

Universitat de Lleida
Facultat de Medicina

WFME Accreditation Report

Bachelor of Medicine

University of Lleida

2024

FACULTY OF MEDICINE



Contents

INTRODUCTION.....	4
Abbreviations	5
PRESENTATION OF THE MEDICAL SCHOOL.....	7
History and structure	7
Training on offer	10
University Community	11
Research and knowledge transfer.....	13
Acknowledgements and recognitions.....	14
DRAFTING PROCESS OF THE SELF-ASSESSMENT REPORT.....	15
1. MISSION AND VALUES	16
2. CURRICULUM	19
2.1 Intended curriculum outcomes	21
2.2 Curriculum organisation and structure	25
2.3 Curriculum content.....	26
2.4 Educational methods and experiences.....	28
3. ASSESSMENT AND RESULTS	30
3.1 Assessment policy and system	31
3.2 Assessment in support of learning.....	33
3.3 Assessment in support of decision-making	34
3.4 Quality control.....	36
3.5 Academic results	37
4. STUDENTS	42
4.1 Selection and admission policy	43
4.2 Progression, student counselling and support	45
4.3 Recognition and transfer of credits and prior learning	49
4.4 Certification.....	51
5. ACADEMIC STAFF	53
5.1 Academic staff establishment policy.....	54
5.2 Academic staff performance and conduct	58
5.3 Continuing professional development for academic staff	59
6. EDUCATIONAL RESOURCES	63



6.1 Physical facilities for teaching and learning.....	64
6.2 Clinical training resources.....	65
6.3 Information resources.....	68
7. QUALITY ASSURANCE AND PUBLIC INFORMATION	71
7.1 The quality assurance system.....	72
7.2 Public information.....	74
8. GOVERNANCE AND ADMINISTRATION.....	77
8.1 Governance.....	78
8.2 Student and academic staff representation	82
8.3 Administration.....	83
IMPROVEMENT PLAN	86
ANNEX 1. EVIDENCE AND INDICATOR TABLES.....	89
ANNEX 2. EVIDENCE TO ASSESS THE ACHIEVEMENT OF LEARNING OUTCOMES.....	93



INTRODUCTION

Sponsoring institution

Name:	Universitat de Lleida (UdL)
Address:	Plaça Victor Siurana 1 25003 Lleida

Educational institution

Name:	Facultad de Medicina
Address:	Cr. De Montserrat Roig, 2 25008 - Lleida Tel. +34 702400
Legal status:	Public
Founded in:	1991
Delivered undergraduate degrees:	48
Delivered postgraduate degrees:	34

Medical School

Implemented in:	2009
Vacancies per year:	0
Enrolled students (3 years mean):	583
Enrolled students with scholarship (3 years mean):	225
Number of graduates (3 years mean):	91
Degree total ECTS:	360
Degree total hours:	9.000
Address:	Cr. De Montserrat Roig, 2 25008 - Lleida
Phone number:	+34 702418
Email:	medicina.deganat@udl.cat



Ab bre vi ations

ADP	Pla de dedicació Acadèmica/ Academic Dedication Pla
AEU	Aula d'Extensió Universitària/ Aula d'Extensió Universitària
AQU	Agència Catalana de Qualitat/ The Catalan angency responsible for assessing the quality of higher educations bodies
BD	Biblioteca i Documentació/ Biblioteca and documentation unit
BDC	Biblioteca i Documentació/ Digital Library of Catalonia
CA	Catalan
CAI	Comitè Avaluació Interna/ Minutes of constitution
CAP	Centre Atenció Primària/ Primary Healthcare Centres
CAU-TIC	Centre Atenció Usuari / User Service Centre
CCS	Campus de Ciències de la Salut/ Health Campus
CEEM	Consell Estudiants de Medicina/ State Council of Medical Students
CFC	Centre de Formació Contínua/ Centre for Continuous Training
CMB	Departament de Ciències Mèdiques Bàsiques/ Basic Medical Sciences
COMLL	Col·legi de Metges de Lleida/ Lleida Medical College
CRIM	Comissió de Relacions Internacionals i Mobilitat/ International Relations and Mobility Committee
DIT	Dossier Indicadors Titulació/ Degree Indicator Dossier
DPC	Qualitat i Planificació Docent/ Teaching Quality and Planning unit
ECOE	Avaluació de la competència Objectivada i Estructurada/ Structured Objective Clinical Examination
ECTS	Sistema Europeu de Transferència de crèdits/
EDS	/ European Diploma Supplement
EHEA	Espai Europeu Educació Superior/ European Higher Education Area
EN	/ English
ES	/ Spanish
ETSEAFIV	Escola Tècnica Superior d'Enginyeria Agroalimentària i Forestal i de Veterinària/ School of Agrifood, Forestry and Veterinary Engineering
FIF	Facultat Infermeria i Fisioteràpia/ Faculty of Nursing and Physiotherapy
FM	Facultat de Medicina/ Faculty of Medicine
FPSOMC	/ Foundation for the Social Protection of the Collegial Medical Organisation of Spain
FTS	Studiants a Temps Complert/ Full-time Student
GSS	Gestió de Serveis Sanitaris/
HIDA	Hores Impartides de Docència a l'Aula/ Teaching Hours in the Classroom
HUAV	Hospital Universitari Arnau de Vilanova/ Arnau de Vilanova University Hospita
HUSM	Hospital Universitari Santa Maria/ Santa Maria University Hospital
ICE	Institut Ciències Educació/ Institute of Education Sciences
ICS	Informació i Comunicació Unitat/ Information and Communication Systems
IIS	Institut Investigació Salut/ Spanish Health Research Institutes
IOU	Informació i Orientació Universitària/ University Information and Guidance unit
IQAS	Sistema de Garantia Inerna de Qualitat de la Facultat de Medicina/ Internal Quality Assurance System
IRBLleida	Institut de Recerca Biomèdica de Lleida/ Institute of Biomedical Research of Lleida



ISCiii	Instituto de Salud Carlos III / Instituto de Salud Carlos III
MADP	Manual d'Avaluació Docent de Professorat/ Teacher Assessment Manual
MCQES	Marc Català de Qualificacions per a l'Educació Superior/ Qualifications Framework for Higher Education
MEDCIR	Departament de Medicina i Cirurgia/ Medicine and Surgery
MEX	Departament de Medicina Experimental/ Experimental Medicine
PAU	Proves Accés Universitat/ University entrance exam
PDI	Personal Docent Investigador/ Teaching and research staff
PE	Pla d'Estudis/ Study Plan
PG	Procediment General/ General Procedures
PM	Pla de Millora/ Improvement Plan
PMP	Programa de mobilitat acadèmica/ In-House Mobility Programme
PPA	Política de Personal Acadèmic/ Academic Personnel Policy
PTGAS	Personal Tècnic de Gestió, Administració i Serveis/ Administration and Service Staff
PUC	Universitats Públiques Catalanes/ documents between Catalan libraries
RAM	Resultat Aprenentatge de Matèria/ Subject learning outcomes
RAT	Resultat Aprenentatge de Titulació/
SAAD	Suport i Assessorament a l'Activitat Docent/
SAP	Suport Atenció Psicològica/ Psychological Support Service
SAPEM	/ Remote service of psychological support for medical students
SCT	Serveis Científicotècnics/ Scientific and Technical Services
SICUE	/ Spanish University Centre Exchange System
SP	Programa d'estudi/ Study Programme
SPP	Suport Psico Pedagògic/ Psycho-Pedagogical Support service
TFG	Treball de Final de Grau/ Final Degree Project
UdL	Universitat de Lleida/ University of Lleida
URV	Universitat Rovira i Virgili/ Rovira i Virgili University
UXXI	Programa Universitas XXI/ Universitas XXI programme
VOAC	Vicerektorat Ordenació Acadèmica i Qualitat/ Vice-Rectorate for Academic Organisation and Quality
VSMA	Verificació, Seguiment, Modificació i Acreditació/ Verification, Monitoring, Modification and Accreditation

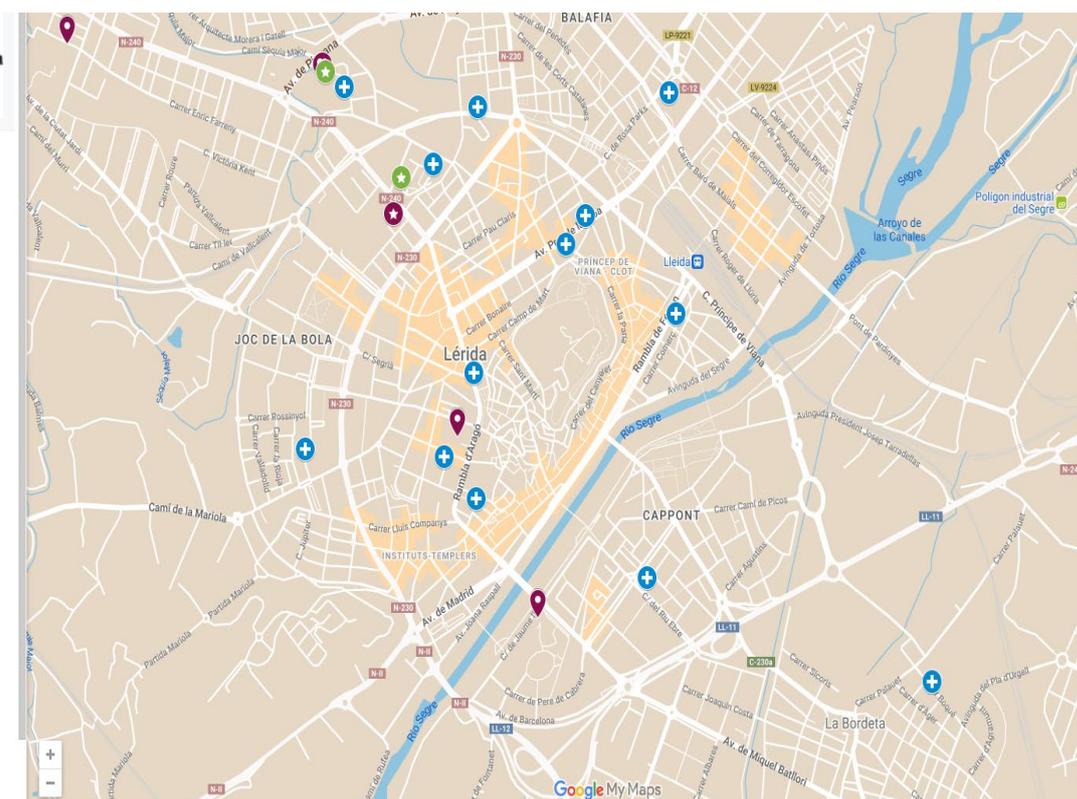
PRESENTATION OF THE MEDICAL SCHOOL

History and structure

The Faculty of Medicine (FM) of the University of Lleida (UdL) dates back more than 700 years, is the oldest faculty in the Aragon region and the fourth oldest on the peninsula. Created in 1300 by King Jaume II of Aragon, thanks to a papal bull by Pope Boniface III, it was the Faculty of Medicine where the first dissections of cadavers and the first legal autopsy were carried out in Spain. In the second half of the 17th century, Spanish universities underwent a period of decline that would continue until the reign of Philip V in the 18th century. At that time, and once the War of the Spanish Succession was over, the Bourbon reformers decided to close all Catalan universities. In 1977, medical studies were resumed in the city of Lleida as an extension of the University of Barcelona. Finally, in 1991 the Faculty of Medicine of the University of Lleida was established.



- ✓ FACULTY OF MEDICINE
- Instituto de Investigación Biomédica de Llei...
- Faculty of Medicine | UdL
- UdL Teaching Unit_HUAV
- Hospital University Santa María de Lleida
- Hospital University Arnau de Vilanova
- College of Doctors of Lleida
- Primary Care Center - Primer de Maig - Lleida
- Primary Care Center - Eixample - Lleida
- Primary Care Center - Cappont - Lleida
- Primary Care Center - LleidaBordeta Magra...
- Primary Care Center - Rambla de Ferran- Llei...
- Primary Care Center-Prat de la Riba-Lleida
- Primary Care Center-Balafía - Pardinyes - Se...
- Primary Care Center- Onze de Setembre- Llei...
- Clinic Mi NovAlliança | Lleida
- Hospital Vitthas Lleida
- HLA Clinic Perpetuo Socorro
- Rectorat_ UdL
- ETSEAFIV
- Campus de Cappont_ UdL



Map: Image of the distribution of the teaching units, the IRB biomedical research center and the health centers and clinics, as well as the Lleida Medical College (COMLL)

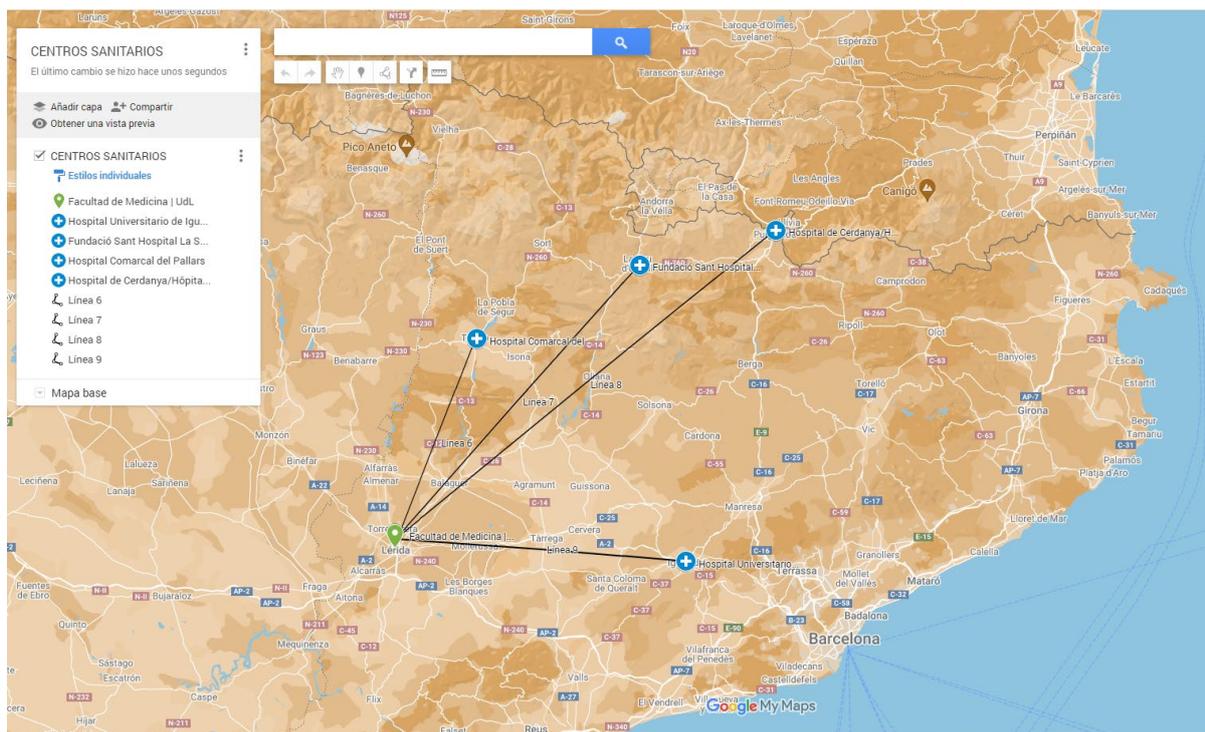
[Acces MAP](#)

The FM is located on the Health Campus. It has two teaching units where educational and scientific work take place: one located in the grounds of the Santa María University Hospital (HUSM) and the other in the grounds of the Arnau de Vilanova University Hospital (HUAV). The central offices of the



FM are located within the HUSM campus where, in addition to the administrative units and the Dean's Office, the first courses of the degree in Medicine and the degrees in Biomedical Sciences and Human Nutrition and Dietetics are taught. The HUAV Teaching unit is where the higher courses of the Medicine and Biomedical Sciences degrees are taught. This unit was opened in 2008 and is designed with facilities to implement the teaching methodology resulting from the Bologna Plan, such as a study room, three computer rooms, a simulation and clinical skills room, as well as a considerable number of seminar rooms for work in small groups. The Faculty has two university hospitals (Arnau de Vilanova University Hospital (HUAV) and Santa Maria University Hospital (HUSM)), clinics (Nova Aliança Clinic, Perpetuo Socorro Clinic and Vithas Lleida Hospital) in the same city and four county hospitals (Fundació Sant Hospital (La Seu d'Urgell), Hospital Comarcal del Pallars (Tremp), Hospital Universitari d'Igualada (Igualada) and Hospital Transfornterer de Cerdanya (Puigcerdà)). The FM also has several urban and rural Primary Healthcare Centres (CAP), a network of [Gestió de Serveis Sanitaris](#) (GSS) healthcare centres and Mental Health primary healthcare centres that guarantee excellent teaching and ensure a unique human approach.

The map of the city shows the proximity of all locations involved with the FM: the two teaching units, the IRBLleida research centre, the [Lleida Medical College](#) (COMLLL) and the primary healthcare centres (CAP) where our students carry out their placements in family and community medicine. The following map shows the proximity of the hospital centres where students can carry out their rotating placements.



Map: Health centers of the province and the Igualada Campus (UdL)

[MAP google maps](#)

Currently, the FM has modern facilities adapted to the learning model established by the European Higher Education Area (EHEA). These facilities are equipped with the latest generation equipment for teaching and research: a health campus library, study rooms, computer rooms, dissection room, practice and research laboratories, medical skills classrooms and other facilities to simulate patients in critical situations. Thanks to this organisational system, the teacher-student relationship has been optimised with better hands-on teaching. Moreover, more human capital is encouraged to become involved in the educational, research and healthcare tasks to guarantee better teaching quality.

The FM consists of three departments: [Basic Medical Sciences \(ca\)](#), [Experimental Medicine \(ca\)](#) and [Medicine and Surgery \(ca\)](#), covering the areas of knowledge taught in the different subjects of the Study Plan (PE). To guarantee the quality of the teaching, and to ensure it is in line with the most advanced knowledge, the members of the departments combine teaching at the FM with research associated with the [Institute of Biomedical Research of Lleida \(en\)](#) (IRBLleida) and also healthcare work carried out at different health centres.

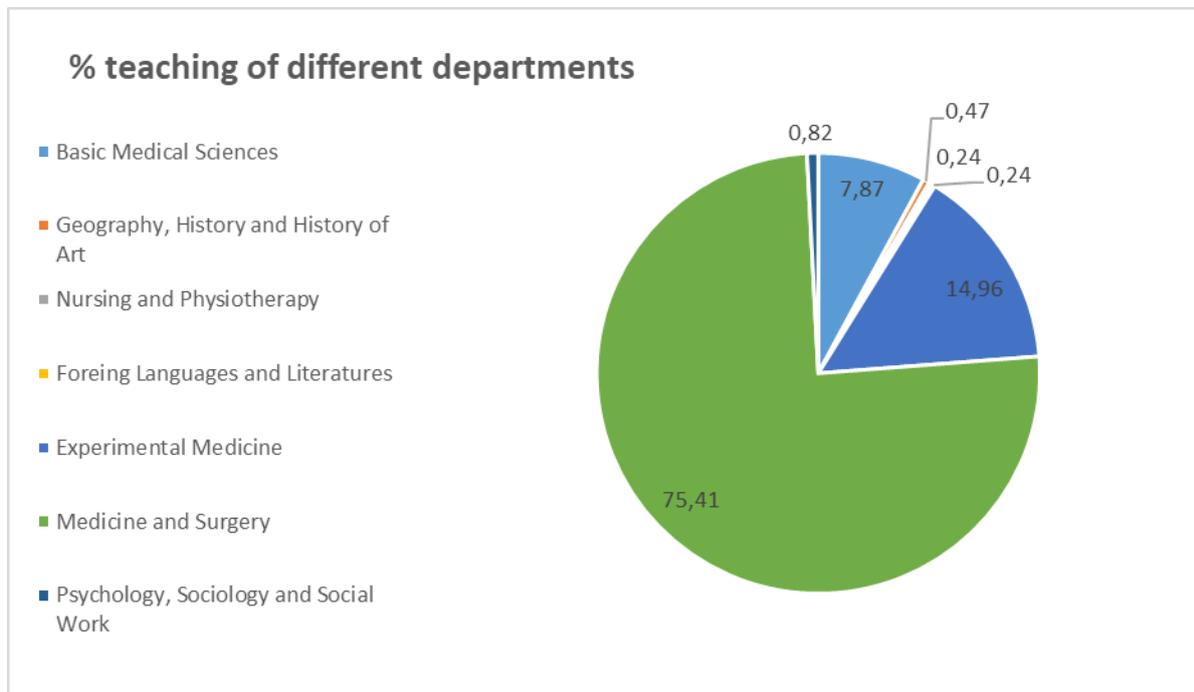


Table 1. Percentage teaching of the departments involved in the Bachelor of Medicine

Training on offer

The remarkable, high-quality training provided by the FM is aimed at the field of healthcare and biomedical technologies required by today's society. The FM coordinates [three Bachelor's](#) degrees (Medicine, Biomedical Sciences and Human Nutrition and Dietetics). Together with the School of Agrifood, Forestry and Veterinary Engineering (ETSEAFIV) of the University of Lleida, it teaches the degrees of Biotechnology and Veterinary Science. In addition, in collaboration with the Faculty of Nursing and Physiotherapy (FIF) of the UdL, the degrees of Nursing, Physiotherapy and a double degree in Physiotherapy and Nutrition are taught on the Igualada campus, whose degrees depend on the UdL.

In terms of postgraduate courses, the FM coordinates a university master's degree ([Master degree in Biomedical Research](#)(en) accredited as **Progressing towards excellence** by AQU (the Catalan agency responsible for assessing the quality of higher education bodies). The FM participates in the [master's degree in Neurosciences\(en\)](#) (interuniversity, coordinated by the University of Barcelona) and in the master's degree [Inter-university Master's Degree in Health Data Science\(en\)](#) (interuniversity, coordinated by the Universitat Rovira i Virgili or URV). These master's degrees allow access to research work to carry out a doctoral thesis and the awarding of a PhD. The specific related programme is the [PhD in Health \(en\)](#), managed by the [Doctoral School of the UdL\(en\)](#).

The [UdL's Continuing Education Centre\(es\)](#) offers various master's degrees aimed at improving the training of resident doctors, specialists, doctors from other specialities, particularly family practitioners, and also different short specialisation courses aimed at various health professionals interested in improving their knowledge, technical skills and attitudes.

Finally, the FM actively takes part in the courses of the [Aula d'Extensió Universitària \(AEU\)\(ca\)](#) of Lleida aimed at people over sixty, making the UdL an inclusive institution that's open to society. The AEU is a fully independent, non-profit cultural association supported by the University of Lleida (UdL). Its aims are to disseminate culture and promote lifelong learning within the University's environment under the academic tutelage of the University of Lleida, as well as to provide an enjoyable, dynamic and participative way for students to keep up-to-date in a changing world.

University Community

The number of students enrolled in the FM's degrees bear witness to the appropriateness of the education it provides, responding to the needs and challenges of society. There were 982 students enrolled in the academic year 2022-2023, of which 593 were undergraduate students of Medicine. The size of the centre, the urban mobility plan, good communications and an advantageous geographical location outside any large, overcrowded city make Lleida the ideal place to host university students.

Medicine Degree

Occupation of places



Table 2. Percentage occupation of places on the Bachelor of Medicine

Our wide variety of collaboration agreements with universities around the world also ensures an excellent network for students from our centre to travel and it is particularly worth noting the participation of FM students (on Medicine, Biomedicine and Human Nutrition and Dietetics degrees) in international transfer programmes. During the academic year 2022-2023, 52 students stayed, through the Erasmus Programme, in 25 universities belonging to 11 European countries: Italy, Poland, the Czech Republic, Lithuania, Finland, Denmark, Switzerland, Germany, Belgium and Luxembourg, and in 9

universities corresponding to 4 Latin American countries: Mexico, Ecuador, Colombia and Brazil through our In-House Mobility Programme (PMP). We have also promoted national transfers by 13 students to 8 universities in 5 autonomous regions in Spain: the Canary Islands, Andalusia, Aragon, Valencia and Murcia, by means of the Spanish University Centre Exchange System (SICUE). Our Faculty has also welcomed 28 students, through the Erasmus Programme, from 11 universities belonging to 4 European countries: Italy, Poland, the Czech Republic and Portugal, 22 students from 10 universities corresponding to 3 American countries: Mexico, Chile and Brazil (PMP), and also 3 students from two other autonomous regions in Spain: Galicia and Andalusia (SICUE).

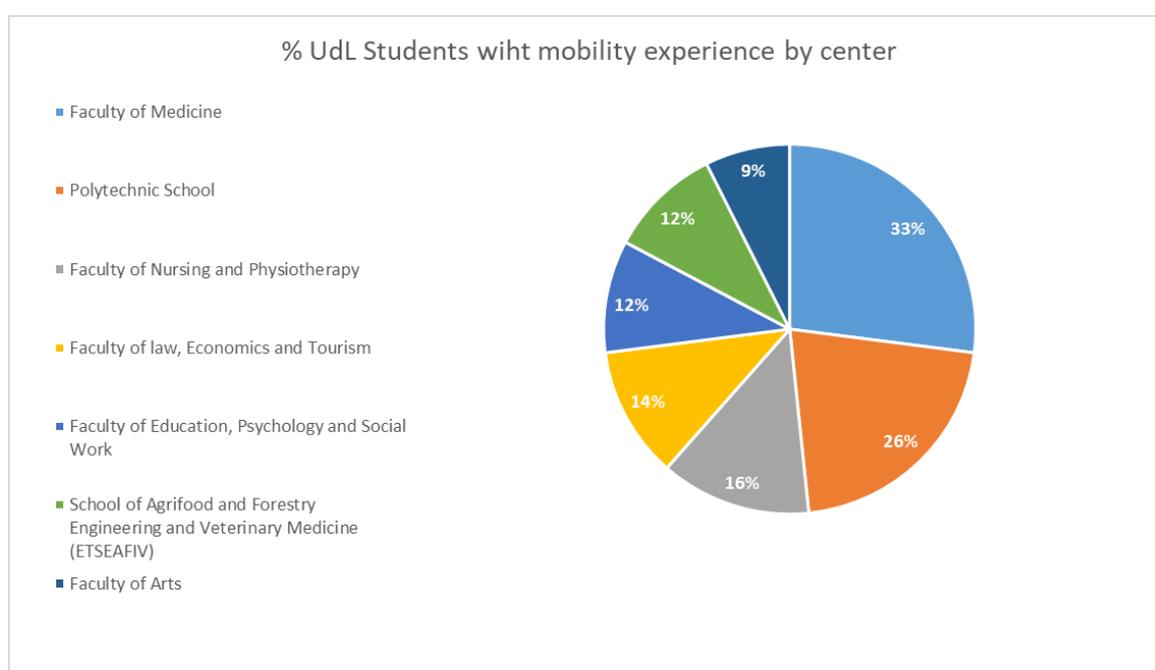


Table 3. Percentage of UdL students with mobility experience by centre

The FM's teaching and research staff (PDI) comprises 297 lecturers, of which 53.19% are women. The breakdown of PDI by category is as follows: 51 Professors (17.17%), corresponding to full-time equivalent PDI, made up of 19 Professors (37.25%), 24 Associate Professors (47.05%) and 8 Assistant Professors (15.68%); 2 part-time Professors and 10 part-time Associate Professors (4.04%); 197 adjunct Medical Professors (66.32%); investigative figures, comprising 5 Research Fellows, 1 postdoctoral Research Associate, 2 Research



Assistants (2.7%), 28 predoctoral Fellows (9.43%) and 1 senior Distinguished Researcher (0.33%). A high percentage of the teaching staff carry out clinical care in hospitals and health centres linked to the Faculty. This can be seen in the diversity of teaching categories mentioned above, in which the figure of the adjunct Medical Professor is appropriate as it is designed to help incorporate the most innovative professional experience into the University, contributing cutting-edge and emerging knowledge and experience related to the practice of the various disciplines within the field of health sciences.

The FM's Technical, Management, Administration and Service Staff (PTGAS) assigned to the Health Sciences Campus is made up of the administrative staff of the academic secretary's office, the administrative staff of the financial management, the Campus administrator, the Common Services staff (conciierge, information point) and the staff of the Campus Library. The FM's PTGAS is distributed between the two teaching units of the Health Sciences Campus. The FM has 45 PTGAS members, of which 25 are assigned to administrative tasks (55.55%), 12 to technical tasks and research assistance (26.6%) and 8 to departments (17.78%). The PTGAS who carry out technical or support functions for research units or groups may belong to some of the multidisciplinary units that make up the University's different Scientific and Technical Services (SCT). These staff may be from the different SCTs or may be attached to a department in the FM.

Research and knowledge transfer

One key point is the research carried out by the PDI assigned to the FM's [departments](#). All biomedical research carried out in the province of Lleida comes under the IRBLleida. [IRBLleida](#) was set up with the aim of establishing synergies between basic, clinical and epidemiological research, making biomedical research a key driver for improving current clinical practice. IRBLleida integrates research groups from the faculties of Medicine, Nursing and Physiotherapy of the UdL, as well as from the Institut Català de la Salut ([HUAV \(ca\)](#) and [HUSM \(es\)](#)). IRBLleida has been a [CERCA institute \(en\)](#) (research centres of Catalonia) since 2013 and is one of the 34 Spanish Health Research Institutes (IIS) recognised by the [Instituto de Salud Carlos III \(es\)](#) (ISCiii). This research system has made it possible to work towards achieving the essential goal of making translational research a reality, enabling laboratory results to be applied to the benefit of patients and citizens in each of the FM degrees. IRBLleida



currently has 37 research groups, 423 researchers, and a total of 4482 scientific publications in high-impact international journals.

The FM also plays a role in developing the region by using the entire network of health services, carrying out competitive biomedical research and collaborating in improving the quality of health services in the Ponent region.

Through agreements to transfer both knowledge and technology, the UdL promotes corporate competitiveness, focusing particularly on companies located in towns in its immediate surroundings, within the provinces Barcelona and Lleida. However, it also collaborates with companies in the rest of Spain and abroad. The UdL has 17 active University-Business chairs, as well as 65 transfer agreements signed with companies and institutions in Spain. In its commitment to disseminate and popularise science throughout society, it promotes scientific culture through various actions supported by collaboration with researchers in the communication and dissemination of their projects and research results. In 2022, the UdL took part in 23 events to disseminate science, carried out 27 actions to publicise R&D&I to the local media, published 102 press releases on R&D&I and published 32 articles on *The Conversation*, the main global platform for disseminating knowledge from higher education and research centres. ([UdL R&D&I Report](#))(ca).

Acknowledgements and recognitions

In recent years, the UdL has scored highly in various international rankings. According to the QS World University Ranking Sustainability 2024, it comes 382 out of 1403 universities (ranking 478 in environmental impact, 466 in social impact and 11 in governance). According to The World University Ranking 2024, the UdL occupies position 801-1000 out of 1904 universities. Finally, according to the Impact Rankings 2023, the UdL is ranked 201-300 out of 1591 universities (101-200 out of 1218 in Health and Welfare, 16 out of 1304 in Quality Education and 72 out of 1081 in Gender Equality). [UdL in rankings \(ca\)](#)

A total of 33 UdL researchers are included in the database of the most cited scientists in the world, compiled by experts from Stanford University, the scientometrics company SciTech Strategies Inc. and the scientific publishing house Elsevier, according to the latest update carried out this October based on data from 2022.



DRAFTING PROCESS OF THE SELF-ASSESSMENT REPORT

Following the programming of UdL accreditations with AQU Catalunya, on 5 September 2023 the CAI was set up to prepare the WFME accreditation report (CAI minutes of constitution).

At this meeting it was explained that the management team of the Faculty of Medicine had agreed to undergo WFME accreditation. Given that the accreditation of the Bachelor of Medicine expires in May 2025, the two accreditations will be carried out in one single accreditation,

During the following months, the report was drafted and in February 2024 it was sent for translation review.

On 8 February 2024, AQU Catalunya presented the WFME at the centre, chaired by Dra. Hinojo.

After receiving the information to prepare for the visit from the external committee, the Internal Assessment Committee asked for the visit to be postponed, given that in June (the period initially planned for the visit) the UdL no longer has any students at the faculty.

AQU accepted the proposal and the planned schedule was modified, agreeing that the visit would take place in the second half of October.

For the preparation of the report, the different standards were drafted and the evidence and indicators prepared.

The report was placed on public display at the Faculty of Medicine from 29 April 2024 to 10 May 2024.

The report proposed by the Quality Committee was approved on May 27, 2024, ratified by the Faculty Board on May 28, 2024 and finally approved by the Academic Organisation Committee on June 4, 2024.



1. MISSION AND VALUES

✱ Progressing towards excellence Compliant Compliant with conditions Non-compliant

Justification for the degree in medicine at the Faculty of Medicine of Lleida is based on the following arguments:

- History: Medicine studies in the city of Lleida have been carried out since 1977.
- A study from March 2023 on the employment success of our graduates showed that 95.5% are working in the medical profession. (Survey conducted by AQU Catalunya)
- Demand to enrol on the Bachelor of Medicine is increasing year-on-year, resulting in the cut-off mark for access being raised, the mark for the first assignment in the 2022-2023 academic year being 12.845.
- Demand in society for future doctors: studies of the places available, the ageing of active professionals, expected retirements in the coming years and the current lack of some specialists (paediatrics, surgery, anaesthesia, family and community medicine, etc.) point to long-term viability in the activity of medical faculties.

The **goals** set by our educational institution are based on its mission and vision:

As pointed out on the Degree's website, the mission of the Faculty of Medicine of Lleida is to contribute to the health of the population by training doctors and carrying out biomedical research. The training of doctors must be based on an understanding of the biological, social, cultural and economic foundations of health and disease. The training should help to develop professionals with ethical and humane conduct, with the ability to integrate within the healthcare system and with a marked international vocation but also including local potential, **following the concept of global health**. The Faculty of Medicine must help to keep its graduates up-to-date and must further the continuous development of the practice of the profession. Research should be aimed at the use of intellectual capital to produce new knowledge for the development of the institution itself and its professionals. **Moreover, research must include, as a priority of the Faculty, the training of future researchers in the different fields of biomedicine.**

Our Faculty has chosen to introduce **practical training** as from the second year, via the Medical Communication course and, as from the third year, with the different clinical, medical and surgical specialties.



Our training enhances family and community medicine, a medical specialty that focuses on the living conditions of the individual and the promotion of health, using relevant aspects of communication with patients and families within their social environment by means of a practical approach.

Vision: To be competitive at both a national and international level in teaching, research and innovation in health, promoting sustainability, training in professionalism (in terms of professional values, attitudes and ethical commitment), in humanities and in cross-disciplinary competences.

Our **values** are:

- Responsible, independent decision-making, being faithful to ethical foundations.
- Generosity in synergy, capable of creating selfless collaborations.
- Commitment to society, delivering what we promise and getting involved.
- Respect, being respectful of our own assertions and other points of view.
- Leadership, taking the initiative to act and leading new projects.
- Being rigorous in our reasoning and using reliable sources of information.
- Fairness in the distribution of resources at our disposal.
- Enthusiasm. We are excited about new projects and pass on this enthusiasm to our University's community.

In order to achieve all the goals set, the governing body of the FM has drafted the [Quality Policy of the Faculty of Medicine](#) (en). This document develops the [Strategic Plan of the UdL](#) (en), approved by the Governing Council on 23 February 2022, and sets out the University's strategic aspects and areas of action up to 2030. The Quality Policy of the Faculty of Medicine assumes the quality commitments established within the Strategic Plan of the UdL to achieve both the joint objectives and also those of the FM in particular.

Our Quality Policy defines four areas:

- TEACHING, LEARNING AND EMPLOYABILITY
- LOCAL RELATIONS AND INTERNATIONALISATION
- UNIVERSITY COMMUNITY AND MULTIDISCIPLINARY POLICIES
- ORGANISATION, RESOURCES AND SERVICES

The aim of this policy is to guide management towards achieving results in all its activities, increasing efficiency and user satisfaction, as well as the satisfaction of both internal and external stakeholders: students, teaching staff, the technical staff of administration and services, and public and private institutions relevant to the centre.

The areas defined in the Quality Policy also form part of the Faculty's Improvement Plan and are established based on an assessment of the degrees and the centre's Internal Quality Assurance System



(IQAS) in the annual review.

Període: 2023
 Naturalesa centre: Tot
 Titularitat centre: Tot
 ? Glossari



Medicina

Estatus i adequació

	1 Estatus laboral			2 Funcions desenvolupades			3 Índex IQO	4 Satisfacció feina
	1 Ocupada	2 Aturada	3 Inactiva	1 Específiques	2 Universitàries	3 No universitàries	0 Mitjana	0 Mitjana
Universitat Autònoma de Barcelona	99,1%		0,9%	99,1%	0,9%		79,3	8,0
Universitat de Barcelona	96,9%	2,3%	0,8%	98,5%	0,8%	0,8%	76,2	7,8
Universitat de Girona	100,0%			100,0%			77,4	7,5
Universitat de Lleida	95,5%		4,5%	100,0%			77,2	8,1
Universitat Internacional de Catalunya	98,8%		1,2%	96,4%	3,6%		80,1	8,3
Universitat Pompeu Fabra	98,6%	1,4%		98,6%	1,4%		77,6	7,8
Universitat Rovira i Virgili	96,2%		3,8%	100,0%			82,9	8,3
Total dels centres mostrats	98,0%	0,7%	1,3%	98,7%	1,1%	0,2%	78,5	8,0



2. CURRICULUM

Progressing
towards excellence

Compliant

Compliant with
conditions

Non-compliant

Analysis and assessment

The Study Programme (SP) lies at the heart of the FM's educational mission and provides medical students with the knowledge and skills required for their professional and personal development.

Recently, the centre has modified the SP initiated in 2009, which was defined after applying the agreements of the Bologna Treaty of the European Higher Education Area, following the general procedure [PG03 - Reviewing and improving training programmes \(en\)](#) and approved according to the regulations in force. This programme has been agreed with the centre's teaching and research staff, taking into account the different contributions made by everyone involved. It was approved by the Faculty Board and submitted for approval by the UdL Governing Council. All these procedures are controlled and regulated by the University's Internal Quality Assurance System. The proposal for this modification takes into account the current legal framework, as well as the document establishing the strategic line of the UdL in terms of teaching (Strategic Plan of the University of Lleida 2030). In a second phase, it was approved by AQU Catalunya and subsequently by the Ministry for Universities, confirming that the training objectives and profile of the graduates are appropriate for the qualification.

The modification of the SP was implemented in 2023, adapted to the environment of the new [Royal Decree 822/2021, establishing the organisation of university education and the procedure for quality assurance \(es\)](#). This modification defined the Learning Outcomes of the different subjects and the Degree in Medicine was assigned to the field of study of Medicine and Dentistry. At the same time, a series of changes were made to its content. Starting from the basis of the 2009 programme, the teaching loads (ECTS) in some courses were altered to adapt them to their real needs. Moreover, some subjects that had been placed under clinical courses are now classed as subjects in their own right. Finally, new courses have been created in response to current social needs, as is the case of Family Medicine.

The Study Programme defines the courses by grouping them into different subjects: Basic Training, Compulsory, Optional, External Work Placements and the Final Degree Project. These subjects are distributed over 6 academic years, grouped into semesters and, in the case of external placements, on an annual basis. The basic training courses are taught in the first few years and the Final Degree Project in the last year.



Subject type	ECTS credits
Basic training	92
Compulsory Healthcare Practical Work I (7 ECTS) Healthcare Practical Work II (9 ECTS) Healthcare Practical Work II (9 ECTS)	187
Optional	21
External Placements (rotatory)	54
Final Degree Project	6
TOTAL	360

Our specialist areas are implemented via Healthcare Practical Work I, II and III and III.

Healthcare Practical Work I is carried out in the 3rd year and the aim is to acquire skills in anamnesis and physical examination, report writing, clinical histories and to introduce students to clinical judgement. It also involves developing attitudes such as maintaining a respectful relationship with the patient and with all professionals and maintaining the confidentiality of clinical-biological information and problems related to the patient, as well as knowing how to communicate bad news to patients and their relatives and providing the appropriate support when needed.

Training is carried out by taking part in the clinical work of the following units: Cardiology, Palliative Care, Digestive System, Endocrinology, Internal Medicine, Nephrology, Medical Oncology, Radiation Oncology, Pneumology, Infectious Diseases Unit and Emergency Departments of university hospitals..

Healthcare Practical Work II is carried out in the 4th year and the aim is to acquire knowledge through the recognition of the main pathological entities from the information contained in the clinical history and through any complementary examinations necessary to reach a diagnosis and understand the treatment; to acquire skills by performing various basic diagnostic or therapeutic techniques and learning basic surgical skills; to develop complementary attitudes to those mentioned in Healthcare Practical Work I, such as learning to work in a team, showing an interest in clinical research and bibliographic searches.

Training is carried out in a general surgery department and two university hospital departments of the following surgical specialties: otorhinolaryngology, urology, vascular surgery, ophthalmology, anaesthesia, surgical emergencies, neurosurgery, maxillofacial surgery or interventional radiology, taking part in the daily healthcare provided in each department: ward rounds, outpatient consultations and surgical activity.



To achieve the aims and acquire the skills intended, the following activities are programmed:

- Surgery seminars (SC) and clinical cases of surgical radiology
- Specialist seminars (SE)
- Healthcare seminars (SA)
- Clinical Practice (PC)
- Virtual Work Experience (PV)

Healthcare Practical Work III is carried out in the 5th year and the aim is to acquire skills by completing clinical histories, assessing complementary tests, making a different diagnosis and arriving at a final diagnosis and the most appropriate treatment.

Training is carried out by taking part in clinical work at the following units in the university hospitals: Gynaecology-Obstetrics, Paediatrics: one rotation at hospital level and the other in Primary Healthcare, Traumatology-Rehabilitation, with a final rotation to choose from among the different units: option 1: Dermatology, option 2: Neurology, option 3: Intensive Care and option 4: Haematology.

The modified SP has an implementation schedule of 6 years at a rate of one academic year every 12 months, with an appropriate distribution of ECTS between courses and subjects.

When defining each course's Learning Outcomes, the way in which these are assessed has also been taken into account, as reflected in the Verification Report (Evidence. E68.FM_GMedicina_Report). These results correspond to the level of the Degree in Medicine as the Qualifications Framework for Higher Education (MCQES), are in line with the Faculty's mission and consistent with the goals set out in the SP for future medical graduates. This report defines the content, duration and sequence of the different courses, subjects and academic years. It also defines the necessary and appropriate teaching staff to ensure the learning outcomes are assimilated.

The Study Programme therefore adequately responds to the training goals to be met by graduates in Medicine.

2.1 Intended curriculum outcomes

Progressing towards excellence
 Compliant
 Compliant with conditions
 Non-compliant

In the modification of the Study Programme, the Faculty of Medicine has specified the training goals of the degree together with the specific curricular structures (focusing on annual care practices and their assessment with Structured Objective Clinical Examination (ECO) and the specific methodological

All subject learning outcomes (RAM) are clearly described, including skills, knowledge, competences and values. The different types of learning include knowledge, understanding, application, analysis, evaluation and creation. They are also classified according to whether they are related to knowledge, skill or competence. These outcomes are specific, assessable, achievable, relevant and time-limited, with the appropriate resources.

Resultados de aprendizaje de las materias por asignatura

		Resultados de aprendizaje de la materia HISTOLOGÍA							
Asignaturas		RAM1	RAM2						
Histología General		X							
Organografía Microscópica			X						

		Resultados de aprendizaje de la materia ANATOMÍA PATOLÓGICA							
Asignaturas		RAM1	RAM2	RAM3	RAM4	RAM5	RAM6	RAM7	RAM8
Anatomía Patológica General			X	X	X		X		
Anatomía Patológica Médica		X				X		X	X

		Resultados de aprendizaje de la materia FARMACOLOGÍA							
Asignaturas		RAM1	RAM2	RAM3	RAM4	RAM5			
Farmacología		X	X						
Farmacoterapia		XX		X	X	X			

		Resultados de aprendizaje de la materia RADIOLOGÍA							
Asignaturas		RAM1	RAM2	RAM3	RAM4	RAM5	RAM6	RAM7	
Radiología		X	X			X	X		
Radiología Clínica				X	X			X	

Different teaching methodologies are used depending on the nature of the learning outcomes to be achieved: theoretical classes, problem-based learning, collaborative work, lecture-based learning or tutorials. Each teaching methodology has a particular series of associated training activities.

The subject learning outcomes are also applied to the Tutored Practical Sessions (compulsory) and the Final Degree Project, with specific teaching methodologies and training activities.

These outcomes are fully inclusive and provide for universal learning that gives students an equal chance to succeed. The outcomes are public, known to all students, and incorporate a gender perspective. The report of de Bachelors Degree in Medicine, highlights the importance given to the gender perspective within the courses, with the incorporation of the University's learning outcome, namely that the student will be able to apply the gender perspective in their professional work.

The learning outcomes will be periodically reviewed, a process in which the learner will be proactively involved, a key element in student-centred learning.

The [Bachelors Degree in Medicine](#) (en) report includes the assessment system for the basic, compulsory



and optional subjects (based on continuous assessment), the assessment of the tutored practical sessions (including the tutor's scoring rubric and the ECOE), and the assessment of the Final Degree Project (including the scoring rubrics of the examining board and tutor).

2.2 Curriculum organisation and structure

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The modification of the PE has also taken into account the opinion of the students, who had already suggested revising and updating the teaching plan to change the extent of the practical healthcare work, a new focus on Family and Community Medicine and a reduction in the percentage of ECTS for optional subjects, especially in the fifth year. Students give their opinion to the centre through their representatives on the different management bodies (the Degree Committee and Studies Committee, as well as the Faculty Board itself) and at regular meetings between representatives of the Student Council and the Centre's management.

(E12. Minutes of the sessions held by the governing bodies and committees)

The new organisation of the Study Programme has been designed and is based on the strategic lines of the extent of the cross-disciplinary courses, such as Pathological Anatomy, Pharmacology and Radiology; the increase in credits designed in the Study Programme that will be implemented in the 2023-24 academic year; the restructuring of the courses to enhance the specificity of each area of knowledge; the increase and restructuring of the practical healthcare work according to the current needs of the medical profession; the updating of the proposal for optional subjects in accordance with the UdL regulations, and the creation of the new course on Family and Community Medicine. These changes demonstrate a balanced and appropriate relationship in the disciplines and correspond to the MECES qualification level which, taught by a specialised and appropriate teaching staff, aims to develop and work on the general competences of motivation to learn, capacity for analysis and synthesis, clinical skills, knowledge of the fundamental scientific principles of medicine, critical thinking and research skills, communication, information and technology skills, teamwork, organisation and planning skills, concern for ethical practice and respect for professional values, as well as an understanding of the healthcare system and the surrounding social and cultural situation.

The SP has been developed considering a homogeneous distribution of the teaching load and the design of the courses is consistent and appropriate in order to achieve the intended objectives.

The Bachelor of Medicine at the University of Lleida has a unique curricular structure due to the practical work related to the different clinical courses, these being grouped into an annual course of



healthcare practical work I (3rd year), II (4th year), III (5th year), except for the healthcare practical work in the 2nd year, which has been integrated within the courses of Medical Communication. These practices are carried out at clinical healthcare centres, as well as in our skills and simulation classrooms. Each of these courses is assessed using the ECOE system, in the clinical simulation unit.

The difference lies in the fact that the healthcare practical work constitutes courses that are separate from the clinical specialties, whereas in most study plans it is integrated within each speciality. The fact that this is an independent course means that it can be assessed using the ECOE system, with which students start to become familiar from the 3rd year onwards. Otherwise, students would only take the 6th year ECOE at the end of the degree.

The modification of the SP also includes the creation of a new course focusing exclusively on the speciality of Family and Community Medicine, since this is the medical speciality that forms the basis of the national healthcare system but had not been included in previous study programmes.

The design of the Study Programme aims to achieve the goals defined in our Faculty's vision and mission, so that students can achieve excellent knowledge and become a competitive benchmark in the formation of professional values, attitudes and ethical commitment.

2.3 Curriculum content

Progressing towards excellence
 Compliant
 Compliant with conditions
 Non-compliant

Today, society demands healthcare in line with technological and scientific advances, and where the promotion and maintenance of health at a personal, family and social group level is assured and guaranteed by professionals adequately trained in the healthcare field. 21st-century medicine requires scientific, technical and social knowledge that includes more cross-disciplinary aspects, skills and values. Based on this, the FM trains versatile, flexible, creative and competitive medical professionals with the ability to:

- Practise the profession through their knowledge of the basic sciences as well as the fundamental principles and values of the medical profession.
- Perform the tasks inherent in the profession. Professionals must have communication skills to deal with patients and their relatives; master clinical examinations, diagnoses, medical procedures, prognoses and activities to promote health and prevent illness, whilst also stressing clinical safety and quality of care.
- Exercise the functions inherent in the medical profession that go beyond care, such as research,



teaching and management, including the ability to work in a team.

- Develop personally in terms of self-criticism, continuous training, self-care and professionalism.

To achieve this professional profile, according to national and local regulations ([Order ECI/332/2008, of 13 February, Resolution of 17 December](#))(es), the Bachelor of Medicine, as set out in the SP, is made up of the following areas:

- **Basic training.** From the beginning of the degree, knowledge of basic biomedical subjects is essential to correctly interpret the clinical subjects and acquire basic concepts of the structure and function of the organism. This training is acquired in the courses of the first and second year.

- **Clinical immersion.** To integrate this basic knowledge within healthcare practice, thereby facilitating adequate clinical practice, promoting the training of students in professionalism, clinical safety and patient relations and communication. This area begins in the second semester of the second year and is intensified in subsequent years with tutored clinical practice, where students must be able to correctly apply, under supervision, all the skills acquired.

- **Social and behavioural sciences.** Through compulsory or optional subjects, students acquire knowledge in social medicine, be it preventive medicine, home care, professionalism or research skills. Behavioural sciences are also included in the course on Medical Communication and Psychology. Ethics is specifically covered in the compulsory course of Bioethics.

The Study Programme lasts six academic years, with a total of 360 ECTS, assuming an average student dedication of 25 hours/ECTS, 10 of which are face-to-face teaching, either lectures, practicals work or seminars. Of the total number of credits, 92 are basic training, 241 are compulsory (including external practical work), 21 are optional and 6 correspond to the Final Degree Project. Under the supervision of the Degree Coordinator, the course coordinator is responsible for designing the course, defining the teaching content, avoiding overlapping between courses, making academic decisions, monitoring, assessing the results and evaluating the design of the course. The course coordinator works together with the collaborating teaching staff to guarantee the innovation and updating of the content, promoting the continuous training of the teaching team in their area of knowledge. The activities carried out as part of all the courses within the degree ensure that the learning outcomes are optimally achieved, be they related to knowledge, skills or attitudes. All the information is included in the [Teaching Guides \(ca-es-en\)](#) for the courses, specifying the learning outcomes, thematic blocks, training activities, bibliography and assessment systems. These guides are published on the website of the degree and on the Virtual Campus for the course.

We believe the new SP is more consistent than the previous it and special attention has been paid to



clinical competences as they form the basis for the good training of future doctors. It should be noted that students have their first contact with family and community medicine through the course on Medical Communication, carrying out practical work in primary healthcare centres (CAP) as early as the second year. On the other hand, the aim has been to provide a specific medical vision of all the basic and fundamental subjects through practical work or seminars focused on resolving real clinical problems or cases as from the first year. In the course on Clinical Examination, in the second year, clinical examination seminars have been implemented. The third year includes courses that relate basic sciences to clinical practice and clinical courses. Of particular note are Practical Healthcare Work [I](#), [II](#) and [III \(ca-es-en\)](#), in which the student comes into close contact with hospital patients in the respective medical or surgical specialities, providing real immersion. These placements occur in the third, fourth and fifth years. Students gain extensive experience in all medical specialties. Finally, in the sixth year, all the practical work included under the [rotating placements\(en\)](#) is carried out, including a rotation in Family and Community Medicine and another in Psychiatry, allowing students to acquire complementary clinical skills, as well as the completion and defence of their Final Degree Project.

The SP respects the gender perspective contained within the degree's learning outcome (RAT28. Apply the gender perspective in the tasks inherent to the academic and professional sphere).

In the Bachelor of Medicine, the gender perspective began to be introduced in the Legal course in the 3rd year, in Humanities and Medicine, an optional subject in the 3rd year, and in Medical Ethics, an optional course in the 5th year, as well as in the Family Medicine rotational course, as stated in the respective Teaching Guides.

Currently, the gender perspective is gradually being introduced into the different courses, as can be seen in the Teaching Guides.

2.4 Educational methods and experiences

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The training methods used to ensure that students achieve the learning outcomes at our centre broadly include (theoretical) lectures given simultaneously to all the students on the course, seminars and laboratory work in small groups, and individual or small group clinical practice at the hospitals and CAPs that have an agreement with the FM. The presentations that are available to students on the Virtual Campus are commonly used in classes and seminars.



Methodological strategies implemented in the SP include:

- Seminars on clinical cases and problems: approach to and resolution of clinical cases and problems in small groups. These sessions will be conducted in three steps:
 - students are presented with a clinical case with relevant questions and learning objectives,
 - the learner acquires basic knowledge using the different self-learning resources,
 - the basic knowledge is reinforced via interactive sessions based on the clinical case.
- Single-themed seminars of bibliographic research in the presence of the teacher (consultation of bibliographic sources, compilation of information, comprehensive reading and analysis) and discussion of scientific information in small groups.
- Practical work with computer programmes (biology, biochemistry, genetics, histology, etc.).
- Practical work with models (anatomical, cellular and molecular).
- Practical work in human dissection and the use of plasticised anatomical pieces as a tool for learning human anatomy.
- Practical work with physiological records (blood pressure, spirometry, cardiovascular constants, etc.).
- Practical work with simulators of electrophysiological recordings (ECG, EEG, EMG).
- Practical work in the skills and simulation classrooms. As an innovative component, we have recently acquired a high-fidelity ultrasound simulator designed to make learning more intuitive for the student. It helps to develop the psychomotor skills required to handle ultrasound probes. The software's innovative tools also help to develop cognitive skills needed to interpret ultrasound images, make diagnoses and reach clinical decisions. This simulator can be used from the second year (Clinical Examination) onwards.



3. ASSESSMENT AND RESULTS

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The UdL and FM's assessment policy is based on continuous assessment, as reflected in the assessment regulations: "[Regulations for the assessment and grading of student learning on Bachelor's and master's degrees](#)", approved by the University of Lleida's Governing Council.

These regulations are applied in the teaching guides for each course, with a description of the assessment system and its characteristics, and they ensure it is appropriate for evaluating the medical education received by the student.

The general competences assessed are: knowledge, know-how and knowing how to behave, for the overall assessment of the learning and training process in all the areas required for a medical education.

The results of the assessments and indicators of the qualification are reviewed by the Degree Coordinator, as established in the Degree Monitoring Report, and are analysed by the Degree Committee together with teaching staff and students in order to make proposals for improvement in any situations that may require this.

UdL students have a [Student Council \(ca\)](#) that is highly valued throughout the University. Its organisation allows students to take part actively in all the aspects carried out at the different centres. Student representation and participation are set out in their specific regulations: [Student representation and participation regulations and their academic recognition](#).

The FM takes all student contributions into account. Such aspects are recorded in the different degree committees and subsequently approved by the FM's Bachelor and Master Degree Committee.

Committees and subsequently approved by the FM's Bachelor and Master Degree Committee.

The students take part in the [Degree Committee](#) (with one representative for each year and one representative from the Student Council), Studies Committee (one student representing each degree and the Master), Quality Committee (one representative for the Bachelor and one for the Master) and Faculty Board (with 27% representation). The students' proposals are recorded in the different minutes. Examples of actions that have recently been accepted include timetable modifications. The management team has improved their presentation, which has been very well received by the students. (Evidence E12. Minutes of the sessions of governing bodies and committees)

The IQAS of the UdL defines the assessment of students, which is carried out following the criteria established in the teaching guide for each course, as well as the UdL's own assessment regulations: [Regulations for the assessment and grading of student learning on Bachelor's and master's degrees](#).

Students also evaluate the quality of the teaching received and the teaching staff by means of a survey:



[course-lecturer \(en\)](#). The results from this evaluation form part of the information used to analyse the results used in the annual internal monitoring of the training programmes.

The result from the students' evaluation is also analysed in the annual internal monitoring of the training programmes for the improvement of the degree.

3.1 Assessment policy and system

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM, in line with the UdL's assessment policy ([Regulations for the assessment and grading of student learning on Bachelor's and master's degrees](#))(en), is committed to continuous assessment as a tool for evaluating the progress made in learning by each student and for finally determining the degree of achievement of the learning goals and outcomes set.

Assessment is carried out via different activities and evaluative tests of a different nature, such as written tests with questions to be answered at length, multiple choice tests, practical tests (external, laboratory, clinical), assignments (reports, resolution of cases, analysis of information, etc.), oral presentations, portfolios, critical analysis, reflections, participation in classes, participation in collaborative tasks, participation in debates, clinical interviews and attendance. Through this assessment system, the following competences are assessed:

- **Knowledge:** by means of written tests with questions to be answered at length, objective multiple-choice questions and self-assessment tests.
- **Know-how** (teacher or peer assessment): by means of practical tests, either in the laboratory, in collaboration with external organisations or clinical tests, the preparation of assignments on a variety of subjects, such as reports, case studies, analysis of information, oral presentations, portfolios, critical analysis and reflections.
- **Knowing how to behave:** assessment of active participation in classes, involvement in collaborative tasks and in the debates proposed, assessment of performance in clinical interviews and participation in healthcare activities.

The general framework for assessment activities is defined in the regulations entitled [Regulations for the assessment and grading of student learning on Bachelor's and master's degrees \(en\)](#) which is available on the FM website. These establish the minimum number of tests to be carried out and their relative weight, the procedures regarding the holding of tests and deadlines for studies, and also the mechanisms for evaluating the curriculum by compensation. They also regulate the mechanisms for



drawing up assessment reports, review processes and complaints about assessment grades. These regulations were drafted with the active involvement of the main stakeholders (students, teaching staff, PDI and PTGAS) and have been approved by the University's governing bodies for their subsequent dissemination and implementation in the degree programmes.

In the case of students with special needs, the UdL has its own programme, the [UdLxTothom programme \(ca\)](#), which proposes adaptations to assessment tests in order to ensure real and effective inclusion and guarantee equal opportunities, taking into account the individual needs of each student. The FM has a lecturer in charge who, if necessary, informs the course coordinator of the special needs of students who form part of the UdLxTothom programme, as well as the specific support required in each case. The teaching staff of the different qualifications can identify those students enrolled in the UdLxTothom programme and access the special needs of each one of them on the Virtual Campus.

In recent years students have enrolled in the FM who have learning, visual and/or hearing difficulties and we currently have a student with motor difficulties. The [UdLxTothom programme \(ca\)](#) proposes a series of support measures to help them integrate within the classroom and to ensure this situation is not an impediment to them achieving the learning outcomes. All these recommendations are communicated to the person responsible for each course so that the appropriate measures can be taken in each situation. In the period 2020-2024, the numbers of students that have joined the UdLxTothom programme during the different academic years are as follows:

Academic course	Faculty of Medicine	UdL
2020-2021	3	55
2021-2022	3	92
2022-2023	5	104
2023-2024 (until april)	5	105

The annual review of the training programme, defined in the UdL's Internal Quality Assurance System (IQAS), namely general procedure PG03 ([PG03 Review and improve training programs \(en\)](#)), defines the analysis of the results of the students' assessment tests. Thanks to this review and analysis, the FM can analyse the progress being made by the students in the different years of the degree. The results are discussed in the Degree Committee, with the participation of a lecturer representing each year, a delegate from each year on behalf of the students, the degree coordinator and the quality manager. Should any aspect for improvement be identified from the analysis carried out, this is submitted to the Quality Committee or Studies Committee, so that it can be included in the FM's Improvement Plan



(PM). These evaluations allow the FM to follow the learning process of each student in a coordinated manner and assess their achievements.

3.2 Assessment in support of learning

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The UdL's assessment policy is defined in the [Regulations for the assessment and grading of student learning on Bachelor's and master's degrees](#), which regulates the assessment and grading of students. Assessment is the process of evaluating the extent of student learning with respect to the knowledge, skills and abilities that are significant in relation to the learning outcomes of a course or subject.

The lecturers responsible for the course must indicate the assessment system in the teaching guide so that the assessment processes are well defined, an aspect that must be made clear in the teaching guide before enrolment in the course. During the first 15 days of the semester in which the course is taught, the assessment system may be modified with the prior agreement of the students, who will be notified via the Virtual Campus.

As indicated in the regulations, students have the right for their academic participation in any course they're enrolled in to be assessed and graded, as well as the right to support regarding assessment that ensures real and effective inclusion and equal opportunities, in accordance with the UdL's Inclusion Plan implemented through the [UdLxTothom Programme](#) (ca).

In UdL studies, assessment is a continuous process within the teaching period established for the courses, this being agreed in the Faculty's studies plan and academic calendar and approved by the Studies Committee and subsequently by the UdL's Governing Council. The publication can be found on the website of each degree programme. The aim of continuous assessment is that students can know how well they are progressing throughout the training process and improve their progress.

The teaching staff must publish the results of any assessment no later than fifteen days after it has been carried out, and at least two working days before any resit assessment. The results must be published through the [grading tool \(en/ca\)](#) provided on the Virtual Campus. Together with the publication, the teaching staff must publicly announce the dates and times of the revision.

In the modification of the SP, the assessment system has been detailed, divided into 3 different blocks:

- Core, compulsory and optional subjects
- Practical tutored classes and hospital placement
- Final Degree Project.



To grade the results of the assessment, the Coordination of the degree has access to the dossier of indicators with the results from each course. The results are analysed together with the coordinator of each course, from which aspects for improvement can be defined, evaluating the strengths and weaknesses of each student, with the intention of consolidating their learning, all of which is included in the procedure entitled [PG03 Review and improve training programs \(en\)](#) and reflected in the annual follow-up report ([Informe de Seguimiento ca](#)) of the degree, carried out its coordinator.

The results of the assessments are analysed by the Degree Committee, together with the teaching staff and students. This analysis is considered to be very useful as it aims to analyse the results of the assessments in order to obtain the optimum result for students in terms of them acquiring knowledge and skills.

3.3 Assessment in support of decision-making

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The different methods used to assess students are contained in the relevant regulations for the UdL's degrees ([Regulations for the assessment and grading of student learning on Bachelor's and Master's Degrees \(en\)](#)).

The main assessment methodology is continuous assessment with evaluation by blocks, which allows for three evaluation blocks to be established, each representing between 10% and 50% of the final mark. It is also established that all activities that account for more than 30% of the final mark or that require a minimum mark to be passed must include a make-up exam or assessment.

In order to help them combine family or work commitments, students may ask for continuous assessment to be waived and request an alternative means of assessment, which consists of a test that accounts for 100% of the final grade and where all the knowledge acquired is assessed.

In the Bachelor of Medicine, courses may use different learning methodologies depending on whether they contain more theoretical, largely practical or mixed content. Assessment will differ depending on each methodology and students must demonstrate that they have acquired the minimum knowledge in each of them. The assessment criteria are set out and publicised in the [teaching guides \(es\)](#) for each course.

Regarding more theoretical courses such as [Human Genetics \(es\)](#), the assessment includes three evaluation blocks in two tests. Each block is worth between 20% and 50% of the final mark and also includes some parts of the practicals which, as they represent less than 20% of the total mark, cannot



be resat.

In the assessment of the [Infectious Diseases \(es\)](#) course, the theoretical part is evaluated by means of two multiple-choice exams and the practical part by means of continuous assessment. The two theory tests account for 70% of the mark and require a pass mark as an average. Assessment of the practical part, which accounts for 30% of the final mark, consists of an evaluation of the student's participation in the practical sessions and their completion of a questionnaire at the end of each seminar (multiple choice or clinical case). In this practical part, the average from all the seminars is used and a pass mark is required. The final mark will be the result of adding together these two assessments. Failure to pass the theoretical part means the student must take a resit exam for the whole subject.

The [Healthcare Practice I, II and III \(es/ca\)](#) courses are evaluated via continuous assessment, evaluating the student's learning, participation in seminars and different types of practices: clinical and virtual, in the Skills and Simulation Classroom, as well as an evaluation of the learning notebook by the tutor. At the end of each of these courses, the Objective Structured Clinical Examination (ECO) is carried out, which consists of clinical stations to demonstrate the competencies, skills and abilities acquired, in which students have to tackle common clinical situations. Students must demonstrate their ability and expertise in exploring patients, especially those who may be at risk of life-threatening conditions, assessing analyses and complementary tests which should lead them to make an accurate diagnosis. These tests assess knowledge, oral and written communication skills, clinical analysis and judgement, as well as technical skills.

The grade given by the tutor and course coordinator will contribute 50% towards the final mark, while the other 50% will be obtained from the ECOE grade.

Assessment of the [Final Degree Project \(ca\)](#) (TFG) is defined in the relevant regulations, entitled [Normativa del Trabajo de Fin de Grado de la Facultad de Medicina \(en\)](#), and accessible from the Faculty's website for all students and teaching staff.

This assessment system is divided into three parts. Firstly, a specific part which is carried out by the examining board and based on assessment criteria, evaluating:

- Originality
- Content, organisation and formal drafting of the report
- Quality and extent of the literature review
- Quality of the work carried out
- Presentation, oral presentation, ability to summarise and provide concrete answers to the questions posed.



The examining board is appointed and set up in agreement with the departments to which the teaching staff are assigned. The board is made up of two members chosen from among the different TFG tutors (excluding the tutor for TFG to be assessed) and/or coordinators of the different degree courses, ensuring there is appropriate expertise for the specialisation and type of TFG in question.

The second part of the assessment is carried out by the tutor, who does not form part of the tutored dissertation examining board, in order to ensure the grade given is objective. The tutor's criteria are based on the work carried out by the student.

A third component of the final mark for the TFG are practical skills, which are assessed by means of an Objective Structured Clinical Exam (ECO) carried out in the 6th year. This ECO is carried out centrally for all participating universities on a single day, at a central location in Barcelona, and under the supervision of the Department of Health of the Catalan government.

The final grade of the TFG is composed as follows:

- 30% Written report (board)
- 30% Oral presentation (board, held publicly in accordance with the Faculty's regulations)
- 30% ECO (Department of Health of the Catalan government, in coordination with the centre)
- 10% Tutor (Academic tutor)

3.4 Quality control

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM has its own [IQAS\(en\)](#), which is the integrated series of activities carried out by the centre to ensure the quality of its degrees, as well as the relationship between these activities.

The activities carried out at the FM follow the guidelines of the University's [General Procedures \(ca\)](#). Duly applied, these procedures enable the FM to ensure the quality of its teaching by means of annual monitoring and continuous improvement. In General Procedure PG03 ([Review and improve training programs\(en\)](#)), the IQAS sets out the guidelines for monitoring the results of a degree programme in order to identify aspects for improvement and carry this out, with the participation of all stakeholders. General Procedure PG31 ([PG31 Review and improve the warranty system internal quality \(en\)](#)) establishes the action protocol for the annual monitoring and review by the IQAS of the official bachelor's and master's degree programmes, including, actions to assure the quality of the teaching carried out at the centre, aimed at generating and maintaining the confidence of students, teaching staff and society.



The UdL has the DATA programme (UdL's Institutional Information System) which aims to transform academic activity data into useful information (an asset) available to the organisation. The information collected by DATA is generated by replicating the data collected via the management applications (Academic - Universitas XXI (UXXI), Research - GREC, QueGest/LIME, and HR - Ginpix). This platform enables the data to be integrated, debugged and transformed into structured information to be analysed by means of a range of tools (dashboards, reports, charts, etc.) accessible to users according to their assigned profile. The information published is organised into folders of reports linked to the area of activity and related to the training process, the generation and transfer of knowledge and UdL staff, and is presented in different formats with the aim of making it as useful and user-friendly as possible.

The DATA generates a Degree Indicator Dossier ([Dossier de Indicadores de la Titulaci3n \(DIT\)\(en\)](#)), in which the indicators set by AQU Catalunya are collected on an ongoing basis. From the results of the indicators, it's possible to analyse the trends in enrolment, cut-off marks and student backgrounds, the teaching staff who teach the courses according to their category and the hours they teach, the list of courses and the groups made within them according to the students enrolled, the results of the surveys per course, the performance, grades and drop-out rates of the degree programme. The information is analysed by the coordinator in the annual Monitoring Report for the degree programme. This report is presented to the centre's Quality Committee, where the proposal is approved, this being subsequently approved by the Faculty Board (ratification of the proposal). Finally, the Academic Organisation Committee (COA) approves the Degree Monitoring Report.

The DIT is presented publicly in the "[Degree in Figures \(ca\)](#)" section of each degree programme and, for a more exhaustive analysis of the information, the centre's management can access the [DATA](#) system, which provides information in greater detail.

3.5 Academic results

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The academic indicators comply with the indications of AQU Catalunya and are summarised in the Dossier of Indicators made available by the UdL to the groups involved, through DATA, in order to be able to analyse student learning outcomes.

Among these indicators, the most generic, important throughout the degree, are the performance rate, the success rate and the drop-out rate.



	Període:	Període: 2018-19 .. 2021-22
	Centre:	Facultat de Medicina
	Titulació:	Grau en Medicina - UdL - G21 - Any inici 2009-10

6.3. Overall results of the degree (Standard 6,3)

Per academic year

Grau en Medicina - UdL	2018-19	2019-20	2020-21	2021-22
Yield rate	86,4%	89,7%	85,3%	83,1%
Efficiency rate	95,6%	97,1%	96,9%	93,6%
Average time to graduation	5,8	5,8	6,0	6,2

Yield rate : credits approved/credits enrolled

Efficiency rate: Credits enrolled by graduate students in a course/credits of the degree curriculum

Average time to graduation: Median time difference between the year of graduation and the starting year for graduate students

Per cohort	on-time graduation rate (t and t+1)	dropout rate (t+1)	dropout rate in first year
Grau en Medicina - UdL Cohort			
2012-13	83,5%	16,5%	11%
2013-14	84,8%	12%	7,2%
2014-15	74,2%	20,3%	10,9%
2015-16	81,6%	16%	9,6%

On-time graduation rate (t and t+1): percentage of graduates up to t+1 (including <t, t and t+1) with respect to the number of students in the starting cohort

Dropout rate (t+1): in the case of a 4-year degree, are the cumulative dropouts produced during five years (from the beginning until t+1), with respect to the number of students in the starting cohort. This is the rate included in the degree's verification report.

Dropout rate in first year: number of students who enroll and drop out, with respect to the number of students in the starting cohort.

The performance rate, i.e. credits passed divided by credits enrolled, is high at 82.7% and has remained high, albeit with a slight downward trend in recent years.

The degree's efficiency rate, i.e. the ratio between the minimum credits needed to pass and the total number of credits taken by each graduate over the course of the degree, is very good at 95.6% and has remained high over the last 4 years.

The average time required to graduate, i.e. the median difference between the year of graduation and the year the undergraduates started, is 6.1 years. In other words, most students graduate within the established time frame.

The on-time graduation rate, i.e. the percentage of students graduating in less than the expected time up to the expected time plus one year, was 72.4% for the last graduating class, ranging from 72% to 84% in the last 4 graduating classes, therefore a high on-time graduation rate.

The overall dropout rate, namely when students leave during the period of study plus one year (t+1), is 26.7%, varying within a range of 12% to 26% in the last 4 academic years. This parameter, given that it does not distinguish between dropouts and transfers, may be influenced by the large proportion of students who don't come from the same region as the University and transfer to their place of origin.

The rate of dropout in the first year of the degree is 12.9%, ranging between 7.2% and 12.9% in the last

4 academic years.

6.4. First year overall results (Standard 6.3)

Grau en Medicina - UdL	2019-20	2020-21	2021-22	2022-23
Rate presented	89,6%	92,6%	89,6%	90,7%
Success rate	93,5%	72,7%	81,5%	75,2%
Rate of return	83,8%	67,3%	73%	68,2%

Academic performance can be assessed using the table of overall results for the first year, in terms of the performance rate, which is the number of credits passed out of the number of credits enrolled, standing at 68.2% in the first year. This performance rate in the first year of the degree is between 67.3% and 73% in the last post-pandemic period and is considered good due to the adaptation experienced by students during the first year, as a considerable number do not come from the areas surrounding the University and it's the first time they've moved from their own region.

In DATA, the Indicator Dossier provides an overall summary but the coordinator can carry out a detailed analysis per course to get more details on the trends in performance per course, as shown in the following example:

				Gènere		
				+ Tots els gèneres		
				Indicadors		
Centre	Estudi	Assignatura	Grup	+ Alumnes matriculats	+ Taxa de rendiment	+ Taxa exit
Facultat de Medicina	Grau en Medicina - UdL - G21	Totes les Assignatures	+ Tots els grups	585	82,85	87,39
		ANATOMIA MICROSCÒPICA - 100500	- Tots els grups	131	45,04	49,58
		ANATOMIA PATOLÒGICA I FISIOPATOLOGIA - 100530	+ Tots els grups	102	81,37	85,57
		ANGLÈS CIENTÍFIC - 100537	+ Tots els grups	6	100	100
		ANTROPOLOGIA I ECOLOGIA HUMANA - 100541	+ Tots els grups	42	100	100
		APARELL CARDIORESPIRATORI - 100507	+ Tots els grups	102	84,31	86,87
		APARELL LOCOMOTOR - 100506	+ Tots els grups	131	71,76	83,93
		APARELLS DIGESTIU I GENITOURINARI - 100508	+ Tots els grups	108	79,63	90,53
		BASES MICROBIOLÒGIQUES DE LA INFECCIÓ - 100531	+ Tots els grups	101	70,3	81,61
		BASES MOLECULARS DE LA VIDA - 100502	+ Tots els grups	100	97	98,98
		BIOESTADÍSTICA - 100510	+ Tots els grups	89	82,02	90,12
		BIOÈTICA - 100558	+ Tots els grups	97	98,97	100

One notable aspect revealed by monitoring the achievement of results by first-year students is the information provided by DATA on their academic performance. This report, which is made available to the Head of Studies, allows us to analyse the progress made by first-year students after each assessment period or at the end of the year. We believe the information provided is of great interest in terms of helping students who aren't performing as well as expected.

In the academic year 2022-23 the success rate in the first year, i.e. the number of credits passed out of the credits examined, is high, specifically 75,2%, and has remained stable in recent years, between 67,3% and 73%.

According to the information gathered in the student [surveys \(ca\)](#), student satisfaction is high, with an average score of 3,11 out of 5 for "Student satisfaction with learning support systems" and a survey participation rate of 19,5%.

Student satisfaction results

5. Effectiveness of learning support systems

5.1. Student satisfaction with learning support systems (Standard 5.1 and 5.2)

Degree in Medicine - UdL. Course 2020-21.	average (1-5)	Ratio of participation
The tutoring has been helpful and has helped improve my learning.	2.7	19.5%
The facilities (classrooms and teaching spaces) have been adequate to promote my learning.	3.9	
The resources provided by the library and teaching support services have met my needs.	3.4	
The student support services (information, registration, academic procedures, scholarships, guidance, etc.) have offered me a good advice and attention.	2.2	
The external practices have allowed me to apply the knowledge acquired during the degree.	2.6	
Using the virtual campus has made my learning easier.	3.9	

Source of data: survey of graduates.

The students' assessment of the overall educational experience was good (3,2/5), and the assessment of the courses taught in the degree was very good, with 61,5% (32/52) obtaining an overall rating equal to or higher than 4/5.

Achievement in the Final Degree Project was also very satisfactory, with 42% of the students getting an Excellent-Honours' Degree in this course, which includes the theoretical and practical evaluation of the exam, indicating the high level of the students.

Satisfaction with teaching staff is measured, on the one hand, via the IQAS indicator, as in PG21 ([PG21- Manage the provision of services \(en\)](#)). The teaching and research staff (PDI) also receive the [survey](#) as lecturers on the degree programme (survey designed by AQU Catalunya Quest_AQU_Titulacions_PDI) and, finally, the survey for degree managers/coordinators (survey designed by AQU Catalunya_Quest_Titulacions_Coordinadors).

The satisfaction and job placement surveys of graduates from the Bachelor of Medicine are carried out by AQU Catalunya, which ensures an analysis in accordance with the type of students and degree programme.

The [satisfaction surveys](#) analyse global indicators for satisfaction, teaching and learning: design, teaching and learning: development, student support, results, mobility, external placements and TFG, graduate profile: socio-demographic data, access and study conditions. All the data collected are compared with the results of the universities in the Catalan University System (SUC).



Based on this analysis, the UdL ranks among the average for the results achieved by all Catalan universities.

The [Job Placement](#) survey follows the same structure as described above, in which the responses are compared with the results of the SUC universities.

The results collected in the different surveys are used to analyse the centre's management in monitoring the centre's IQAS and thereby implement improvements, if deemed necessary.

The University of Lleida would also like to point out that, in 2022, 100% of the students who took the Resident Doctor (MIR¹) exam passed and 89.6% obtained a place to study the speciality, according to the public results of the Ministry of Health.

The MIR exam is a written test, required in order to be eligible to carry out Specialist Healthcare Training, at the end of which the student is qualified as a specialist.

They cannot practise medicine in the public sphere in Spain without this qualification.

This period varies according to the specialty chosen, between 4 and 5 years, with a special contract as they are in at a stage in their training when they carry out the tasks of each specialty under the supervision and tutoring of expert doctors, for which they are financially remunerated.

Access to these Specialist Healthcare Training places is by means of the MIR exam, in a single annual call that is held throughout Spain. The final mark takes into account the result of the exam and the academic record.

¹Médico Interno Residente (MIR). A system for training medical specialists that has existed in Spain since 1976, which is accessed through annual selective examinations and which consists of a special employment contract as a Resident Doctor.



4. STUDENTS

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conditions

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The FM informs students from the moment they are completing their baccalaureate studies. The UdL holds various talks in the different secondary schools of Lleida with the aim of presenting the degrees offered in the city where they live. The unit in charge of this activity is the [University Information and Guidance\(ca\)](#) unit (IOU), with the programme on activities for the transition from secondary school, entitled "[Transition activities from Secondary School to the University of Lleida](#)"(en). All the information can be found on our website in the "The UdL visits you" section. Subsequently, an open day is organised when students can sign up for the centre they're interested in visiting and this way the first contact is made.

Students are admitted according to the selection criteria defined by the Catalan government. All students must pass the university entrance examinations (PAU), which ensure that the principles of advertising, equality, merit and ability of the students are respected, as well as guaranteeing equal opportunities in the allocation of places.

The IQAS certifies the progression made by the students and achievement of the expected results is certified by the review of the results.

Once students become part of the UdL community, they can access all the support, activities and services offered by the UdL. A Welcome session is held to provide a general overview on the first day of the course, in which students are informed of all aspects regarding advice, student support and all the services available to them (Library Services, Virtual Campus, UdL Card, sports activities, Psychological Service and Psycho-pedagogical support, UdLxTothom, are some of these services).

The secretary of the academic FM plays a very important role in the Welcome session, as she introduces students to the Faculty's website, where they can find all the necessary information to carry out the academic procedures.



4.1 Selection and admission policy

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In the UdL's policy, the IQAS defines General Procedure PG 05 ([PG 05 Select, Admit and register the student \(en\)](#)) which establishes the guidelines to be applied for the selection, admission and enrolment of students on official UdL courses.

Access to the Bachelor of Medicine at the UdL is organised in the same way as for other degrees at Catalan public universities, namely by means of [University Pre-Registration](#) (es) The necessary procedures to carry out the selection process and admission by the Catalan government can be accessed via the [website of the degree\(en\)](#). All the necessary information regarding access to the University can be found by following the link provided by the Catalan government, by means of Canal Universitat (e.g. necessary documentation, deadlines, cut-off marks, etc.). This process ensures fairness, reliability and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other social condition or circumstance. The access criteria and requirements are also available on the website of the degree ([access](#)) where information is provided on the regulation of the medical profession and the guidelines on which it's based, the cut-off marks of previous years, as well as the professional opportunities.

There are also other ways to be accepted:

Likewise, the rules for transferring records state that, in order to be admitted to a course of the FM at the UdL with other official Spanish university qualifications that have not been completed. Students need to have completed the equivalent of at least 30 credits from the UdL qualification in question, as well as meeting the rest of the requirements established by the FM's specific rules for transferring academic records, characterised by specific regulations, the places offered and the deadlines for applying, as well as the criteria for prioritising the applications presented ([the admission procedure and criteria for FM courses](#)):

[The validation of partial or completed foreign university studies \(ca\)](#) is also regulated for students to be admitted on the UdL's FM courses when they already have complete or partial qualifications from foreign universities. Students need to have completed the equivalent of at least 30 credits ECTS (European Credit Transfer System) from the UdL qualification in question, as well as meeting the rest



of the requirements established by the FM's specific rules for transferring academic records. Should their qualifications be accepted, students must then apply formally for admission to the Rector of the UdL.

Course	Entry transfers
2019-20	7
2020-21	6
2021-22	2
2022-23	0

The Catalan government itself notifies students of their admission to the degree. Once they have been admitted to the University, they must register for the online enrolment process. If any student does not have the necessary computer resources to carry out the enrolment process, they can use the computer rooms provided by the University.

In addition to the access page is the [Welcome and Orientation \(ca\)](#) section, where students can find information regarding once they've enrolled at the UdL. First-year students are offered a [Welcome Day \(ca\)](#), where they are given important information to start their studies at the centre. At the end of this session, a satisfaction survey is carried out, which is then analysed to reveal the aspects to be improved for the next academic year. This session is organised by the [University Information and Guidance](#) unit (IOU) and the FM. The IOU is the unit in charge of advising students in the different educational stages and especially for secondary school and university students.

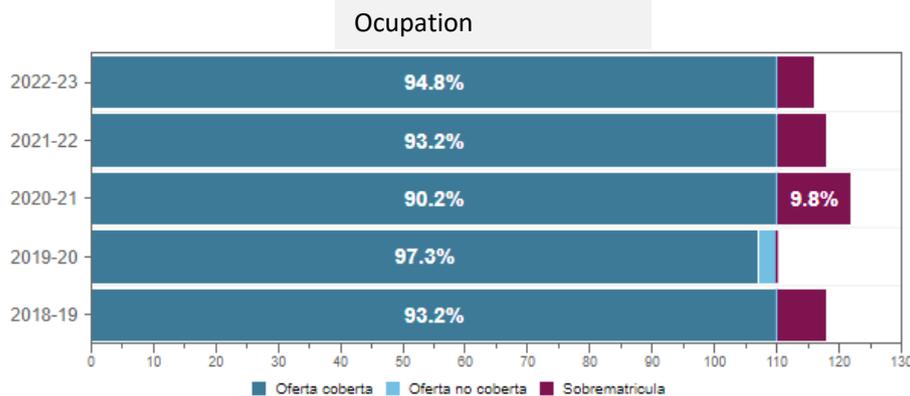
All the necessary information for access and enrolment can be found on the same website.

The access provided by the Catalan government guarantees that new students meet the appropriate profile given that, in order to gain access to the Bachelor of Medicine, some prerequisites are required in the baccalaureate and at the time of the PAU (university entrance exam).

As from the academic year 2023-24, the degree programme will offer 132 first-year places. This last academic year the number of places has been increased by 10% in accordance with [Royal Decree 698/2023 of 25 July \(es\)](#), which established the need to increase places due to the insufficient number of students graduating from medical schools in relation to the number of places available in Specialised Healthcare Training. Up to the academic year 2022-23, the number of places offered was 110 (and they have been more than 90% occupied in the last 4 years (with an over-enrolment of around 5% in the last 3 years). First choice access stands at 63% (average from the last 4 years). The percentage of women among new students is 69%.

The Spanish government, by means of Royal Decree 698/2023, of 25 July, governing the direct granting of subventions to public universities to finance the increase in places on the Bachelor of Medicine and of the investment to improve teaching quality (es). The FM has increased its number of students to 132, so it has received a subvention that will be used to improve the existing teaching infrastructures and increase teaching capacity to achieve the learning outcomes required.

Date Update: 15/01/2024



4.2 Progression, student counselling and support

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The academic guidance, counselling and student support provided by the FM is of vital importance to ensure optimal implementation of the Faculty's educational enterprise. These actions are divided into 5 programmes:

- Tutorial Action Plan: UdL Acompanya - Néstor Programme.
- University Information and Guidance unit.
- "UdLxTothom" programme.
- Psycho-pedagogical support service.
- Psychological support services.

These programmes are complemented by several duly structured actions, including information sessions on mobility, career guidance days and other activities which are carried out from time to time, announced in the Activities section of the website. By means of its [Welcome Day \(ca\)](#) page, aimed at



new students, the UdL also offers all the necessary information for enrolment and grant applications, as well as an introduction to the institution.

The Tutorial Action Plan "[UdL Acompanya - Nèstor Programme](#)"(en): this depends on the [Vice-Rectorate for Students and Employability](#) (ca). The FM promotes and applies the general initiatives of this plan in accordance with the specific characteristics of the centre and its degrees. The "[UdL Acompanya - Nestor Programme](#)" (en) was approved by Agreement 153/2012 of the Governing Council of 27 June 2012, modified by Agreement 213/2017 of the Governing Council of 19 July 2017 and revised by Agreement 265 of the Governing Council of 17 December 2020.

The programme aims to support and advise students throughout their time at the FM, guiding them through their time at the University to make it as fruitful and enjoyable as possible. This begins on the day they start the first year of the degree and ends when they complete the last year. The programme offers academic, personal and professional guidance, so they can make informed decisions throughout their university degree, as future professionals and as citizens. The programme is divided into 3 areas, whose goals are as follows:

- Encourage integration within the University by means of an appropriate and effective welcome.
- Optimise the learning process.
- Promote peer contact as a complementary formula to guidance.
- Provide guidance for postgraduate training and job placement.
- Promote the achievement of the personal and professional training goals.

Area 1. Welcome, training and information: This includes activities in each of the academic years that make up the degree programme. The information is provided to students progressively as they need it, depending on the stage of their training, to ensure it's more useful to them.

Welcome day: It's important that new students know, from the outset, the academic framework in which they'll have to work for at least the six years as from when they enter the University. To this end, Welcome days are held, which include the following actions: (i) introduce students to the structure of the FM, as well as the SPs of the degrees, UdL units and main resources available to them; (ii) introduce them to some of the more general and basic cross-disciplinary skills, such as the Virtual Campus tools and bibliographic resources; (iii) introduce their academic tutor and establish contacts with their new classmates. The Welcome days are organised by the FM and take place on the first day of the week in which the course starts. Information sessions are held in which the units are presented and the University is introduced.

Workshops: The aim is to provide students with the basic tools that can be used to develop general, cross-disciplinary skills throughout their university studies, as well as other skills specifically developed



the subsequent exercise of their profession.

Participation in the Education Fair ([Saló de l'Ensenyament](#))(es): The FM takes part in the Education Fair that's held every year in Barcelona. The Fair aims to offer and disseminate the range of courses offered by the UdL, the activities regarding transition from secondary school to university, job and career guidance, grants and scholarships of the UdL, support for students with special needs, psychological care service and psycho-pedagogical support, information about the different services, as well as information on accommodation.

Information sessions of the UdL Open Days: Members of the FM management team and students from the degree take part to inform and resolve any doubts raised by the attendees. The sessions include a guided tour of the FM facilities.

Area 2: Guidance and advice: To any students requiring it, the programme offers advice or referral to the resources established by the UdL, in the academic, professional and personal fields. The aim of this tool is to provide each student with a tutor to provide them with information, guidance and advice throughout their time at the FM. The "UdL-Acompanya" coordinator of the FM is the person in charge of these tutorials. University tutoring is a service available to students that aims to ensure the different curricular and extracurricular resources are used appropriately, as well as to ensure that students become an active part of the institution, not only because this enhances their training in a critical and constructive way but also because it stimulates their involvement and participation at all organisational levels.

Area 3: Mentoring: The aim is for students at a later stage of the degree to help new students. Mentoring consists of a system of tutorials between fellow students in the degree, in which there are senior students who, based on their experience, provide support and help to resolve the needs of their first-year classmates. The relationship between mentors and new students is one of equality and acceptance, with the aim of supporting the latter. Mentors must have certain skills and aptitudes, such as commitment, the ability to help, guide and advise; personal communication skills such as empathy and active listening, as well as conflict resolution and decision-making, the ability to encourage positive thoughts and a predisposition towards mutual learning. The Vice-Rectorate and the FM collaborate to provide any specific training required by mentors so they can carry out their work as effectively as possible.

University Information and Guidance unit (IOU): This is an administrative and management unit whose main task is to inform, advise and guide students in the different educational stages, especially at secondary and university level. In addition to this information and advice, the unit carries out other functions such as: information and dissemination of the range of courses offered by the UdL, secondary



school-university transition activities, employment and career guidance, grants and scholarships, support for students with special educational needs (UdLxTothom Programme), the Psychological Care service and the Psycho-pedagogical Support service.

The "UdLxTothom" Programme: This forms part of the services offered by the UdL to the entire university community (students, PGTAS and PDI). It is attached to the [Vice-Rectorate for Social Commitment, Equality and Cooperation \(ca\)](#). Its aim is to promote the participation and inclusion of people with functional diversity, based on the principles of equal opportunities, inclusion and social responsibility. The "[UdLxTothom](#)" Programme receives requests for particular attention, detects deficiencies that may be due to specific educational needs (SEN) and manages support resources. Different actions are designed and developed in collaboration with the centres and services of the UdL. The UdL has a set of [technical aids](#) aimed at students with disabilities or SEN and the teaching staff who work with these students: e.g. magnetic loops and frequency modulated equipment for students with hearing loss, cameras, TV magnifying glasses, Magnilink x Reader, blackboard and a computer Magnilink x Reader, portable interactive whiteboards, speech recognition software, virtual keyboard v3.1 and HeadMouse v4.1, among others.

[Psycho-Pedagogical Support service \(SPP\)](#): This forms part of the "UdLxTothom" programme. By means of a personal interview, the resources and support measures that will enable a student to achieve the skills required by the Bachelor of Medicine are assessed, with the aim of guaranteeing equal opportunities for all students.

[Psychological Support services](#): The [Psychological Support Service \(ca\)](#) (SAP) of the UdL offers students the possibility of obtaining initial and individualised psychological care in the case of psycho-emotional problems. Students can also access a series of resources and tools offered by the Department of Health of the Catalan government on the website [GestioEmocional.cat](#), so they can manage and assess their emotional state depending on the symptoms they have, receive advice and indications on what to do in each situation, or be seen by a doctor if necessary.

In addition, the FM has a [remote service of psychological support for medical students \(SAPEM\)](#). In October 2021, the Mental Health Pilot Plan for health science students was launched. The service is managed by the [Galatea Foundation](#). This non-profit foundation was set up in 2001 by the Council of Medical Associations of Catalonia as a result of the experience of the Programme of Care for Sick Doctors (PAIMM), to ensure the health and well-being of all health professionals and, consequently, to guarantee better quality care for citizens. In September 2023, the Remote Service of Psychological Support for Medical Students (SAPEM) was launched. The aim is to provide psycho-emotional care to medical students who present mental distress and suffering. Aware of the demands and pressures of a

medical career and the alarming figures of mental health problems among students, SAPEM is an initiative of the Foundation for the [Social Protection of the Collegial Medical Organisation of Spain \(FPSOMC\)](#), the State Council of Medical Students (CEEM) and the Mutual Medical Foundation. By means of a single WhatsApp message, a professional will contact the student by video call or telephone. All discussions and information are strictly confidential.

4.3 Recognition and transfer of credits and prior learning

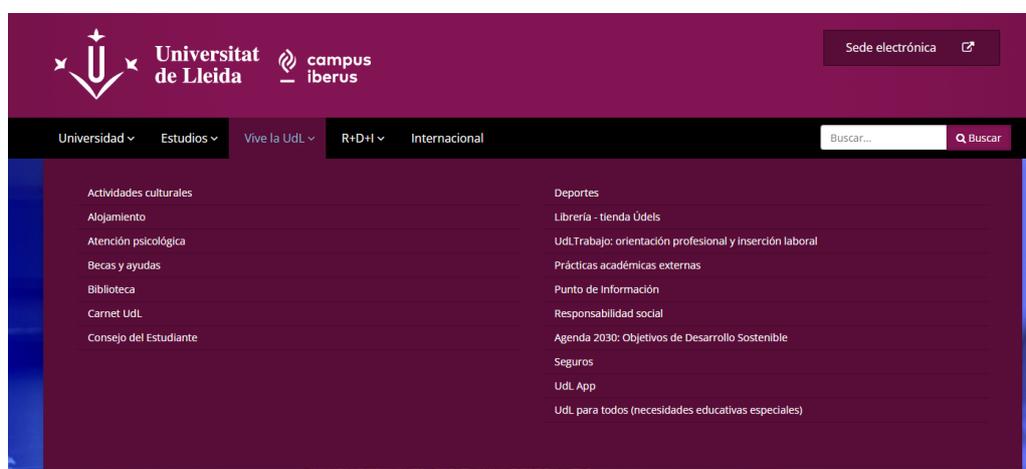
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On its website, the FM provides all students and prospective students with the necessary information to access the degree.

The homepage of the FM provides information on the most important aspects of each period by means of a carousel and it's worth noting the Secretary's Office section, which is located on the upper banner of the page. The content is constantly updated so that students can find all the general information, enrolment, transfer of academic records, academic calendar, academic regulations, administrative deadlines, recognition tables, termination of programmes and cross-disciplinary subjects, and the most important information is shown according to the period it affects even in the carousel. Students are also informed via social media, especially on Instagram (@medicinaudl).

The Academic Secretary's Office has an appointment service so that students can deal directly with all questions quickly and effectively through its PTGAS.

On the UdL homepage (<https://udl.cat/ca/es/>) is the "[Vive la UdL](#)"(es) section, dedicated exclusively to students, where they can quickly find any information they need of general interest, related to the UdL.





[The Vice-Rectorate for Academic Organisation and Quality](#) is in charge of academic regulations at the UdL. On the page with the Regulations and rules, information can be found regarding the rules of permanence and all those affecting the bachelor and master's degrees of the UdL. This page can be accessed directly from the FM website, Secretary's Office section and Academic Regulations section. The FM also provides information on the [transfer of academic records \(ca\)](#) and validation of foreign university qualifications.

[The procedures to recognise or transfer credits](#) are initiated once the student makes the request, presenting the necessary documentation and the accreditation request defined in accordance with the regulations. The Head of Studies is responsible for recognising credits. The final report must indicate the basic training credits and the compulsory and/or optional credits recognised in order to determine all the training being transferred. The same report must also include the courses the student must take, in the case of recognising credits in the area of basic training or the partial recognition of compulsory courses.

The Secretary of the Faculty of Health Sciences FM will notify the student of the decision, so that they can include the accredited training in their academic record. If necessary, the student may appeal against the decision within one month of its date of notification.

In the Academic Mobility Regulations ([Reglamento de Movilidad Académica-\(en\)](#)), the UdL defines the need to internationalise teaching and mobility, in such a way that it encourages students to stay at foreign higher education institutions with academic recognition, adding value to the student's training, both in terms of the academic curriculum and also in terms of acquiring experiences and skills that promote personal growth and help students to find employment.

The UdL has an [International Relations and Mobility Committee \(CRIM\)](#) to coordinate, consult and advise on policies and actions in the field of international relations. This Committee is made up of the head of the Vice-Rectorate for Internationalisation, who chairs it, the academic mobility coordinators of the UdL centres, two student representatives and a representative for the PTGAS, as well as the technical coordinator of the [International Relations Unit \(en\)](#), so that all UdL bodies are represented.

The FM has the highest mobility percentage of the UdL and therefore has a [Vice-Dean for Mobility \(es\)](#) that deals with each case in a highly personalised way. The degree page on the website contains a Mobility section with all the information offered by the International Relations unit of the UdL as well as the direct contact details of the Vice-Dean, who deals with each particular case.



4.4 Certification

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The [Regulations for the assessment and grading of student learning on bachelor's and master's degrees \(en\)](#), approved by agreement of the Governing Council on 12 December 2023, regulate the assessment and grading of learning outcomes at the University of Lleida. The FM, through its Governing Council, has established criteria and general alignments complementary to this regulation for all its degrees, in order to:

- Set the deadline and the procedure for submitting a request for alternative assessment.
- Establish the rules for the degree's Final Project ([Final Degree Project\(es\)](#))
- Establish the rules for [Assessment by Compensation \(es\)](#) to complete the FM studies.

The Dean's Office of the FM publishes the calendar and timetables of the assessment tests within the deadlines established in the [Academic Calendar \(ca\)](#) approved by the UdL, always before the start of the next enrolment period, and guarantees the maximum dissemination of this information. The lecturers responsible for each course group publish the final results of the assessment within the deadlines established and indicated in the Academic Calendar of the FM, which are in line with the framework calendar established by the UdL. The final qualitative grades (assigned according to the correspondence established by current legislation) and numerical grades (scale 0-10, to one decimal place) resulting from the assessment process are recorded in the assessment report.

At the same time as the final grades for each course are published, the FM publishes the review dates, which must be carried out in accordance with the [Regulations for the Assessment and Grading of Learning on bachelor's and master's degrees of the University of Lleida \(en\)](#). At the end of the review period, the lecturer reports the final grades and finalises and signs the course evaluation report. The publication of grades, both provisional and final, is carried out via the [grading tool \(ca\)](#) provided on the Virtual Campus and must comply with current legislation on personal data protection and other applicable regulations.

The evaluation report, in a single format for all UdL degrees, is the official document in which students are listed by name with the final grades obtained in the academic year and it must be signed by the lecturer responsible for the course and the group. The teaching staff must keep the evaluation records of all the activities carried out until the end of the following academic year. The UdL must permanently archive and conserve the evaluation records, using the media and formats that guarantee their



conservation.

The UdL offers [Assessment by Compensation](#) (en) as an alternative way of evaluating students, allowing them to pass a limited number of compulsory credits which they have failed in their ordinary degree exams, always taking into account the student's overall performance.

It is necessary to pass the corresponding studies to obtain the Official Degree. The process is initiated at the request of the student who, after payment of the corresponding fees and verification of compliance with the regulations in force by the Academic Secretary of the FM, is sent the corresponding receipt of the official degree. The Degrees Section of the UdL passed on the information to the Ministry that physically issues the diploma. Once the degree has been received, the Academic Secretary's Office of the Health Sciences Campus informs the student regarding the conditions for collecting the degree issued, which can only be collected at the Academic Secretary's Office by the holder, or by a third party providing they have a notarised power of attorney.

The UdL also issues the European Diploma Supplement (EDS) for diplomas, degrees, technical engineering, bachelor's degrees, engineering, doctorates, official master's and bachelor's degrees in accordance with the provisions of [Royal Decree 1044/2003, of 1 August](#). To this end, the rules establishing the criteria for issuing of the EDS have been established. The UdL issues the European supplement to the official university degrees of those students who have applied for the degree as of 12 September 2003. It contains unified and personalised information for each of the graduates, on the studies carried out, the results obtained, the professional skills acquired and the level of their degree in the national higher education system. The EDS must be issued by the [Degrees Section of the UdL](#) at the same time as the official degree, after verification of compliance with the requirements established by the regulations, and after payment (public prices established by the corresponding decree of the Catalan government). The EDS must be collected in person by the holder, or by a third party provided they present proof that they are official representatives of the student.



5. ACADEMIC STAFF

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The lecturer plays a key role in ensuring students' acquisition of knowledge, competences and skills and must be able to transmit enthusiasm for this knowledge by adapting to the needs and diversity of the students. To this end, the University has policies in place to ensure the competence and suitability of the teaching staff for the knowledge taught and has established fair and transparent processes for the recruitment and development of staff.

The UdL, aware that teaching requires research and its methodology in order to impart knowledge, bases its policy for academic personnel on a model of permanent, stabilised teaching staff that combines teaching, research and the transfer of knowledge within academic activity. The teaching staff of the Bachelor of Medicine is made up of 35.77% permanent lecturers, 62.40% associate lecturers, 0.8% lecturers and 1.03% with other kinds of contract. It should be noted that most of the teaching staff are doctors (59.75%), representing 100% of the permanent teaching staff and 40% of the associate teaching staff. This fact is related to the profile of the teaching staff: research lecturers with extensive research experience in the basic courses, medical lecturers involved in research projects and clinical professionals in cross-disciplinary courses and medical specialities.

Through the IQAS, the UdL has general procedures that define the policy, training and assessment of the academic personnel: i) PG11, which defines the policy for academic personnel ([PG11 Defining the academic personnel policy](#)); ii) PG17, on the assessment of teaching, promoting and recognising the academic personnel ([PG17 Evaluate teaching activity, promote and recognize academic staff](#)); and iii) PG19, on the assessment of the management of academic personnel ([PG19 Evaluate academic staff management activity](#)). In addition to this assessment, the University has procedures in place to monitor [student satisfaction](#) with the teaching carried out by the lecturers by means of surveys. The results of these surveys are analysed by the degree coordinator in the Annual Monitoring of the Degree and he/she proposes the necessary aspects for improvement.

The University has also established programmes to promote the professional development and training of teaching staff, with the IQAS defining the training needs of the teaching and research staff in procedure PG15 ([PG15 Develop and execute the academic staff training plan](#)). This procedure establishes and identifies the training needs of teaching and research staff (PDI) as well as the preparation, implementation and evaluation of the training plan. The analysis and monitoring of the procedure is carried out by the Teaching Quality and Planning unit and the information is analysed when monitoring the centre's IQAS with the management team.



The [Institute of Education Sciences \(ICE\)](#), the [Centre for Continuous Training \(CFC\)](#) and the Vice-Rectorate for Teaching Staff are responsible for the training of teaching staff at the UdL. There is a specific Teacher Training unit that reports to the Vice-Rectorate for Academic Personnel, which offers a wide range of training courses aimed at improving both teaching and research, classified into Cross-disciplinary courses, as well as courses on Management, Research and Teaching: methodology and innovation and ICT .

In addition to the [continuous training and support programmes for teaching staff \(ca\)](#), there are other programmes aimed at supporting the internationalisation and mobility of the teaching and research staff, programmes to stimulate research and programmes to intensify research.

It is considered that the training offered is very broad and covers many of the aspects necessary for the development of teaching functions, as well as the improvement of teaching and research quality.

5.1 Academic staff establishment policy

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The modified SP contains a number of new elements in terms of methodology, content and acquisition of skills that require the progressive incorporation of teaching staff to guarantee the transition towards a more active model, focused on learning and the acquisition of skills. In composition terms, the SP is made up of 50% small group activities, an evaluation of skills via the Objective Structured Clinical Exam (ECO) and the completion of a rotating year (sixth year) and 3 blocks of clinical practice distributed between the third and fifth years.

Categoria	Núm.	ECTS (%)
Permanents	46	35,77%
Assistant professor	4	0,8%
Adjunt professor	155	62,40%
Other	3	1,03%
Total	246	

Permanent : Permanent teaching staff who must hold a doctorate (Professor, Associate professor) ,

Assistant professor

Adjunt professor

Others: visiting lecturers, scholarship holders, emeritum, etc.



The 35,77% of the teaching staff on the Bachelor of Medicine are Professor and Associate Professor , 62,40% are Adjunct professor, 0,8% are Assistant professor and 1,03% are others with another kind of contract. It should be noted that most of the teaching staff are doctors (59.75%), representing 100% of the permanent teaching staff and 40% of the associate teaching staff. This fact is related to the profile of the teaching staff: research lecturers with extensive research experience in basic courses, medical lecturers involved in research projects and clinical professionals in cross-disciplinary courses and medical specialities. In terms of teaching load, 87.38% of the teaching is given by PhD lecturers. Broken down by category, 74.6% of the teaching given by full-time teaching staff is doctoral, 65.9% of whom are permanent doctors. Associate lecturers account for 21.43% of the teaching. Although this category corresponds to non-permanent teaching staff, their involvement in the teaching of the degree is significant, given that they are lecturers who, for the most part, are involved in healthcare in a hospital setting and at Primary Healthcare centres. The typology of our teaching staff enriches the degree and our students, as they contribute their professional knowledge and innovative and emerging experiences. If we analyse the data from a gender perspective, 41% of the teaching is given by female doctors and 47% by male doctors. If we focus on the professional category, the number of male professors and full professors/adjunct professors teaching is slightly higher than that of women female (60% and 57% respectively).

The data reflect the excellent training of the teaching staff (59.75% are PhDs) who are research lecturers and medical doctors with extensive experience in their profession who, at the same time, carry out research work at IRBLleida or at the Health Sciences Campus (HUAV and HUSM). Many of them are principal investigators or participate in research projects, direct doctoral theses and are authors of scientific articles.

In this respect, the criteria for selecting teaching staff to teach the different subjects and the final degree project are appropriate and based on their specialisation and professional experience.

In the vast majority of courses, especially in the 1st year, the lecturer coordinating the courses is a permanent, full-time lecturer, a fact that favours his/her full dedication and therefore greater attention to the students and to the different needs that may arise in the process of adapting to university life.

The final degree project and rotation are carried out in the sixth year. Specifically, the teaching staff for final projects or theses are made up of active researchers with active lines of research, whether in the field of basic, clinical or applied research. In this way, students can join one of the lines of research they have chosen and prepare their final project.



As for the rotation, the teaching staff are made up of permanent lecturers and associate lecturers from the different specialities in the hospital and primary healthcare fields. Throughout the rotation, students join the different services, complete their training in anamnesis, clinical examination, diagnosis and therapeutic aspects and also experience day-to-day medical care, integrating the knowledge obtained and applying it to everyday clinical practice.

The assignment of teaching staff to the different areas of knowledge is carried out by the FM departments following the UdL's Framework Teaching Plan ([Framework for teaching planning](#))(ca).

The UdL analyses student satisfaction with the teaching given by the teaching staff by means of surveys. The results of these surveys are analysed by the degree coordinator in the [Annual Monitoring of the Degree \(ca\)](#), proposing the necessary aspects for improvement.

Summary of teaching staff assigned to the degree

Category	No.	ECTS (%)	Doctors (%)	Accredited (%)	6-year terms	5-year terms
Permanent	46	35.77%	100%	100%	117	178
Assistant professor	4	0.8%	100%		0	2
Adjunt professor	155	62.40%	40%		4	1
Other	3	1.03%	25%		6	8
Total	246				127	189

Permanent : Permanent teaching staff who must hold a doctorate (Professor, Associate professor) ,

Assistant professor

Adjunt professor

Others: visiting lecturers, scholarship holders, emeritum, etc.

In the Dossier of Indicators used for the annual monitoring of the degree programmes, we can find, in section 4, *Suitability of teaching staff for the training programme*: In the case of the Bachelor of Medicine, we can analyse the teaching staff by category, the hours of teaching given (HIDA) according to the category of the teaching staff, and also the percentage of hours of teaching given (HIDA) according to the terms granted.

section 4., *Suitability of teaching staff for the training programme:*

	Period:	Period: 2019-20 .. 2022-23
	Centre:	Faculty of Medicine
	Degree:	Degree in Medicine - UdL - G21 - Start year 2009-10

4. Adaptation of the teaching staff to the training program

4.1. Faculty by category and according to doctorate (Standard 4.1)

Degree in Medicine - UdL, Academic year 2022-23	Permanent 1	Permanent 2	readers	associates	others	total
doctors	46	-	6	57	3	112
Not doctors	-	-	-	104	5	109
total	46	-	6	161	8	221

Permanent 1: Permanent teaching staff for which it is necessary to be a doctor (CC, CU, CEU, TU, Associate)
Permanent 2: Permanent teaching staff so it is not necessary to be a doctor (TEU, Collaborators)
Others: Visiting professors, interns, etc...

4.2. Teaching hours (HIDA) according to teaching and doctorate category (Standard 4.1)

Degree in Medicine - UdL, Academic year 2022-23	Permanent 1	Permanent 2	readers	associates	others	total
doctors	2,819.0	-	218.0	1,048.0	79.0	5,064.0
Not doctors	-	-	-	2,554.0	57.0	2,611.0
total	2,819.0	-	218.0	4,502.0	136.0	7,675.0

HIDA: Teaching hours in the classroom
Permanent 1: Permanent teaching staff for which it is necessary to be a doctor (CC, CU, CEU, TU, Associate)
Permanent 2: Permanent teaching staff so it is not necessary to be a doctor (TEU, Collaborators)
Others: Visiting professors, interns, etc...

4.3. Percentage of teaching hours (HIDA) according to sections (Standard 4.1)

Degree in Medicine - UdL, Academic year 2022-23	No section	With section not live	With section alive
HIDA percentage according to research sections	13.7%	34.3%	52%
HIDA percentage according to teaching sections	10.2%	10.1%	79.7%

It corresponds to the teaching staff who may have a section.

To review the ratio of full-time student (FTS)/Full-time equivalent lecturers (FTE), the data for each degree programme can be found in the same dossier of indicators. In the case of the Bachelor of Medicine, it is considered that the degree has an ideal staff structure and number of lecturers to ensure the teaching is carried out well.

4.5. Ratio of ETC students to PDI ETC (Full-time Equivalent) (Standard 1.3)

Degree in Medicine - UdL	2019-20	2020-21	2021-22	2022-23
Students ETC	583	580	573	579
POI ETC	55	58	52	52
Students ETC / PDI ETC	10.8	10.4	11.1	11.2



5.2 Academic staff performance and conduct

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The UdL, aware that teaching also requires research and its methodology in order to impart knowledge, bases its policy for academic personnel on a model of permanent and stabilised teaching staff who combine, in their academic activity, teaching work with research and the transfer of knowledge.

The UdL wants its teaching staff to achieve levels of quality comparable to national and international standards, both in teaching and also in research and knowledge transfer.

The UdL wishes to establish an academic career for teaching staff on the basis of a system of incorporation, stabilisation and promotion with maximum transparency and rigour, based on personal merit, both in teaching and research, and on the strategic needs of the University, seeking to satisfy the professional expectations of the teaching staff.

In the model of policy for academic personnel promoted by the UdL, the University realises the plural and diverse nature of its centres and departments and has a global, integrating vision that takes into account the teaching and research needs, strategically defined for the UdL.

The UdL has general procedures for the policy, training and assessment of academic staff within the IQAS:

- [PG11 Defining the academic personnel policy](#)

The aim is to establish how the UdL prepares, reviews and implements its policy for academic personnel policy (PPA), which encompasses the set of intentions and orientation of an organisation in reference to the management, selection, promotion and training of staff.

The PPA is monitored by the Faculty's PPA Monitoring Committee, which is responsible for proposing modifications to improve the document to the Governing Council for approval.

- [PG 17 Evaluate teaching activity, promote and recognize staff](#)

Evidence E24B shows the presentation by the teachers taking part in the assessment and the outcome of this teacher assessment

This establishes the mechanism through which the teaching staff assessment process is carried out for the purposes of promotion and recognition, obtaining additional remuneration and processing of the teaching certification provided by AQU Catalunya.



The assessment of teaching staff analyses the planning and performance of teaching activities, professional progress as teachers and the results of their work. Its aim is to recognise teaching merits and stimulate the improvement of innovation in teaching in order to promote good quality university education.

Teachers who meet the requirements set out by the [Teacher Assessment Manual](#) (MADP) will be assessed.

- [PG19 Evaluate academic staff management activity.](#)

The aim of this procedure is to establish the mechanism through which the management carried out by the UdL teaching and research staff is assessed.

The recognition is established with a management merit bonus, which consists of an additional allowance when merit is recognised in certain academic positions.

To this end, the UdL has [criteria for distributing points corresponding to the additional management complement, approved by the Governing Council on 27 February 2007.](#)

5.3 Continuing professional development for academic staff

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The IQAS of the UdL defines the training needs of the teaching and research staff in procedure PG15 ([PG15 Develop and execute the academic staff training plan](#)).

This procedure establishes and identifies the training needs of teaching and research staff (PDI) as well as the elaboration, implementation and evaluation of the training plan.

The analysis and monitoring of the procedure is carried out by the Teaching Quality and Planning unit and the information is analysed in the monitoring of the centre's IQAS with the management team.

The UdL offers considerable support for teaching and research activities.

The Vice-Rectorate for Teaching Staff manages the ongoing training of the teaching and research staff, in the form of different activities such as courses, seminars, workshops and conferences. The University's Teacher Training unit offers training courses for teaching and research staff. The courses are available on the website: <http://www.formacioprofessorat.udl.cat/> and are classified into Cross-disciplinary courses, and also courses in Management, Research, Teaching: methodology and innovation and ICT. It is considered that the training offered is very broad and covers many of the aspects necessary to be able to teach, as well as to improve teaching and research quality.

The participation of FM teaching staff has increased in recent years, as online courses have made it easier for some teachers to take part.

	Total PDI enrolled	% of centre's total PDI
2019-20	24	9%
2020-21	25	9%
2021-22	37	12%
2022-23	35	11%

Table 11. Participation of the PDI with respect to the center's total PDI staff.

In the last few academic years, namely 2021-22 and 2022-23, the UdL has given training courses on the gender perspective that have been useful and necessary in order to incorporate the cross-disciplinary competence of gender in the teaching of the different courses. [Teacher training unit](#)

The institution encourages good quality teaching through the recognition of teaching activity and by awarding a commendation (Mención de excelencia). Every year the UdL publishes the call to assess the teaching activity of the UdL's teaching and research staff, both tenured and under contract.

It is important to emphasise the support received by teaching staff through the [Teaching Activity Support and Advice unit](#), which is responsible for advising both on face-to-face and online teaching-learning processes at the UdL. This unit promotes innovation in teaching and the use of information and communication technologies in face-to-face and online teaching-learning processes, focusing on achieving high levels of pedagogical quality.

Likewise, the language training offered by the [Language Institute](#) of the UdL to improve the language level of the teaching staff is a key element for teaching

In addition, the [Vice-Rectorate for Research and Transfer](#) provides information on all the grants available to teaching staff and doctoral students to encourage research, including promotion and mobility grants and grants to draw up research project proposals, among others (<http://www.udl.cat/ca/recerca/convoca/>).

The [Institute of Education Sciences](#) (ICE), the [Centre for Continuous Training](#) (CFC) and the Vice-Rectorate for Teaching Staff are responsible for the training of teaching staff at the UdL. There is a specific Teacher Training unit that reports to the Vice-Rectorate for Academic Personnel, which offers a wide range of training courses aimed at improving both teaching and research. The courses are organised by UdL's own or external lecturers, the [Biblioteca and documentation unit](#) (SBD) unit and the Institute of Languages, mentioned above. Therefore, the range of courses on offer is extensive and covers topics that are of interest to all the lecturers who attend. Even so, it is sometimes difficult for



lecturers to attend the courses, as the timetables may coincide with formal teaching or with healthcare work at health centres.

There are a number of specific support and training programmes for [the teaching and research staff](#): in the [Teacher training unit](#).

In-service training and teacher support programmes

The ICE-CFC has a specific continuous training programme for teaching staff with the fundamental aim of improving the teaching and research skills of the teaching and research staff. This programme includes both methodological training and specific training in the particular area of knowledge of the teaching and research staff concerned.

There is also a programme of support and advice for teaching and research staff which aims to offer more personalised attention in accordance with the demands and needs of the teaching staff concerned.

The [ICE-CFC](#), together with the [Institute of Languages](#), offers a training and support programme for teachers who teach in a foreign language, preferably in English.

Support measures for the internationalisation and mobility of the teaching and research staff

The UdL encourages, as far as possible, the internationalisation and mobility of its teaching and research staff. In the research area, there are specific mobility programmes that the teaching and research staff can take part in.

In the teaching area, the UdL also encourages the participation of teaching staff in teacher mobility programmes and recognises teaching credits gained at foreign universities, provided there is a prior agreement with the other university.

Likewise, the participation of teaching staff from foreign universities in bachelor's and master's degree courses is also encouraged. In these cases, the teaching given by foreign lecturers counts as teaching given by the course lecturers. [International Relations](#)

Research promotion programme

With regard to the institution's support for research carried out by the lecturers, there are pre-doctoral grant programmes from the Vice-Rectorate for Research that guarantee a pre-doctoral contract for new research projects admitted. This programme is highly valued by the lecturers because it helps to incorporate trainee researchers into the funded groups. On the other hand, lecturers have a negative view of the lack of time available for research due to the teaching load, resulting from the number of credits assigned by law to university lecturers. The high-quality research required by the accreditation systems and by the institutions requires dedication at the same level, which is not always compatible with the teaching hours borne by lecturers. Thus, the aim of some of the courses is to encourage lecturers



to request scientific projects or to modify their teaching methodology using innovative techniques.

In the field of Health, most of the lecturers at the FM are attached to the Institute for Biomedical Research of Lleida (IRBLleida). This institute has recently been [re-accredited for the third time by the Instituto de Salud Carlos III](#), a fact that demonstrates that the effort and work of the lecturers/researchers are valued with this type of recognition. Our teaching staff are particularly aware of the gender perspective, taking into account the fact that, in biomedical research, there is a large majority of women scientists, including pre- and post-doctoral students.

Research intensification programme

There is a specific programme to intensify research, with the aim of promoting this and improving the positioning of the UdL in the most widely recognised international rankings. The teaching and research staff who take part in the programme may benefit from a reduction in the corresponding teaching credits to be taught, according to their Academic Dedication Plan ([ADP \(en\)](#)) for the period of time determined by the programme.



6. EDUCATIONAL RESOURCES

Progressing
towards excellence

Compliant

Compliant with
conditions

Non-compliant

The FM has sufficient facilities and material resources to enable optimal performance of the teaching and academic activities required in the different official degrees, as well as to carry out research and innovation activities. The FM has two teaching units where teaching and scientific activities are carried out: one located at the HUSM and the other at the HUAV. It should be noted that the clinical simulation unit provides students with safe, controlled training in professional skills and case resolution. The centre also has a Anatomic skills laboratory and Dissection Service.

The FM has two university hospitals and three clinics in the same city and four hospitals outside the city to adequately carry out the tutored practical work of the Bachelor of Medicine. It also has an extensive network of Primary Healthcare Centres (CAPs) where our students carry out healthcare placements, making a significant contribution to the training of future professionals in family and community medicine.

The teaching staff combine their healthcare work with research and innovation. These activities are brought together at IRBLleida. The institute was created with the aim of establishing synergies between basic, clinical and epidemiological research, making biomedical research a key driver for improving current clinical practice.

The FM offers excellent physical and virtual resources to support the Study Plan. The Health Campus (CCS), where the FM is located, has the following: Library and Documentation unit, classrooms with technological equipment for face-to-face, blended and online teaching, with the support of the Information and Communication Systems (ICS) unit. The Virtual Campus is the main channel of academic communication between the teaching staff and students on the degree, with the necessary information for courses to be carried out properly. Academic and administrative information is available on the FM website.



6.1 Physical facilities for teaching and learning

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM has two teaching areas where teaching and healthcare activities are carried out: one located on the HUSM campus and the other on the HUAV campus, both of which make up the Health Campus (CCS). The central office of the FM is located within the HUSM campus, where the administrative units and the Dean's Office are located and where the first two courses of the [Bachelor of Medicine](#) are taught, as well as courses from other Health Campus degrees. These facilities hold classrooms, seminar rooms, the [CCS Library](#), study room, computer rooms, practice laboratories, dissection room, [bone library](#) (es) and Aula Magna Joan Viñas. The rest of the courses in the Bachelor of Medicine are taught in the teaching facilities adjacent to the HUAV. This lecture hall is designed to carry out the teaching methodology resulting from the Bologna Plan; class and seminar rooms, a study room, two computer rooms, the simulation and clinical skills unit and the Undergraduate Hall. This space also houses the FM departments: [Basic Medical Sciences](#) (CMB), [Experimental Medicine](#) (MEX) and [Medicine and Surgery](#) (MEDCIR).

The FM has laboratories for practical work in Biology, Biochemistry, Physiology, Pharmacology, Genetics, Histology, Immunology and Microbiology in order to achieve adequate training in the different basic fields of medicine. The laboratories have the facilities and equipment appropriate to the number of students in order to carry out training and provide good quality teaching. The UdL has specific procedures to ensure the correct management of the material resources for teaching ([PG27 Manage the material resources intended for teaching](#))(en) and also the services ([PG21 Manage the provision of services](#)) under its responsibility.

The [Health and Safety unit](#) provides the UdL with a technical organisational structure to manage and promote the integration of health and safety measures and the environment at the UdL, in accordance with the regulations. In order to guarantee the health and safety of all its staff, students, employees of external companies and visitors, the UdL has established a Health and Safety Plan in accordance with the Prevention Policy and has assigned roles and responsibilities in preventive matters to all hierarchical levels. A general contingency plan has been established to handle accidents.

The facilities are adapted to the circumstances of students with special needs. Management is carried out through the [UdLxTothom programme](#).

In order to keep the FM facilities up-to-date, in the coming years a project will be carried out to modernise and adapt the infrastructures, with funding from [Royal Decree 698/2023, of 25 July, which](#)

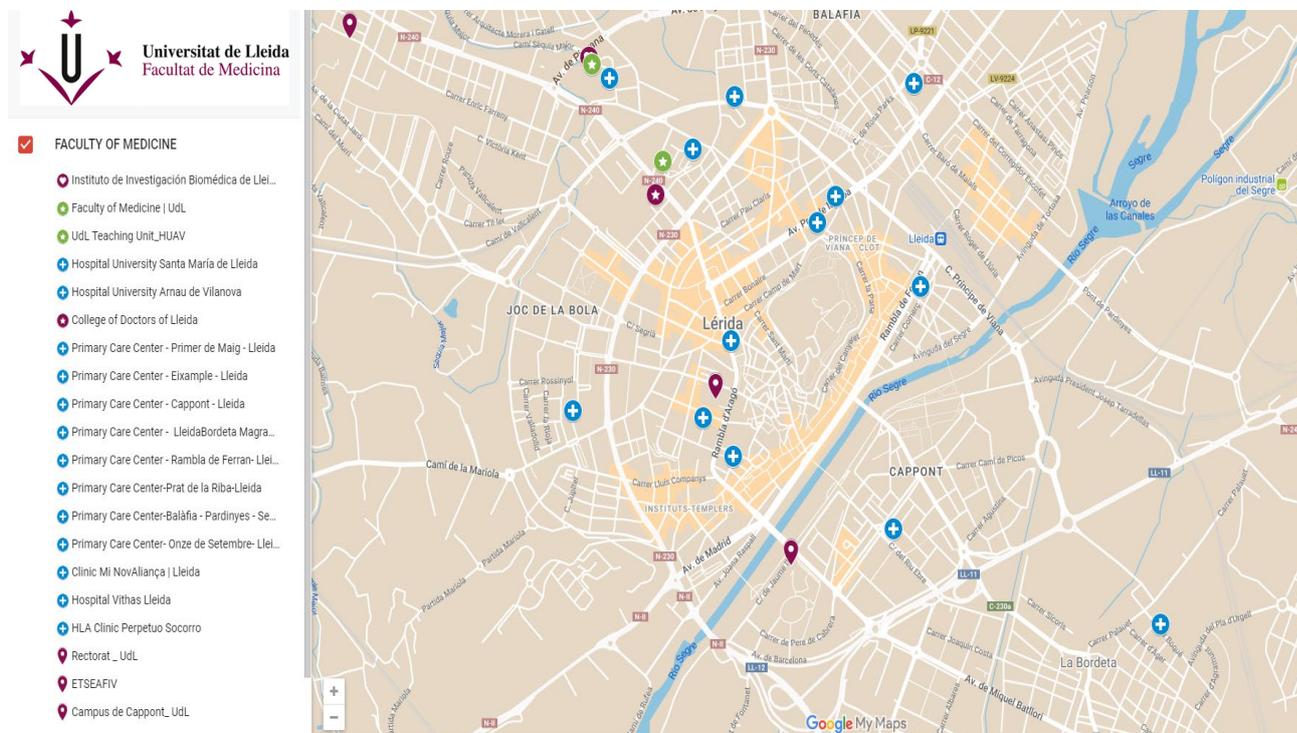
regulates the direct granting of subsidies to public universities to finance the increase in the number of places on the Bachelor of Medicine and investments aimed at improving the quality of teaching.

The FM considers that its infrastructures are excellent, sufficient and up-to-date for teaching.

6.2 Clinical training resources

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM is responsible for the training and teaching of professionals in Health Sciences and, to this end, it has an extensive hospital infrastructure. The faculty has two university hospitals [HUAUV](#) and [HUSM](#) and clinics ([Clínica Nova Aliança](#), [Clínica Perpetuo Socorro](#) and [Hospital Vithas Lleida](#)) in the same city and four hospitals outside the city ([Fundació Sant Hospital](#) (La Seu d'Urgell), [Hospital Comarcal del Pallars](#) (Trepmp), [Hospital Universitari d'Igualada](#) (Igualada) and [Hospital de Cerdanya](#) (Puigcerdà) to adequately carry out the tutored practical work experience included in the Bachelor of Medicine.



Map: Image of the distribution of the teaching units, the IRB biomedical research center and the health centers and clinics, as well as the Lleida Medical College (COMLL)

[Acces MAP](#)



The FM has an [agreement](#) and/or collaboration arrangement with each hospital where students carry out their placements. These documents detail the type of relationship established between the two entities, the studies and subjects involved, and the number of students assigned to the health centre.

The FM's university hospitals are characterised not only by their focus on high-level and complex medical care but also on research, innovation and transfer in the biomedical field. In this respect, biomedical research in the province of Lleida is centralised at [IRBLleida](#).

The FM has an extensive network of [primary healthcare centres](#) (CAPs) where our students carry out clinical placements, making a significant contribution to the training of future professionals in family and community medicine. In addition, the FM has a mobility programme for clinical placements in healthcare services from the second year onwards. Information on the mobility regulations, the various programmes and the necessary documentation is available in the mobility section of the [FM website](#).

Hospitals and CAPs have the necessary infrastructure for teaching, enabling homogeneous, suitable training for the number of students.

Clinical simulation unit: The aim of these facilities is to carry out undergraduate and postgraduate training based on clinical simulation models in real working environments of health professionals, providing new training tools for new generations of medical graduates. In these classrooms, technical, communication, leadership and teamwork skills are practised in a safe environment, without risk to patients and allowing objective assessment of the skills acquired during the degree. The facilities are located in the teaching unit of the HUAV of the FM and are distributed over two floors. It has 3 advanced simulation rooms with an Anaesthesia Box with a control room, a Simulation classroom with a control room and a Paediatric simulation classroom. Each of these 3 rooms is equipped with simulators (SimMan Essential) and advanced life support equipment to recreate clinical scenarios. They are equipped with an audiovisual recording system and a direct observation control area. It also has 7 multi-purpose rooms to train in learning techniques for individual skills, in which clinical skills workshops are given and debriefing sessions are held (viewing of recorded scenarios and analysis of performances with the instructor).

The equipment available includes high-tech simulation mannequins, complex CPR mannequins, mannequins and simulators for different pathologies and medical-surgical specialities. Simulation training aimed at practising the technical skills of future healthcare professionals is particularly noteworthy. There are also simulations aimed at training non-technical skills such as teamwork, communication, leadership and decision-making. The teaching staff are made up of healthcare professionals, doctors, who combine teaching with healthcare, something which adds value in the training of future health science professionals.



Bone library: This has a capacity for 25 people. It's equipped with 6 hexagonal study tables (12 modifiable pieces), 4 negatoscopes (2 with 4 bodies and 2 with 2 bodies) that enable the projection of real radiological images. The bone library has a large collection of human bones with several complete and removable skulls and vertebral columns. This facility is particularly important for the study of osteology, a subject included in the first year of the Bachelor of Medicine. The identification of the main morphological characteristics of each bone, its dimensions and spatial orientation are key elements in the interpretation of radiological images. The bone library has a wide variety of high-quality models and plasticised pieces of different anatomical structures. The models complement the studies of the different anatomy courses in the first and second year of the Bachelor of Medicine.

The human dissection service: This consists of the [Body Donation Service](#) (ca) and the [Dissection Room](#) (ca). It's fully equipped with mobile dissection tables, general instruments (forceps, scalpels, scissors, Kocher forceps, mosquito forceps, retractors, sutures, syringes), special instruments (osteotomes, aspirators), surgical instruments, halogen headlamp and portable surgical lamps, industrial dissection saw, pneumatic saws, infusion pump, storage and freezing devices and chemicals, ultrasound devices, negatoscopes, anatomical models and a complete audio/video system allowing the distribution of signals from different devices, including a high resolution camera which is projected onto 2 wide digital screens. Most of the Human Anatomy practicals are carried out in the Dissection Room. In the Bachelor of Medicine, students have four basic training courses for the study of Human Anatomy and Embryology: Locomotor System (1st year), Cardiorespiratory System, Neurobiology and Digestive and Genitourinary Systems (2nd year).

Students are trained in the proper use of gloves, cleanliness of hands and dissection material, containers for disposable materials and compliance with ethical conduct. Continuing medical education activities are carried out in the Dissection Room. They are aimed at acquiring advanced skills and competencies in different surgical specialties and the practice of minimally invasive procedures.

<https://www.formaciocontinua.udl.cat/ca/>

The resources available to train students on the Bachelor of Medicine create an optimal learning environment.



6.3 Information resources

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The infrastructures available for FM students are documented in the report drawn up by the Vice-Rectorate for Infrastructures of the UdL (E70. Educational facilities and infrastructure) , which lists the lecture halls, computer rooms, specific classrooms, teaching laboratories, corporate work rooms, study rooms, computer user rooms, assembly halls and meeting rooms, as well as seminar rooms.

The FM offers excellent physical and virtual resources to support the study plan. The FM has the following at its disposal:

The Library and Documentation Unit (SBD) of the Health Sciences Campus is responsible for managing the documentary resources. The purchase of teaching bibliography, recommended by the teaching staff in the teaching guides for the courses, preferably in digital format, contributes decisively and positively to student learning, not only in the provision of bibliographic services but also in the creation of guides and courses for a better use of the available resources. The BD of the UdL provides access to more than 38,000 electronic resources (approx. 14,000 e-journals and 24,000 e-books), from the UdL's own collection, and also from a consortium subscription which allows UdL users to access the [Digital Library of Catalonia](#) (BDC), made up of packages of electronic journals, databases and multidisciplinary e-books of interest to teachers, students and research staff. All the information can be retrieved through a single interface, CercaTot, based on the Alma library services platform. Through [CercaTot](#), in a single search, the print resources can be found that are available in the corresponding libraries and electronic resources accessed. The BD also offers [individual](#) and group [work rooms](#) and can [loan laptops](#) and tablets to students. The loan of documents between Catalan libraries (PUC) which form part of the [Consortium of University Services of Catalonia](#) is free of charge and can be carried out virtually through the *Collective Catalogue of Catalan Universities*. It also participates in CORA: Repositorio de datos de investigación, a multidisciplinary repository for the publication of research datasets that contains the research data deposited by the UdL, as well as in the [Research Portal](#) of Catalonia. The students rate the BD very highly and their rating of the FM in general is higher than the average rate for the UdL.

The BiD of the Health Campus has different specific work areas for students on the Bachelor of Medicine (Roc Pifarré Room and Teresa Ribalta Room and the "consultation" space). The Roc Pifarré Room and Teresa Ribalta Room are used for training courses. The "consultation" room is equipped with a stretcher and different medical instruments for students to practise anamnesis and clinical



examinations. Another special feature of the library is the loan of models of different anatomical structures.

A new place we have recently opened is the "*Espai Inspira*", located in the Library of Health Sciences "Jaume d'Agramunt" in Lleida. It is an informal, calm and relaxing open space, a place where visitors can get away from their class and study schedules, rest their minds and renew their concentration or simply breathe in peace and quiet. **A place for Inspiration... ideas, silence, switching off, peace, tranquillity, wellbeing, reflection, meditation...**

A place in line with the commitment of the library and the University to promote the health and wellbeing of its users, as well as to encourage healthy habits that help to combat stress and anxiety before exams and thereby improve attention, concentration and emotional wellbeing.

The technological equipment for teaching consists of the Virtual Campus platform (Sakai), the videoconferencing platform (Blackboard collaborate), the multimedia repository (Kaltura), and a plagiarism detection tool (Ouriginal). The [Virtual Campus](#) is the academic communication channel for all official UdL degrees. It's an online environment for teacher-student relations that facilitates contact and participation in forums, being the place to disseminate activities and news related to the subjects. It is divided into the different courses that make up the degree. Among others, it has tools to plan learning (teaching guides, calendars, agendas), resource sharing (documents, presentations, videos, website links), spaces for managing activities and tasks, test and questionnaire tools (which allow online assessment and self-assessment), synchronous/asynchronous communication systems (messaging, forum, chat) and collaborative learning systems (small group work, wiki, shared folders, debates). Access to the Virtual Campus is restricted to students and teaching staff on the course. The FM has the necessary technological equipment to record online sessions and activities when necessary. During the period when on-site presence was suspended due to COVID-19, in which educational activity was maintained via online channels, the UdL and its centres looked for alternatives to guarantee teaching and the adequate coordination of the degrees. To this end, the UdL has produced several guidance documents, as well as a series of tools to support teaching staff, establishing [recommendations and resources for online assessment](#). [Blackboard Collaborate](#) is an example of a synchronous tool. With Collaborate, students can get together for a master class. It can offer hours of consultation and study sessions, organise impromptu discussions and host guest lectures. [Kaltura](#) is a video ecosystem, which allows both the creation, management and publication of multimedia resources such as videos, images and audios. Using Kaltura improves the user experience of our students, as it has streaming technology and a design that's adaptable to the user's device. [Ouriginal](#) is an award-winning software which helps detect and prevent plagiarism regardless of the language. Combining text matching with writing style



analysis to promote academic integrity and prevent plagiarism, Ouriginal is a simple, reliable and easy-to-use tool.

The Information and Communication Systems (ICS) unit offers (i) technological support for teaching, dedicated to improving the quality of teaching and learning through innovative tools, enabling ICT spaces (classrooms and user rooms), and maintaining specific teaching software; (ii) management support, offering ICT tools focused on academic management, research, financial management, personnel management, general secretarial services and eAdministration, infrastructures, libraries, quality, publications, international relations, data, website publishing and communication, etc; (iii) research support, providing a group of services to support the PDI so they can carry out research tasks using ICT tools; and (iv) student support, helping to configure the Eduroam WIFI network, email system, UdL App, computer rooms and user rooms. [UdL App](#) allows immediate access to university news and is available for both Android and iOS devices. Created and designed for everyone who wants to keep up-to-date with the latest news at our University, it enables you to receive instant notifications from the teaching staff on your mobile or tablet, chat with the students on your course without giving out your phone number, check your grades, access the resources of the Virtual Campus, integrate your personal calendar with that of the UdL, find out about cultural, teaching and sports activities, calls for applications, competitions, etc. In short, the App provides access to the most relevant services for students.

DATA aims to transform academic activity data into useful information (an asset) that's available to the organisation in order to provide the University of Lleida with the maximum capacity to generate knowledge about itself and its environment. The information gathered by DATA is generated by replicating the data gathered by the management applications (UXXI, GREC, QueGest/LIME and Ginpix). This platform allows the data to be integrated, debugged and transformed into structured information that can be analysed via data exploitation tools (dashboards, reports, charts, etc.), accessible to users according to their assigned profile. The information published is organised into report folders linked to the areas of activity related to the training process, the generation and transfer of knowledge and UdL staff, and is presented in different formats (tables, charts, PDF documents, etc.) in order to encourage its optimum use.

As described in section 7.2, specific information on the Bachelor of Medicine is available on the degree's website which includes, among others, information on the [study plan](#), the [academic calendar \(ca\)](#), the [teaching timetable \(ca\)](#), [regulations \(ca\)](#), [scholarships and grants \(ca\)](#), the [degree's mobility programmes \(es\)](#), [administrative information \(ca\)](#) via the [campus secretary's office \(ca\)](#), [UdL services and information](#) for future students and [alumni](#).



7. QUALITY ASSURANCE AND PUBLIC INFORMATION

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The UdL has designed an IQAS for its degree programmes that was certified by AQU Catalunya on 22 April 2010 and 7 June 2011. The IQAS ensures that a degree programme is managed in accordance with a series of established procedures that are continuously reviewed to identify areas for improvement.

The IQAS of the UdL defines its quality assurance policy in the University's SP and the annual monitoring of the IQAS procedures is carried out by the heads of the University and the centres to identify improvements to be introduced in the system's design.

The FM has its own [IQAS](#), which is the integrated set of activities carried out by the centre to ensure the quality of the degree programmes, and the relationship between these activities.

The centre's IQAS is made up of:

The UdL's Quality Manual ([Manual de Calidad de la Universidad de Lleida \(ca\)](#)), which includes the quality policy, the management model, the process map, the decision-making and teaching management bodies for the University as a whole and the participation of all the groups involved in training.

[The University's General Procedures](#) (ca), to which the Faculty of Medicine adheres as a management model, detailing how activities are carried out for the design, development, monitoring, review and improvement of teaching and all the necessary support and organisational activities.

One part of the General Procedures establishes the guidelines related to the Verification, Monitoring, Modification and Accreditation (VSMA) framework for official qualifications:

- [PG 02 - Designing training programmes](#)
- [PG 03 - Review and improve training programmes](#)
- [PG 04 - Extinguish a title](#)
- [PG 26 - Accreditation official qualifications](#)



[The Internal Quality Assurance System Manual of the FM](#), a document that specifically sets out the organisation of the centre and the management and monitoring bodies for the Faculty's teaching.

7.1 The quality assurance system

Progressing towards excellence Compliant Compliant with conditions Non-compliant

UdL IQA's design was certified by AQU in 2011. The IQAS ensures that a degree programme is managed in accordance with a series of established procedures that are continuously reviewed to identify areas for improvement.

The IQAS defines its quality assurance policy in the University's Strategic Plan and the annual monitoring of its procedures by those in charge of the University and the centres, in order to identify improvements.

The FM has its own IQAS, which is the integrated set of activities carried out by the centre to ensure the quality of the degrees and the relationship between them.

The centre's IQAS is made up of:

The [UdL Quality Manual \(ca\)](#), which includes the quality policy, the management model, the process map, the decision-making and teaching management bodies for the University as a whole and the participation of all the groups involved in training.

[The University's General Procedures \(GP\)](#), to which the FM adheres as a management model, detailing how activities are carried out for the design, development, monitoring, review and improvement of teaching and all the necessary support and organisational activities.

One part of the General Procedures establishes the guidelines related to the Verification, Monitoring, Modification and Accreditation (VSMA) framework for official qualifications:

- Verification: [PG 02 - Designing training programmes](#) (en)
- Follow-up and Modification: [PG 03 - Review and improve training programmes](#) and [PG 04 Estinguish](#) a title.
- Accreditation [PG 26 - Accreditation of official qualifications](#)



The FM's IQAS Manual is the document that specifically sets out the organisation of the centre and the management and monitoring bodies for the Faculty's teaching.

The activities carried out at the FM follow the guidelines of the University's General Procedures (PG). The proper functioning of the procedures allows the UdL to ensure the quality of its teaching through annual monitoring and continuous improvement.

The Teaching Quality and Planning unit (DPC) of the UdL is responsible for organising and managing the quality of the different centres of the UdL. To this end, it has designated Quality Managers in each Centre/Faculty to coordinate and achieve the expected results.

In order to carry out all the aspects related to the Faculty's IQAS, changes have been introduced as set out by the Vice-Rectorate for Academic Organisation and Quality (ca) (VOAC). The new organisation includes the FM Quality Committee, which assumes leadership of all quality issues and implementation of the IQAS, as well as those of the verification, monitoring, modification and accreditation framework (VSMA), which has resulted in the modification of the functions of the Studies Committee and the adaptation of the FM's Regulations.

The Degree Committee enables a detailed analysis of the operation of the degree programme in which the teaching aspects are analysed, as well as the academic results.

The different stakeholders are actively involved in the committees established, ensuring consensual decision-making regarding the design, modification, annual monitoring and assessment processes for the official degrees.

With the information from the different committees and the data compiled by DATA, the degree coordinator drafts the corresponding annual degree monitoring report (IST) - PG03 Review and improve training programmes. The DPC prepares the model of the report with the indications to be followed by the coordinator in its drafting. In the internal monitoring report, the aspects related to the latest accreditation, modification or verification are analysed and whether they are "aspects to be improved, recommendations or requirements" so that the actions carried out can be accessed at the time they are justified. Another important point is the analysis of the degree's indicators, which form the basis for the aspects for improvement that will later be included in the Faculty's Improvement Plan (IP). Finally, the progress made by the aspects of improvement proposed in the previous report is reported, as well as their achievement. In the event that it has not been possible to achieve the goals proposed in the Improvement Plan (PM), these can be analysed the following year.

The DPC unit collects all reports from the VSMA framework and publishes them on the website (<https://udl.cat/ca/serveis/qpd/sgiq/>).



As part of the same process, those responsible for the FM's IQAS also monitor the actions that form part of the centre's PM. Subsequently, the centre's Quality Committee approves the proposed goals and improvement actions and these are included in the PM.

On the other hand, as per PG 01 - Define and develop the improvement objectives of the centres ([PG 01 - Define and development the center's improvement objectives](#)), within the framework for the financing of the centres themselves, the transfer of a budget item from the FM is conditional on the achievement of the University's strategic goals. These objectives are translated into actions that are included in the annual agreements between the UdL governing team and the FM management team and are incorporated within the centre's PM. At the end of the budget year, the VOAC assesses the degree of compliance with the actions included in the annual agreements on the basis of the evidence presented by the centre and orders the corresponding transfer of the budget item achieved.

In the process initiated to accredit the centre, the FM has implemented, as part of the monitoring of the IQAS for the academic year 2022-23, the new PM defined by the UdL in which the different aspects of improvement are defined by Strategic Area, Strategic Line of the UdL and Area of Action, so that the Strategic Plan of the UdL is aligned with the FM's Quality Policy through the centre's Quality commitments.

In its quality goals and commitments, the FM aims to obtain favourable certification of the IQAS in order to achieve the centre's institutional accreditation (2026). To this end, the FM's IQAS defines all the activities aimed at ensuring the quality of the teaching imparted in the Faculty.

7.2 Public information

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM provides stakeholders with the [Faculty's website](#) (ca/es/en), which includes all the updated information in Catalan, Spanish and English. It's also present on the main social media networks such as [Instagram](#), and [YouTube](#).

The FM website includes exhaustive and up-to-date information on the bachelor's and master's degrees offered. One of the most important aspects aimed at students is the [Secretary's Office](#) section, which provides information on enrolment, calendars, academic regulations, etc. From the same page you can access the different degrees of the Faculty. These pages are updated and maintained directly by the Faculty. A news section is included to report on the most relevant aspects of the FM and provide links



of interest of the UdL for students, including the [UdL Equality Plan](#), [Complaints and Suggestions](#), [UdL-Acompanya-Programa Néstor](#) and [UdL Emergency Plan](#), among others.

The Complaints and Suggestions section has recently been remodelled so that students have easy access to it. This section is very important to be able to carry out some of the actions requested by students. In the last academic year, the FM has registered 7 complaints and all of them have been resolved.

The complaints and suggestions proposed concern timetables and some certificates not issued.

The website of the degree programmes is an important tool that students can access to consult the degree programmes' [teaching guides](#), [teaching timetables](#) and [exam timetables](#). Although any changes to timetables are published on the website itself, when there is a change in the timetable students are notified via the virtual campus, which is the usual form of communication between teaching staff and students.

All degree programme websites are reviewed annually by the person responsible for maintaining the website together with the degree programme coordination. The purpose of this review is to ensure that the information is up-to-date, exhaustive and relevant according to the specific nature of each degree programme, and that it's easily accessible for all stakeholders.

Grau en Medicina					
	C	Hi ha la informació			
	CP	Contingut parcial			
	E	No hi ha la informació			
	ERR	error			
G201 Taula Guia docent (01-08-23)					
CODI	NOM ASSIGNATURA	CURS	Planificació de la guia docent	Metodologia ensenyament	Metodologia avaluació
100500	ANATOMIA MICROSCÒPICA	1	C	C	C
100501	ESTRUCTURA I FUNCIO CEL·LULAR	1	C	C	C
100502	BASES MOLECULARS DE LA VIDA	1	C	C	C
100503	GENÒMICA HUMANA	1	C	C	C
100505	METABOLISME-ENDOCRINOLOGIA	1	C	C	C
100506	APARELL LOCOMOTOR	1	C	C	C
100510	BIOESTADÍSTICA	1	C	C	C
100511	RECURSOS INFORMÀTICS I DOCUMENTACIÓ	1	C	C	C
100504	SISTEMA IMMUNE	2	C	C	C
100507	APARELL CARDIORESPIRATORI	2	C	C	CP1
100508	APARELLS DIGESTIU I GENITOURINARI	2	C	C	C
100509	NEUROBIOLOGIA	2	C	C	C
100513	COMUNICACIÓ I MEDICINA COMUNITÀRIA	2	C	C	C
100525	EXAMEN CLÍNIC	2	C	C	C
100526	PRÀCTIQUES ASSISTENCIALS I	2	C	C	C
100531	BASES MICROBIOLÒGIQUES DE LA INFECCIÓ	2	C	C	C
100551	CEL·LULES MARE	2	C	C	C
100555	PSICOBIOLOGIA	2	C	C	C
100582	MODELS ESTADÍSTICS EN INVESTIGACIÓ MÈDICA	2	C	C	C
100515	PSICOLOGIA	3	C	C	C
100527	PRÀCTIQUES ASSISTENCIALS II	3	C	C	C

Exemple of revision website

[The degree website](#) has specific and interesting information on the degree - [Degree in Figures](#) - publicly and graphically showing the trends in the degree over the last 5 years, occupancy of places, enrolment, performance rate, efficiency rate, graduation and dropout rate, assessment of the teaching staff and



assessment of the courses. There is also access to the degree's dossier on the website, which offers more extensive graphic information. This information is broken down by gender.

There is also information from the course's [teaching guide](#), which specifies the ECTS, the timetable, the teaching methodologies and activities, the bibliographic resources, activities and assessment criteria, as well as the teaching staff who teach these courses and their contact details.

In the [teaching staff section](#) of the website for the official degrees there is a list of the teaching staff for the degree in question with their contact details, with a link to the CV of the teaching staff member being created individually.

[The mobility section](#) is worth noting, a very important section for our Faculty which is the UdL faculty with the highest mobility, namely 26.62% in the last year. The information is available on the website for each degree, on the Faculty's homepage, as well as on social media. It should be noted that, given the specificity and complexity of our student's mobility, the team has the Vice-Dean for Mobility that personally manages all applications.

The FM reports the results of the satisfaction surveys carried out with students, teaching staff and graduates. This information is public and can be found in the "Degree in Figures" section of each degree and also in the [surveys \(ca\)](#) section of the website of the Teaching Quality and Planning unit (CPD) of the UdL.

The results of the surveys are also communicated to the students through the Student Council of the centre. The lecturers in charge of the courses are informed of the results for the course they teach. From the results of these surveys, which are analysed jointly by the coordinator, the Student Council and the faculty management, aspects for improvement of the degree programme are identified and included in the Faculty's Improvement Plan.



8. GOVERNANCE AND ADMINISTRATION

Progressing towards excellence Compliant Compliant with conditions Non-compliant

D' [IQAS](#) which integrates the activities carried out in the Faculty to guarantee the quality of its teaching and the relationship between them. The IQAS ensures that training is managed in accordance with a series of established procedures that are constantly reviewed to identify areas for improvement in order to guarantee the quality of teaching and the relationship between all existing activities.

The FM's IQAS is contained in:

- [UdL Quality Manual](#) (MC)
- [UdL General Procedures](#) (PG)
- [FM Quality Policy](#) (PC)
- [FM IQAS Manual](#)

The academic organisation is regulated within the [UdL's Framework Teaching Plan](#). This framework is defined as comprehensive and collaborative, coordinated by the Vice-Rectorate for Academic Organisation and Quality, the Vice-Rectorate for Teaching Staff and the Vice-Rectorate for Infrastructures and Management, with the participation of the Academic Management, Quality and Teaching Planning, Information and Communication Systems units, the teaching departments of the faculties, the departments, the common services of the campuses and the academic teaching departments of the centres.

Teaching Planning involves the development of the organisation, structuring and timing of the official teaching provided, the availability and allocation of teaching staff for each course, the availability, allocation and adaptation of teaching spaces, as well as the management of enrolment.

The structure and functions of the FM are defined in the Faculty Regulations and are available on the Faculty's website together with the whole organisation and the departments that form part of the FM.



8.1 Governance

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The Faculty of Medicine has designed its own IQAS which integrates the activities carried out in the Faculty to guarantee the quality of its teaching and the relationship between them. The IQAS ensures that training is managed in accordance with a series of established procedures that are constantly reviewed to identify areas for improvement in order to guarantee the quality of the degree programmes.

The FM's Quality Manual sets out the organisation, principles and adherence to the UdL's Quality Policy.

[The organisation of the Faculty](#) (ca) is based on the structure and functions defined in the Statutes of the University of Lleida (UdL).

Its organisation is based on the governing bodies of the Faculty, made up of the Dean and the governing team, the Faculty Board, the Quality Committee and the Bachelor's and Master's Degree Committee.

The position of Dean is occupied by a single person, elected from among the doctoral teaching staff with permanent links at the University and attached to the FM. The Vice-Deanships, proposed by the Dean of the Faculty, are: Vice-Deanship of Mobility, Vice-Deanship of Inter-Hospital Relations, the Vice-Deanship acting as Head of Studies and the Academic Secretary of the Faculty.

As collegiate bodies, the Faculty Board is the highest governing body of the Faculty, consisting of 56 members, whose powers are defined in the Quality Manual and in accordance with the Statutes of the UdL.

[The Quality Committee](#) is a newly created body that assumes leadership in quality issues and the implementation of the IQAS. The FM has recently set up this committee to promote the quality policy and the strategic commitments of the Faculty, as well as those of the VSMA framework, the monitoring of results and corresponding dissemination, which has resulted in a modification of the functions of the Studies Committee. The creation of the new quality committee has involved a reorganisation of the existing academic committees in order to improve the efficiency of the centre's management and therefore, within the framework of the UdL Statutes, a restructuring of the system has been carried out.

The composition of the Quality Committee, chaired by the Dean, includes representation from all the parties involved in the Faculty.

Each year, at the annual IQAS monitoring sessions at the centre, improvements can be detected in all the elements that make up the general system. When the improvements require modifications, they are



approved by the centre's Quality Committee and subsequently reported to the [UdL's Strategy and Quality Committee \(CEQ\)](#) for approval.

The Bachelor's and Master's Degree Committee, provided for in the UdL Statutes, has the functions specific to the degree programmes, such as drawing up the teaching plan, updating the study plans, examining the teaching resources required and participating in teaching assessment, among others.

The Master's Committee is in charge of applying the criteria for the admission and selection of students, among others.

[The Degree Committee](#) (CdG), made up of the degree coordinator, a lecturer representing each year, the delegate for each year plus a representative from the student council and the quality manager, is responsible for managing the degree programme. The CdG is considered to be very suitable for dealing with more detailed issues between students and lecturers. Decisions or agreements are submitted to the Bachelor's and Master's Degree Committee for approval.

The FM's students are organised into course delegates, year delegates and year sub-delegates to ensure the smooth running of the degrees. All of them can be consulted on the [Student Portal](#).

This organisation of the students is highly rated by the Dean's Office team, as it makes it easier to handle the communication of any aspect.

The UdL's [Health and Safety unit](#) aims to improve working conditions by integrating health and safety into all teaching, research and administrative activities. This unit is in charge of risk assessment and has all the necessary control documentation. The information is available on the UdL [website](#).

In summary, we can say that the structure is made up of all the parties involved in the functioning of the centre, so that the transparency and accessibility of the parties contributes significantly to the stability of the FM. The proximity of the parties involved is one highly favourable aspect which, given the size of the Faculty, enables all of them to be represented in decision-making.

Due to the particular nature of the Bachelor of Medicine at the UdL, the management of the centre forms part of the Catalan Health Institute-University of Lleida Joint Committee, UdL-Management of Health Services Joint Committee (UdL-GSS) and the UdL-Department of Health of the Catalan Government and Health Consortium of Anoia Joint Committee, whose objectives are to promote the maximum use of hospital and non-hospital health resources, human and material resources available.

All the activities described above are carried out in accordance with the UdL's internal regulations and the University's [General Procedures](#). Proper functioning allows the centre to ensure the quality of its teaching through annual monitoring and continuous improvement. Procedure PG31 ([PG31 Review and improve the internal quality guarantee system](#))(en) defines the annual monitoring of the IQAS, which is carried out by those responsible at the centre and allows improvements to be identified and introduced

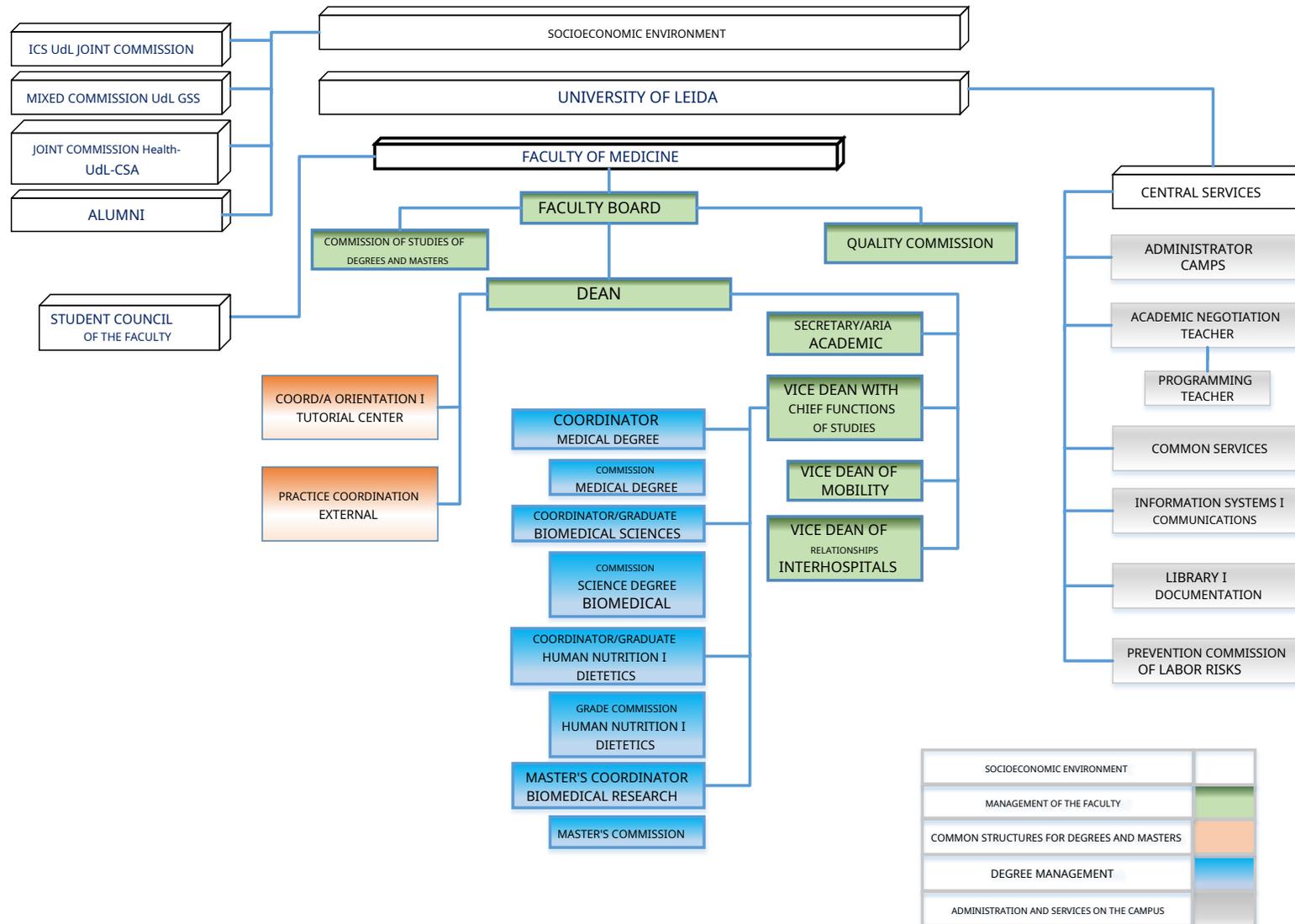


in the improvement plan.

In conclusion, the Faculty's governance structure is well suited to leading and managing the teaching, learning and resource allocation at the Faculty.



The structure of the FM is as follows:





8.2 Student and academic staff representation

Progressing towards excellence Compliant Compliant with conditions Non-compliant

Article 5 of the UdL's Statutes includes the teaching and research staff, students and the PTGAS in the university community.

The FM involves students and PDI in decision-making via participation in all the centre's committees.

The FM is represented by the "Consell de l'Estudiantat" (Student Council), made up of students from the centre's different degree programmes.

The organisation of students for their representation on the different committees is as follows:

[The FM Student Council](#) is made up of a Coordinator, the Vice-coordinator of Internal Affairs, the Vice-coordinator of External Affairs, the Treasurer, the Secretary and 4 other members. It has a portal where the organisation can be consulted. In each degree the student representatives work with course delegates, year delegates and year sub-delegates. It also contains the regulations by which the Council is regulated: [Regulations of the UdL Student Council](#), approved by the Governing Council on 23.10.2019 and modified by agreement of the GC on 29.06.2023.

It should be noted that, due to the size of the centre, students have a very close relationship, which allows them to be in constant contact with each other in order to resolve any incident.

The UdL provides students with a "[Complaints and suggestions](#)" page, via the General Procedure of the IQAS, procedure PG32 ([PG 32 Manage complaints and suggestions](#)), which regulates the communication channel of the student body with the centre to gather any type of complaint and/or suggestion anonymously, give the response and identify aspects for improvement in order to meet the expectations of the students.

The UdL incorporates student representation within all the committees to reach agreements. The composition of the different committees of the Faculty of Medicine is published on the Faculty's website in the section [Faculty Organisation and Campus Services](#).

The UdL, through the General Procedures PG17 ([PG17 Evaluate teaching activity, promote and recognize academic staff](#)) and PG19 ([PG 19 Evaluate academic staff management activity](#)), establishes the mechanisms for the stabilisation, promotion and recognition of the teaching, research and management performance of the teaching and research staff.

The Teaching Quality and Planning (CPD) page shows the planning of the surveys, as well as the

questionnaires and overall results. The surveys are planned according to the calendar:

PLANIFICACIÓ D'ENQUESTES

ENQUESTA	A qui s'adreça	set.	oct.	nov.	des.	gen.	febr.	març	abr.	maig	juny	jul.
Assignatura-Professorat	Estudiantat Grau											
	Estudiantat Màster											
Pràcticum	Estudiantat											
	Tutor acadèmic (biennal)											
	Tutor d'empresa											
Doctorat	Directors de tesi (biennal)											
	Investigador/a en formació											
	Investigador/a doctor/a											
Programes de formació continua	Estudiantat titulat de Formació continua											
Prestació dels serveis	Satisfacció del PAS											
	Satisfacció del PDI											
Titulacions	Titulats											
	Professorat de titulacions de graus i de màsters (biennal)											
	Coordinacions (biennal)											

In order to improve the degree programmes, these surveys are aimed at the teaching staff, the students and the PTGAS and the results are made public on the degree website in "[Degree in Figures](#)", while the overall results are available on the CPD website in "[Surveys and Results](#)".

In conclusion, the policies and procedures for involving and consulting students and PDI in key aspects of educational management and processes are highly appropriate.

8.3 Administration

Progressing towards excellence Compliant Compliant with conditions Non-compliant

The FM is located on the Health Sciences Campus of the UdL, and shares part of the support staff with the Faculty of Nursing and Physiotherapy (FIF). The PTGAS of the Health Sciences Campus is distributed between the Contract Staff and Tenured Staff, as can be seen in the enclosed table.

The Health Sciences Campus has the Campus Administration, the Economic Office, the Academic Office, Common Services and Information Point, the Specialist Laboratory Technicians, Technical Support Staff, the Library and Documentation unit staff and, as specific staff, the Faculty of Medicine has a secretary in each department, the secretary for the Dean's Office and the Quality Manager assigned to the centre.



The Specialist Technicians for teaching support and the dissection room are in charge of preparing classrooms, laboratories, clinical simulation facilities, etc. while the Technical Support Staff aid the research groups.

The IT and Communications Service is managed via the central services of the UdL, through the ICT User Service Centre (CAU-TIC), which attends to the needs of all UdL users.

The UdL has its own training unit for the PTGAS which provides the necessary training in order for staff to carry out their specific tasks, as covered by procedure PG16 ([PG16 Develop and execute the training plan for the administration and services staff](#)).

List of campus staff

Staff Health Sciences Campus			
Place of work	Number	Type	Group
Administrator	1	Tenure	A1
Head of the Academic Office	1	Tenure	C1
Teaching programming administrative officer	2	Tenure	C1/C2
Administration/Assistant	2	Tenure	C1/C2
Head of the Economic Office	1	Tenure	C1
Administration/Assistant	1	Tenure	C1/C2
Head of common services	1	Contract	2
Assistant responsible for common services	2	Contract	3
Receptionist/Telephonist	1	Contract	4
Common services and Information Point Assistant	6	Contract	4
Head librarian	1	Tenure	A2
Library assistant	3	Tenure	A2
Library technician	1	Contract	3
Secretary to centre management	1	Tenure	C1/C2
Specialist technician, teaching support, dissection	1	Contract	3



Secretary to department management	3	Tenure	C1/C2
Laboratory technician	2	Contract	3
Research technician	1	Contract	1
Quality and management support manager	1	Tenure	A2

Note: the Spanish education system has two types of employment regime: "funcionario" (tenure), when employees pass a state exam to become civil servants, and "laboral", when employees are hired under a standard employment contract

The IQAS establishes General Procedure PG14 ([PG 14 Select administrative and services staff](#)), concerning the selection of administrative and service staff.

The centre considers that the staffing ratio is adequate for the size of the Faculty. Requirements for more staff are always discussed with the UdL management and are linked to the approved and published list of posts.

It should be noted that the administrative and technical staff are highly adequate for the implementation of the educational programme and to support the teaching staff of the centre, enabling the Faculty to achieve the proposed teaching objectives.

Strategic area	Axis of the Plan Strategic UdL	Action Line of the Plan Strategic UdL	Center quality commitment (coded)	target code	Specific objective of the commitment	Goal Indicator	Milestones (value of the goal at a certain point in time) Cumulative??	Period in which it must be achieved	Start/Progress of the objective over time				Execution level at the end of term	Action code	Action to execute (to achieve the milestones)	Responsible for the action	Priority of the action	Origin of the action proposal	General Procedure related
									2023 o course 22-23	2024 o course 23-24	2025 o course 24-25	2026 o course 25-26							
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.1	Get that most of the studentship that starts at the faculty end up reaching the profile defined	Graduation rate in the expected weather (degrees) PG03(01)	Grades: 85%	25-26	Grades: 80%					22_ISC_AC01	Generate protocol involving other units to be able to accurately monitor students who leave the degree in the first year	Team / Coordinator ONMD	M	ISC	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.2	Improve the adaptation of education profiles of the degrees and masters to the demands of the health field.	Job placement rate carrying out tasks of the degree PG03(05)	Degrees: 80-85%	2026	Degrees: 80-85%					22_ISC_AC02	Disseminate the Master's degree to the students of the latest Biotechnology and Biomedical Sciences courses directly in the classrooms during classes.	Coordinators/tes degrees	A	ISC	PG06 Capturing the future studentship
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.3	Expand the endowment of resources teaching assistants in the laboratories on schedule in the afternoon	Number of places of teaching support staff	2	2026	1					23_AM_AC01	Request to the management the creation of a new teaching assistant post in the afternoon.	deanship	A	Accreditation	PG 14 Select administration and service personnel
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.4	Apply the systems of evaluation differentiated in the subjects of PAE and TFG	Modification of the guide teacher, evaluation systems	1	2024	-					23_AM_AC02	Modify the teaching guide so that it is clear that the evaluation of the TFG and the Practicum are completely independent	Subject coordinator	A	Accreditation	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.5	Guarantee gender parity in the TFM court	List of participants in the court of the TFM	80%	2024	30%					22_ISC_AC05	Convene TFM tribunals with gender parity	TFM coordinator	M	ISC	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO01) Ensure adequate training and the achievement of the competences contemplated in the verified reports of the degrees Degree and Master's officers. This training has to allow students to adapt and give response to new demands and current challenges of the health field.	1.1.1.6	Evidence of compliance of Order SSI/81/2017, which determines the basic guidelines followed to ensure and protect the right to patient privacy.	% of trainees who sign the document.	Total number of students from practices	25-26	Students return					23_AM_AC04	Consolidate the signature of the confidentiality document in all practices that have a relationship with the patient.	Coordinator of clinical practices	A	Accreditation	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO02) Review the contents and/or skills of the study plans in order to adapt them to the current demand of the health sector (Medicine Family and Community and in the long term of the palliative).	1.1.2.1	Adapt the Memos of degrees and masters from the center to the current demand of the sector sanitary	Number of memories of the that the profile and the contents of the subjects.	4	25-26	2					23_CO_AC01	Statement of the memories of the Degree in NMS and Degree in Sciences Biomedical to the new Royal Decree 822/2021	Coordinators of the degrees	A	Quality Commission	PG03 Review and improve training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A1. Rationalize and adapt the teaching offer from the UdL to the reality of the Centers, the needs of society, demand and the degree map of the SUC	CO03) Assess the relevance of the offer of new qualifications according to needs expressed by professionals and employers and related public bodies.	1.1.3.1	Adapt the Memos of degrees and masters from the center to the current demand of the sector sanitary	Number of memories of the that the profile and the contents of the subjects.	4	25-26	2					22_ISC_AC03	Consolidate the degrees in the center and improve the quality of the teaching	Degree coordinators	M	ISC	PG03 Review and improve training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A2. Define and implement teaching strategies that mark differential features of the UdL in relation to whole of the SUC	CO04) Secure and develop new tools for assess students' non-technical skills at the beginning of the degree in order to improve them during the degree stage	1.2.4.1	Develop new tools to assess skills no techniques	Number of tools to evaluate non-technical skills explained	2	25-26	0					22_ISC_AC04	With the implementation of the modification of the Study Plan of Biomedicine incorporates a subject that where it is develop essential skills of clinical practice (empathy, active school...), through narrative medicine with an approach to medicine that uses narrative skills to increase scientific understanding of the disease.	Coordinators/tes subjects	M	ISC	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A2. Define and implement teaching strategies that mark differential features of the UdL in relation to whole of the SUC	CO05) Develop a teaching model innovative in line with the latest advances in the clinical simulation and practice based on the evidence as a learning tool.	1.2.5.1	Develop one based teaching methodology in clinical simulation	Number of subjects in the that one has been applied based teaching methodology in clinical simulation	3	25-26	0					23_EQUIP_AC01	Purchase a high-fidelity ultrasound simulator, designed for interpret ultrasound images, make diagnoses, and hang clinical decisions. This simulator will be used from second year (Clinical Examination) and in other clinical subjects.	Management team	A	TEAM	PG 03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Offer teacher specialization, focus, singularity (Graduate, Master and PhD)	A3. Consolidate the systems certification of quality by centers	CO06) Obtain the accreditation of the Degree of Medicine by the World Federation of Medical Education.	1.3.6.1	Obtain the accreditation of the Degree in Medicine for the World Federation of Medical Education	Accreditation of the Degree in Medicine by the WFME	Accreditation of the Degree in Medicine by the WFME without conditions	24-25						23_EQUIP_AC02	Writing the report, collecting evidence and indicators	FULL	A	TEAM	PG26 Accredite the official qualifications

Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Other teacher: rationalization, focus, singularity (Graduate, Master and PhD)	LA3. Consolidate the systems certification of quality by centers	(CO6) Obtain the accreditation of the Degree of Medicine by the World Federation of Medical Education.	1.1.3.6.2	Realize the conveniences with Health Institutions	List of agreements signed indicating number of places and number of clinical tutors/tes	100% of agreements updated	25-26						23_AM_AC03	Update the agreements and agreements signed with the institutions healthcare for the realization of academic practices	Vice Dean of Relations Interhospital	A	Accreditation	PG 03 Review and improve training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Other teacher: rationalization, focus, singularity (Graduate, Master and PhD)	LA3. Consolidate the systems certification of quality by centers	(CO6) Obtain the accreditation of the Degree of Medicine by the World Federation of Medical Education.	1.1.3.6.3	Show the methodologies teachers, training activities and evaluation of the subjects to memory.	% content compliance of the teaching guides	100%	25-26	98%					23_AM_AC05	Update teaching methodologies, training activities and evaluation of teaching guides.	Degree coordinator	A	Accreditation	PG 03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Other teacher: rationalization, focus, singularity (Graduate, Master and PhD)	LA3. Consolidate the systems certification of quality by centers	(CO7) Develop a monitoring plan of the Bachelor's and Master's degrees possible to detect the points susceptible to improvement and propose the corresponding actions correctives	1.1.3.6.4	Implement the Improvement Plan of the faculty in order to give response to the commitments of quality adopted by the team dean's office of the faculty.	% achievement of objectives of the center's PM (PGDIY01)	85% agreements reached	24-25						23_EQUIP_AC02	Record the status of the center's PM objectives	deanship	M	ISC	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 1. Other teacher: rationalization, focus, singularity (Graduate, Master and PhD)	LA3. Consolidate the systems certification of quality by centers	(CO7) Develop a monitoring plan of the Bachelor's and Master's degrees possible to detect the points susceptible to improvement and propose the corresponding actions correctives	1.1.3.7.1	Develop the quality commitments in a PM and its monitoring yearly	Number of subjects with the result of the survey greater than 2.8	100%	25-26	80%					23_SGIO_AC01	Hold meetings with those responsible for the affected subjects in order to improve the result.	Coordinators/nes qualification	A	TEAM	PG01 Define and develop the objectives improvement centers
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 2. Model teacher: flexibility, innovation, personalization	LA6. Promote programs of innovation and improvement of the teaching model singular proper	(CO8) Consolidate an evaluation model of the best-based professional skills objective and structured (ACOE).	1.2.6.8.1	Review the activities of ACOES	Number of activities of Reviewed ACOES	4	25-26						23_EQUIP_AC03	Review the activities of the ACOES taught at the UdL.	Degree coordinator Medicina	M	Responsible for the ACOES	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	Axis 2. Model teacher: flexibility, innovation, personalization	LA6. Promote programs of innovation and improvement of the teaching model singular proper	(CO9) Organize reception days and deploy a mentoring program for follow-up personalized and the academic guidance of the student body, and favor their training process improvement	1.2.6.9.1	Deploy the program from Faculty tutorials for promote comprehensive training of the student body	Number of students mentored in the framework of mentorship program	100	25-26	3					23_EQUIP_AC03	Implement the figure of the student mentor	Responsible Nestor	M	TEAM	PG 28 Welcoming and guiding a the student body
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	axis 4 Employability: mechanisms, services, platforms	LA16. Improve insertion student employment through the reinforcement of the practice structure in company and the Service of Labor Insertion	(CO1) Enhance clinical practices in the different care centers in Lleida and Alt Pirineus, to reinforce the Faculty's commitment with the institutions, the development of the tertiary and the future incorporation in the scope work	1.4.16.10.1	Increase the commitment of the Faculty with the centers concerned healthcare and the university hospital of Igualada. (Anolis)	Number of students who they are doing internships clinics in Lleida and Igualada.	100%	25-26	85%					23_EQUIP_AC04	Increase the employability of the places available in the contracted health centers of Lleida and Igualada.	Vice dean of interhospital relations	M	TEAM	PG03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	axis 4 Employability: mechanisms, services, platforms	LA16. Improve insertion student employment through the reinforcement of the practice structure in company and the Service of Labor Insertion	(CO11) Identify the training needs of health institutions and professional associations to be able to collaborate in making a teaching offer adapted	1.4.16.11.1	Identify the needs of training of the different professional colleges	Number of institutions / schools from which it has been collected training needs	3	25-26						23_EQUIP_AC05	Hold meetings with the different professional associations	Management team	M	TEAM	PG 28 Welcoming and guiding a the student body
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	axis 4 Employability: mechanisms, services, platforms	LA16. Improve insertion student employment through the reinforcement of the practice structure in company and the Service of Labor Insertion	(CO12) Facilitate the incorporation of students to the Center's research groups with the development of TFGs and TFM's in projects of innovative research.	1.4.16.12.1	Facilitate the incorporation of the student body in the groups of research of the Center with the development of TFGs and TFM's	Number of final works carried out in the IR3Lleida or in attached health centers i company R&D projects.	TFG 10% TFM 100%	25-26	TFG 95%					23_SGIO_AC01	Meetings with the students of the 4th year Degree NHD and Degree in Biomedical Sciences, and 5th year in the case of the Degree in Medicine	Responsible for TFG/TFM	B	SGIO	PG 03 Review and improve the training programs
Strategic Area 1: TEACHING, LEARNING I EMPLOYABILITY	axis 4 Employability: mechanisms, services, platforms	LA16. Improve insertion student employment through the reinforcement of the practice structure in company and the Service of Labor Insertion	(CO13) Strengthen orientation activities professional by offering courses for improve student skills oriented towards employability.	1.4.16.13.1	Enhance activities professional orientation aimed at students	Number of students there participated in the Tempus Run	60	25-26	36					23_SGIO_AC02	Continue spreading it through Cv emails and networks social. Disseminate it through the coordinators of the degrees Continue offering professional outing activities: Tempus Run UdL, CODNUCAT, ADINU conferences... Disseminate the Master's degree to students in the last years of Biotechnology and Biomedical Sciences directly in the classroom during classes	Responsible Nestor / Coordinators of degrees	M	SGIO	PG 28 Welcoming and guiding a the student body
Strategic Area 3: RELATIONSHIP WITH THE TERRITORY I INTERNATIONALIZED ACTION	Axis 3: Relationship with the environment agents, ecosystem related, impact	LA41. Strengthen the paper of the UdL as an agent of the knowledge of reference to the territory	(CO14) Encourage contact between different people professional colleges with students, as future colleagues who give response to the interests and needs of the society in relation to its exercise professional	3.9.41.14.1	Present the schools professionals to students	Annual meeting addressed to the student body in which schools participate professionals	3	25-26	1					23_EQUIP_AC06	Establish a meeting with the professional associations	Coordinators/Management team	M	TEAM	PG 28 Welcoming and guiding a the student body
Strategic Area 3: RELATIONSHIP WITH THE TERRITORY I INTERNATIONALIZED ACTION	axis 10 internationalization from strategic alliances international, impact	A.44. Reinforce the internationalization programs of students, while facilitating its insertion and assessment within their activity academic.	(CO15) Promote mobility through agreements with foreign universities in order to provide students with a comprehensive education and offer the student an accompaniment institutional during his stay in international universities.	3.10.44.15.1	Review the agreements for justify the centers that they offer good training	Number of revised agreements	100%	25-26	0					23_SGIO_AC03	Establish the necessary criteria for a foreign university to sign an agreement with the FM	Vice Dean of Mobility	M	SGIO	PG 07 Establish the policy and objectives relating to mobility
Strategic Area 3: RELATIONSHIP WITH THE TERRITORY I INTERNATIONALIZED ACTION	Axis 11. Society commitment, social action, impact	LA48. Support the cultural activities, artistic and interesting social including those proposed by students	(CO16) Involve students in the organization of scientific, cultural and artistic activities and of social interest, according to its nature, i guarantee its dissemination in order to increase the student participation	3.11.48.16.1	Involve students in the organization of activities scientific, cultural, artistic, and of social interest organized by the students	Number of activities scientific, cultural, artistic and of social interest, organized by the students	4	25-26	1					23_EST_AC01	Congress of the CIEM in Lleida at national level and acts of the center's cultural week, Organization of ACOES activities, Marathon activities	MANAGEMENT TEAM	M	TEAM	PG 25 Define and develop policy and the objectives of the formation
Strategic Area 3: RELATIONSHIP WITH THE TERRITORY I INTERNATIONALIZED ACTION	Axis 12. Communication: identify institutional, story, public good, media, channels	LA66. Improve their instruments and channels of internal communication and external of the UdL, such as now the Web, the Virtual Campus and social networks, among others	(CO17) Keep the FM website updated, publish the results and main indicators of degrees as proof of objectivity i commitment to the institution	3.12.56.17.1	Keep the website updated of the FM, publish them results and main indicators	% of complete items in the internal review	100%	25-26	94.80%					23_SGIO_AC03	Review the website and improve it	Quality Manager	A	SGIO	PG 03 Review and improve the training programs



Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 14: Staff: conditions labor, rights, opportunities	L465. Set the objectives and criteria of the formation of the personal that they combine general aspects of the university and specific of each workplace.	ICQ18) Promote teacher participation in the training activities that encompass all three main areas in which it develops work: teaching, research and management.	4.14.65.18.1	Increase participation of the PDI in the activities formative	Number of training activities specific for the PDI del Health Campus	4	25-26	0					23_SIQI_AC04	Identify training courses that may be interesting for "faculty of the faculty." CV Ratings Tool"	Management team	M	SIQI	PG 15 Prepare and execute the training plan of academic staff
Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 14: Staff: conditions labor, rights, opportunities	L465. Set the objectives and criteria of the formation of the personal that they combine general aspects of the university and specific of each workplace.	ICQ19) Promote the continuing education of PAS and provide this collective with the tools necessary so that it can develop the its activity with professionalism and the highest levels of excellence.	4.14.65.19.1	Promote training continuation of the PAS	Number of training activities specific for the PAS del Health Campus	2	25-26	0					23_EQUIP_AC07	Define courses for C5Salut's PTGAS	Management team	B	TEAM	PG 20 Promote, encourage and improve the administrative staff i services
Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 15: Students and alumni: participation, membership, commitment,	L468. Encourage the participation of students in those areas that affect them, such as plans of studies or design	ICQ20) Encourage student participation in the management of the Faculty that allows transfer their needs and concerns for improvement management bodies.	4.15.68.20.1	Encourage the participation of the student body in the management of the Faculty	Number of improvement actions collected in the meetings with the student body	10	25-26	6					23_EQUIP_AC08	Collect the actions to be included in the Improvement Plan	Management team	A	TEAM	PG 32 Manage complaints and suggestions
Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 15: Students and alumni: participation, membership, commitment,	L468. Encourage the participation of students in those areas that affect them, such as plans of studies or design	ICQ20) Encourage student participation in the management of the Faculty that allows transfer their needs and concerns for improvement management bodies.		Improve the dining room given the students' schedule of the Faculty	Report administrator of campus with the result.	1	25-26	0					23_EST_AC01	Change the place of the dining room so that they have ventilation it with food heating equipment	Campus manager and equip	A	TEAM	PG 32 Manage complaints i suggestions
Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 15: Students and alumni: participation, membership, commitment,	L468. Encourage the participation of students in those areas that affect them, such as plans of studies or design	ICQ20) Encourage student participation in the management of the Faculty that allows transfer their needs and concerns for improvement management bodies.		Implement the logo of Health Sciences that the students have chosen to adoption	Report administrator of campus with the result.	1	25-26	0					23_EST_AC02	Define the space where it must be located and place it	Campus Manager	B	TEAM	PG 32 Manage complaints i suggestions
Strategic Area 4: COMMUNITY UNIVERSITY I POLICIES TRANSVERSAL	Axis 15: Students and alumni: participation, membership, commitment,	L468. Encourage the participation of students in those areas that affect them, such as plans of studies or design	ICQ20) Encourage student participation in the management of the Faculty that allows transfer their needs and concerns for improvement management bodies.		Adapt teaching classrooms if the HJAV with plugs for teaching computers.	Report administrator of campus with the result.	1	25-26	0					23_EST_AC03	Put plugs in the teaching rooms of the HJAV to be able to plug in the computers	Campus Manager	A	TEAM	PG 32 Manage complaints and suggestions
Strategic Area 5: ORGANIZATION, RESOURCES I SERVICES	Digitization: community universities: ICT ecosystem, system of information	L462) Improve the experience of students to increase their satisfaction and improve the image of the University	ICQ21) Organize regular meetings with the student body in order to obtain their opinion on the quality of teaching, the perspectives of work and the social projection of the FM.	5.19.62.21.1	Analyze the results of the surveys that pass the students	Number of improvement actions collected in the meetings with the student body	10	25-26	6					23_EST_AC02	Collect the actions to be included in the Improvement Plan	Management team	A	TEAM	PG 32 Manage complaints and suggestions



ANNEX 1. EVIDENCE AND INDICATOR TABLES

<https://cv.udl.cat/x/xldJyr>

E01. Strategic plan (SP) or similar

E01b. IQAS FM

E02. Dashboard or similar

E03. Monitoring reports on SP development

E07. Improvement plan(s)

E08. Medical school organisation chart

E09. Regulations of the governing bodies

E10. Management tools for suggestions and complaints

E12. Minutes of sessions of governing bodies and commissions

E13. Risk management plan(s)

E14. Contingency plan(s)

E16. Centre and programme monitoring reports

E19. Human resources policy

E20. IQAS processes and procedures

E21. Structure and staffing of the medical school

E22. Criteria for teaching staff recruitment

E23. Criteria for teaching support staff recruitment

E24. Teaching and support staff assessment reports

E24b. Evaluation of the PDI management activity

E25. List of teaching posts

E31. Subject syllabi

E32. Implemented SDG-related actions

E33. Plan(s) on gender equality and its/their results

E34. Protocol on harassment (sexual, gender, etc.)

E35. Support actions for students with disabilities

E36. Student selection and admission criteria

E37. Student counselling and support plan

E38. Student counselling and support service charter



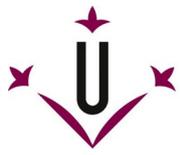
- E46. Medical study programme handbook
- E47. Ex ante programme accreditation report (AQU)
- E49. Ex post programme accreditation reports (AQU)
- E50. Teaching staff assignment to subjects
- E51. Study programme timetable
- E52. Final-year project guide
- E53. Regulations and criteria for credit recognition
- E55. Website and other public information
- E57. First-year student transition into HE plans
- E62. Examination review procedure
- E63. Degree award regulations
- E64. Teaching staff competitive research projects
- E66. Detection of hiring needs of new staff
- E67. Assessment of the staff training plan
- E68. Medical school or university educational model
- E69. Student assessment tasks
- E70. Educational facilities and infrastructure
- E71. Detection of new facilities and infrastructure needs
- E72. Career guidance plan or actions
- E73. IQAS review reports
- E74. Document management tools
- E76. Accessibility audit on public information
- E77. Student credit recognition registry
- E79. Mission statement document
- E81. Policy on student assessment
- E83. Teacher self-assessment reports within the framework of teaching assessment processes (DOCENTIA)
- E84. School policy and measures promoting academic integrity

- I10. Credits taught by doctoral and accredited teaching staff (%)

- I11. Credits taught by non-accredited doctoral teaching staff (%)



- I12. Credits taught by non-doctoral teaching staff (%)
- I13. Credits taught by tenured teaching staff (%)
- I40. Demand as first option/places offered ratio
- I41. Enrolled students/places offered ratio
- I42. Profile of first-year students (by access pathway and cut off marks)
- I44. Percentage of students working and studying at the same time
- I45. Percentage of foreign students
- I46. Dropout rate
- I47. Student progression rate
- I48. Graduation rate
- I49. Average time to complete the programme
- I50. Student satisfaction
- I53. Credits taught by teaching staff with accredited research activity (%)
- I54. Credits taught by teaching staff with DOCENTIA accreditation
- I55. Ratio of full-time equivalent (FTE) students to FTE teaching staff
- I56. Percentage of teaching staff who have taken part in academic training activity
- I57. Teacher satisfaction
- I60. Percentage of improvement actions not implemented
- I61. Percentage of dashboard indicator objectives achieved
- I62. First year dropout rate
- I63. Degree programme efficiency rate
- I64. Employment rate (AQU survey)



I66. Graduate satisfaction

I67. Percentage of support staff who have carried out at least one training activity to promote their skills development

I68. Satisfaction of administration and services staff (with training activities).



ANNEX 2. EVIDENCE TO ASSESS THE ACHIEVEMENT OF LEARNING OUTCOMES

[HTTPS://CV.UDL.CAT/X/XLDJYR](https://cv.udl.cat/x/xldjyr)

Evidence subjects

METABOLISM AND ENDOCRINOLOGY_ MMENDOCRINOLOGY

CLINIC EXAMINATIONS: CExamination

CARDIOLOGY AND VASCULAR SURGERY: CVSurgery

PEDIATRICS: Pediatric

Rotational subjects

FAMILY MEDICINE: FMedicine

PSYCHIATRICS CLERKSHIP: PsiquiatricClerkship

MEDICAL CLERKSHIP: MedicalClerkship

SURGICALCLERKSHIP: SurgicalClerkship

PEDIATRICCLERKSHIP: PediatricClerkship

OBSTETRICS AND GYNECOLOGICAL CLINIC: ObstGyneclinic

Final Degree Project

BACHELOR'S THESIS: DMedicina_Bachelor's Thesis



PG30Plan and develop teaching methodologies	SGIQ processes and procedures, PG30: Plan and develop teaching methodologies
Teaching guide_(name assign1 curt)	Link in the teaching guide for each subject
CVProfessor	Links to the website: Profile of the teachers who teach the subject
ApproachExam / Activity	Exam example
ApproachRubric	Statements of the evaluation rubrics
EvaluationResults	Table with the results of all students in each evaluation test and the final grade. Selected students marked
CarringoutActivity_(MH/EX/NT/AP/SU) CarringoutExam (MH/EX/NT/AP/SU)	Selection of a student for each final grade in the subject with samples of their executions in each activity and exam.
EvaluationRubric_(MH/EX/NT/AP/SU)	Examples of assessments with a rubric for a student's performance in an evaluation activity.