disciplines.		+		
The medical institution of education should in the academic programme:						
56	32	provide horizontal integration of related sciences and disciplines;		+		
57	33	provide vertical integration of clinical sciences with basic biomedical, behavioral and social sciences;		+		
58	34	provide the possibility of elective content (electives) and determine the balance between the compulsory and elective parts of the academic programme, including a combination of compulsory elements and electives or special components of choice;			+	
59	35	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.			+	
Programme Management						
60	36	The medical institution of education must determine the structural unit responsible for the academic programmes, which, under the academic leadership, shall be responsible and have the authority to plan and implement the academic programme, including the allocation of given resources for planning and introduction of teaching and learning methods, students, academic programme and learning courses assessment in order to achieve the final learning outcomes.			+	
61	37	Medical institution of education must guarantee representation of teachers and students in the structural unit responsible for academic programmes.		+		
62	38	Medical institution of education should , through the structural unit, responsible for academic programmes, plan and implement innovations in the academic programme.			+	
63	39	Medical institution of education should include representatives from other relevant stakeholders, in the structure of the medical education organisation responsible for academic programmes, including other participants of the learning process, representatives from clinical sites, graduates of medical education organisations, health professionals involved in the training process or other faculty members of the university.		+		

The Relation with Medical Practice and Health Care System						
64	40	Medical institution of education must provide an operational link between the academic programme and the subsequent stages of vocational training (internship, specialisation, CPD/CME) or practice that the student will begin after graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and a description of the academic programme elements and their interrelationships at various stages of learning and practice, with due regard of local, national, regional and the global environment, and also feedback to/from the health sector and the participation of teachers and students in the work of a team of specialists in providing medical aid.			+	
Medical institution of education should ensure that the structural unit responsible for the academic programme:						
65	41	takes into account the particular conditions in which graduates have to work and modify the academic programme accordingly;			+	
66	42	considers modification of the academic programme based on the public and society feedback.			+	
Total by Standard			0	33	9	0
Standard "STUDENTS ASSESSMENT"						
Assessment Methods						
Medical institution of education must :						
67	1	determine, approve and publish the principles, methods and practices used to evaluate students, including the number of exams and other tests, the balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OSCE or Mini-clinical exam), as well as specify the criteria for determining the passing scores, grades and the number of allowed re-takes;			+	
68	2	ensure that the assessment covers knowledge, skills and attitudes towards learning;			+	
69	3	use a wide range of assessment methods and formats depending on their "utility assessment", the latter includes a combination of validity, reliability, impact on training, acceptability and effectiveness of the methods and format of the assessment			+	
70	4	ensure that assessment methods and results avoid conflicts of interest;			+	
71	5	ensure that the assessment process and methods are open (accessible) for examination by external experts;			+	
72	6	use the system to appeal the assessment results.			+	
Medical institution of education should :						
73	7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate process to ensure the quality of existing assessment practices;			+	
74	8	introduce the new, demand-driven assessment methods;			+	
75	9	use the system to appeal the assessment results.			+	
The Relation Between Assessment and Learning						
Medical institution of education must use the principles, methods and practice of assessment, including the learning achievements of students and the assessment of knowledge, skills, and professional values that:						
76	10	are clearly comparable with the methods of teaching, learning and the final learning outcomes;			+	
77	11	ensure that students achieve learning outcomes;			+	

78	12	promote learning;		+		
79	13	provide an appropriate balance between formative and summative assessment to manage learning and evaluate the student's academic progress, which requires setting the rules for progress assessment and their attitude to the evaluation process.		+		
Medical institution of education should:						
80	14	regulate the number and nature of inspections of various elements of the academic programme in order to facilitate the acquisition of knowledge and integrated learning, and to avoid adverse effects on the learning process and eliminate the need to study excessive information and overloaded academic programmes;		+		
81	15	ensure the provision of timely, specific, constructive and fair feedback to students based on the assessment results.		+		
Total by Standard			0	13	2	0
Standard "STUDENTS"						
Admission and Selection Policy						
Medical institution of education must:						
82	1	define and implement an admission policy based on the principles of objectivity, including a clear setting for students' selection;		+		
83	2	have a policy and introduce the practice of admitting students with disabilities in accordance with applicable laws and regulatory documents of the country;			+	
84	3	have a policy and introduce the practice of transferring students from other programmes and medical education organisations.		+		
Medical institution of education should:						
85	4	establish the links between the students' selection and the mission of the medical institution of education, the academic programme and the desired quality of graduates;		+		
86	5	periodically review admission policies based on the relevant data from the public and professionals in order to satisfy the health demands of the population and society as a whole, including review of student enrollment taking into account their gender, ethnicity and language, and the potential need for special admission policies for the low-income students and national minorities;		+		
87	6	use the system to appeal admission decisions.		+		
Student Recruitment						
88	7	The medical institution of education must determine the number of enrolled students in accordance with the material and technical capabilities at all stages of education and training, and making decisions on the recruitment of students implies the need to regulate national requirements for human resources for healthcare when medical institutions of education do not control the number of recruited students, then responsibilities should be demonstrated by explaining all relations, paying attention to the consequences of the decisions made (imbalance between the student enrollment and the material, technical and academic potential of the university).		+		
89	8	Medical institution of education should periodically review the number and admitted students' population in consultation <i>with the</i> relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organisations on global aspects of human health resources (such as insufficient and		+		

		uneven distribution of human resources in healthcare, migration of doctors, the opening of new medical institutions of higher education) and introduce regulations to meet the health needs of the population and society as a whole.				
Student Counseling and Support						
Medical institution of education must :						
90	9	have a system of academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate education, career planning, appointment of academic mentors (supervisors) for individual students or small groups of students;		+		
91	10	offer a student support programme aimed at social, financial and personal needs, which includes support due to social and personal problems and events, health and financial problems, access to medical care, immunisation programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;		+		
92	11	allocate resources to support students;		+		
93	12	ensure confidentiality regarding counseling and support.		+		
Medical institution of education should provide counseling:						
94	13	based on monitoring of student progress and addressing students' social and personal needs, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	14	includes counseling and career planning.		+		
Student Representation						
96	15	Medical institution of education must determine and implement the policy of student representation and their respective participation in the definition of the mission, the development, management and evaluation of the academic programme, and other students related issues.		+		
97	16	Medical institutions of education should promote and support student activities and student organisations, including the provision of technical and financial support to student organisations.		+		
Total by Standard			1	14	1	0
Standard "ACADEMIC STAFF / FACULTY"						
Selection and Recruitment Policy						
Medical institution of education must determine and implement a policy of selection and admission of employees, which:						
98	1	determines their category, responsibility and balance of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the academic programme, including the proper link between medical and non-medical teachers, full-time and part-time teachers, and the balance between academic and non-academic staff;		+		
99	2	contains criteria for the scientific, pedagogical, and clinical merits of applicants, including the appropriate balance between pedagogical, scientific, and clinical qualifications;		+		
100	3	identifies and monitors the responsibilities of teaching staff / teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
Medical institution of education should in its policy for the selection and reception of staff to consider such criteria as:						

101	4	relation to its mission, significance of local conditions, including gender, nationality, religion, language and other conditions related to the medical institution of education and academic programme;		+		
102	5	economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.		+		
Policy of Activities and Development of Employees						
Medical institution of education must determine and implement the policy of the activities and development of employees, which:						
103	6	allows to maintain a balance between teaching, scientific and service functions, which include the establishment of time for each activity, taking into account the needs of the medical institution of education and professional qualifications of teachers;		+		
104	7	guarantees deserved recognition of its academic activities, with an appropriate focus on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotion and/or remuneration;		+		
105	8	ensures that clinical activities and research are used in teaching and learning;			+	
106	9	guarantees the adequacy of knowledge by each employee of the academic programme, which includes knowledge of the methods of teaching/learning and the general content of the academic programme, and other disciplines and subject areas in order to encourage cooperation and integration;			+	
107	10	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, but also teachers from hospitals and clinics.		+		
Medical institution of education should :						
108	11	take into account the proportion of "teacher-student" depending on the various components of the academic programme;		+		
109	12	develop and implement employee promotion policy.		+		
Total by Standard			0	10	2	0
Standard "EDUCATIONAL RESOURCES"						
Material and Technical Base						
Medical institution of education must :						
110	1	have a sufficient material and technical base for teachers and students to ensure adequate implementation of the academic programme;		+		
111	2	provide a safe environment for employees, students, patients and those who takes care of them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and while using the equipment.		+		
112	3	The medical institution of education should improve the student learning environment by regularly updating, expanding and strengthening the material and technical base, which should be consistent with the development in the learning practice.	+			
Clinical Training Resources						
The medical institution of education must provide the necessary resources for students to acquire adequate clinical experience, including sufficient:						
113	4	number and category of patients;		+		
114	5	number and categories of clinical sites, which include clinics, outpatient services (including primary health care), primary health care facilities, health centers and other		+		

		institutions rendering medical care services to the population, and clinical skills centers / laboratories that allow to conduct clinical training, using the capabilities of clinical bases and ensure rotation on the main clinical disciplines;				
115	6	observation of students' clinical practice.		+		
116	7	Medical institution of education should study and evaluate, adapt and improve resources for clinical training to meet the needs of the population served, which will include relevance and quality for clinical training programmes regarding clinical sites, equipment, number and category of patients and clinical practice, observation as a supervisor and administration.		+		
Information Technology						
117	8	Medical institution of education must determine and implement a policy that aims at the effective use and evaluation of the relevant information and communication technologies in the academic programme.		+		
118	9	Medical institution of education must provide access to network or other electronic media.		+		
Medical institution of education should provide opportunities for teachers and students to use information and communication technologies:						
119	10	for self-study;		+		
120	11	access to information;		+		
121	12	case management;		+		
122	13	healthcare jobs.		+		
123	14	Medical institution of education should ensure that students have access to relevant patient data and healthcare information systems.		+		
Medical Research and Scientific Achievements						
Medical institution of education must :						
124	15	have research activities in the field of medicine and scientific achievements as the basis for the academic programme;		+		
125	16	identify and implement a policy that promotes the link between the research and education;			+	
126	17	provide information on the research base and priority areas in the field of scientific research of the medical institution of education;		+		
127	18	use medical research as the basis for a study programme			+	
Medical institutions of education should guarantee that the link between research and education:						
128	19	is taken into account in teaching;		+		
129	20	encourages and trains students to participate in medical research and development.		+		
Expertise in the Field of Education						
Medical institution of education must :						
130	21	have access to education expertise, where necessary, and conduct such reviews that examine the processes, practices and problems of medical education and may involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or involving experts from other national and international institutions.			+	
Medical institution of education must determine and implement a policy on the expertise in the field of education:						
131	22	in the development of an academic programme;			+	
132	23	in developing teaching methods and assessing knowledge and skills.			+	
Medical institution of education should :						

133	24	provide evidence of the internal or external expertise in the field of medical education to develop the potential of employees;			+	
134	25	pay due attention to the development of expertise in education related evaluations and research in medical education as a discipline, including the study of theoretical, practical and social issues in medical education;		+		
135	26	promote the aspirations and interests of staff in conducting research on medical education.		+		
Exchange in Education						
Medical institution of education must define and implement a policy for:						
136	27	cooperation at the national and international levels with other medical institutions of higher education;		+		
13	28	the transfer and offsetting of studying credits, which includes review of the scope limits of the academic programme, which may be transferred from other educational organisations and which may be facilitated by concluding agreements on mutual recognition of academic programme elements and active coordination of programmes between medical institutions of education as well as the use of a transparent system of credits and flexible course requirements.		+		
Medical institution of education should :						
138	29	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
139	30	guarantee that the exchange is organised in accordance with the objectives, taking into account the needs of employees, students, and with respect for ethical principles.		+		
Total by Standard			1	23	6	0
Standard "PROGRAMME EVALUATION"						
Programme Monitoring and Evaluation Mechanisms						
Medical institution of education must						
140	1	have a process and outcome monitoring programme that stipulates collection and analysis of data on key aspects of the academic programme in order to ensure that the educational process is implemented appropriately and to identify any areas that require interventions, as well as collection of data which is part of the administrative procedures associated with students admission, assessment and completion of training.			+	
141	2	control that the relevant assessment results affect the curriculum		+		
The medical institution of education must establish and apply mechanisms for evaluation of the academic programme, which:						
142	3	is focused on the academic programme and its main components, including the model of the academic programme, the structure, content and duration of the academic programme, and the use of compulsory and elective parts;		+		
143	4	student progress centered;		+		
144	5	identify and review problems that include the lack of achievement of the expected learning outcomes, and will assume that the information received about the learning outcomes, including on the identified deficiencies and problems, will be used as feedback for activities and corrective action plans to improve the academic programme and disciplines curriculum;		+		

Medical institution of education must periodically conduct a comprehensive evaluation of the academic programme, focused on:						
145	6	the context of the educational process, which includes the organisation and resources, the learning environment and the culture of the medical institution of education;		+		
146	7	special components of the academic programme, which include a description of the discipline and methods of teaching and learning, clinical rotations and assessment methods;		+		
147	8	general outcomes, which will be measured based on the national exams, international exams, career choices and postgraduate studies;		+		
148	9	Medical institution of education should rely on social responsibility/accountability.		+		
Teacher and Student Feedback						
149	10	The medical institution of education must foresee a systematic collection, analysis, and provision of teachers and students with feedback that includes information about the process and products of the academic programme, and also contains information about unfair practices or improper behavior of teachers or students with and/or legal consequences.			+	
150	11	Medical institution of education should use feedback results to improve the academic programme.			+	
Students' Learning Performance						
Medical institution of education must analyse the educational achievements of students and graduates in relation to:						
151	12	its mission and learning outcomes of the academic programme, which contains information on the average duration of studies, grades, the frequency of passing and failures in examinations, cases of successful completion and deduction, students' reports on the conditions of training in the completed courses, the time spent to study areas of interest, including on elective components, as well as interviews with students on the repeat courses, and interviews with students who quit from their studies;		+		
152	13	academic programme;		+		
153	14	availability of resources.		+		
Medical institution of education should analyse the students' studying achievements regarding:						
154	15	their prior experience and conditions, including social, economic, cultural conditions;		+		
155	16	academic level at the time of admission to the medical institution of education.		+		
Medical institution of education uses the analysis of students' studying achievements to provide feedback to the structural units responsible for:						
156	17	students selection;		+		
157	18	academic programme planning;		+		
158	19	students consulting.		+		
Stakeholder Involvement						
Medical institution of education in its programme of monitoring and evaluation of the academic programme must involve:						
159	20	teaching staff and students;		+		
160	21	its administration and management.		+		
Medical institution of education should for other stakeholders, including other representatives of academic and administrative staff, members of the public, authorised education and health authorities, professional organisations, as well as those responsible for post-graduate education:						
161	22	provide access to the evaluation results of the course and academic programme;		+		

162	23	collect and study feedback from them on the clinical practice of graduates/students;		+		
163	24	collect and study feedback from them on the academic programme.			+	
Total by Standard			0	20	4	0
Standard "MANAGEMENT AND ADMINISTRATION"						
Management						
164	1	Medical institution of education must determine the management structures and functions, including their links with the university, if the medical institution of education is affiliated with or a branch of the university.		+		
Medical institution of education should in their management structures determine the structural units with the establishment of the responsibility of each structural unit and include in their composition:						
165	2	representatives of teaching staff;		+		
166	3	students;		+		
167	4	other stakeholders including representatives from the ministry of education and health, the healthcare industry and the public.			+	
168	5	Medical institution of education should ensure the transparency of the management system and decisions that are published in bulletins, posted on the website of the higher education institution, included in the protocols for review and implementation.		+		
Academic Leadership						
169	6	Medical institution of education must clearly define the responsibility of academic leadership in the development and management of the academic programme.		+		
170	7	Medical institution of education should periodically assess academic leadership regarding the achievement of its mission and the final study results.		+		
Budget for Learning and Resource Allocation						
Medical institution of education must :						
171	8	have a clear set of responsibilities and authorities to provide the academic programme with resources, including a targeted budget for training;		+		
172	9	allocate resources necessary for the implementation of the academic programme and distribute educational resources in accordance with the correspondent needs.		+		
173	10	The system of financing the medical institution of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.		+		
Medical institution of education should :						
174	11	provide sufficient autonomy in the allocation of resources, including a decent remuneration of teachers in order to achieve the final learning outcomes;		+		
175	12	in the allocation of resources, take into account scientific advances in medicine and the problems of public health and correspondent needs.		+		
Administrative Staff and Management						
Medical institution of education must have the appropriate administrative staff, including their number and composition in correspondence with the qualifications, in order to:						
176	13	ensure the implementation of the academic programme and relevant activities;		+		
177	14	guarantee proper management and allocation of resources.		+		
178	15	Medical institution of education should develop and implement an internal quality assurance management programme, including review of the needs for		+		

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

189	9	Development of evaluation principles, and methods of conducting and the number of examinations in accordance with changes in the final learning outcomes and methods of teaching and learning.		+		
190	10	Adaptation of a student recruitment policy and student selection methods taking into account changing expectations and circumstances, needs for human resources, changes in the pre-university education system and the demands of the academic programme.		+		
191	11	Adaptation of a recruitment policy and the formation of academic staff in accordance with changing needs.			+	
192	12	Upgrading educational resources to meet changing needs, such as student enrollment, a number and profile of academic staff, an academic programme.		+		
193	13	Improving the process of monitoring and evaluation of the academic programme.			+	
194	14	Improving the organisational structure and management principles to ensure effective operations in a changing circumstance and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
<i>Total by Standard</i>			0	8	6	0
GRAND TOTAL ACCORDING TO ALL STANDARDS			2	158	34	0



Annex 2. PROGRAMME OF THE VISIT TO EDUCATION ORGANISATION

AGREED

Rector,
Victor Babeş University of
Medicine and Pharmacy
Timisoara

Prof. Dr. Octavian Marius Crețu
10.10.2022



APPROVED

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

Dr. Alina Zhumagulova
10.10.2022



UNIVERSITATEA
DE MEDICINĂ SI FARMACIE
„VICTOR BABEȘ” DIN TIMIȘOARA



«АККРЕДИТОВАННОЕ РЕЙТИНГОВОЕ АГЕНТСТВО» ИИ «INDEPENDENT AGENCY FOR ACCREDITATION AND RATING»

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

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

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

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

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

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

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



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

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

Abbreviations

EEP – *External Experts Panel*

EP – *Educational Programme*

HEI – *the Higher Education Institution*



Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS (Medicine)

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

The total amount of questionnaires: 168

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

2. Position:

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

3. Academic degree, academic rank

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

4. Work experience at this HEI

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

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	144 – 85,7%	23 – 13,7%	1 – 0,6%	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	140 – 83,3%	28 – 16,7%	0	0	0	0
3	How do you assess the opportunities provided by HEI	137 – 81,5%	26 – 15,5%	5 – 3%	0	0	0

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

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

28. Why do you work in this particular HEI?

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

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

- ✓ I graduated this faculty and I would like to be involved in the development and professional training of the future doctors.
- ✓ Because in this particular region , i consider this institution is the only one that can provide personal satisfaction in my field of work
- ✓ I love medicine, I want to develop and be part of the education of the next generation of doctors. I also consider that the institution where I work meets the needs I need to have for a good academic career
- ✓ PASSION
- ✓ I enjoy working here because it meets all my expectations and needs.
- ✓ This is the place where the two professions that define me are perfectly combined: teaching and medicine.
- ✓ I like teaching and I think I am able to teach others.
- ✓ Long term challenge and opportunity for development
- ✓ That was my dream since I was very young.
- ✓ Because i like both medicine and teaching.
- ✓ Because I like to work with young people and I want to pass on my knowledge and expertise.
- ✓ i have been working at this university since i was a student , i like working with students, i want to pass on all my clinical experience to them , it is a great pleasure and a huge satisfaction to leave a little part of my work for generations
- ✓ Because I graduated from the Faculty of Medicine in this institution, which I was extremely satisfied with and I really like both teaching and research activities the team I work with.
- ✓ Because I graduated from this University
- ✓ It matches my field of interest
- ✓ Because of the stimulation of research activity besides the teaching activity
- ✓ I am a graduate of this institution
- ✓ Due to the prospect of teaching and training the next generation of medical practitioners that I find very important.
- ✓ To be able to teach students in order that them to be able to establish a diagnosis, to establish a treatment plan, to establish prevention and prophylactic measures, to be able to perform research activities, etc sometimes it offers interesting challenges
- ✓ This HEI is my Alma Mater, this town is my home town, i'm also working in a Clinical Hospital in this town
- ✓ UMFT "Victor Babes" is the University I studied at in my hometown and I am very satisfied with - everything I learned there.
- ✓ I live in the area and it provides the most opportunities in my professional career, giving me the - - possibility to be creative, to be in an stimulative environment, to confront my ideas with those of - the others, young or experienced, letting me to be myself, and not refrain from innovative drives. - The level achieved and the foreseen development make me confident to be sure of the future.
- ✓ Because I like to teach the students.
- ✓ Because I consider it is one of the best Medicine Universities in Romania.
- ✓ I love to teach students and to share my knowledge with them
- ✓ At the end of my medical studies, I chose to practice in my hometown and employment at the university was a chance for professional development.
- ✓ I am an graduated of this HEI which is the most respected academic institution in the West part of - Romania
- ✓ It offers me a great place for teaching and following my passion, for developing and using New teaching methods and implementing New ideas.
- ✓ I choose to work in this HEI because it is one of the universities with tradition in our country which allowed my professional development and academic evolution. At the same time, this university offers training programs adapted to modern medical requirements, as well as the students are - immediately distributed on the labor market, at the national or international level.
- ✓ I like nephrology and I like teaching.
- ✓ I like teaching , is the best institution for teaching the future doctors and working as a doctor to i can give also from my experiences
- ✓ I love teaching my job!
- ✓ It is one of the best HEI in the country and offers multiple opportunities for both teaching and research.

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

Very often	Often	Sometimes	Very rarely	Never
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62 – 36,9%	54 – 32,1%	40 – 23,8%	6 – 3,6%	6 – 3,6%
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30. How often do teachers invited from outside (local and foreign) participate in the training process?

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

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	9 – 5,4%	55 – 32,9%	103 – 61,7%	0
Unbalanced teaching load by semester	4 – 2,4%	37 – 22%	127 – 75,6%	0
Unavailability of necessary literature in the library	3 – 1,8%	39 – 23,2%	126 – 75%	0
Overcrowding of study groups (too many students in the group)	20 – 11,9%	65 – 38,7%	83 – 49,4%	0
Inconvenient schedule	1 – 0,6%	41 – 24,4%	126 – 75%	0
Inadequate facilities for classroom activities	7 – 4,2%	38 – 22,6%	123 – 73,2%	0
Lack of internet access/poor internet connection	4 – 2,4%	31 – 18,5%	133 – 79,2%	0
Students lack interest in the study	3 – 1,8%	101 – 60,1%	64 – 38,1%	0
Late delivery of information about the events	2 – 1,2%	26 – 15,5%	140 – 83,3%	0
Absence of teaching aids in classrooms	2 – 1,2%	24 – 14,3%	142 – 84,5%	0
Other problems	<ul style="list-style-type: none"> ✓ No issues worth mentioning ✓ No concern raised! ✓ not the case ✓ No other than the above mentioned ✓ No other problems. ✓ No one during my activities ✓ Not Applicable ✓ i have not encountered any ✓ Nothing important ✓ There are no important other problems ✓ None ✓ N/A ✓ Not aplicabile ✓ Nothing in particular ✓ Too many students in one classroom and sometimes unavailable bigger classrooms. ✓ Students must be integrated more in the ward activities ✓ Inadequate hospitals for the teaching process to be even more useful ✓ NONE ✓ Parking spaces due to the location of the University. ✓ Lack of interdisciplinary link with art ✓ No other problems ✓ no other problems ✓ I encountered no other problems to mention. ✓ There are no other problems ✓ No major issues. ✓ I dont have problems regarding my teaching and reserch activity. ✓ Parking space due to the location of university. 			

	<ul style="list-style-type: none"> ✓ No problem ✓ No issues worth mentioning. ✓ N.A. ✓ Lack of rooms for practical sessions! ✓ Foreign students encountered language difficulties when they discuss with local patients ✓ Being a surgical specialty, the same patients are sometimes difficult to be followed in a practical way by my students, regarding all the medical and surgical steps: admission, parenteral and clinical requests, surgical procedures and follow up. Because of this, I explained that we provide the information that we seek, show them the steps that we follow for medical care and the residency will teach them more. ✓ Too many students in the ward difficult to cope with during pandemic period ✓ none that i have encountered ✓ No problems to address.
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32. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:

Questions	Fully satisfied (1)	Partially satisfied (2)	Unsatisfied (3)	Unsure (4)
HEI management's attitude towards you	149 – 88,7%	18 – 10,7%	1 – 0,6%	0
Relationships with direct management	152 – 90,5%	15 – 8,9%	1 – 0,6%	1 – 3,7%
Relationships with colleagues at the department	154 – 91,7%	11 – 6,5%	3 – 1,8%	0
Degree of participation in management decisions	133 – 79,2%	30 – 17,9%	3 – 1,8%	2 – 1,2%
Relationships with students	145 – 86,3%	23 – 13,7%	0	0
Recognition of your success and achievements by administration	139 – 82,7%	26 – 15,5%	2 – 1,2%	1 – 0,6%
Support for your proposals and comments	136 – 81%	27 – 16,1%	3 – 1,8%	2 – 1,2%
HEI administration's activities	144 – 85,7%	22 – 13,1%	1 – 0,6%	1 – 0,6%
Remuneration terms	114 – 67,9%	48 – 28,6%	5 – 3%	1 – 0,6%
Working conditions, list and quality of services provided in HEI	129 – 76,8%	36 – 21,4%	3 – 1,8%	0
Occupational health and safety	153 – 91,1%	14 – 8,3%	1 – 0,6%	0
Management of changes in HEI's activities	139 – 82,7%	26 – 15,5%	2 – 1,2%	1 – 0,6%
Provision of a social package: recreation,	96 – 57,1%	47 – 28%	16 – 9,5%	9 – 5,4%

sanatorium treatment, etc.				
Arrangements for catering in HEI and its quality	58 - 34,5%	42 - 25%	20 - 11,9%	48 - 28,6%
Arrangements for health care and quality of medical services	127 - 76%	24 - 14,4%	4 - 2,4%	12 - 7,2%



Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS (Pharmacy)

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

The total amount of questionnaires: 15

1. Department: Pharmacy

2. Position:

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

3. Academic degree, academic rank

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

4. Work experience at this HEI

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

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

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

31. Why do you work in this particular HEI?

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

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

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

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

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

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

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

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

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

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

Annex 5. RESULTS OF THE SURVEY QUESTIONNAIRE OF TEACHERS (Dental Medicine)

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

The total amount of questionnaires: 27

1. Department: Faculty of Dental Medicine

2. Position:

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

3. Academic degree, academic rank

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

4. Work experience at this HEI

Less than 1 year	0	0
1 year – 5 years	3	11,1%
Over 5 years	24	88,9%
Others	0	0

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
1	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	25 – 92,6%	2 – 7,4%	0	0	0	0
2	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	14 – 51,9%	13 – 48,1%	0	0	0	0
3	How do you assess the opportunities provided by HEI for teacher's career development?	18- 66,7%	9-33,3%	0	0	0	0

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

	programmes/academic disciplines/teaching methods						
21	Evaluate teaching staff's opportunity to combine teaching with scientific research	26 – 96,3%	1 – 3,7%	0	0	0	0
22	Evaluate teaching staff's opportunity to combine teaching with practical activities	26 – 96,3%	1 – 3,7%	0	0	0	0
23	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	24 – 88,9%	3 – 11,1%	0	0	0	0
24	How do HEI management and administration take criticism?	9 – 33,3%	18 – 66,7%	0	0	0	0
25	Evaluate how well your teaching load meets your expectations and capabilities?	18 – 66,7%	9 – 33,3%	0	0	0	0
26	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyse the situation and make forecasts	25 – 92,6%	2 – 7,4%	0	0	0	0
27	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	25 – 92,6%	2 – 7,4%	0	0	0	0

28. Why do you work in this particular HEI?

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

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

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

- Teaching satisfaction, professional

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

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

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

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

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

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	1 - 3,7%	16 - 59,3%	10 - 37%	0
Unbalanced teaching load by semester	2 - 7,4%	1 - 3,7%	24 - 88,9%	0
Unavailability of necessary literature in the library	0	14 - 51,9%	13 - 48,1%	0
Overcrowding of study groups (too many students in the group)	1 - 3,7%	17 - 63%	9 - 33,3%	0
Inconvenient schedule	1 - 3,7%	4 - 14,8%	22 - 81,5%	0
Inadequate facilities for classroom activities	0	15 - 55,6%	12 - 44,4%	0
Lack of internet access/poor internet connection	2 - 7,4%	16 - 59,3%	9 - 33,3%	0
Students lack interest in the study	0	18 - 66,7%	9 - 33,3%	0
Late delivery of information about the events	0	6 - 22,2%	21 - 77,8%	0
Absence of teaching aids in classrooms	0	7 - 25,9%	20 - 74,1%	0
Other problems	<ul style="list-style-type: none"> ✓ NA ✓ Absent ✓ No problems ✓ No important problem that I can think of at the moment. ✓ Absence of modern projectors and laptops ✓ Maybe a better interdisciplinary collaboration, which would allow each specialty to do its own treatment within the rehabilitation of a patient ✓ No ✓ Nothing to mention ✓ The absence of the protocols between different state institution and our faculty in order to provide patients for the student's activity ✓ nothing worth mentioning ✓ no ✓ nothing important ✓ Absence of a medical campus with integration of social activities with teaching environment! and of course parking lots! ✓ Lack of a contract with social institutions for easier accessibility of students to find patients, with dento-periodontal lesions, for the practical activity. ✓ The absence of a university campus ✓ no problems 			

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

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

Annex 6. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS (Medicine)

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

Total number of questionnaires: 446

Educational Program (Specialty):

Medicine	100%	446
Others	0	0

Language of your study:

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

Sex:

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

Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
1. Relations with Dean's Office (school, faculty, department)	315 – 70,6%	114 – 25,6%	11 – 2,5%	5 – 1,1%	0
2. Accessibility of Dean's Office (school, faculty, department)	300 – 67,3%	126 – 28,3%	15 – 3,4%	3 – 0,7%	2 – 0,4%
3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	291 – 65,2%	135 – 30,3%	13 – 2,9%	3 – 0,7%	4 – 0,9%
4. Accessibility of academic consulting	291 – 65,2%	132 – 29,6%	16 – 3,6%	3 – 0,7%	4 – 0,9%
5. Support with study materials in the learning process	289 – 64,8%	123 – 27,6%	26 – 5,8%	3 – 0,7%	5 – 1,1%
6. Accessibility of counselling on personal issues	261 – 58,5%	142 – 31,8%	28 – 6,3%	10 – 2,2%	5 – 1,1%
7. Relationships between student and teachers	284 – 63,8%	139 – 31,2%	17 – 3,8%	3 – 0,7%	2 – 0,4%
8. Activities of educational institution financial and administrative services					4 – 0,9%

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

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

Evaluate to what extent you agree that:

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

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

Other problems with teaching quality:

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

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



Annex 7. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS (Pharmacy)

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

Total number of questionnaires: 93

Educational Program (Specialty):

Pharmacy	100%	93
Others	0%	0

Language of your study:

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

Sex:

Female	87.1%	81
Male	12.9%	12

3. Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
3.1 Relations with the dean's office (school, faculty, department)	76 - 81.7%	15- 16.1%	2 - 2.2%	0- 0%	0- 0%
3.2. Accessibility of Dean's Office (school, faculty, department)	76 - 81.7%	16- 17.2%	1 - 1.1%	0- 0%	0- 0%
3.3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	73 - 78.5%	18- 19.4%	2- 2.2%	0- 0%	0- 0%
3.4. Accessibility of academic consulting	81 - 87.1%	11- 11.8%	1- 1.1%	0- 0%	0- 0%
3.5. Support with study materials in the learning process	76 - 81.7%	14- 15.1%	3- 3.2%	0- 0%	0- 0%
3.6. Accessibility of counselling on personal issues	73 - 78.5%	17- 18.3%	2- 2.2%	1- 1.1%	0- 0%
3.7. Relationships between student and teachers	79 - 84.9%	12- 12.9%	2- 2.2%	0- 0%	0- 0%
3.8. Activities of educational institution financial and administrative services	66 - 71.0%	25- 26.9%	2- 2.2%	0- 0%	0- 0%
3.9. Accessibility of medical services			4- 4.3%	1- 1.1%	0- 0%

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

3.28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	76 - 81.7%	16- 17.2%	1- 1.1%	0- 0%	0- 0%
3.29. Quality of examination materials (tests, examination questions and so on)	78 - 83.9%	15- 16.1%	0- 0%	0- 0%	0- 0%
3.30. Objectivity of evaluation of knowledge, skills and other academic achievements	75 - 80.6%	18- 19.4%	0- 0%	0- 0%	0- 0%
3.31. Available computer classrooms	58 - 62.4%	25- 26.9%	9- 9.7%	1- 1.1%	0- 0%
3.32. Available scientific laboratories	81 - 87.1%	11- 11.8%	1- 1.1%	0- 0%	0- 0%
3.33. Teacher's objectivity and fairness	78 - 83.9%	12- 12.9%	2- 2.2%	0- 0%	1- 1.1%
3.34. Informing students about courses, educational programs, and the academic degree being received	82 - 88.2%	11- 11.8%	0- 0%	0- 0%	0- 0%
3.35. Providing students with dormitory facilities	65 - 69.9%	23- 24.7%	3- 3.2%	2- 2.2%	0- 0%

4. Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
4.1. The course program was clearly presented	68- 73.1%	22- 23.7%	3- 3.2%	0- 0%	0- 0%	0- 0%
4.2. The course content is well-structured	65- 69.9%	22- 23.7%	6- 6.5%	0- 0%	0- 0%	0- 0%
4.3. The key terms are properly explained	71- 76.3%	18- 19.4%	3- 3.2%	0- 0%	0- 0%	1- 1.1%
4.4. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	68- 73.1%	21- 22.6%	3- 3.2%	0- 0%	0- 0%	1- 1.1%
4.5. The teacher uses effective teaching methods	73- 78.5%	17- 18.3%	2- 2.2%	0- 0%	0- 0%	1- 1.1%
4.6. The teacher is knowledgeable about information being taught	77- 82.8%	14- 15.1%	2- 2.2%	0- 0%	0- 0%	0- 0%
4.7. The teacher presents the material clearly	76- 81.7%	12- 12.9%	5- 5.4%	0- 0%	0- 0%	0- 0%
4.8. The teacher presents the material in an interesting manner	68- 73.1%	21- 22.6%	3- 3.2%	1-1.1%	0- 0%	0- 0%
4.9. Knowledge, skills and other academic achievements are evaluated objectively	69- 75%	22- 23.9%	1- 1.1%	0- 0%	0- 0%	0- 0%

4.10. The teacher meets your requirements and expectations regarding professional and personal development	66-71%	24-25.8%	3-3.2%	0-0%	0-0%	0-0%
4.11. The teacher boosts the students' activity	68-73.1%	20-21.5%	5-5.4%	0-0%	0-0%	0-0%
4.12. The teacher boosts the students' creative thinking	63-67.7%	23-24.7%	6-6.5%	1-1.1%	0-0%	0-0%
4.13. Teacher's appearance and manners are adequate	73-78.5%	20-21.5%	0-0%	0-0%	0-0%	0-0%
4.14. The teacher demonstrates a positive attitude to students	76-81.7%	15-16.1%	2-2.2%	0-0%	0-0%	0-0%
4.15. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	79-84.9%	13-14%	1-1.1%	0-0%	0-0%	0-0%
4.16. Evaluation criteria the teacher uses are clear and available	75-80.6%	17-18.3%	1-1.1%	0-0%	0-0%	0-0%
4.17. The teacher evaluates students' achievements objectively	74-79.6%	18-19.4%	1-1.1%	0-0%	0-0%	0-0%
4.18. The teacher speaks the professional language	77-82.8%	13-14%	1-1.1%	2-2.2%	0-0%	0-0%
4.19. The educational organization allows for sporting and other leisure activities	68-73.1%	18-19.4%	4-4.3%	2-2.2%	0-0%	1- 1.1%
4.20. Equipment and facilities for students are safe, comfortable and up-to-date	77-82.8%	13-14%	2-2.2%	0-0%	0-0%	1- 1.1%
4.21. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	65-69.9%	23-24.7%	2-2.2%	0-0%	0-0%	3- 3.2%
4.22. All students have equal opportunities for EP study and personal development	77-82.8%	14-15.1%	1-1.1%	0-0%	0-0%	1- 1.1%

Other problems with teaching quality:

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

Annex 8. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS (Dental Medicine)

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

Total number of questionnaires: 116

Educational Program (Specialty):

Dental Medicine	100%	116
Others	0	0

Language of your study:

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

Sex:

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

Evaluate how satisfied you are with:

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

66.	Accessibility of medical services	67 – 57,8%	41 – 35,3%	3 – 2,6%	2 – 1,7%	3 – 2,6%
67.	Quality of medical services in HEI	68 – 58,6%	41 – 35,3%	5 – 4,3 %	1 – 0,9%	1 – 0,9%
68.	Accessibility of library resources	69 – 59,5%	29 – 25%	13 – 11,2%	2 – 1,7%	3 – 2,6%
69.	Quality services provided in libraries and reading rooms	58 – 50%	38 – 32,8%	7 – 6%	7 – 6%	6 – 5,2%
70.	Educational resources available in HEI	64 – 55,2%	42 – 36,2%	9 – 7,8%	1 – 0,9%	0
71.	Accessibility of computer classrooms	61 – 52,6%	36 – 31%	10 – 8,6%	4 – 3,4%	5 – 4,3%
72.	Accessibility and quality of internet resources	58 – 50%	36 – 31%	8 – 6,9%	6 – 5,2%	8 – 6,9%
73.	Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	78 – 67,2%	30 – 25,9%	7 – 6%	0	1 – 0,9%
74.	Classrooms, lecture halls for big groups	62 – 53,4%	40 – 34,5%	5 – 4,3%	4 – 3,4%	5 – 4,3%
75.	Students' recreation rooms (if available)	68 – 58,6%	27 – 23,3%	12 – 10,3%	1 – 0,9%	8 – 6,9%
76.	Clarity of procedures for taking disciplinary measures	68 – 58,6%	34 – 29,3%	8 – 6,9%	3 – 2,6%	3 – 2,6%
77.	Quality educational program as a whole	69 – 59,5%	37 – 31,9%	8 – 6,9%	1 – 0,9%	1 – 0,9%
78.	Quality of curricula in EP	61 – 52,6%	46 – 39,7%	7 – 6%	0	2 – 1,7%
79.	Teaching methods as a whole	62 – 53,4%	40 – 34,5%	11 – 9,5%	2 – 1,7%	1 – 0,9%
80.	Teacher's quick response to feedback on educational process issues	69 – 59,5%	35 – 30,2%	9 – 7,8%	1 – 0,9%	2 – 1,7%
81.	Quality of teaching in general	61 – 52,6%	47 – 40,5%	5 – 4,3%	1 – 0,9%	2 – 1,7%
82.	Academic load/requirements to students	63 – 54,3%	43 – 37,1%	6 – 5,2%	3 – 2,6%	1 – 0,9%
83.	Teaching staff's requirements for students	59 – 50,9%	48 – 41,4%	6 – 5,2%	0	3 – 2,6%
84.	Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	59 – 50,9%	46 – 39,7%	6 – 5,2%	4 – 3,4%	1 – 0,9%
85.	Information on requirements necessary to be met to complete this educational program (specialty) successfully	72 – 62,1%	33 – 28,4%	9 – 7,8%	0	2 – 1,7%

86. Quality of examination materials (tests, examination questions and so on)	63 – 54,3%	43 – 37,1%	8 – 6,9%	0	2 – 1,7%
87. Objectivity of evaluation of knowledge, skills and other academic achievements	57 – 49,1%	45 – 38,8%	8 – 6,9%	3 – 2,6%	3 – 2,6%
88. Available computer classrooms	47 – 40,5%	43 – 37,1%	15 – 12,9%	4 – 3,4%	7 – 6%
89. Available scientific laboratories	74 – 63,8%	30 – 25,9%	4 – 3,4%	4 – 3,4%	4 – 3,4%
90. Teacher's objectivity and fairness	52 – 44,8%	49 – 42,2%	10 – 8,6%	2 – 1,7%	3 – 2,6%
91. Informing students about courses, educational programs, and the academic degree being received	78 – 67,2%	25 – 21,6%	7 – 6%	5 – 4,3%	1 – 0,9%
92. Providing students with dormitory facilities	59 – 50,9%	36 – 31%	12 – 10,3%	6 – 5,2%	3 – 2,6%

Evaluate to what extent you agree that:

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

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

Other problems with teaching quality:

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